Materials for Annual Review of NMC President
Prepared by Timothy J. Nelson, President
Northwestern Michigan College
2015

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All prior Board meeting materials & reports are available at https://www.nmc.edu/about/board-of-trustees/materials-minutes.html

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.

Let me start by thanking those who make NMC such a great learning enterprise and a critical component of our region. These groups include the following:

- Our owners, the taxpayers and citizens of the region and state
- Our elected Board of Trustees who volunteer their time and energy to represent those owners and ensure a quality institution today and tomorrow
- Our staff and faculty without whom learning could not take place and our learners could not succeed
- Our learners without whom we would have no reason to be

A special thanks to former Board of Trustee members, Cheryl Gore Follette, William Myers, and Susan Sheldon for their service to NMC and our community.

I have frequently told people that I believe in the tenants of Darwin who observed that organisms that change more slowly than the environment around them perish. NMC and all colleges and universities exist in an environment that is going through significant change. As a result, this fiscal year, July 2014 through June 2015, held a number of critical change outcomes for NMC.

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. The next three years will be pivotal in capitalizing on that positioning for the benefit of those we serve.

Our future is built around a strategic plan, developed with input from our internal and external communities and approved by the Board in 2010. Some of those elements require NMC and her employees to change, learn new skills, adopt new beliefs and values, abandon old beliefs and move into uncharted territory. Some of these elements require our external community to develop a new appreciation for the mission and purpose of a community college in the 21st century. We have more work to do in order to spread that story and have those conversations.

Each year, the Board of Trustees adopts a set of strategic goals that they choose to monitor and evaluate at the end of the year. These form the basis of the evaluation of the president and the College. A mid-year review is accomplished at the annual Board retreat. Additionally, a review of the accomplishments, by area of the college, is aligned with the five strategic directions established by the Board. Finally, AQIP action projects that are a component of our overall accreditation are aligned with the prior two areas and meet the standards of the Higher Learning Commission.
Significant changes initiated or completed this year that will likely have structural impact on the future of NMC include the following:

- Completion of a two year process including representatives of all employee groups to clarify and redesign the classification and compensation system at the college.
  - I applaud the staff employee groups who have been working through a joint task force to answer questions and suggest processes to implement these changes. They are a great example of using the shared governance and mutual gains system we have in place to arrive at an approach that meets the values articulated by the compensation and classification work group and meets the needs of the employees and the college.
  - Our goal is to catch staff up to the benchmarked rates over the next two years.
  - Monthly updates are provided to the Board at each meeting.
  - The most controversial issue was realigning the pay increases to be awarded in January. There was a calculation error as to what it took to hold regular faculty harmless and made whole with regard to total pay, but that was corrected with the help of members of the mathematics faculty.
  - Now that the faculty has unionized, the regular faculty pay plan that has provided for a 3.7% annual increase plus a scale adjustment becomes a negotiated item under the collective bargaining agreement process. As a result no increases in pay or benefits can be provided to faculty during the negotiation process and no retroactive payments are allowed.

- Regular full-time and part-time faculty unionization through the MEA (Note this does not include adjunct faculty members.)
  - In the fall 2014, I recognized that some faculty were concerned about the new calendar for salary adjustments. I sought along with Vice President Siciliano a meeting with Faculty Council to discuss this and other concerns. I was committed to listen to their perspectives. A meeting planned for October was postponed due both to my sudden schedule change to testify in Lansing on the BSN degree and the acknowledgement by the Faculty Council chair that the Council's questions were not yet ready for discussion. I requested a new meeting date, but one was not provided. In hindsight, I should have sought a general faculty meeting when the Faculty Council did not provide the requested meeting time. Instead, the faculty sought unionization and in March, the regular full-time and part-time faculties voted to have the MEA represent them.
  - Now that the faculty have chosen this method to determine issues of wages, benefits and working conditions, this is an opportunity to negotiate a contract that assures NMC can accomplish the following:
    - Maintain institutional agility in a changing environment
    - Carry out the current and future strategic plans
    - Attract, develop and retain quality faculty to maintain and improve service levels
    - Improve student outcomes and success
    - Clarify roles and responsibilities
- AQIP projects (Complete reports on each project are contained in this binder.)
  - Learning Outcomes—This project requires the development and implementation of an integrated and aligned learning outcomes system. It will cause changes or improvements in multiple areas of the college including assessment, program review, curriculum review, integrated planning and faculty annual plan and evaluation. We have invested considerable time, energy and resources into this effort and have much more to accomplish. When fully in place, this project will lead to changes in how we teach and measure learning. Faculty and staff are working hard to implement this important work and this project will help to identify the professional development needed to assist our efforts to implement this positive change.
  - Cultivating a Connected Community—A result from our required Strategy Forum with the Higher Learning Commission was the establishment of an additional AQIP project. We know that we spend a great deal of time trying to communicate and inform our constituencies, inside and outside NMC. It is still too common for members of the internal community to say they did not know about a project or action regardless of how much information has been pushed out. This project will assess current internal methods and their effectiveness. The next stage will reflect suggested improvements and/or changes.
  - Talent Project Phase III—During the Classification and Compensation Study employee groups noted the need for more effective management/supervision at all areas of the college. This project focuses on the development of those leadership capacities to support the full implementation of Phase I and II of the project. Mostly this affects the staff of NMC. With the current faculty collective bargaining process and the pending unionization election for faculty chairs, many of these issues become the purview of negotiation.
  - Enhancing Developmental Education—The effectiveness of developmental education, as measured by longer term student success, is a national issue. NMC has been investing in improvements in this area for a number of years. It is a complex challenge that must be met. The national degree/credential completion rate for this group of students is well below what should be acceptable. NMC continues to improve our outcomes and will need to continue to commit time and resources in this area. The current work of this team is based on a strong collaborative effort of our Learning Services Department, and the English and Mathematics Departments. Based on multiple professional conferences and research, the team is engaged in several projects to improve the success rates of our most challenged students.

- State of Michigan Community College Skilled Trades Equipment grant for $2.1 million—This is the largest non-facility grant NMC has received. It allows us to accelerate investments in key areas supporting our regional businesses and workforce. My thanks to all those involved in its submittal and approval.
- Evaluation of a proposal for a partnership with EDUStaff that was optional for supplemental and adjunct employees—A recent memorandum to the college community and to the Board indicated the curtailment of this project.
Leadership in the areas of student veterans services and globalization and internationalization—NMC continues to be seen as a state and regional leader in these two areas. The important lessons to learn from these activities relate to the number and level of services NMC should and can provide to learner populations with unique needs. This will continue to be a balancing activity.

Internships and apprenticeships—Many of our occupational programs are being redesigned to incorporate internships or apprenticeships. A primary conflict relates to the number of hours in a certificate or associate degree. Curricular redesign is underway, but not fully embraced by all.

Movement to more comprehensive fundraising and philanthropic support for NMC—Over the past two years, the NMC Foundation has been redesigning itself to engage in a much more comprehensive form of fundraising. Our consultant is currently in the field performing a feasibility study to inform the upcoming decision whether to go forward with a campaign. The Foundation continues to be rated in the top 20 for community colleges nationally and awarded close to $1 million in scholarships last year. Should we choose to undertake a significant campaign, more of my time will need to be spent there.

Succession planning—One of the advantages to having a low employee turnover rate is stability. One of the disadvantages is that groups of people tend to leave during the same general time frame. We have implemented processes that allow us to provide for overlap in hard to fill positions. Additionally, we are developing successor strength internally in a few key programs.

Redesign of shared governance—During the Classification and Compensation project, the question of how shared governance would work with potential changes in classification was raised. After the final Classification and Compensation report was accepted by the Board, we began a project to examine the fundamentals of shared governance at NMC in the fall of 2014. This project will move forward this year, but will have a different impact on faculty due to collective bargaining activities. We remain committed to all employee input and participation in the life of the college. See my Self Evaluation for comments on this topic.

Facilities construction and funding—We are engaged in a number of projects that could lead to ground breaking within the next 18 months. These are student housing, Osterlin Library renovation, Dennos Museum Center renovation and expansion, and the West Hall Student Simulation and Learning Center. The determination of whether to proceed is dependent on funding and Board action.

Additional baccalaureate and other credentials—We have added an additional B.S. in Marine Technology and are pursuing authorization at the state level to offer the Bachelor of Science in Nursing Degree. This will take additional effort by me and others to educate many new legislators about the need for this degree.
Many of the previous issues relate to questions all educational institutions are struggling with. These include:

- Who governs the institution?
- How does that governance occur?
- Who pays for the services provided?
- Who attends and uses those services?
- Who works at the institution and what are their respective roles?
- What does the future of the institution look like?

Our Board constantly looks to answer the question “What do we do for whom at what value?” There is no singular response, perhaps no universally correct response. There is a need for action and this report indicates what some of those actions have been.

Major environmental changes coming our way.

- Performance based funding at the institutional and individual levels
- Transferability of courses
- National adjunct pay issues
- Continued base funding parameters
- Competency based learning
- Increasing regulation and reporting at the state and federal levels

I am struck by how much the College community has accomplished during the past 12 months. You can see this in the review of the Board Strategic Goals and the Accomplishments by area of the college. I want to again thank all in the NMC community; employees, volunteers and friends for everything they do to help us successfully serve our learners. Thank you Trustees for your volunteer effort and energy. NMC has been successful because of your commitment and will be successful in the future because of your continued support.

I know there is a considerable amount of material here and on the NMC web site. It is reflective of the amount of work we have accomplished this year. Lastly, on a personal note, I have served NMC as president for over 14 years. It has been my pleasure and my privilege. I look forward to our review session in June and to discussing the outcomes we want to accomplish during my remaining tenure.

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.
Contribute to economic development.

Current Strategic Directions and Capacities

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
Board Policy B-100.00
Board-President Relationship

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.

If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Reviewed without revision January 23, 2006
Board Policy B-101.00
Board-President Relationship

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.

If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Revised January 23, 2006
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.

If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Reviewed without revision February 27, 2006
Board Policy B-103.00
Board-President Relationship

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

If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

Adopted by the Northwestern Michigan College Board of Trustees October 23, 1995
Revised February 27, 2006
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)
- Real estate 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
If any provisions(s) of this policy or set of bylaws conflicts with laws applicable to Northwestern Michigan College, including the Community College Act of 1966, the Freedom of Information Act, or the Open Meetings Act, as each may be amended from time to time, such laws shall control and supersede such provisions(s).

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
Revised May 18, 2015
Self Evaluation of Core Competencies and Key Responsibilities
Prepared by Timothy J. Nelson, President
Northwestern Michigan College
May 27, 2015

Introduction
I have chosen to complete this portion of the evaluation in a slightly different format than prior years. Each of the Core Competencies and Key Responsibility areas are addressed by showing the responses from 2014 and then adding 2015 comments to highlight any changes or reflections that I, or you, should consider. If I look back over multiple years, many of the activities that provide evidence in these areas are similar or identical. More importantly is how well do I/we think these work. I look forward to discussing these with you.

Core Competencies

Communications (12.5%) The demonstrated ability to effectively handle routine and non-routine internal and external communication, both oral and written.

● 2014 Responses
  
  Board Communications
  o Communication with the Board occurs in multiple ways including written updates, special topic study sessions, special alerts, educational materials, emails, phone calls, face to face conversations, and committee meetings.
  
  Communications with the NMC Internal Community
  o Internal College communications include Opening Conferences (2 per year), town hall meetings (2 to 4 per year), written updates, and periodic meetings with governance and leadership groups. Small open meetings for all personnel are held when there are special campus issues, such as budget concerns. This provides them the opportunity to ask questions in a smaller venue and has proven over my tenure to be useful.
  
  External Communications
  o These include press releases, presentations, small group breakfasts and discussions, media interviews, written materials and multiple electronic, face to face interactions, community conversations, campus tours and industry specific roundtable discussions.
  
  Summary
  o We are making progress on integrating communications and marketing. It is apparent we do not have enough resources internally to accomplish all that is required. We have contracted with outside agencies to supplement these efforts and will focus this year on positioning, integration and execution. While the president is seen as the primary spokesperson for the college, we continue to work to empower other spokespersons including VPs and Directors to share our messages with our community.

● 2015 Comments
  o We continue to do all activities cited above except for changes noted here. Communication is most effective when actively engaged by all the parties; unfortunately, some segments of the college community have not taken advantage of
these activities. I have a standing offer to meet with any department, council or committee whenever they would like to do so.

- Increasingly, Vice Presidents and other NMC personnel are acting as spokespeople for the college.
- We have contracted with an outside agency for advertising placement and with another agency for a review of the Marketing, Communications and Public Relations office. We hired a new executive director in the late summer of this fiscal year and are evaluating whether we need an additional person for internal communications. As cited earlier in the introduction, we have established an AQIP project related to internal communications.

**Teamwork (12.5%)** The willingness and ability to work for and with others to achieve a common goal.

**2014 responses**

- 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. Our new aligned planning process is helping to identify further team development and delegation opportunities. We have begun serious examination of succession planning and expanding the number of individuals in the college who participate actively on team projects. My role in the compensation and classification review has been an interesting process of balancing leadership and teamwork.

**2015 comments**

- We have a great executive staff team that works to accomplish NMC goals. They are building stronger teams in their areas to accomplish our ends.
- Each year, I have a discussion with the executive staff and the Board to determine how much of my time needs to be spent inside the institution versus outside. This is an imprecise balancing act. We are still determining what the expectations are for next year.

**Productivity (12.5%)** The amount of acceptable work performed as efficiently as possible.

**2014 responses**

- Sections 7 and appendix E in this document demonstrate the magnitude of work being accomplished at NMC.

**2015 comments**

- I thank all those who have contributed so much to the success of the college this year.
Dependability (12.5%) The ability to accept and complete responsibilities.

- **2014 responses**
  - 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 and have made necessary adjustments when required by following our plan, do, check, adjust process. An evaluation of progress on Board goals demonstrated that significant progress was made in all areas.

- **2015 comments**
  - Inevitably as Harry Truman said, “The buck stops here.” I am responsible for the activities of the college whether or not I am directly involved in their delivery. I work to support those who work with me and encourage them to take risks. We tend to take on a large cadre of “big work” that stretches our resources.

Quality (12.5%) The work produced is accurate, thorough and consistent.

- **2014 responses**
  - 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. Our Higher Learning Systems Portfolio and Action Project reviews attest to this.

- **2015 comments**
  - I believe we continue to produce high quality work. If there are errors, we correct them as soon as possible and evaluate the situation surrounding them. I tell people we live in a plan, do, check, adjust world.

Problem Solving (12.5%) The ability to define and resolve problems in a timely manner.

- **2014 responses**
  - 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. Again, our selection of Action Projects and Strategic Goals support this.

- **2015 comments**
  - We have had a number of incidents where we did not anticipate the reaction that would be received from pursuing a line of investigation. Most recently this could be seen in the EDUStaff investigation. I still believe we are ahead of the curve on significant big issues. It is important to note from participants at many national and regional conferences during this past year, and our work with Guided Pathways (MCCA), that programs and services being presented as innovating have been standard work at NMC for a number of years.
Ethical Behavior (12.5%)  The ability to apply ethical, open, and honest behavior in interactions.

● **2014 responses**
  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.

● **2015 comments**
  o As cited earlier, transparency requires effective communication methods. We are working to enhance and improve these.

Shared Governance (12.5%)  The ability to engage the College shared governance process.

● **2014 responses**
  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. Our recent Employee Engagement survey indicates we have made gains in our employees’ perceived value and effectiveness of shared governance. A significant example of this has been our work with the Compensation and Classification Work Group. An outcome of this work will include an evaluation of the “formal” components of shared governance at NMC.

● **2015 comments**
  o The completion of the Compensation and Classification project and the ensuing work by the staff task force is an excellent example of shared governance. I thank them for their work.
  o A significant question for the campus is “what will shared governance look like with a faculty union contract?” I remain a supporter of shared governance, however, its manifestation at NMC needs to be clarified and renewed. In the fall, I began to establish a work group for this purpose because a comprehensive review had not been done for well over 20 years. We will continue to do this work, however, conversations that involve faculty wages, benefits and working conditions will be curtailed due to collective bargaining. It is imperative that staff discussions continue as planned.

Our formal system includes three councils and multiple committees. These groups include representatives from all employee groups. It is imperative that representatives work for the good of the college and interact with their employee group. A recent challenge has been finding faculty and staff volunteers to serve on the primary councils. We will continue to work to involve our employees in the future of the college.
**Key Responsibilities**

**Maintain Community Relations (15%)**

- **2014 responses**
  - 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. Local, regional and national media coverage over the past year has cast NMC programs in a positive light.
  - Our recent work with the Upjohn Institute and sharing the REMI model with multiple economic development groups in our region should prove to be important.
  - I am personally engaged in a number of important community activities. These include:
    - Regular meetings with regional executive group
    - Regular meetings with TCAPS and TBAISD leadership
    - Rotary
    - Munson Health Care Board and Finance Committee
    - Chair – MCCA Legislative Group
    - Presenter at state and national conferences

I encourage our faculty and staff to find ways to engage with 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.

- **2015 comments**
  - The CCSTEP grant was a great example of a community of interest coming together to advise and support our successful grant application. It involved business, educational and governmental partners.
  - Additional work is being done relative to overall communications with the community as cited earlier.
  - Advisory groups for occupational programs are in place and actively engage their respective constituent groups.

**Maintain Effective Strategic Planning Processes (10%)**

- **2014 responses**
  - 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. Progress this year is demonstrated through metric analysis and is a part of the review manual.
The strategic planning process continues to improve each year through the plan, do, check, adjust processes. It is the foundational document to which organizational efforts are aligned. Updates are provided to the Board and the campus throughout the year.

Ensure the Fiscal Health of the College (20%)

- **2014 responses**
  - NMC remains in good fiscal health. You receive monthly financial reports and annual audits, all of which attest to this. We constantly review key decisions related to cost reduction practices, limiting the expansion of the full time employee base, and process improvement. Employees continued to step to the plate and do more than their job in order to maintain that quality. The next two years will require us to make structural adjustments in order to meet our future goals.

- **2015 comments**
  - The Classification and Compensation Review was another indicator of the seriousness with which the employees of the college take on their stewardship responsibilities. The process addressed the need for relevant definitions of job descriptions that could be correctly benchmarked to external market value, and balanced with the resources of the college to attract talent.
  - NMC remains in excellent fiscal health. We have reserves set aside to enable us to address unexpected changes in the financial environment. We have made changes to our operations that allow for us to have time to plan for unexpected changes in our finances. Shifting to compensation changes in January is the most recent example of an operational change that will allow us time to plan for changes in actual revenue versus budgeted revenue.
    - We are continually looking for ways that distinguish us from others. Utilizing and leveraging our local resources helps to set us apart from other educational institutions.

Develop Employee Base to Meet the Needs of the College (15%)

- **2014 responses**
  - People are our most important asset and our largest area of expenditures. Our AQIP project, titled “The Attraction, Development and Retention of Talent – II & III” continues to provide guidance in that area. Within the next five years, NMC will see turnover in a number of key positions. We continue to develop and execute against succession planning parameters.

- **2015 comments**
  - The Classification and Compensation Review was based on, and aligned with, the values of the college. For our employees it was the clearest example this year of the
college’s long-term commitment to the value of, “We value all people and will invest in their personal and professional growth and development.”

Ensure the Physical Assets of the College will meet the Needs of the College (10%)

- **2014 responses**
  - 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 comprehensive Campus Master Plan was completed and approved by the Board last year and we are evaluating ways in which to fund and execute the most critical elements.
  - We continue to implement changes that will increase operating margins so that we have sufficient funds for maintaining and creating new physical assets.

- **2015 comments**
  - We continue to move forward with master plan recommendations. This includes planning work for Osterlin renovation, Campus Housing, Dennos renovation/expansion, and West Hall renovation.
  - We have executed a third party review by Honeywell that outlines potential plant and infrastructure changes. Some of these could be financed through energy savings. The Board will receive this report in the near future.

Build and Maintain Effective Board-President Relations (10%)

- **2014 responses**
  - I believe I have a good working relationship the Board and its members. When the Board requests information, we comply in a timely manner. I have also included select Board Policies with this report. We continue the practice of including the vice presidents at your retreat which has proven to provide great value. If there are ever issues regarding the Board-President relations, I encourage you to share them with me and the Board Chair at your earliest convenience. The success of the college depends on an effective Board-President team.

- **2015 comments**
  - Each time a new member joins the Board, the Board is different. I thank our three new members and look forward to working with them for the future of the college.
  - Again, thank you to Cheryl Gore Follette, Bill Myers, and Susan Sheldon who served NMC for many years.
Develop and Maintain Excellence in Educational Offerings (20%)

- **2014 responses**
  - 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. I have included a few sample reports as part of this document.

- **2015 comments**
  - We continue to strive for excellence in our offerings. Evidence from HLC reports and from employers indicates continued success here.
Core Competencies

- 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.

| 1. Communication: | Consistently handles communications handled with outstanding effectiveness. | Effective communicator. Expresses ideas very clearly both orally and in written form. Good listening skills; refers only the most complex communications to Board. | Basically a sound communicator. Handles routine communication effectively, tries to help others or refers requests to proper place; refers non-routine communications to Board. | Listening skills need improvement. Has trouble expressing ideas in a clear and concise manner. Requires supervision and checking of oral and written material. | Weight | 12.5% |
|---|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | Points |
| | | | | | 3.36 |

**Comments:**
Continues to implement processes to improve communications within and outside the NMC family. Expanded articles on programs and successes over the last year.

Tim communicates very effectively at all levels, including President and board, and with every appropriate level at the college and in the community.

Tim communicates effectively and well, and so do many other NMC officers and representatives. Some NMC personnel, however, are not so effective and that affects the overall community impression. Tim should consider how to improve this.

President Nelson has consistently made a concerted effort to improve communication and provide metrics to the Board that streamline performance assessment of the college, especially involving its strategic objectives.

Generally speaking, communication is effective and timely. However, during this past year, important information regarding the millage election received from legal was not communicated to trustees.

Communication is a core ingredient for effective management and a President Nelson strong point.

A few notable slips in this area this year.
2. Teamwork:
The willingness and ability to work for and with others to achieve a common goal.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Does whatever is necessary to insure a group’s success. Provides leadership and volunteers to help with group tasks.</td>
</tr>
<tr>
<td>3</td>
<td>Consistent participant in group activities. Helpful to others in group. Contributes ideas.</td>
</tr>
<tr>
<td>2</td>
<td>Usually cooperative. Interacts adequately with others. Occasionally participates in group activities.</td>
</tr>
<tr>
<td>1</td>
<td>Does not cooperate or work well with others. Does not participate in group activities.</td>
</tr>
</tbody>
</table>

**Weight:** 12.5%

**Points:** 3.5

**Comments:**
President welcomes staff and faculty to participate in routine and special work efforts. The compensation and classification study is an outstanding effort in positive teamwork.

Tim is a hands-on administrator who delegates effectively and appropriately.

Under Tim’s direction, there is a general goodwill and willingness of people to work with others.

President Nelson does a good job of delegating tasks to his leadership team at NMC.

Tim consistently demonstrates there is no “I” in team. Works effectively with numerous groups.

President Nelson knows he cannot do the job alone and empowers teamwork to be part of everyone’s thinking.
3. Productivity:
The amount of acceptable work performed as efficiently and cost effectively as possible.

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<tr>
<th>Score</th>
<th>Description</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>4</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>12.5%</td>
<td>3.43</td>
</tr>
<tr>
<td>3</td>
<td>Produces more work than required, often ahead of agreed upon schedule. Makes suggestions for improving efficiency and effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Produces normal amount of acceptable work, meeting most deadlines. Recognizes the need for improving efficiency and effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</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></td>
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</table>

**Comments:**
Continues his high energy calendar to meet and seek solutions to issues of all levels. TIRELESS. Does not rush decision-making if more time is needed.

Absolutely exceeds the work normally expected of his position. If he is not ahead of schedule, it is because of valid considerations which he shares.

The volume of work, medical issues, and unrelenting pressure may be taking a toll. We need to continue monitoring compliance with Board goals and see what may be desirable to achieve the goals.

I believe President Nelson excels at using his own time and the time of his leadership team efficiently. My only concern supporting the lower points rating this year pertains to the delay in completing and implementing the Talent AQIP project.

Although much was accomplished, it has been acknowledged that certain initiatives were not successful or did not move forward as planned.

The productivity of the college is evident from the Budget to the continuous participation by the employees. President Nelson has instilled improving productivity in all areas of the work force.

Several goals were not completed in a timely manner.
4. Dependability:
The ability to accept and complete responsibilities

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

**Comments:**

Keeps everyone informed of busy calendar of commitments, reports and events with plan, do, check and adjust.

Tim is a self-starter and is driven to complete all aspects of position timely and effectively. He understands in a Carver Model that when the board sets a policy is his responsibility to get things done. He accepts that responsibility completely.

Some of this year’s goals have slowed in their progression or simply not met projected achievement dates. See comments on productivity.

President Nelson is reliable and a true constant of the institution’s many variables and moving parts towards goals and results that are continually monitored.
5. Quality:
The work produced is accurate, thorough and consistent.

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<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Work is superior, accurate, thorough and precise. Continuously seeks to improve aspects of work.</td>
</tr>
<tr>
<td>3</td>
<td>Exceeds an established standard of position. Consistently produces error-free work.</td>
</tr>
<tr>
<td>2</td>
<td>Meets minimum established standards. Usually precise and accurate.</td>
</tr>
<tr>
<td>1</td>
<td>Poor quality of work. Requires excessive checking and repetition of work. Frequently makes errors.</td>
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</table>

<table>
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<tr>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>12.5%</td>
<td>3.5</td>
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</table>

**Comments:**
Continues to be on the cutting edge to provide quality with end result of an educational experience for the students. Examples: Maritime, Aviation and Nursing.

Tim is the best CC president in the state and his work quality reflects that.

Tim’s personal work-product is good quality, but the quality of some work presented to the Board has not been acceptable. Tim needs to determine how to resolve this.

Tim sets the bar high for himself, for the individuals he leads and for NMC.

He challenges everyone to seek to be better in every way, every day.
6. Problem Solving:
The ability to define and resolve problems in a timely manner.

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

**Weight**: 12.5%

**Points**: 3.5

**Comments:**
Challenges faculty, staff and board to adopt strategic goals that are a stretch but achievable. The China addition to global opportunities stands out.

Identifies potential problems and addresses them simultaneously with both anticipated and unanticipated changes in the college environment.

Tim usually addresses problems promptly and openly.

There was a great deal of patient tenacity demonstrated over the extended time period that was required to receive authorization to offer baccalaureate degrees. This was a problem that involved coordinating with many different entities to support ultimate success.

Tim is quick to recognize and address problems as they surface. He also does not hesitate to accept responsibility when appropriate.

President Nelson would rather focus on solutions than waste time dwelling on the problems.
7. Ethical Behavior:
The ability to apply ethical, open, and honest behavior in interactions.

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
<th>Almost always exhibits open and honest behaviors. Shares information most of the time.</th>
<th>Often exhibits open and honest behaviors. Takes opportunities to share information.</th>
<th>Has difficulty interacting in open, honest manner. Frequently hides information.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
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</table>

**Comments:**
Demands ethical behavior and leads by example. Never afraid to admit mistakes.

Tim’s word is his bond. His integrity is above reproach.

Tim, and NMC under his direction, operates with high integrity.

As I’ve come to expect, President Nelson works with others in an honest manner demonstrating high personal standards for conduct. His leadership team reflects these standards.

Tim is fair, honest and always open to constructive criticism.

I always feel that we have a President that has the highest standards with respect to ethical and moral aspects of character and integrity.

There have been a number of times where the Board received information late, or not at all.

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<th>Weight</th>
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<tbody>
<tr>
<td>12.5%</td>
<td>3.71</td>
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</table>
8. Shared Governance:
The ability to engage the College shared governance process.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Raw Score</th>
<th>Times</th>
<th>Weight</th>
<th>Equals</th>
<th>Weighted Score</th>
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<tr>
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<td>3.36</td>
<td>X</td>
<td>.125</td>
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<td>.42</td>
</tr>
<tr>
<td>2</td>
<td>3.5</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.438</td>
</tr>
<tr>
<td>3</td>
<td>3.43</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.429</td>
</tr>
<tr>
<td>4</td>
<td>3.43</td>
<td>X</td>
<td>.125</td>
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<tr>
<td>7</td>
<td>3.71</td>
<td>X</td>
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<td>.464</td>
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<tr>
<td>8</td>
<td>3.5</td>
<td>X</td>
<td>.125</td>
<td>=</td>
<td>.438</td>
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</table>

Total Weighted Score 3.49

Comments:
The compensation and classification study is the highest level of shared governance. The result is a “brand new concept” in Human Resource work and should be a model for all colleges and universities.

Tim has been masterful in engaging the entire college in issue in an appropriate manner

Shared governance is strongly dependent on subordinates capable of leading. NMC is fortunate to have a good roster of competent, persistent leaders who demonstrate the health of this approach.

Everywhere within the college, ownership, sharing, caring and betterment is evident. President Nelson empowers others to make a difference.

Despite a lot of conversation about this style of governance, the talk coming from the institution doesn’t seem to support its perceived effectiveness.
Key Responsibilities

- 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.

| KR # 1: Maintain Community Relations: |  |  |  |  | Weight |  
|--------------------------------------|---|---|---|---|---|---|
| Outstanding | 4 | Progress exceeded expectations. |  |  |  | 
| Commendable | 3 | Expectations were met. |  |  |  | 
| Acceptable | 2 | Some progress was made however not as much as was expected. |  |  |  | 
| Unsatisfactory | 1 | No progress was made and no acceptable reasons for lack of progress were provided. |  |  |  | 
| Weight |  |  |  |  |  | 15% |
| Points |  |  |  |  |  | 3.36 |

**Comments:**

His commitment continues in leadership fashion at the local, state, national, and now the international level. His joint efforts in TEDx and the China Conference are shining examples of benefits to our community.

Tim is NMC’s greatest community asset. He is the face of NMC in Traverse City, and in the county. No one does it better.

What Tim does is done well, but assessment of NMC’s current market and community position shows that more needs to be done. We need more or different approaches to comply with the Board Values Policy C-102.00.

My comments from last year remain salient: *The trend of generally improving relationships with the community and media continued. My numerical rating declined because the President, the Board and our counsel, did not do as good of a job as we could of in discussing and acting on the Board Policy pertaining to free speech on our campuses.* My current year evaluation score is lower as I do not feel we made progress and, in fact, due to communication issues with the millage election and meeting recording, we regressed. I hope that in the coming year the Board and the President can do a better job in creating communication channels with the public and the media outlets who contribute to informing the public.

Tim has solid exposure in our community. His participation is meaningful and appreciated by numerous groups.

NMC is considered as a place where debate and discussion on community issues will find neutrality and objectivity. President Nelson is considered a go-to mediator for many organizations.

Would like to see expansion beyond the core groups.
KR # 2: Maintain Effective Strategic Planning Processes:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>4 Outstanding</td>
<td>10%</td>
<td>3.43</td>
</tr>
<tr>
<td>3 Commendable</td>
<td></td>
<td></td>
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<tr>
<td>2 Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Unsatisfactory</td>
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</table>

- Progress exceeded expectations.
- Expectations were met.
- Some progress was made however not as much as was expected.
- No progress was made and no acceptable reasons for lack of progress were provided.

Comments:
His continued support for the teams leading the AQUIP process has provided additional metrics when requested by the Board. **EXCELLENT DOCUMENTATION.**

The ever evolving strategic planning at NMC is one of the institutions greatest strengths. Tim is personally responsible for that.

There are capital financial changes coming, however, for which we do not have sufficient information to decide which paths to follow. Perhaps a public forum for input on future directions would generate new ideas and public support for the necessary changes.

The strategic planning system is running well and the regular Board updates are useful to help us keep connected. As the college enters a time of increasing revenue challenges, strategic planning will need to better assess and deliver value to our students.

Our strategic planning initiatives have been defined and continue to be adequately monitored.

Strategic planning is the NMC map for the future. President Nelson is a visionary type leader who continually assesses the directions and the strategies necessary to implement the changing landscapes in Higher Ed.

Some progress in some areas; however, a major piece of the puzzle is the employee piece, and that seems to be dragging.
KR # 3: Ensure the Fiscal Health of the College:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Progress</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>Progress exceeded expectations.</td>
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<tr>
<td>2</td>
<td>Acceptable</td>
<td>Some progress was made however not as much as was expected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>No progress was made and no acceptable reasons for lack of progress were provided.</td>
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</table>

Comments:

Even though we failed with the millage election, many lessons were learned and the issues will be identified and a case made for future fiscal health needs. Faculty and staff continue to participate in cost reduction identification.

NMC is an outstanding example of sound fiscal management and planning, all of which relates directly back to the President and his administration.

Tim has done remarkably well in achieving fiscal responsibility for more than a decade. More recently, he has looked to international competency and creative niche areas as a commendable means for maintaining this stability. It is likely, however, that public support in several ways will be necessary to fully accomplish Board Policy Operations D-500. The Board and Tim should explore ways to accomplish this goal.

Having established a variety of reserve funds, the college is well prepared to adapt to increasingly challenging revenue dynamics. Going forward, it will be critical for NMC to develop a stronger financial structure that also allows NMC to respond to employment trends even more quickly. This stronger financial position can only be enabled by transparency, improved trust and the public being well informed about NMC. I am doubtful that property tax revenues will increase in the foreseeable future unless there are significantly improved relationships with the local media especially at the Board level. Community engagement through campus tours and personalized success stories have helped but there is more work to do.

The millage defeat was a setback and it will be a challenge to fill the gap.

As a leader with a strong private sector background, President Nelson, understands fiscally responsible oversight is important for the long term health of the institution-a strong suit.

We are legally required to have a balanced budget, so that on its face is not an indicator of success. Our Portfolio B is not growing as rapidly as hoped, and the ratio of the budget being borne by the students is becoming alarmingly high.
## KR # 4: Develop Employee Base to Meet the Needs of the College:

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<th>Score</th>
<th>Description</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
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<tr>
<td>3</td>
<td>Commendable</td>
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<td>2</td>
<td>Acceptable</td>
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</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
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</table>

### Comments:
Continuation of “The Attraction, Development and Retention of Talent” coupled with the realignment of key positions has produced positive improvements and will need further efforts in the next few years.

The current compensation study is but one example of Tim’s contributions in this area.

Tim has done well to develop competent employees and allow them to grow and develop to their potential.

Though later than hoped, I am happy to see the first ideas coming from the AQIP Talent Project. I look to see these ideas implemented as human resources policies as quickly as possible.

As mentioned last year: *While I recognize the complexity of the issues involved, NMC needs to establish a consistent and fair policy that attracts, develops and retains excellent educators while maintaining the agility that is necessary in a knowledge-based economy.*

Stable and competent staff in place.

The landscape for employee needs is constantly changing due to retirement and core curriculum changes. Have the right people in the right positions are paramount to the long term employee needs. President Nelson has been able to delegate, engage, challenge, and encourage personal good to create great attitudes from top to bottom within the organization.
### KR # 5: Ensure the Physical Assets of the College will Meet the Needs of the College:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>10%</td>
<td>3.57</td>
</tr>
<tr>
<td>3</td>
<td>Commendable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
<td>10%</td>
<td>3.57</td>
</tr>
</tbody>
</table>

**Comments:**

The updating of all facilities continues to be successful and the master plan developed at our retreat is a work in progress and should provide necessary guidance for the future. A key need for additional housing for local and international students is under review and would help NMC continue to be the choice among Community Colleges.

Tim needs to develop cost estimates of alternate capital proposals in order to formulate with the Board the capital asset plans.

While I appreciate the master planning process that has begun, I don’t feel that we made sufficient progress in addressing housing. I was disappointed to see the initial financial analysis regarding on-campus co-generation. Given the strength of the natural gas industry for the foreseeable future and the jobs that will be created in converting from coal to natural gas, I hope that the discussion will continue. I also hope that NMC revitalizes its plan for renewable, clean energy education and demonstration facilities. Though controversial, I believe that “carbon foot printing” will be a parameter that needs to be considered in facilities decision making going forward. This is a curve for which NMC is well positioned to anticipate and proactively position itself.

Completion of comprehensive master plan viewed as major and necessary accomplishment.

Complex curriculum and facilities require constant oversight and resources for replacement and maintenance. Facilities owned by the college are well taken care of and preservation is ongoing. President Nelson clearly understands taking care of these assets.
<table>
<thead>
<tr>
<th>KR # 6: Build and Maintain Effective Board-President Relations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4  Outstanding</td>
</tr>
<tr>
<td>Progress exceeded expectations.</td>
</tr>
<tr>
<td>3  Commendable</td>
</tr>
<tr>
<td>Expectations were met.</td>
</tr>
<tr>
<td>2  Acceptable</td>
</tr>
<tr>
<td>Some progress was made however not as much as was</td>
</tr>
<tr>
<td>expected.</td>
</tr>
<tr>
<td>1  Unsatisfactory</td>
</tr>
<tr>
<td>No progress was made and no acceptable reasons for</td>
</tr>
<tr>
<td>lack of progress were provided.</td>
</tr>
<tr>
<td>Weight 10%</td>
</tr>
<tr>
<td>Points 3.36</td>
</tr>
</tbody>
</table>

**Comments:**
Our Board-President relations are excellent. Everyone feels free to ask questions and answers are distributed promptly to all concerned.

I have served on many boards and Tim’s facilitation of appropriate board-executive relationships in exemplary and in my experience the model on which others may be judged.

Tim strives to maintain open communications and information to Trustees.

It has been a challenging year for both the Board and the President. I believe the full Board made sound decisions but the President and especially, the Board, did not sufficiently communicate with the public during this time.

I find Tim reasonable to work with in all instances.

Although we don’t always agree as a Board, discussions are always open, respectful, effective and purpose driven. Tim has creative ways to engage the Board in “opening up” and values the diversity of ideas, creates stronger Board dialogue.
### KR # 7: Develop and Maintain Excellence in Educational Offerings:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Outstanding</td>
<td>Commendable</td>
<td>Acceptable</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Progress exceeded expectations.</td>
<td>Expectations were met.</td>
<td>Some progress was made however not as much as was expected.</td>
<td>No progress was made and no acceptable reasons for lack of progress were provided.</td>
</tr>
<tr>
<td>Weight</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>3.64</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

Continue to lead with the goal of providing an educational experience that will lead our students to success in life. Lots of examples: B.S. in Maritime studies, Culinary, preparation for Nursing degree, International programs and many others.

The recent developments in culinary, maritime and aviation and in other Portfolio B programs, together with the continued excellence in core offerings tops the charts.

The Board has little direct knowledge of achievements in this area: it can only be seen as reflected in the awards and recognitions given to faculty in their areas. These appear to be commendable.

Great job in leading the charge to offer community college baccalaureate degrees and celebrating our first graduates. The new water studies program with WMU is a good addition. It is good to see AQIP continuing to refine and improve our offerings.

Many noteworthy successes include: AQIP accreditation, enhanced Chinese relationships, expanded college outreach services and State authorization to provide select baccalaureate degrees – what a great year!

We have high standards for educational offerings across the spectrum of course offerings. Some of which are very costly and complex requiring a high attention to synergy and organizational pride. President Nelson is always challenging the institution to improve and explore bettering this area.

| TOTAL SCORE FOR ALL KEY RESPONSIBILITIES | 3.48 |
## Score Summary

<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>3.36</td>
<td>X</td>
<td>.15</td>
<td>.504</td>
<td></td>
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<tr>
<td>2</td>
<td>3.43</td>
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<tr>
<td><strong>Total Weighted Score</strong></td>
<td><strong>3.483</strong></td>
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</tr>
</tbody>
</table>

\[
3.49 + 3.48 = 6.97 \quad \text{Divide by 2} = 3.49
\]

<table>
<thead>
<tr>
<th>Core Competencies Weighted Score</th>
<th>Key Responsibilities Weighted Score</th>
<th>Subtotal</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>3.6 – 4.0</td>
<td>3.49</td>
<td></td>
</tr>
<tr>
<td>Commendable</td>
<td>2.6 – 3.5</td>
<td>3.48</td>
<td></td>
</tr>
<tr>
<td>Acceptable</td>
<td>1.6 – 2.5</td>
<td>6.97</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1 – 1.5</td>
<td>3.49</td>
<td></td>
</tr>
</tbody>
</table>
## FY’15 NMC Board of Trustees Level Strategic Goals

**Mid-year Update: January 2015**

### STRATEGIC GOALS

#### Learner Success (SD1, IE1, IE2, IE3)

<table>
<thead>
<tr>
<th>B1. NMC will improve learner success in terms of persistence and completion.</th>
<th>KEY RESULTS, GOALS, and TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incubate and accelerate, as determined, impactful practices identified and/or designed by the “Enhancing Developmental Education” AQIP Action Project. <strong>B1_T1</strong></td>
<td>Fall 2012</td>
</tr>
<tr>
<td>2. Create and implement a cross-functional coordinated retention plan. <strong>B1_T2</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Metrics

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1.</strong> College-level Course Persistence (all grades-Ws)/(all grades)</td>
<td>92.3%</td>
<td>91.4%</td>
<td>93.3% ↑</td>
<td>92.0%↑</td>
</tr>
<tr>
<td>College-level Course Enrollee Success Rate (2.0 and above)/(all grades)</td>
<td>78.5%</td>
<td>78.9%</td>
<td>80.7% ↑</td>
<td>78.3%↑</td>
</tr>
<tr>
<td>College-level Course Completer Success (2.0 and above)/(all grades - Ws)</td>
<td>85.0%</td>
<td>86.4%</td>
<td>86.5% ↑</td>
<td>87.1%↑</td>
</tr>
<tr>
<td>Community College Completion/Graduation/Transfer rate within six years; (cohorts from 2006, 2007, 2008 )</td>
<td>51.4%</td>
<td>48.5% ↓</td>
<td>54.0% ↑</td>
<td>52%↑</td>
</tr>
<tr>
<td><strong>B1_1.</strong> Dev Ed Persistence (all grades-Ws)/(all grades)</td>
<td>90.2%</td>
<td>90.1%</td>
<td>90.7% ↑</td>
<td>91.0%↑</td>
</tr>
<tr>
<td>Dev Ed Course Enrollee Success Rate (2.0 and above)/(all grades)</td>
<td>69.8%</td>
<td>70.5%</td>
<td>66.3% ↓</td>
<td>63.0%↑</td>
</tr>
<tr>
<td><strong>B1_2.</strong> Fall to spring persistence (all currently enrolled less dual enrolled, grads)</td>
<td>75.8%</td>
<td>75.3% ↓</td>
<td>76.4%↑</td>
<td>77.0%↑</td>
</tr>
<tr>
<td>Retention Plan: Fall to fall persistence (all currently enrolled less dual enrolled, grads, transfer) (cohorts from 2012, 2013)</td>
<td>57.8% ↑</td>
<td>56.9% ↓</td>
<td>n/a5</td>
<td>60.0%↑</td>
</tr>
</tbody>
</table>

### NOTES:

1. The B1 targets are set at a 3-year average of NCCBP peers at the 75th percentile; Source: National Community College Benchmark Project NCCBP.
2. Governor’s Education Dashboard, target set to state average; metric derived from the Voluntary Framework for Accountability (VFA)
3. Target is the 3-year average of NCCBP peers at the 90th percentile
4. Target was selected internally as incremental based on trends
5. Data for this metric not yet available.

- Not at target, moving wrong direction
- Not at target, moving in right direction
- At or above target
FY’15 NMC Board of Trustees Level Strategic Goals

Board Goal 1, Target 1: Incubate and accelerate, as determined, impactful practices identified and/or designed by the “Enhancing Developmental Education” AQIP Action Project. (SS)

Developmental Education AQIP Project Update:

As stated in our AQIP declaration and A3, our project goal is “to improve learner success and completion rates in developmental education coursework and success and completion in the subsequent college-level courses.” Our committee, co-chaired by English Instructor Judy Chu and Mathematics Instructor Mark Nelson, comprised 15 members (8 English and Math faculty, 4 Student Support Services Staff, 2 Vice Presidents, and an ORPE representative) met throughout 2014-15 in regular full-group monthly meetings and also in sub-committee as needed.

Where We’ve Been: This past year, we continued with developmental math pilots from 2013-14, scaling up in some cases; we also launched new initiatives in both math and English.

1. **Continued offering our developmental math placement boot camp** before the start of the semester as an intensive math skills refresher to help students score higher on their Compass placement test and so place into a higher-level math course
   - first launched in Spring 2013 and offered in each orientation cycle since then
   - began applying modularized AB credit to these self-paced sections in Fall 2014 (see #4 below for further details on modularized developmental math courses)
2. **Scaled up our self-paced developmental math course** – a lab-based/flipped format alternative to our traditional developmental math course sequence (MTH 08 through MTH 111) so students can work through math modules—as fast or slow as needed—with face-to-face individualized faculty support (two sections piloted in Fall 2013)
   - first launched in Spring 2013 and it has been offered since then in Fall and Spring semesters
   - in Spring 2015, expanded to three sections (including an evening class)
3. **Experimented with a compressed combination course MTH 23/111 pilot in Fall 2014** – a “fast and furious,” one-semester accelerated course intended to move students through two developmental math courses within one traditional semester of face-to-face instruction.
   - While success rates were good (15 students completed both courses in 15 weeks), the format was not offered again in Spring 2015 due to insufficient student enrollment.
FY’15 NMC Board of Trustees Level Strategic Goals

4. Ran Bridge Math workshop in Fall 2014 and again in Spring 2015 – Housed in the Student Success Center and taught by math placement bootcamp instructors, this 15-week math refresher (total 16 hours) intended for Bridge students, based on their Compass math cut scores, used PLATO-based curriculum drawn from Carnegie’s Quantway model to help reduce math anxiety and encourage students to view math as a process; it also made links to ENG 107 (which Bridge students take) to cultivate OnCourse reflection and persistence.
   · Results were promising both terms: students who regularly used the PLATO component as assigned improved their Compass math placement scores by one math class level.

5. Launched MTH 08AB and 23AB in Spring 2015 – Split into half-semester increments (each worth 2 credits), these courses aim to minimize repetition of an entire semester (for those who do not pass a traditional 15-week class) and so move students more efficiently through the developmental math sequence.
   · Though the sample was small for the two sections (making use of Writing and Reading Center supplemental instruction and “flipped” format in the workshop hours, via lab or computer cart), results were promising: 17 of 18 ENG 111/11 students passed with a 2.0 or higher.

6. Piloted the ENG 111 and 111/11 (ALP) combination course in Spring 2015 – Based on the nationally successful Accelerated Learning Program (ALP) model in English, two sections of ALP ENG 111 and 111/11 were offered this past semester. In this format, a cohort of upper level developmental English students (those who place into 111/11 or students coming up from 99) was combined with a cohort of college-level English students (those who place directly into 111) in regular joint classes that met three times a week; the 111/11 cohort also received 2- hours of additional supplemental instruction twice a week in workshop format.
   · Though the sample was small for the two sections (making use of Writing and Reading Center supplemental instruction and “flipped” format in the workshop hours, via lab or computer cart), results were promising: 17 of 18 ENG 111/11 students passed with a 2.0 or higher.

7. Met with community partners (in March 2015) to discuss the “alternate pathway” – how we might better address the needs of our lowest-level developmental learners or other population who cannot benefit from our developmental curriculum (e.g., our former MTH 06/08 population; our most challenged ENG 97 students, who are not reading at least at a 5th-grade level; students with “certificates of completion” but no high school diploma) via an “alternate pathway” of learning (e.g., through Adult Ed preparation; literacy tutoring; possibly Extended Education courses).

Looking Forward: As our AQIP Action Project ends and we return to standing committee status for 2015-16, we are planning on the following next steps:

1. Scale up the ENG 111 and 111/11 ALP combination course in Fall 2015 – Moving forward, we will no longer offer the stand-alone ENG 111/11 format; beyond our initial pilot of two sections taught by two full-time instructors, 8 sections are slated, to be taught by 6 different full-time and adjunct English instructors.
FY’15 NMC Board of Trustees Level Strategic Goals

2. Develop an English placement self-study for 2015-16, comparing traditional vs. multiple-measure placement – This self-study seeks to evaluate the accuracy of our current English placement model based solely on standardized test scores (Compass, ACT) and compare it with the broader trend of using multiple measures (test scores, high school transcript, writing sample, student survey/questionnaire) to place students more accurately into the required English course sequence. Research has shown that a single test measure tends to misplace students, often into lower-level developmental coursework. The English department will conduct internal research through self-study and a limited pilot to determine whether results warrant a new English placement process for all incoming students in the future.

3. Revisit broadening the ENG 107 requirement beyond the current cohorts of ENG 97, Bridge students, and Conditional Admits who must take this student success course.

Board Goal 1, Target 2: Create and implement a cross-functional coordinated retention plan. (CW)

NMC faculty and staff have been committed to student success, persistence / retention and completion throughout the history of the college as evidenced by accounts in both the First and Second Twenty Years publications. During NMC’s early years, faculty provided New Student Orientation as a one hour lecture sometime during the first term of college. As programs became more complex, counselors were hired to assist students; New Student Orientation became more formalized and a two day event, similar to our four-year college counterparts. In the late 1980’s, under a Title III grant, New Student Orientation was re-designed and both a face-to-face and online learning component were added. The early 1990’s brought Career and Student Employment Services, and the expansion of articulation agreements with four-year schools and also the beginning of transfer guides to articulate how NMC courses transferred to Michigan’s four year public colleges. More recent retention efforts include the following AQIP project teams:

- Enhancing Student Preparation (2006-2009)
- Pathways to Completion (2010-2012)
- Learning Experiences (2012-2013)
- Enhancing Developmental Education (2012-2015)

Each of these projects has addressed a critical component of student success, persistence / retention and completion.
FY’15 NMC Board of Trustees Level Strategic Goals

Following is a status report for the Board of Trustees Strategic Goal: “By December 2014, create and implement a cross-functional coordinated retention plan.”

PHASE I (September – December 2013)

- Worked with Admissions to update the conditional admit procedures for at-risk students entering NMC for Fall 2013 and required them to take ENG 107-the On Course Student Success course
- Attended the MCCA Student Success Summit presentation on Organizing for Student Success: Creating a Coordinating Council and learned how and what Lake Michigan, North Central, Bay de Noc, Jackson, Macomb, and West Shore Community Colleges are doing to promote student success and completion
- Coordinated calls to students currently enrolled at NMC that had not registered for Spring 2014 semester classes. Calls were made beginning in late October to cohorts who began in the Fall of 2012, Spring of 2013 and Fall of 2013
- Signed an agreement with Phi Theta Kappa to make available CollegeFish.org an online transfer database to all NMC students (previously only available to Phi Theta Kappa members)
- Continued to support students through the Tutoring Center, Writing and Reading Center, Math Center, Student Success Center, Power Path screenings, Math Boot Camps, and the revised BRIDGE Program curriculum
- Implemented the Student Referral System for faculty to report student behavior/classroom concerns with follow up by a Student Success Center Coach

During the past year, Phases II (January – June 2014) and III (July – December 2014) were implemented with the following results and opportunities:

PHASE II (January-June 2014)

- Reviewed best practices in retention efforts through several national associations and organizations including, the League for Innovation, American College Personnel Association (ACPA), Noel-Levitz, Community College Survey for Student Engagement (CCSSE) and the American Association of Community Colleges (AACC)
- Explored with the Office of Research, Planning and Effectiveness (ORPE) whether retention should be an AQIP Action Project—recognized we had a great committee in place with our Enhancing Developmental Education AQIP team with representatives from English and math, advising, student success, institutional research and administration and could potentially name a team when we close this project at the end of Spring 2015
- Create a cross functional retention task force for NMC—see above
FY'15 NMC Board of Trustees Level Strategic Goals

- Increased hours for Student Success Center Coaches to assist students with study skills, organizational skills and time management strategies. These hours were under-utilized by students, however the coaches provided extra support for the testing in the Student Success Center and answered students’ questions using the Student Success Center
- Student Success Center Career Coach began in January 2014 to assist students with resume and cover letter development and employment readiness skills including interview preparation. During the summer, she had 37 coaching appointments with 18 students, made two presentations to faculty and staff about coaching services and met with the dental assisting coordinator to develop fall semester lessons for the HDA 150 class
- Soft roll out to faculty of My Academic Plan (MAP)
- AQIP team (Enhancing Developmental Education) explored how to shorten the developmental pipeline, launched an accelerated math class during Fall 2014 and explored an accelerated version of English (to be piloted in Spring 2015)
- Ran two math boot camps to improve math scores on the COMPASS placement test with seven participants. Three participants were preparing for the math class they placed into and four were attempting to increase placement; three increased placement by one course level, one student remained at the same placement

PHASE III (July-December 2014)

- Selected Community College Survey of Student Engagement (CCSSE) Promising Practices for Promoting Community College Student Success to frame our work. They have named 13 practices and we identified two additional areas of best practice (located at the end of this section).
- Forty nine students were referred by faculty or self-referred to the Student Success Center Coaches this fall. Time management and study skills were the most requested assistance
- The Career Coach had 97 coaching appointments, made 10 class presentations, conducted weekly soft skills workshops, conducted 25 mock interviews, reviewed Dental Assisting HDA 150 resume drafts and final resumes
- Math boot camps continue to be held to improve math placement and shorten the pipeline. Fourteen students participated, with four preparing for their current math placement and ten attempting to increase placement; seven were successful in increasing their math level with an average of 1.22 class level improvement. Three students did not increase their placement and remained at their same level
- Admissions identified students who applied with a cumulative high school GPA below a 2.0 and admitted them conditionally. They met with the Coordinator for Student Success to plan their academic courses and take the Student Success Course—ENG 107
FY’15 NMC Board of Trustees Level Strategic Goals

- NMC sent a team to the Student Success Summit where retention and student success were major themes
- NMC Enrollment Management & Student Success members attended Michigan Community College Student Services Association (MCCSSA) and heard Rob Johnstone on Guided Pathways and Paul Hernandez on Making a Difference for One Student
- NMC Faculty and Staff attending TRENDS heard both Rob Johnstone and Paul Hernandez speak
- Roll out of MAP to students
- Math academic area finalized plans to offer developmental math in half semester blocks of two credits each, so that students who struggle early have the option to repeat the first half reducing the number of credits attempted
- Learning Services, Admissions and Records & Registration partnered to send email messages to students who were close to graduation and may have transferred to consider reverse transfer options to complete their degrees and/or re-enroll at NMC to complete
- Students who started during the previous academic year that did not return for Fall 2014 received phone calls to encourage them to return for Spring 2015
- NMC sent a team of seven faculty and staff to the Guided Pathways Institute sponsored by the Michigan Center for Student Success in early December
- On-Campus child care is offered through a joint collaboration between Munson Healthcare and NMC

In addition to identifying what has been accomplished at NMC to support the work of persistence / retention and completion, NMC administered the Community College Center Survey for Student Engagement to our students. Thirteen practices identified by CCCSE have become the framework for how we will identify and evaluate our continuing efforts to improve persistence / retention and completion rates. Please see the information that begins on page 5 for how NMC contributes to these promising practices.

PHASE IV (January 2015 and beyond)

- Dr. Constance Staley keynoted Opening Conference on January 5 – her focus was helping students build grit. She worked with faculty in the afternoon to discuss how to help students develop resilience
- NMC submitted a letter of intent and was selected to participate in Guided Pathways (February 2015)
- Math will drop the two extra credits of developmental math skill building (beginning Fall 2015) and replace them with math sections offered three days per week so students are engaged more regularly with the course content than the current two day per week schedule
FY’15 NMC Board of Trustees Level Strategic Goals

- Advising Center and Records & Registration will roll out the “Plan” feature of MAP (Fall 2015) allowing students to plan their academic program semester by semester
- Work continues with ORPE to determine which students are persisting below the overall institution-wide rate by gender, race/ethnicity, age, enrollment status, first generation or other special populations
- Educate / inform NMC community through ongoing communication of the student retention rate, along with specific populations being retained at a rate lower than the institution’s average so targeted initiatives can be implemented
- Roll out expanded New Student Orientation utilizing Client Relationship Management (CRM) and Moodle
- Financial Aid will lower the credit threshold for access to Federal Financial Aid to 45 credits and require the Petition for Evaluation (PETE) (Fall 2015)
- Identify FA2015 persistence / retention and completion goals such as IPEDS, the Voluntary Framework for Accountability, course retention rates, fall – spring and fall – fall retention rates and graduation rates

Promising Practices for Promoting Community College Student Success
Center for Community College Student Engagement (CCCSE)

The following 13 practices (in bold) have been identified by CCCSE as Promising Practices for Community College Student Success (2012). Northwestern Michigan College faculty and staff have determined ways they contribute to each of these practices. Additionally, we have identified two other practices we believe are essential to student success and those practices have been identified at the end of the document.

Assessment & Placement (Assessment and Placement includes placement test preparation, experiences, academic skills assessment and proper course placement)
- Student Success Center facilitates accurate placement and potentially shortens the Dev. Ed. pipeline through the use of PLATO and math boot camps
- Student Success Center supports at-risk students through the conditional admit and Bridge programs by establishing supportive relationships (with coordinator and student success coaches), assisting them in navigating campus resources, and ensuring they have the essential skills for success through ENG 107
- Records and Registration evaluates transcripts for students with previously earned academic credit
FY’15 NMC Board of Trustees Level Strategic Goals

Orientation (Orientation may be a single event or an extended structured experience to familiarize students with one or more of the following: college resources, services, policies, and organizations; building a network of support; and developing an academic plan and individual goals)
- Academic & Faculty/Staff Advisors provide mandatory advising services for first-semester students
- New Student Orientation provides students with information and referral to other areas on campus so that educational support and resources are available for students
- Admissions makes sure all new students are registered for a New Student Orientation session
- Specialized New Student Orientation sessions for veterans/military and early college/dual enrolled students are held

Academic Goal Setting & Planning (This type of advising creates a clear path to help students reach their educational goals. Defining this path is the work of academic goal setting and planning.)
- Implementation and utilization of MAP (My Academic Plan)
- Academic Advisors assist students in establishing goals, developing a plan and tracking progress
- Academic Advisors provide comprehensive career exploration/counseling services
- Academic Advisors utilize pre-advising resources (“Preparing for Your Advising Appointment”)
- Advising Center sends targeted communications to students regarding registration
- Advising Center collaborates with the Advising Center Advisory Board to develop a Guided Pathways Model (which will include outreach to “deciding” students)
- Academic Advisors offer transfer advising services and develops related resources
- The Advising Center promotes a “Culture of Advising”
- Tutoring Center provides student with planners and encourages time management
- The tutoring intake appointment discusses career goal pathway and plan for completion
- Disability Support Services consults with faculty and staff regarding best practices to appropriately support students with disabilities

Registration Before Classes Begin (Registration before classes begin is being registered for all courses prior to the first class day.)
- Students must register for the semester prior to its beginning. Registration after the semester begins is allowed only if the class has not met and there is space available
**FY’15 NMC Board of Trustees Level Strategic Goals**

**Accelerated or Fast-Track Developmental Education** (Accelerated courses or fast-track programs in developmental education are designed to help students move more quickly through developmental coursework in order to move on to college-level work.)
- Math Department piloted two sections of self-paced math allowing students to complete as many as two courses in one semester
- Math Department will modularize developmental math classes beginning spring 2015 so students who are not successful in the first half of their class can retake it within the same semester
- English Department will pilot two sections of Accelerated Learning Program (ALP) for students in ENG 111/11 beginning spring 2015

**First-Year Experience** (A first-year experience or freshmen seminar is a course or a combination of in-class and out-of-class activities offered to students during their first term or first year at college.)
- Student Life connects students to student organizations, and faculty/staff through student events. Student groups and programming can provide a crucial bridge to students feeling connected, cared about and a part of a larger learning community

**Student Success Course** (A student success course is a course specifically designed to teach skills and strategies to help students succeed in college (e.g., time management, study skills, and test-taking skills.)
- The Student Success Center promotes a culture of student success by providing in-class presentations, ready-to-go classroom resources, and professional development presentations for faculty and staff
- ENG 107—required course for BRIDGE, Conditional Admits, lowest level ENG placement and recommended for students who test developmental in both English and math utilizes the On-Course curriculum developed by Skip Downing

**Learning Community** (A learning community involves two or more linked courses that a group of students take together.)
- Residence Life collaborate with the departments of Financial Aid, the Student Success Center and Academic Advising to deliver programs or events to support East Hall residents in the area of academic preparation and resources available for learner success
- Residence Life promotes and provides a Study Bucks Program whereby students are rewarded for doing well on academic based assignments
- Tutors send postcards to students to motivate and encourage success
- Through the AQIP 21st Century Learning Team, faculty are encouraged to use active learning assignments/exercises to keep students involved in their learning
FY’15 NMC Board of Trustees Level Strategic Goals

Class Attendance (Class attendance is instructors’ stating a policy that requires students to attend every scheduled class session for the courses in which they are enrolled and that has consequences for not attending. Note: Institutional policy can require instructors to take this action.)

- Faculty monitor classroom attendance within the first two weeks of the semester, so Financial Aid can be adjusted if students are not attending class
- Streamlined the Fail to Attend process for students not attending any course—classes and charges are dropped from students’ accounts with the exception of the $25.00 registration fee

Alert & Intervention (Academic alert and intervention is a systematic process whereby instructors alert someone at the college when students in their classes are struggling academically, and that person contacts the students in an effort to get them the assistance they need.)

- Faculty provide early alert warning on student’s academic record for any student earning less than a 2.00 grade before mid-semester
- Through the efforts of the AQIP 21st Century Learning Team, faculty work with students to provide early feedback so students know where they are academically early in the course
- Through the AQIP 21st Century Learning Team, faculty are contacting students who are absent from class
- Student Success Coordinator manages the early alert system and reaches out to students with appropriate interventions
- Academic Advisors meet with probationary students to develop a success plan and identify factors that led to academic difficulty
- Student Life addresses personal matters that are barriers to achieving educational goals (relationship issues, emotional stressors, mental or physical health issues) so students have the ability to move forward with their education
- Student Life oversees the BIRT (Behavioral Intervention Response Team) to provide assessment and support for students of concern
- The Associate Supervisor of Residence Life has monthly individual meetings and bi-monthly programming activities for students under a 2.0 GPA
- Gas cards are available for transportation issues
- Disability Support Services (DSS) provides accommodations to qualifying students with documented disabilities. These accommodations assure equal access to programs and services
FY’15 NMC Board of Trustees Level Strategic Goals

- DSS provides referral to (or contacts on behalf of the student) appropriate outside agencies to students in need. Needs may be housing, mental health, nutrition, etc.
- DSS provides referral to (or contacts on behalf of the student) appropriate NMC department to assist the student in problem solving before a crisis arises.
- DSS consults with struggling students on methods to mitigate the symptoms of their disability which may prevent successful completion of their program. Methods may include technology options, exercise, relaxation techniques, etc.
- Student Health Services provides low-cost, empathetic, barrier-free, non-judgmental healthcare for students with acute and chronic health issues which could interfere with attending and completing college requirements.
- Student Health Services educates students in preventive health issues to encourage appropriate and acceptable decision making and health choices to reduce the chance of disease and illness which could affect retention.
- Identifying students on the edge of dropping courses and giving them personal attention.
- In compliance with federal regulations, Satisfactory Academic Progress is reviewed on a cumulative, instead of semester basis. A new cross departmental team reviews appeals and establishes an “Academic Plan for Financial Aid”.
- Students who withdraw and respond to the withdrawal survey are contacted by faculty and/or department chair for classroom related drops and by the Student Success Center for other issues.
- Academic Advisors meet with students on probation to discuss academic plans and success strategies.

Experiential Learning Beyond the Classroom (Experiential – hands on – learning—such as internships, co-op experiences, apprenticeships, field experience, clinical assignments, and community based projects—immerse students in content, and in encourages them to make connections and for relationships.)

- Student Health Services provides nursing students with a medical office clinical site in order to learn clinical skills in a patient, expert and empathetic environment with a broad range of patient issues to provide student education and technical confidence for future patient interactions.
- Students in Professional Communications and Modern Social Problems have been creating service learning projects on a large scale to explore food insufficiency, homelessness, career dress/success, etc.

Tutoring (Tutoring is academic assistance that is provided outside of class, either in a one-on-one setting, in a group setting, or via technology.)

- Tutoring Center provides 1 on 1 regular scheduled appointments for content tutoring in almost every course.
- Drop in tutoring for developmental math is available for Mth 08 – 111 students.
**FY’15 NMC Board of Trustees Level Strategic Goals**

- Math Center tutors are available 41 hours/week to assist in any level of math
- Study Skills including note taking, test taking, time management and organizational skills are included in tutoring sessions
- Smarthinking an online tutoring resource is available for after hours and weekend tutoring needs
- TI 83 – 85 calculators are available for students to check out for the semester or for the day
- Tutoring Center web page provides course content resources and study skills information
- Tutors are trained and certified in topics related to learning (learning styles, learning skills) and student success tips carry into sessions with students
- Tutors attend classes and discuss tutoring services
- Residence Life partners with Tutoring Center to provide a tutor two days a week in East Hall to assist students with their academic studies
- Tutoring Center in conjunction with financial aid provides grants to students in state approved occupational programs for students with greatest financial need

**Supplemental Instruction** (Supplemental instruction typically involves a regularly scheduled, supplemental class for a portion of students enrolled in a larger course section. Supplemental instruction may be taught by the class instructor or a trained assistant, often a former student who was successful in the class.)
- BIO 227/228 mentoring is available during open lab hours

**Other Best Practices as identified by NMC Enrollment Management & Student Services**

**Onboarding/Re-boarding**
- Admissions encourages visits and applications with each new student interaction
- Strengthened visitation program
- Financial Aid Workshops available on campus and at area high schools to help students and families with the FAFSA process and sharing information on scholarships and other funding sources
- Students required to re-apply after being out more than two semesters
- “How to Do NMC” programs
- Dual Enrollment and Early College programs continue through PDCA for continued process improvement
- Expanded New Student Orientation rolled out with CRM and Moodle for new students beginning fall 2015
FY’15 NMC Board of Trustees Level Strategic Goals

Customer Service/Student Centered Focus
- Provide the best student centered focus/customer service experience with every student encounter
- Be fully present with every student interaction, even though we may have heard the question 100 times before, it is probably the first time this student is asking the question
- Don’t escalate an issue—keep calm and remember to smile

Networked Workforce (SD3, IE4)

| B2. NMC will evaluate the employee classification and compensation systems and make adjustments as necessary. | 1. By the September 2014 Board of Trustees regular meeting, complete review and make recommendations to the employee classification and compensation systems. **B2_T1**
| | 2. By December 2014, implement the new classification system including the review of all job descriptions, all positions entered into and aligned with the new classification plan and the documentation of a new benchmarking methodology. **B2_T2** |

<table>
<thead>
<tr>
<th>Metrics</th>
<th>FY’12</th>
<th>FY’13</th>
<th>FY’14</th>
<th>FY’15</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2-2. % of Regular Staff Job Descriptions Reviewed and Aligned with New Classification System</td>
<td></td>
<td></td>
<td>0%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>Engagement Index (% maximum score-11 questions)</td>
<td>85.0%</td>
<td>84% ↓</td>
<td>Note⁷</td>
<td>tbd</td>
<td>80%⁴</td>
</tr>
</tbody>
</table>

Note: ⁴Employee Engagement Survey is administered biannually; next administration is 2015; ⁷Target was determined by using national and international benchmark literature related to employee engagement; Gallup’s employee engagement index research identified that 30% of employees nationwide are highly engaged while 18% are actively disengaged; While we have set the target high compared to the national benchmarks, it is in line with our past trend data. Note that this target will be re-evaluated during the implementation of the 2016 Engagement Survey. It might be appropriate to set different targets based on employee group.

Board Goal 2, Target 1: By the September 2014 Board of Trustees regular meeting, complete review and make recommendations to the employee classification and compensation systems. (MC)

Board of Trustees received the Compensation and Classification System Reviews and Recommendations at their October 14, 2015 Study Session. Approval of the reports and authorization for implementation took place at the regular Board meeting of October 27,
### FY’15 NMC Board of Trustees Level Strategic Goals

2015. An implementation progress report with the status of each recommendation is presented each month to the Board. Updates to the workplan are entered on a monthly basis and available for viewing at: [https://employees.nmc.edu/depts/human-resources/total-compensation/index.html](https://employees.nmc.edu/depts/human-resources/total-compensation/index.html) (mc/4/28/2015)

**Board Goal 2, Target 2: By December 2014, implement the new classification system including the review of all job descriptions, all positions entered into and aligned with the new classification plan and the documentation of a new benchmarking methodology. (MC)**

The FY’15 Job Description review and alignment has achieved 97% of all job descriptions as of December 31, 2014. The balance of job descriptions represents senior administrative or executive areas where additional duties or area reorganization is being considered. These positions will be reviewed and aligned with new classification system by June 30, 2015.

**This project is scheduled to be completed, with all job descriptions reviewed, by June 30, 2015.** (mc/4/28/2015)

| Lifelong Relationships (SD4) | 1. Conduct the Community Attitude and Awareness Survey and use results to guide the development of an integrated marketing and community relations plan. **B3_T1**  
2. Adopt and begin execution of the integration marketing and community relations plan. **B3_T2** |
|---|---|

<table>
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<tr>
<th>Metrics</th>
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<th>2009</th>
<th>2011</th>
<th>2014</th>
<th>Target^a</th>
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<tbody>
<tr>
<td>B3. Job NMC does responding to learning needs of community</td>
<td>88%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%^a</td>
</tr>
<tr>
<td>B3. Job NMC does communicating with the community</td>
<td>77%</td>
<td>93%</td>
<td>94%</td>
<td>88%</td>
<td>95%^a</td>
</tr>
<tr>
<td>B3. Overall rating of NMC</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
<td>95%^a</td>
</tr>
<tr>
<td>B3. Familiarity with NMC Programs and Services</td>
<td>53%</td>
<td>57%</td>
<td>65%</td>
<td>67%</td>
<td>Tbd^a</td>
</tr>
</tbody>
</table>

Notes: Source: Community Attitude and Awareness Survey Results;

^a(“Positive” Rating (7-10) on scale 1-10, “Don’t know” respondents excluded); (% “Very Familiar”, “Familiar”, or “Somewhat Familiar” on a five-point scale);

^bTargets will be re-evaluated during implementation of the 2015 Community Attitude and Awareness Survey to better account for national benchmarks.
FY’15 NMC Board of Trustees Level Strategic Goals

Board Goal 3, Target 1: Conduct the Community Attitude and Awareness Survey and use results to guide the development of an integrated marketing and community relations plan. (DH)

In fall 2014, NMC contracted with EMC Inc, to conduct the Community Attitude and Awareness Survey. The survey was administered to a proportionally representative population from its service area. Demographics of the respondents match the demographics of the service area population. The full results were shared with the campus community as part of the Board of Trustees meeting materials for the January 2015 regular meeting on January 26th.

At the Board meeting, project manager Tom Patras of EMC Research presented the top line results of the survey. He reviewed the methodology, which was a telephone survey of 400 randomly selected adult residents within the six-county Northwestern Michigan College service area conducted in November 2014. The key findings were very positive with strong ratings from local residents, both for overall favorability and performance. A primary take away from the survey is that NMC enjoys a high level of favorability among the community. Furthermore the more familiar one is with the college and its offerings, the more favorable the opinion of how NMC is doing. The results support NMC’s strategic goal to expand community awareness. Staff has already begun to use the results to inform our improvement projects. To SS’s note on this: Select areas, such as EES, have included this report in their ongoing transition swot analysis. (mc/4/28/2015)

Board Goal 3, Target 2: Adopt and begin execution of the integration marketing and community relations plan. (CW)

Northwestern Michigan College is preparing to begin a major effort to increase community engagement and marketing is a key element in that success. This is a critical time to re-evaluate our current marketing approach, and take a strategic approach to our future marketing. I have been assessing our operations and staffing and am offering the following initial recommendations to help achieve those community engagement goals.

- Hire an agency to buy our paid media advertising. This would allow our ads to be more strategically targeted, reach emerging markets and delve more deeply into the growth area of digital marketing. An agency would traditionally get a cost break from the media so there would be little to no increase cost in our advertising budget.
FY’15 NMC Board of Trustees Level Strategic Goals

- Move all marketing/advertising/promotions budgets to the PRMC budget. This will ensure consistent branding, consistent messaging and compliance. This will also ensure that college marketing efforts and funds are being used to support the college’s strategic goals.
- Conduct internal and external research coordinating with ORPE for marketing purposes. This will help NMC use its marketing budget more effectively to achieve our goals.
- Address our brand and brand architecture. NMC needs a focused examination of its brand to assess how effectively it represents the goals and image of the entire institution. This analysis would include all logos and visual elements to make sure they fall under the NMC umbrella.
- Redesign NMC.edu. The website is a critically important element of the college’s communication platform, but does not accurately reflect the vision of the college.
- Create a 5 year strategic marketing plan. In order to effectively market the college to prospective students, as well as other stakeholders, NMC must have an overarching, long range plan to identify, and meet the goals of the college.

Most of these projects come with an added cost, but the college is already spending money on different facets of these without achieving our larger goal of more community engagement. Investing in a strategic marketing effort will be an essential element to realizing our vision.

The current PRMC budgets for these areas include:
- Advertising & Publicity- $217,500
- Other Purchased Services- $55,000
- Printing- $50,000
- Software/ Licensing Purchases- $20,000

Other current NMC PR, Marketing, Advertising and publicity budgets need to be identified.

Here are the proposed phases of implementation:
- Phase 1- Assessment: October 1-December 12
- Phase 2- Outsource Advertising Buys:
FY’15 NMC Board of Trustees Level Strategic Goals

December 12 - send out Request for Proposal
January 9 - RFP Due Date
January 16 - Review and Selection
January 16 - Complete memo for Board of Trustees
January 26 - Review by Board of Trustees at meeting

- Phase 3- Identify Institutional Priorities: December 17 at President’s Council Retreat with follow up at BOT retreat January 22-23
- Phase 4- AQIP Strategy Forum February 18-20
  Focus on community engagement with topics to include recognition, communication.
- Phase 5- Move all marketing and promotional dollars to PRMC by March 2015
- Phase 6- Conduct internal and external marketing research coordinating with ORPE by April 2015
- Phase 7- Analyze brand and formalize brand architecture based on outcomes of AQIP strategy forum priorities in April 2015
- Phase 8- Redesign NMC.edu June- August 2015
- Phase 9- Create a 5 year strategic marketing plan in fall 2015

Fiscal Thriveability (IE3, IE5)

| B4. NMC will develop and implement a budget plan that includes expansion of revenue opportunities along with operational efficiencies to assure fiscal thriveability. | 1. Develop a multi-year business plan for Portfolio B to inform FY16 budget. **B4_T1**

2. Evaluate plans to operationalize and monetize the Campus Master Plan. **B4_T2**

3. Evaluate public funding resources. **B4_T3** |

<table>
<thead>
<tr>
<th>Metrics</th>
<th>FY’11</th>
<th>FY’12</th>
<th>FY’13</th>
<th>FY’14</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4. Primary Reserves ratio (compares unrestricted net assets to total expenses)</td>
<td>0.31</td>
<td>0.32</td>
<td>.35</td>
<td>.32</td>
<td>0.20-0.40</td>
</tr>
<tr>
<td>B4. Composite financial index (fiscal strength)</td>
<td>3.05</td>
<td>3.62</td>
<td>2.93</td>
<td>2.82</td>
<td>3.0-5.0</td>
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<tr>
<td>B4. Net Operating Ratio (net assets/total revenue)</td>
<td>3.29%</td>
<td>4.94%</td>
<td>1.34%</td>
<td>1.00%</td>
<td>&gt; 0</td>
</tr>
</tbody>
</table>
FY’15 NMC Board of Trustees Level Strategic Goals

Board Goal 4, Target 1: Develop a multi-year business plan for Portfolio B to inform FY16 budget. (VC/MC)

Over the course of the next couple of months we will begin work on a detailed business plan for our portfolio b initiatives. We have worked on a few select areas that have provided for growth opportunities in water and aviation. These pilot projects, among others, provide insight into (a) urgency to improve use of regional (Mid-West) and national marketing tools; (b) importance of industry sector leaders to support with content consultation, equipment and materials, and to actively seek program completers for employment; (c) need to reposition specialty content and formats as new information and opportunities are made available (audio-technology). In addition, considerations related to facilities and capital outlay planning will determine some aspects of portfolio b capacity, particularly as these related to expansion of residential capacity on campus for both national and international participants.

Board Goal 4, Target 2: Evaluate plans to operationalize and monetize the Campus Master Plan. (VC)

The college has worked with Cornerstone architects on conceptual plans for Osterlin renovation and the Multi-Discipline Student learning center. We have met with the key stakeholders and are revising and updating plans. The next steps for the multi-discipline student learning center will be to visit other institutions that have simulation labs to gather input. Revised plans should be ready for review in early June. The location for new housing has been under review and options are being evaluated. We have a draft RFP for housing and the target is to issue a RFP in late February early March.

The Board of Trustees approved the Campus Master Plan at the March 2013 Board of Trustees meeting. (refer to following rationale memo) The projects identified include:

- Multi-Discipline Student Learning Center (West Hall renovation)
- Osterlin Building renovation
- Student Housing
- Expansion and renovation of Rajkovich building
- New drive at the University Center

In order for NMC to act on these projects it is important to understand the funding options available to community colleges.

- Michigan Capital Outlay process as defined by the Joint Capital Outlay Subcommittee (JCOS)
FY’15 NMC Board of Trustees Level Strategic Goals

- NMC’s net assets available in the Plant Fund
- NMC’s debt capacity as defined by law – Voted bonds / Non-voted bonds
- Public Private Partnerships (P3)

May, 2015 update for Board Goal 4, Target 2:

Osterlin Library update:

Timeline for project

- Schematic design starting in May, 2015 - June, 2015 and running 8 weeks
- Design development July, 2015 - September, 2015
- Construction documents October, 2015 - January, 2016
- Bidding March, 2016 - April, 2016
- Award contract and begin renovation May, 2016

Multi-Discipline Student Learning Center: We are continuing schematic designs and talking with stakeholders. Currently reviewing the State Capital Outlay project and may seek lobbyist to assist with funding.

Student Housing: A request was sent to the City of Traverse City to consider a land exchange. We will issue an RFP for a consultant to assist with the evaluation of the project and best method for funding. If the City is not interested in a land exchange the recommendation is to move forward with housing options on our existing land.

JCOS Process

The State of Michigan requires community colleges and universities to submit capital outlay plans annually. The plan is the basis of the review process for funding. Once a project has been authorized for planning it must develop and submit architectural drawings for final review and authorization for construction.
**FY’15 NMC Board of Trustees Level Strategic Goals**

NMC has proposed the Multi-Discipline Student Learning Center as our number one project for the last 6 years. If approved, NMC would be required to match the project at 50% or $10 million dollars. Our portion of the cost would be spent prior to receiving any state funding.

**Debt Capacity**

After the approval of the campus master plan, the administration contacted Stauder Barch, bond consultants, to conduct a review of NMC’s debt capacity and funding options. Based on the Stauder Barch analysis, NMC has the capacity to bond for $33 million without voter approval. The amount that can be bonded will increase as our current bond is paid down. The table below summarizes our debt capacity as bonds are paid off.

A voted bond could be used for projects that can show a general benefit to all students or the community at large. Since a housing project is very specific, this type of funding is generally not used. NMC could use this type of funding for other capital projects in the campus master plan such as the Student Multi-Discipline Learning Center. According to the review by Stauder Barch, a ¼ mill over 25 years would enable us to borrow $18 million toward capital projects.

**Public Private Partnerships (P3)**

As we have found through the review of bonding capacity, there are limited funds that are available for capital projects. An alternative to funding projects is the P3 model. Many universities and colleges have moved to this model for housing, recreational and physical education facilities. An advantage to this type of funding is that NMC’s bonding ability can be used for academic buildings that a private developer would not fund. Second, a developer brings expertise which generates a reduction in construction time and costs.
FY’15 NMC Board of Trustees Level Strategic Goals

Board Goal 4, Target 3: Evaluate public funding resources. (VC)

The evaluation of public funding resources will continue with our investments in the NMC Foundation business plan and any implementation of capital projects. The evaluation of both public/private partnerships, college debt and private contributions will be the focus. The college has the capacity to bond up to $33 million without voter approval.

May, 2015 update:

We will issue an RFP for a consultant to help with the analysis of options for funding for the student housing project. The RFP will request assistance in the analysis of financing, design options and review of construction proposals.
MEMO

To: Timothy J. Nelson, President

From: Vicki Cook, VP Finance and Administration

Date: September 13, 2012

Subject: Campus Master Plan

The campus master plan will guide how the physical campus helps to move us toward the established strategic goals. As you review the background information and proposed projects we would like you to consider these questions:

1. Have we asked the right questions?
2. Do these projects lead to a physical plant that supports the strategic goals?
3. Are there other considerations we should include?

The plan should be driven by our academic and enrollment plans in addition to the assumptions that we make on how technology and learner needs will inform the process. In order to help frame the conversation around the campus master plan the framing assumptions should lead the discussion. The assumptions help in answering where we want to be in the next five to ten years. The discussion at the study session is intended to be a starting point for prioritization and staging considerations.

Significant Framing Assumptions

1. What is the future role of a “destination for learning?”
   a. Under a portfolio B approach, destination and experience learning will grow.
2. What is the role of physical facilities in the future of learning?
   a. There will be a mixture with an increase in virtual learning, simulation, and specialized facilities.
3. What is the importance of enhancing a physical community?
   a. As virtual interactions continue, the college will become a more important physical community hub or center.
4. What is the expectation for enrollment levels and types?
   a. Enrollment will be at about the 5,000 to 5,500 level but will change in composition to include more out-of-district, national and international learners.
5. What is the return on investment?
   a. Establishing expected returns on facilities and programs will continue to be a part of the decision matrix.

6. Investigate partnerships for plant projects.
   a. Project ownership may be NMC, public/public, public/private, leased, etc. Each method should be vetted.

**Background:**
The executive staff evaluated the proposed projects that were presented at the August board meeting. As a starting point the framing assumptions were part of the discussion. In addition to the framing assumptions, we evaluated the projects based on:

1. The 5 strategic directions/or continuous improvement.
2. Was there data to demonstrate an immediate or future need?
3. Was there a business model that demonstrated financial thriveability?
4. Evaluate the project on the basis of the 8 prioritization criteria (listed in the table).

The table below evaluates the projects that have met the first three above criteria and at least one of the eight prioritization criteria.

<table>
<thead>
<tr>
<th>Project</th>
<th>Support Strategic Plan</th>
<th>Meet current capacity need</th>
<th>Create excess capacity for undefined growth</th>
<th>Safety issue</th>
<th>Meet planned for capacity requirement</th>
<th>Cosmetic</th>
<th>Learner expectation</th>
<th>Time sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osterlin renovation proposed costs</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Housing solution</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>West Hall Student center</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Physical Ed</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>UC Driveway</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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</table>

The table below evaluates the projects that have met the first three above criteria and at least one of the eight prioritization criteria.

<table>
<thead>
<tr>
<th>Project</th>
<th>Total Cost</th>
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<tbody>
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<td>Osterlin renovation proposed costs</td>
<td>$2.5 million</td>
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<tr>
<td>Housing solution</td>
<td>$27 million</td>
</tr>
<tr>
<td>West Hall Student Center</td>
<td>$18.3 million</td>
</tr>
<tr>
<td>Physical Education building</td>
<td>$8.2 million</td>
</tr>
<tr>
<td>UC Driveway</td>
<td>$326k</td>
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</table>
Additionally, we identified projects that fit the strategic agenda but were not prioritized based on the need for further analysis. The breakdown below summarizes these projects:

<table>
<thead>
<tr>
<th>Programmatic Transformation Business Case w/ROI</th>
<th>Future Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts both projects $3.1M</td>
<td>UC Water Studies Lab $328K</td>
</tr>
<tr>
<td>Parsons-Stulen ($tbd)</td>
<td>UC Land/Hard Scape $166K</td>
</tr>
<tr>
<td>Fine Arts Rehearsal Office $2.1M</td>
<td>Boardman Dock/Stairs $126K</td>
</tr>
<tr>
<td>Dennos $3.3M</td>
<td>Great Lakes Classroom $724K</td>
</tr>
<tr>
<td>Eastern Ave $19M</td>
<td>Parking ($$ listed in Infrastructure)</td>
</tr>
<tr>
<td>Automotive (Lab, class, park) $2.2M</td>
<td>Recreation Fields ($$ listed in Infrastructure)</td>
</tr>
<tr>
<td>Rogers Classroom Storage $242K</td>
<td></td>
</tr>
<tr>
<td>Aviation Hangar $1.7M</td>
<td></td>
</tr>
<tr>
<td>Power Plant – Cogeneration ($tbd)</td>
<td></td>
</tr>
</tbody>
</table>

Several projects were categorized as a part of annual planned maintenance and we propose moving those to our annual plant fund budget. The projects include DMC loading dock ($83k), Rogers Observatory sidewalk ($23k), and storm water project ($30k).

**Next steps:**

As we move forward in finalizing the campus master plan our next steps include gathering additional data regarding need and capacity, continuing to examine partnerships and alternative funding sources, and analysis cost of investment including lifetime costs of the project.

Attachments:
A. Projects listed with costs tied to strategic goals and/or IE criteria
B. Detail of parking lot costs and number of spaces
C. Eastern Avenue breakdown
D. Drawing - Main Campus with apartments off of College Drive
E. Drawing – Alternative location for apartments
F. Powerpoint presentation
2014-2015 Outline of Area Accomplishments

Dennos Museum Center

Administrative and Programmatic Education Department

Education Services

Business
Communications
GLMA
Health Occupations
Humanities
Science and Math
Social Science

Enrollment Mgmt. and Student Services

Admissions
Financial Aid/Student Financial Services
Records and Registration
Learning Services
Student Life
Residence Life and Judicial Affairs
Student Health Services

Finance and Administration

Business Office
Student Financial Services
Central Scheduling
Bookstore
Food Services
Hagerty
Campus Services (Facilities and Security)

Lifelong and Professional Learning

Extended Educational Services
Technical Division
Human Resources
Music and Audio Technology
Program Advancement
Aviation
Great Lakes Water Studies Institute
Training Services

Learning Resources and Technology

Library
Education Media Technologies
Information Technology Services
Systems and LAN Management

Office of Research, Planning, and Effectiveness

Public Relations, Media, Communications

Resource Development

Fund Raising
Campaign Planning
Foundation Board
Events and Special Projects
Foundation Public Relations & Marketing
Personnel
Dennos Museum Center
Accomplishments
Fall 2014 & Spring 2015

Dennos Museum Center Administrative and Programmatic Accomplishments.

1. Produced the 2014-2015 concert season with 10 performances of which 3 provided opportunities for NMC students to get points credits toward the Global Endorsement Certificate.

2. Produced and/or presented 14 gallery exhibitions in fiscal year 2015 of which 8 presented works by artists of non-US origin providing NMC students to see work by artists from other counties with opportunities for credits toward the Global Endorsement Certificate.

3. Produced the Bob James Live at the Milliken Auditorium CD including getting the grant funding from the Begonia Foundation to make it happen and in doing so has keep the Milock’s engaged in the project they funds for the new sound system in Milliken and the NMC digital music program. All of which was connected to the production of the CD. The CD besides being sold via the museum store and worldwide online via the store, it is being sold by Bob James as he does his international tours, primarily in Asia.

4. Sent Seung Mo Park: Meticulously Snipped and Wrapped exhibition to the Marshall Fredericks Sculpture Museum at SVSU and the Kalamazoo Institute of Arts in fiscal year 2015 generating $22,000 in revenues back to the Dennos in support of the overall project.

5. Sent “如何回归 - How to Return?” - Images by Contemporary Chinese Photographers the Kalamazoo Institute of Art and the Elaine Jacobs Gallery at WSU in the 2015 fiscal year generating $12,000 in support of the overall project.
Dennos Museum Center Fall 2014 & Spring 2015

6. **Seung Mo Park** and **How to Return** demonstrate the ongoing capacity of the Dennos to have significant impact with statewide cultural programming of an international scope beyond our own immediate service area.

7. Sent the Museum’s collection of photographs by regional artist **Greg Seman** to the Midland Center for the Arts for exhibition in the fall of 2014.

8. The Dennos Museum Center was one of 25 US museums invited to attend a conference in Nanjing China from November 16 – 20, 2014. The conference **Meeting the West: Exhibitions from American Museums** showcased exhibitions from American Museums available to travel in China. The Dennos proposed three exhibitions from our collections to travel – Inuit Art, Domjan Prints and Greg Seman photographs. As a result of the conference we have begun preliminary talks with the Huai'an Museum, Huai'an China to explore possible opportunities to work together on exhibition exchange.

9. Coordinated bringing **Paul Meredith’s Mongolian Bluegrass project “In China Now”** as entertainment for the GLC Great Chefs dinner on October 3, 2014 with **Chinese Chef Candice Lee**. The Dennos first made contact with both on a tour in Beijing in April 2013.

10. Hired **Jack Conners to be Auditorium Manager and Tech Director** providing full time staff leadership and management for the Hall. This will provide:

   A. More professional overall management of the Hall
   B. A shared faculty connection with the NMC Music Department
   C. Planning and support for all Dennos programming in the hall.
   D. Consistency in technical support for all users of the hall both internal and external
   E. Provided real-world experiences for students in the Live Sound class with opportunities to work concert tech at Milliken Auditorium.
F. Accomplished much cleaning, organizing and planning in the technical area of Milliken Auditorium.

11. Initiated planning and coordination of activities for the upcoming 25th anniversary of the museum with Resource Development and NMC Public Relations.

Dennos Museum Center Education Department Accomplishments, 2014-2015

Overall, these accomplishments highlight the Museum’s work to develop collaborative partnerships with local organizations, positioning the Dennos to reach new audiences through creative programming.

1. **The Big Draw 2014** – The Big Draw is a global initiative to encourage and celebrate drawing around the globe. In October 2014, the Dennos organized 11 partners to host events as part of The Big Draw – Grand Traverse, reaching over 4,000 attendees to the various programs and exhibitions. Financial support from the Linda O’Meara Fund for Arts Education provided for artist stipends and free admission to the Museum on Big Draw Day, October 4.

2. **It’s Our World** – The exhibition in conjunction with The Big Draw was hosted at the Dennos November 1, 2014 – January 4, 2015. Bringing together adult and child artists, the show was a hit with families and children. As a new initiative, the exhibition is now touring through local schools, including Greenspire School and The Children’s House Montessori. Additional schools are being sought out for next school year.

3. **Other Strategic Collaborations** – The Museum developed successful and strategic collaborative partnerships surrounding several exhibitions and local organizations this year. Of note, the exhibition *ReTooled* was supported with programming from *Habitat for*
**Humanity, Grand Traverse Region.** Habitat-GTR presented an exhibition, a silent auction, and an educational lecture on sustainable building to approximately 425 participants, connecting the Museum with new audiences. As a one-off partnership, the Museum worked with the **Great Lakes Culinary Institute** at NMC to provide a program for attendees to create their own edible donut in conjunction with Jae Yong Kim’s ceramic donut installation, bringing 85 people through the doors for a successful collaboration. Lastly, the Museum is partnering on May 2 with **Grand Traverse Parks and Recreation** for an event on water safety and art, inspired by Jinwon Chang’s installation now on view.

4. **Sideways: Exploring Skateboard Art + Culture** - Working in collaboration with local designers, artists, and skaters, the Dennos Museum Center will present an exhibition that celebrates skateboarding as sport, hobby, and artistic expression. **Sideways: Exploring Skateboard Art + Culture**, May 31-September 6, 2015, features art and design from **Aaron Draplin (NMC Alum)**, Jason Abraham Smith, and Yoonhyup; photography from Mike Blabac; and decks designed by artists from the region and beyond. Programming efforts are focused on building stronger relationships with children, families, and young professionals.

5. **Tour & Concert Programs** – The Dennos welcomed approximately 2,000 students and 400 educators for tours, and 2,000 students and 300 educators for concerts in 2014-2015. Public programs including film, lectures, and other events saw about 1,600 in attendance, with several programs still scheduled to happen this summer.
Educational Services
Accomplishments
Fall 2014

Business

Learner Success

1. Food for Thought raised 24,000 food/hygiene items and helped to fill 14 local pantries, including Father Fred.

National & International Expertise

1. NMC and Davenport University have formed a new 3+1 transfer degree agreement. NMC students who earn an Associate of Science and Arts degree can transfer their credits to Davenport toward a Bachelor of Business Administration degree in Accounting Fraud Investigation.

2. Kick-off of the Software-Developer Apprenticeship program and related e-portfolio training.

3. The Business Division held its first Internship Day November 6, 2014. Seven companies and 21 students participated.

Communications

Learner Success

1. The Play Production class from Fall 2014 semester presented three one-act plays under the guidance of instructor, Jessica Essebaggers.

2. Supported by an NMC Foundation Innovation Grant, faculty members: Susan Odgers, Melissa Sprenkle and Michael Anderson, led a free weekly writing workshop focusing on experiences of homelessness.

3. Teresa Scollon’s Veteran’s writing Workshop, initially funded by a grant, will remain active due to the generosity of anonymous community pledges to the NMC Foundation.
Education Services – Fall 2014

4. Alissia Lingaur, literary advisor for the NMC Magazine, accompanied student and staff members to the 2014 Design Thinkers Conference in Toronto, Ontario, Canada.

National & International Expertise

1. Megan Ward was elected to the At-Large Community College Representative position on the International Writing Center Association Board for 2014-2016.

2. Victoria Willson and Megan Ward presented at the 2014 International Writing Center Association in Orlando, FL. In addition, three readers from NMC’s Writing and Reading Center attended the Michigan Writing Center Association Conference in Lansing.

3. Sarah Wangler presented a paper at the American Folklore Society Annual Conference in Santa Fe.

4. Nancy Parshall participated in the workshops, “Pushing the Story” and “Memoir Writing” in Interlochen.

5. Janet Lively and Andrea Burks presented at the Student Success Summit in Lansing in partnership with area high school English teachers. Judy Chu and Deirdre Mahoney also attended the conference.

6. Charles Rand was invited by The College Board AP (Advanced Placement) Program to read and score AP language and composition papers in Louisville, KY.

Networked Workforce


2. Kristen Salathiel attended the College Reading and Learning Association National Conference in St. Paul, MN.
3. Teresa Scollon is participating in an independent study with noted author, educator and award-winning poet, Jack Ridl.


7. Judy Chu, Tanya Firestone, Ryan Wilson and Jenifer Witt attended the Lilly Conference held in Traverse City.


9. Victoria Willson attended the “On Course Users Summit with Skip Downing” in Jackson, MI.

10. The Communications Academic Area hosted a meeting of Writing Program Administrators from several Michigan four-year and community colleges.
GLMA

Learner Success

1. 36 cadets completed license prep and have received permission to sit for their U.S. Coast Guard Merchant Marine Officer’s license; either Third Mate (unlimited)/ First Class Pilot Great Lakes, or Third Assistant Engineer, steam and diesel.

2. Between now and May 2015, 36 cadets will graduate. 35 will receive the NMC Bachelor’s of Science Degree; one will receive an Associates and a Ferris State University Bachelor’s Degree. At least 25 of these cadets have already been offered employment. We estimate the average annual salary will be greater than $70,000.

3. Included in the employment opportunities is Military Sealift Command (MSC). MSC is a division of the U.S. Navy. MSC operates Navy owned, civilian manned, vessels (e.g. fleet oilers, Navy cargo vessels). MSC interviewed 11 cadets, all were offered employment.

4. GLMA enrollment statistics:
   a. Fall 2014: 68 Admitted--60 arrived
   b. 25% veteran
   c. Represented 22 States
   d. 44% from Michigan
   e. Still have 56 as of now (93%)
   f. 30% entered holding Bachelor's Degree
   g. 16% Reported Minority Status
   h. 88% of cadets that arrived in August 2013 returned in August 2014.
5. Thanks to the efforts of Carissa Moore, LT, USN, and Ken Russell, CPO, USN (ret) the GLMA Naval Science program currently has 32 midshipmen in the Naval Science program; all but two of these midshipmen are receiving Student Incentive Program (SIP) funds. In exchange for agreeing to accept a commission in the U.S. Naval Reserve after graduation, they receive an annual subsidy of $8,000 while at the Academy.

Fiscal Thrivability

1. The Consortium of State Maritime Academies was able to convince congressional representatives of the value of state maritime academies. As a result the following has been included in the FY ’15 omnibus appropriations bill: $600,000 direct subsidy for GLMA, and $1.2 million (total) to be distributed for training ship fuel reimbursement. It is estimated that GLMA will receive $700,000 in federal subsidies in FY 2015 ($600,000 direct, $100,000 in fuel reimbursement).

HEALTH OCCUPATIONS

Learner Success

1. HS 210 Interactive room completed – round tables, chairs, white boards installed, round instructor table and two TV monitors help make the classroom complete.

2. HS 214 – Custom made cabinet installed, new chairs and white boards.

3. First Pediatric simulation developed and implemented.

4. First ever Standardized Patient used in simulation at NMC.
HUMANITIES

Art/Visual Communications Departments:

Learner Success

1. Three VCA students in the Studio Service Learning class did the Editorial, Graphic and Type Design for the new Paul Welch book that just had its launch and signing last week at the Dennos - it was a great experience for current students to survey and work with the founders of the Art Department!

2. Visual Communications moved into a new Mac Lab that is an Active Learning Classroom, and now we have a client critique area in place as well as industry standard large format printing capabilities.

3. The Art Department has just updated the Photography area from Darkroom to all Digital Photo offerings - a State-of-the-Art Commercial Photo Studio is being developed in the old Darkroom space.

National & International Expertise

1. Visual Communications is testing its first set of Filmmakers to be Apple Certified Pro's this December.

Networked Workforce

1. Accomplished area artist Rufus Snoddy joined our adjunct Art faculty.

Music Department:

Learner Success

1. NMC Audio Tech on the cutting edge!

   a. New Avid S3 Control Surface in main control room.
b. Expanded the Focusrite audio networking system to 4 stations.

c. Added 2 complete mix stations to the recording studio rooms.

National & International Expertise

1. Audio Tech students are experiencing hands-on and real-world opportunities:

   a. Students took part in major studio recording projects with local pros including Doc Woodward, Elizabeth Rivers, Joe Williams, Robin Lee Berry, and Glenn Wolff.


   c. Students handled live sound audio production for Milliken Auditorium concerts and events.

   d. Students worked on live sound reinforcement for NMC ensembles performances.


   a. AP students team up with an AT student – AP students describe an anatomical process, and AT students create a “soundtrack” that emulates, in music, that process (i.e. “the digestive system set to music!”).

3. MANY SUCCESSFUL NMC MUSIC PERFORMANCES THIS SEMESTER!

   a. August 18 – Canticum Novum performed for the NMC Opening Conference (35 performers, 300? in the audience).

   b. September 11 – Canticum Novum performed for the Grand Traverse Musicale (35 performers, 100 in the audience).
c. September 12 – Music Student Convocation (2 performers, 40 in the audience).

d. September 17 – Canticum Novum performed for the return of local veterans taking part in the Michigan Honors Flight (35 performers, 400 in the audience).

e. October 10 – NMC Music Student Convocation (3 performers, 40 in the audience).

f. October 19 – NMC Canticum Novum with the TSO (35 performers, 550 in the audience).

g. October 25 – NMC Concert Band (65 performers, 250 in the audience).

h. October 26 – NMC Chamber Singers and NMC Grand Traverse Chorale (100 performers, 650 in the audience).

i. November 7 – NMC Music Student Convocation (3 performers, 40 in the audience).

j. November 23 – NMC Children’s Choirs (235 performers, 650 in the audience).

k. December 5 – NMC Music Student Convocation (5 performers, 40 in the audience).

l. December 5 – NMC Jazz Bands (55 performers, 270 in the audience).

m. December 6 – NMC Chamber Singers and NMC Vocal Jazz Ensemble (40 performers, 200 in the audience).

n. December 9 – NMC Concert Band (90 performers, 40 in the audience).

o. December 13 & 14 – NMC Grand Traverse Chorale and the NMC Children’s Choir with the TSO (135 performers, 1,400 in the audience)

**A TOTAL OF 535 PERFORMERS AND 3,330 AUDIENCE MEMBERS!**
Networked Workplace

1. New staff added!
   a. Brady Corcoran – Audio Tech (Digital Audio)
   b. Liz Bert – Music (Applied Cello)
   c. Laurie Sears – Music (New Director of the NMC Jazz Bands)
   d. Mike Davis – Music (New Director of the NMC Vocal Jazz Ensemble)

SCIENCE AND MATH

Learner Success

1. MTH 08 and 23 have been split into two two-hour classes that begin in spring semester. This allows students that struggle to preserve half of the credits if they do not succeed in the second half of the class.

2. The Physics department (Nadji) is collaborating with the Cardiac unit to produce material that would tie acoustics Physics to heart function and its monitoring devices. PHY105 students were invited to participate in the activity.

3. Our new half semester developmental math courses has allowed 14 out of 18 students to complete MTH 23 and MTH 111 in one semester, shortening their time in the "Developmental Pipeline" by a full semester.

National & International Expertise

1. This year’s engineering club is the largest ever (40). They are working on a robotics project that will allow terrestrial and autonomous movement, aimed at agricultural applications. Besides Jim Coughlin, Steve Dix, Ed Bailey, Brian Matchett of MSU plant science program are involved making this very interdisciplinary.
SOCIAL SCIENCES

Learner Success

1. NMC's SOC 201 (Modern Social Problems) students shared their educational video created this semester, *Starving for Change*. The video showcases the work of this team in creating a short-form video exploring the challenges of low-income life facing over 23,000 people in our region with a special focus on food insufficiency. Specifically, student teams put together a video that explores the challenges of food insufficiency, highlighting area food support providers like [Father FredFoundation](#) and [Food Rescue of Northwest Michigan](#), policy experts from [NetworksNorthwest](#), [Traverse Bay Poverty Reduction Initiative](#), [Michigan Land Use Institute](#) and [Fair Food Network](#), and, most importantly, people facing food insufficiency themselves.

   The video distills what students have learned and represents our teams' takes on the issues. In addition to supporting an important cause in our community and gaining valuable insights about enduring social problems in our area, students also reinforced and developed professional skills, leading coordination of all the activities around the development of this project.

2. Through collaboration with Traverse Bay Area Intermediate School District, we have a new service learning internship opportunity available to students. It involves training and direct experience as a peer mentor for young adults with autism.

Networked Workplace

1. Sonja Olshove set up a live Skype session with the most famous living psychologist, Philip Zimbardo, for her Psychology students.
Educational Services
Accomplishments
Fall 2014 & Spring 2015

Business

Learner Success

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National & International Expertise

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3. The Business Division held its first Internship Day November 6, 2014. Seven companies and 21 students participated.

Accounting

IE-1

1. Fraud investigation course offered for the first time.

2. Accounting courses have been converted for active classroom teaching.

Business Administration

SD-1, SD-2, SD-3, IE-2, IE-4

1. The Professional Communications class joined together with Big Brothers/Big Sisters this semester to create the Big Little Hero Run. The run raised more than $8,000 and had an attendance of over 450 runners.

2. Created community partnerships in two sections of Principles of Marketing. Over 16 different local and internal marketing plans were developed. Some of the partners included:
Education Services Accomplishments Fall 2014 & Spring 2015

Goodwill, Big Brothers Big Sisters, Disability Network, NMC Water Studies, NMC Global Endorsement, Short's, Inhabitect, Village of Kingsley, Tee See Tee.

3. Established partnership with EARTH University and NMC Business faculty. International business concepts and communication will occur with students from both institutions next year.

CIT

SD-1, SD-3, IE-1, IE-2, IE-3

1. Implemented first year CIT pre-apprenticeship program.

2. Developed technical skills exam to determine CIT course placement for new incoming students.

3. Received approximately $377,000 as part of the Skilled Trades Equipment Program Grant.

4. Held the fourth annual CIT-Career Job Fair included 16 employers and 103 attendees.

Culinary

SD-2, IE-1, IE-2, IE-4

1. Raised over $100,000 from the Grand Traverse Tasters’ Guild Tasting Event & Auction. Net proceeds go toward academic scholarships, books and equipment for students. Fourteen students and three faculty traveled to Italy to witness the making of local items such as Parmesan, Prosciutto, vinegars, wines and a complete “farm to table” operation.

Communications

Learner Success

1. The Play Production class from Fall 2014 semester presented three one-act plays under the guidance of instructor, Jessica Essebaggers.
2. Supported by an NMC Foundation Innovation Grant, faculty members: Susan Odgers, Melissa Sprenkle and Michael Anderson, led a free weekly writing workshop focusing on experiences of homelessness.

3. Teresa Scollon’s Veteran’s writing Workshop, initially funded by a grant, will remain active due to the generosity of anonymous community pledges to the NMC Foundation.

4. Alissia Lingaur, literary advisor for the NMC Magazine, accompanied student and staff members to the 2014 Design Thinkers Conference in Toronto, Ontario, Canada.

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2. Victoria Willson and Megan Ward presented at the 2014 International Writing Center Association in Orlando, FL. In addition, three readers from NMC’s Writing and Reading Center attended the Michigan Writing Center Association Conference in Lansing.

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4. Nancy Parshall participated in the workshops, “Pushing the Story” and “Memoir Writing” in Interlochen.

5. Janet Lively and Andrea Burks presented at the Student Success Summit in Lansing in partnership with area high school English teachers. Judy Chu and Deirdre Mahoney also attended the conference.

6. Charles Rand was invited by The College Board AP (Advanced Placement) Program to read and score AP language and composition papers in Louisville, KY.

Networked Workforce
Education Services Accomplishments Fall 2014 & Spring 2015

2. Kristen Salathiel attended the College Reading and Learning Association National Conference in St. Paul, MN.
3. Teresa Scollon is participating in an independent study with noted author, educator and award-winning poet, Jack Ridl.
7. Judy Chu, Tanya Firestone, Ryan Wilson and Jenifer Witt attended the Lilly Conference held in Traverse City.
9. Victoria Willson attended the “On Course Users Summit with Skip Downing” in Jackson, MI.
10. The Communications Academic Area hosted a meeting of Writing Program Administrators from several Michigan four-year and community colleges.
1. Alissia Lingaur, faculty advisor for NMC’s magazine, had her article, “Return to the Playground: Truly Active Learning in the College Classroom,” published in the February 13 issue of NISOD’s *Innovation Abstracts*.

2. Megan Ward and Victoria Willson attended the East Central Writing Association Conference in Indiana. NMC’s Writing and Reading Center staff members, Carrie Dunklow, Kristy Groth, and Erica Smith gave a presentation at this same conference.


4. Nancy Gray and Kristen Salathiel attended the National Association for Developmental Education in Greenville, SC.

5. Teresa Scollon’s creative writing student, Kristy Groth, won 2nd place in the Fiction category with her story, “Bank Shot”, in this year’s LAND Conference Student Creative Writing Contest. Kristy’s story was judged by nationally-known writer, Patricia McNair.

6. Much appreciation to Nancy Parshall for her many years of services and dedication as both an officer and president of the Liberal Arts Network Development group. Her visionary thinking and steadfast for leadership have helped launch LAND’s invigorating “lightening talks” format.

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**IE1, IE2**

1. Teresa Scollon was this year’s recipient of NMC’s Foundation Excellence Award for her work in creating and sustaining the Veterans Writers Workshop.

2. The LAND Conference’s Institutional Excellence Award was presented this year to the team of Michael Anderson, Susan Odgers, and Melissa Sprenkle for their work in creating and continuing “Writing the Experiences of Homelessness Workshop.” The team also won 1st place for best conference presentation.

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**IE3**
Education Services Accomplishments Fall 2014 & Spring 2015

1. Communications adjunct faculty member, Jenifer Witt, successfully defended her dissertation in the Educational Leadership program at Central Michigan University: “A Qualitative Examination of the Perceived Value of Formal Leadership Training on the Professional Experiences and Leadership Styles of Female College Presidents.”

IE1, SD1

1. The *White Pine Press* received 15 awards at this year’s Michigan Community College Press.

2. Association Conference:

*The Collegiate Staff*

- 2nd Place—General Excellence
- 2nd Place—Overall Design

*Nicole Wildman*

- 1st Place—Editorial
- 2nd Place—Feature Story

*Cassandra Chase*

- 2nd Place—Feature Photo
- 2nd Place—In-depth Reporting

*Kat Trumbell*

- 1st Place—Feature Story
- Honorable Mention—Original Cartoon Entertainment

*Emily Lechowicz*

- 3rd Place—First Amendment Reporting
- Honorable Mention—Sports Column

*Autumn Hilden*

- 3rd Place—Front-page Design
Education Services Accomplishments Fall 2014 & Spring 2015

Rob Reed

2nd Place—Informational Graphic

Ken Houseal

Honorable Mention—News Photo

Emily Osantowski

Honorable Mention—Original Cartoon Entertainment

Caelum Gay

2nd Place—Sports News

3. Bronwyn Jones, Nancy Parshall, and Jacob Wheeler attended the Association of Writers and Writing Programs Conference in Minneapolis, MN.

4. Michael Anderson, Deirdre Mahoney, and Melissa Sprinkle attended the Conference on College Composition and Communication (a division of the National Council of Teachers of English) in Tampa, FL.

5. Michael Anderson, Deirdre Mahoney, Barclay and Dianne Owens, Nancy Parshall, Teresa Scollon and Melissa Sprenkle were involved in the LAND Conference in Grand Rapids, MI.


7. Teresa Scollon won 1st place in LAND’s adjunct faculty category for best conference presentation: “Five Ways to Use Poetry to Teach Even if You Don’t Get Poetry.”

Great Lakes Maritime Academy

Learner Success

1. 36 cadets completed license prep and have received permission to sit for their U.S. Coast Guard Merchant Marine Officer’s license; either Third Mate (unlimited)/ First Class Pilot Great Lakes, or Third Assistant Engineer, steam and diesel.
2. Between now and May 2015, 36 cadets will graduate. 35 will receive the NMC Bachelor’s of Science Degree; one will receive an Associates and a Ferris State University Bachelor’s Degree. At least 25 of these cadets have already been offered employment. We estimate the average annual salary will be greater than $70,000.

3. Included in the employment opportunities is Military Sealift Command (MSC). MSC is a division of the U.S. Navy. MSC operates Navy owned, civilian manned, vessels (e.g. fleet oilers, Navy cargo vessels). MSC interviewed 11 cadets, all were offered employment.

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   c. Represented 22 States
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   e. Still have 56 as of now (93%)
   f. 30% entered holding Bachelor's Degree
   g. 16% Reported Minority Status
   h. 88% of cadets that arrived in August 2013 returned in August 2014.

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Education Services Accomplishments Fall 2014 & Spring 2015

included in the FY ’15 omnibus appropriations bill: $600,000 direct subsidy for GLMA, and $1.2 million (total) to be distributed for training ship fuel reimbursement. It is estimated that GLMA will receive $700,000 in federal subsidies in FY 2015 ($600,000 direct, $100,000 in fuel reimbursement).

SD-1, SD-2, SD-5, IE-2, IE-4

1. All GLMA graduates received Merchant Mariners’ Credentials’ (MMC) that were endorsed as being in compliance with “The International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers” (STCW).

2. All but two deck cadets received the following additional endorsements (which are required in order to sail on a vessel in international service): Global Marine Distress and Safety System (GMDSS), and Electronic Chart Display and Information System (ECDIS).

3. 100% job placement, increased scholarship options offered directly from major labor organizations, 100% passing on all MMC and First Class Pilotage exams.

4. All GLMA deck cadets received First Class Pilotage as well as unlimited Third Mate MMCs. NMC/ GLMA produces more First Class Pilots than all other U.S. maritime educational entities combined. American Maritime Officers Union has requested GLMA assist in development of pilots for their organization.

5. All GLMA engine graduates received MMCs endorsed as Third Assistant Engineer, unlimited horsepower, steam and diesel propulsion.

6. All but one GLMA graduate received the Bachelor’s Degree in Maritime Technology.

7. Continued to work closely with GLCI in order to prepare interested culinary students for a career in the steward’s department on a merchant vessel.
Education Services Accomplishments Fall 2014 & Spring 2015

8. Karen Ruedinger (NMC OPRE) accompanied GLMA personnel to observe USCG/ U.S. Maritime Administration (MARAD) audit of California Maritime Academy. She is becoming incredibly valuable in GLMA preparation for its Sep 2015 USCG/ MARAD audit.

9. 30% of class that entered in August 2014 are military veterans, by far the highest percentage of any federally regulated U.S. maritime academy.

10. 88% of the cadets that began in 2013 returned in 2014.

11. GLMA Naval Science Officer in Charge (OIC) LT Carissa Moore was awarded the U.S. Navy/ Marine Corps Achievement Medal for her outstanding service as OIC at NMC/ GLMA.

12. Will use the Higher Learning Commission (HLC) accreditation process.

Health Occupations

Learner Success

1. HS 210 Interactive room completed – round tables, chairs, white boards installed, round instructor table and two TV monitors help make the classroom complete.

2. HS 214 – Custom made cabinet installed, new chairs and white boards.

3. First Pediatric simulation developed and implemented.

4. First ever Standardized Patient used in simulation at NMC.

Allied Health

SD1, SD2, SD3, IE2

1. Munson Medical Center and NMC have partnered in offering paramedic education classes.

2. Medical First Responder class received the Highest Level of Achievement as well as re-accreditation as a result of a site visit last October.

Dental Assistant
1. On two separate days, five NMC Dental Assistant students visited Grand Traverse Industries. The clients were provided with a group oral hygiene demonstration followed by one-on-one instruction and evaluation. Grand Traverse Industries requested that NMC Dental Assistant students return on an annual basis.

2. Dental Assisting students were placed as a part of their internship rotation at the Grand Traverse Band dental clinic in Peshabestown. Students assisted fourth year U of M Dental students providing services to the Grand Traverse Band population.

3. Dental Assisting students will be hosting an open house with classroom exhibits and demonstrations at the BBQ.

4. On April 17, 2015, the Dental Assistant program hosted the Michigan branch of HOSA (Michigan Health Occupations Students of America). The annual event was hosted at NMC’s dental clinic with Beckie Wooters and dental assisting students acting as preceptors.

5. On March 21, 2015, the dental assisting students presented an oral hygiene skit and interactive activity at the State Theater while the children’s film “Annie” was presented. The event was sponsored by the Traverse Health Clinic and NMC with 550 children and their families in attendance. Oral hygiene goodie bags were provided to all attendees.

6. Three NMC dental assisting students prepared a table clinic showcasing oral health care for high school aged students at Health Fair held at Interlochen Arts Academy.

7. On April 15, 2015, three dental assisting students offered an oral health display taught NMC faculty and staff proper oral hygiene techniques as well as interesting facts about oral fads and habits.

**Humanities**

Art/Visual Communications
Education Services Accomplishments Fall 2014 & Spring 2015

Learner Success

1. Three VCA students in the Studio Service Learning class did the Editorial, Graphic and Type Design for the new Paul Welch book that just had its launch and signing last week at the Dennos - it was a great experience for current students to survey and work with the founders of the Art Department!

2. Visual Communications moved into a new Mac Lab that is an Active Learning Classroom, and now we have a client critique area in place as well as industry standard large format printing capabilities.

3. The Art Department has just updated the Photography area from Darkroom to all Digital Photo offerings - a State-of-the-Art Commercial Photo Studio is being developed in the old Darkroom space.

National & International Expertise

1. Visual Communications is testing its first set of Filmmakers to be Apple Certified Pro's this December.

Networked Workforce

1. Accomplished area artist Rufus Snoddy joined our adjunct Art faculty.

International Services

SD-1, SD-5, IE-1, IE-2, IE-5

1. 94 students enrolled in the Global Endorsement program.

2. Developed, promoted and successfully involved 75 students and 15 faculty and staff members in study abroad for 2015:
   a) Brazil (Social Work) 10
   b) Brazil (US-Brazil Connect -ESL) 7
   c) Costa Rica (Water Studies, Aviation, Applied Plant Science) 15
d) Cuba (Humanities, Visual Communications) 13
e) Italy (Culinary Arts) 17
f) Russia (Humanities, Social Science) 14
g) South Africa (Aviation, Biology) 14

3. Planned a successful Window on the World week involving NMC and the Traverse City community. See below:

a) Passport Student Lecture Series - Abdalla Elhadad spoke to about 25 people regarding his home country of Egypt.
b) International Affairs Forum - Juan Cole presented to a full house on the effect of the millennial generation in the Middle East.
c) A Taste of the World - Sodexo prepared a sold out variety of foods with Greek and Korean themes on Wednesday and Thursday at the Hawk Owl Café.
d) Global Literature Reading Group - approximately 15 faculty, staff and students discussed Rob Gillford's book *China Road*.
e) International Dinner - the 13th annual dinner was hosted by the NMC International Club - over 200 community members attended.
f) Sounds from Afar - WNMC and Gevas Moyo hosted students from Brazil, Japan, and Spain for a live two hour show.
g) Sweet Earth Arts and Music Festival - the Office of Student Life put on a daylong event for approximately 400 guests featuring a number of Native American musicians.
h) Natgata Shachu - The Dennos Museum brought back the Japanese tikka drummers for an enjoyable public performance attended by 300 people.
i) *Caffeinated* – approximately 100 viewers turned out for the NMC/Higher Grounds sponsored showing at the State Theatre of a film examining global coffee production.
Education Services Accomplishments Fall 2014 & Spring 2015

j) Study Abroad Fair - students from recently returned study abroad experiences in South Africa, Cuba and Brazil presented on their experience.

4. In partnership with the NMC Aviation Department, hosted Quinton Gillson from Shamwari Game Reserve, South Africa.


6. Further developed plans for the NMC English Language Immersion Institute to be offered to the Federation of Industry in Parana State, Brazil. Currently, the proposal has been accepted at the first level. Our hopes are that by June 2015, we will have full approval to move forward for 2016.

7. Presented a community introduction to Cuba hosted by NMC - VCA students.

8. Offered a course on the Many Faces of Cuba for the EES Life Academy, Campus Day.

9. Offered a successful International Education Week during fall semester (similar to Window on the World Week).

10. Partnered with TCAPS to host the Go Global International Fair – attended by over 400 community members.


12. Presented sessions on “Designing Study Abroad” and “Curriculum Internationalization” during the Faculty Professional Development Day.

Music
SD1, SD2, SD5, IE1, IE3
Education Services Accomplishments Fall 2014 & Spring 2015

1. NMC Audio Tech on the cutting edge!
   a. New Avid S3 Control Surface in main control room.
   b. Expanded the Focusrite audio networking system to four stations.
   c. Added two complete mix stations to the recording studio rooms.

SD1, SD2, SD3, SD5, IE1, IE2

1. Audio Tech students are experiencing hands on and real world opportunities:
   a. Students took part in major studio recording projects with local pros including Doc
      Woodward, Elizabeth Rivers, Joe Williams, Robin Lee Berry, and Glenn Wolff.
   b. Audio Tech student Garrett Mackin created music for a project with the Sociology
      Department – “Starving for Change: Poverty and Food Insufficiency in Northern
      Michigan” link: http://youtu.be/inYhtU823JU.
   c. Students handled live sound audio production for Milliken Auditorium concerts and
      events.
   d. Students worked on live sound reinforcement for NMC ensembles performances.

SD1, SD2, SD5, IE1, IE2

1. NMC Audio Tech and Anatomy & Physiology students collaborate on “Body of Music III”
   (Dec. 4, 2014)
   a. AP students team up with an AT student – AP students describe an anatomical process
      and AT students create a “soundtrack” that emulates, in music, that process (i.e. “the
      digestive system set to music!).

SD1, SD2, SD3, SD5, IE1, IE4

1. New staff added:
   a. Brady Corcoran – Audio Tech (Digital Audio)
b. Liz Bert – Music (Applied Cello)

c. Laurie Sears – Music (New Director of the NMC Jazz Bands)

d. Mike Davis – Music (New Director of the NMC Vocal Jazz Ensemble)

e. Jeanmarie Riccobono – Music (Applied Clarinet)

SD1, SD2, SD4, IE1, IE4

1. Many successful NMC music performances this semester!

a. August 18 – Canticum Novum performed for the NMC Opening Conference (35 performers, 300? in the audience).

b. September 11 – Canticum Novum performed for the Grand Traverse Musicale (35 performers, 100 in the audience).

c. September 12 – Music Student Convocation (2 performers, 40 in the audience).

d. September 17 – Canticum Novum performed for the return of local veterans taking part in the Michigan Honors Flight (35 performers, 400 in the audience).

e. October 10 – NMC Music Student Convocation (3 performers, 40 in the audience).

f. October 19 – NMC Canticum Novum with the TSO (35 performers, 550 in the audience).

g. October 25 – NMC Concert Band (65 performers, 250 in the audience).

h. October 26 – NMC Chamber Singers and NMC Grand Traverse Chorale (100 performers, 650 in the audience).

i. October 29 – 3\textsuperscript{rd} Annual NMC Choral Invitational (275 performers for area high schools, 100 in the audience).

j. November 7 – NMC Music Student Convocation (3 performers, 40 in the audience).

k. November 22 – NMC Chamber Singers perform for the “Go Global Event” (30 performers, 150 in the audience).
Education Services Accomplishments Fall 2014 & Spring 2015

1. November 23 – NMC Children’s Choirs (235 performers, 650 in the audience).

m. December 5 – NMC Music Student Convocation (5 performers, 40 in the audience).

n. December 5 – NMC Jazz Bands (55 performers, 270 in the audience).

o. December 6 – NMC Chamber Singers and NMC Vocal Jazz Ensemble (40 performers, 200 in the audience).

p. December 9 – NMC Concert Band (90 performers, 40 in the audience).

q. December 13 & 14 – NMC Grand Traverse Chorale and the NMC Children’s Choir with the TSO (135 performers, 1,400 in the audience).

r. February 15, 3:00pm – NMC Chamber Singers, Canticum Novum and the NMC Children’s Choirs (300 performers, 700 in the audience).

s. February 22, 3:00pm – NMC Music Department Recital - NMC Music Faculty and the Grand Traverse Chorale (65 performers, 200 in the audience).

t. February 27, 1:00pm – NMC Music Student Convocation (5 performers, 60 in the audience).

u. February 27, 7:30pm – NMC Concert Band (90 performers, 250 in the audience).

v. March 1, 3:00pm – NMC Canticum Novum “Pure Acappella” (40 performers, 350 in the audience).

w. March 22, 3:00pm – NMC Children’s Choirs (235 performers, 700 in the audience).

x. April 8-12 – NMC Children’s Choir tour to NYC – Gold Medal and 1st Place at the Big Apple Music Festival (65 performers, 200 in the audience).

y. April 17, 7:30pm – NMC Canticum Novum “A Spring Evening of Sweets and Song” (40 performers, 200 in the audience).

z. April 19, 3:00pm – NMC Grand Traverse Chorale, and NMC Chamber Singers, with the TSO for a performance of Fauré’s “Requiem.” (110 performers, 650 in the audience).
Education Services Accomplishments Fall 2014 & Spring 2015

aa. April 19, 7:00pm – NMC Jazz Bands and NMC Vocal Jazz Ensemble (70 performers, 300 in the audience).

bb. April 24, 1:00pm – NMC Music Student Convocation (14 performers, 100 in the audience).

c. April 24, 7:30pm – NMC Concert Band (80 performers, 350 in the audience).

dd. June 6, 7:30pm – NMC Canticum Novum (40 performers, 150 in the audience).

ee. June 13, 7:30pm – NMC Canticum Novum (40 performers, 175 in the audience).

ff. June 25-28 – NMC Canticum Novum on tour – performances and collaborations in Southeast Michigan, singing the National Anthem at the Tiger’s game, Performing on Mackinac Island (40 performers, 900 in the audience at concerts).

A total of 840 performers and 8,865 audience members!

Service Learning

1. Hosting the Annual Summer Retreat for the Michigan Campus Compact. Branden Everest will be highlighting NMC’s “Bridges to the Community.”

2. Currently in the final stages of completion for The NMC Service Learning Advisory Board’s Service Learning video to expand participation in academic service learning.

3. Met with Members of the Grand Traverse Band to gain first stage approval of a service learning collaboration with NMC.

4. Five NMC Students received the Campus Compact Heart and Soul award for their commitment to Service Learning.

5. Service learning hours now fully track able on the student study transcript.

World Cultures

SD-1, IE-1, IE-4
Education Services Accomplishments Fall 2014 & Spring 2015

1. Jim Bensley successfully taught another two semesters of World Cultures. Highlights, in addition to NMC international student visits, included the following guest presenters:

a) Deb Lake (TCFF) - “Cultural Connections in International Cinema.”
b) Nargilia Gasanova (Turkmenistan) – “Islamic Identity – A Former Student’s Journey.”
c) Hesen Cai (China) – “Chinese Connections”
d) Lisa Parrin Brown – “Making Sense of India, or at Least attempting to.”
e) Gevas Moyo (Zimbabwe) – “An African Looks at Chinua Achebe’s Things Fall Apart”
f) Martha Hubble (Colombia) - “Latin Dance, an Expressive Cultural Connection.”
g) Jesus Garcia (Mexico) - “Food and Family in Mexico.”
h) Maddie Lundy - “Aztec Artifacts from the Traverse City History Center Collection.”
i) Marc Alderman - “West African Drumming and the Stories Within.”

Science and Mathematics

Learner Success

1. MTH 08 and 23 have been split into two two-hour classes that begin in spring semester. This allows students that struggle to preserve half of the credits if they do not succeed in the second half of the class.

2. The Physics department (Nadji) is collaborating with the Cardiac unit to produce material that would tie acoustics Physics to heart function and its monitoring devices. PHY105 students were invited to participate in the activity.

3. Our new half semester developmental math courses has allowed 14 out of 18 students to complete MTH 23 and MTH 111 in one semester, shortening their time in the "Developmental Pipeline" by a full semester.
National & International Expertise

1. This year’s engineering club is the largest ever (40). They are working on a robotics project that will allow terrestrial and autonomous movement, aimed at agricultural applications. Besides Jim Coughlin, Steve Dix, Ed Bailey, Brian Matchett of MSU plant science program are involved making this very interdisciplinary.

IE2, IE3

1. Main accomplishment for this semester is the mathematic department forging an agreement with the TCAPS mathematics departments to share course descriptions and examinations to compare and align:

   a. NMC & TCAPS course; MTH 111 (Intermediate Algebra) with Algebra 2; MTH 121 (College Algebra) and 122 (Trigonometry) with Pre-calculus and Trigonometry.

2. In addition, some TCAPS mathematics instructors have shown interest in taking the COMPASS testing series to better understand how to best help freshman math students place into higher levels of mathematics.

Social Science Academic Area

Learner Success

1. NMC's SOC 201 (Modern Social Problems) students shared their educational video created this semester, *Starving for Change*. The video showcases the work of this team in creating a short-form video exploring the challenges of low-income life facing over 23,000 people in our region with a special focus on food insufficiency. Specifically, student teams put together a video that explores the challenges of food insufficiency, highlighting area food support providers like [Father FredFoundation](http://fatherfredfoundation.org) and [Food Rescue of Northwest Michigan](http://foodrescuenorthwestmichigan.org), policy experts from [NetworksNorthwest](http://www.networksnorthwest.org), [Traverse Bay Poverty Reduction Initiative](http://www.traversebaypovertyreduction.org), and [Michigan Land](http://www.michiganland.org).
Use Institute and Fair Food Network, and, most importantly, people facing food insufficiency themselves.

The video distills what students have learned and represents our teams' takes on the issues. In addition to supporting an important cause in our community and gaining valuable insights about enduring social problems in our area, students also reinforced and developed professional skills, leading coordination of all the activities around the development of this project.

2. Through collaboration with Traverse Bay Area Intermediate School District, we have a new service learning internship opportunity available to students. It involves training and direct experience as a peer mentor for young adults with autism.

Networked Workplace

1. Sonja Olshove set up a live Skype session with the most famous living psychologist, Philip Zimbardo, for her Psychology students.

SD-1, SD-2, SD-3, SD-5, IE-1, IE-2, IE-3, IE-5

1. Cheryl Bloomquist added two new certificates for CDA credentialing and an Early Childhood Education AAS degree in the Early Childhood Education Department. These certificates are designed to meet the National CDA credentialing requirements for students currently employed working with young children. This CDA credential sequence is designed as a building block program, which means that by adding certain additional courses, students may meet Michigan Child Care Licensing requirements for Program Manager, complete the certificate or get an AAS in Early Childhood Education.

2. Brian Heffner was hired as the new Director of the NMC Police Academy in January. He has been working with Josh Jacobson CRM on increasing enrollment and promoting the academy through a media campaign of radio, television coverage, and print media. Josh and Brian
have been able to analyze the effectiveness of the three different media sources with the use of Google analytics, tracking the response rate to the NMC Law Enforcement web page. The interest and applications to the Law Enforcement continues to grow with students registering to enter the second year (Academy portion) as well as the first year (Academic portion). Actual numbers of enrollment should be available in the month of July but it appears that the program will grow over the 2014-2015 School year.

3. John Zachman is the faculty advisor for a new student group, Students for Human Rights. The group works to raise awareness of human trafficking and sexual slavery in the US.

4. Susan Odgers was part of the writing Workshop for the Homeless/Folks Experienced with Housing Vulnerability that includes faculty, students, employees, and people on the street. The workshop looks at issues and services that are especially relevant to our community and helps NMC make a difference with regards to “housing vulnerability” and addresses every level of learner and lifelong learner. Participants are also improving their writing, reading, and communication, social and critical thinking skills.
Business

Accounting

IE-1

1. Fraud investigation course offered for the first time.

2. Accounting courses have been converted for active classroom teaching.

Business Administration

SD-1, SD-2, SD-3, IE-2, IE-4

1. The Professional Communications class joined together with Big Brothers/Big Sisters this semester to create the Big Little Hero Run. The run raised more than $8,000 and had an attendance of over 450 runners.

2. Created community partnerships in two sections of Principles of Marketing. Over 16 different local and internal marketing plans were developed. Some of the partners included: Goodwill, Big Brothers Big Sisters, Disability Network, NMC Water Studies, NMC Global Endorsement, Short's, Inhabitect, Village of Kingsley, Tee See Tee.

3. Established partnership with EARTH University and NMC Business faculty. International business concepts and communication will occur with students from both institutions next year.

CIT

SD-1, SD-3, IE-1, IE-2, IE-5

1. Implemented first year CIT pre-apprenticeship program.

2. Developed technical skills exam to determine CIT course placement for new incoming students.
Educational Services
Accomplishments
Spring 2015

3. Received approximately $377,000 as part of the Skilled Trades Equipment Program Grant.

4. Held the fourth annual CIT-Career Job Fair included 16 employers and 103 attendees.

Culinary

SD-2, IE-1, IE-2, IE-4

1. Raised over $100,000 from the Grand Traverse Tasters’ Guild Tasting Event & Auction. Net proceeds go toward academic scholarships, books and equipment for students. Fourteen students and three faculty traveled to Italy to witness the making of local items such as Parmesan, Prosciutto, vinegars, wines and a complete “farm to table” operation.

Communications

IE1

1. Alissia Lingaur, faculty advisor for NMC’s magazine, had her article, “Return to the Playground: Truly Active Learning in the College Classroom,” published in the February 13 issue of NISOD’s Innovation Abstracts.

2. Megan Ward and Victoria Willson attended the East Central Writing Association Conference in Indiana. NMC’s Writing and Reading Center staff members, Carrie Dunklow, Kristy Groth, and Erica Smith gave a presentation at this same conference.


4. Nancy Gray and Kristen Salathiel attended the National Association for Developmental Education in Greenville, SC.
5. Teresa Scollon’s creative writing student, Kristy Groth, won 2nd place in the Fiction category with her story, “Bank Shot”, in this year’s LAND Conference Student Creative Writing Contest. Kristy’s story was judged by nationally-known writer, Patricia McNair.

6. Much appreciation to Nancy Parshall for her many years of services and dedication as both an officer and president of the Liberal Arts Network Development group. Her visionary thinking and steadfast for leadership have helped launch LAND’s invigorating “lightening talks” format.

IE1, IE2

1. Teresa Scollon was this year’s recipient of NMC’s Foundation Excellence Award for her work in creating and sustaining the Veterans Writers Workshop.

2. The LAND Conference’s Institutional Excellence Award was presented this year to the team of Michael Anderson, Susan Odgers, and Melissa Sprenkle for their work in creating and continuing “Writing the Experiences of Homelessness Workshop.” The team also won 1st place for best conference presentation.

IE3

1. Communications adjunct faculty member, Jenifer Witt, successfully defended her dissertation in the Educational Leadership program at Central Michigan University: “A Qualitative Examination of the Perceived Value of Formal Leadership Training on the Professional Experiences and Leadership Styles of Female College Presidents.”

IE1, SD1

1. The White Pine Press received 15 awards at this year’s Michigan Community College Press.

2. Association Conference:
The Collegiate Staff

2nd Place—General Excellence

2nd Place—Overall Design

Nicole Wildman

1st Place—Editorial

2nd Place—Feature Story

Cassandra Chase

2nd Place—Feature Photo

2nd Place—In-depth Reporting

Kat Trumbell

1st Place—Feature Story

Honorable Mention—Original Cartoon Entertainment

Emily Lechowicz

3rd Place—First Amendment Reporting

Honorable Mention—Sports Column

Autumn Hilden

3rd Place—Front-page Design

Rob Reed

2nd Place—Informational Graphic

Ken Houseal

Honorable Mention—News Photo

Emily Osantowski

Honorable Mention—Original Cartoon Entertainment
Caelum Gay

2nd Place—Sports News

3. Bronwyn Jones, Nancy Parshall, and Jacob Wheeler attended the Association of Writers and Writing Programs Conference in Minneapolis, MN.

4. Michael Anderson, Deirdre Mahoney, and Melissa Sprinkle attended the Conference on College Composition and Communication (a division of the National Council of Teachers of English) in Tampa, FL.

5. Michael Anderson, Deirdre Mahoney, Barclay and Dianne Owens, Nancy Parshall, Teresa Scollon and Melissa Sprenkle were involved in the LAND Conference in Grand Rapids, MI.


7. Teresa Scollon won 1st place in LAND’s adjunct faculty category for best conference presentation: “Five Ways to Use Poetry to Teach Even if You Don’t Get Poetry.”

Great Lakes Maritime Academy

SD-1, SD-2, SD-5, IE-2, IE-4

1. All GLMA graduates received Merchant Mariners’ Credentials’ (MMC) that were endorsed as being in compliance with “The International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers” (STCW).

2. All but two deck cadets received the following additional endorsements (which are required in order to sail on a vessel in international service): Global Marine Distress and Safety System (GMDSS), and Electronic Chart Display and Information System (ECDIS).

3. 100% job placement, increased scholarship options offered directly from major labor organizations, 100% passing on all MMC and First Class Pilotage exams.
4. All GLMA deck cadets received First Class Pilotage as well as unlimited Third Mate MMCs. NMC/ GLMA produces more First Class Pilots than all other U.S. maritime educational entities combined. American Maritime Officers Union has requested GLMA assist in development of pilots for their organization.

5. All GLMA engine graduates received MMCs endorsed as Third Assistant Engineer, unlimited horsepower, steam and diesel propulsion.

6. All but one GLMA graduate received the Bachelor’s Degree in Maritime Technology.

7. Continued to work closely with GLCI in order to prepare interested culinary students for a career in the steward’s department on a merchant vessel.

8. Karen Ruedinger (NMC OPRE) accompanied GLMA personnel to observe USCG/ U.S. Maritime Administration (MARAD) audit of California Maritime Academy. She is becoming incredibly valuable in GLMA preparation for its Sep 2015 USCG/ MARAD audit.

9. 30% of class that entered in August 2014 are military veterans, by far the highest percentage of any federally regulated U.S. maritime academy.

10. 88% of the cadets that began in 2013 returned in 2014.

11. GLMA Naval Science Officer in Charge (OIC) LT Carissa Moore was awarded the U.S. Navy/ Marine Corps Achievement Medal for her outstanding service as OIC at NMC/ GLMA.

12. Will use the Higher Learning Commission (HLC) accreditation process.

**Health Occupations**

**Allied Health**

*SD1, SD2, SD3, IE2*
Educational Services
Accomplishments
Spring 2015

1. Munson Medical Center and NMC have partnered in offering paramedic education classes.

2. Medical First Responder class received the Highest Level of Achievement as well as re-accreditation as a result of a site visit last October.

Dental Assistant

SD1, SD2, SD3, SD4, SD5, IE2,

1. On two separate days, five NMC Dental Assistant students visited Grand Traverse Industries. The clients were provided with a group oral hygiene demonstration followed by one-on-one instruction and evaluation. Grand Traverse Industries requested that NMC Dental Assistant students return on an annual basis.

2. Dental Assisting students were placed as a part of their internship rotation at the Grand Traverse Band dental clinic in Peshabestown. Students assisted fourth year U of M Dental students providing services to the Grand Traverse Band population.

3. Dental Assisting students will be hosting an open house with classroom exhibits and demonstrations at the BBQ.

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**Humanities**

**International Services**

*SD-1, SD-5, IE-1, IE-2, IE-5*

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   a) Brazil (Social Work) 10
   b) Brazil (US-Brazil Connect -ESL) 7
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Educational Services
Accomplishments
Spring 2015

b) International Affairs Forum - Juan Cole presented to a full house on the effect of the millennial generation in the Middle East.

c) A Taste of the World - Sodexo prepared a sold out variety of foods with Greek and Korean themes on Wednesday and Thursday at the Hawk Owl Café.

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h) Natgata Shachu - The Dennos Museum brought back the Japanese tikka drummers for an enjoyable public performance attended by 300 people.

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SD1, SD2, SD5, IE1, IE2

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SD1, SD2, SD3, SD5, IE1, IE4

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   a. Brady Corcoran – Audio Tech (Digital Audio)
   b. Liz Bert – Music (Applied Cello)
   c. Laurie Sears – Music (New Director of the NMC Jazz Bands)
   d. Mike Davis – Music (New Director of the NMC Vocal Jazz Ensemble)
   e. Jeanmarie Riccobono – Music (Applied Clarinet)

SD1, SD2, SD4, IE1, IE4
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      performers, 300? in the audience).

   b. September 11 – Canticum Novum performed for the Grand Traverse Musicale (35
      performers, 100 in the audience).

   c. September 12 – Music Student Convocation (2 performers, 40 in the audience).

   d. September 17 – Canticum Novum performed for the return of local veterans taking part in
      the Michigan Honors Flight (35 performers, 400 in the audience).

   e. October 10 – NMC Music Student Convocation (3 performers, 40 in the audience).

   f. October 19 – NMC Canticum Novum with the TSO (35 performers, 550 in the audience).

   g. October 25 – NMC Concert Band (65 performers, 250 in the audience).

   h. October 26 – NMC Chamber Singers and NMC Grand Traverse Chorale (100 performers,
      650 in the audience).

   i. October 29 – 3rd Annual NMC Choral Invitational (275 performers for area high schools,
      100 in the audience).

   j. November 7 – NMC Music Student Convocation (3 performers, 40 in the audience).

   k. November 22 – NMC Chamber Singers perform for the “Go Global Event” (30
      performers, 150 in the audience).

   l. November 23 – NMC Children’s Choirs (235 performers, 650 in the audience).

   m. December 5 – NMC Music Student Convocation (5 performers, 40 in the audience).

   n. December 5 – NMC Jazz Bands (55 performers, 270 in the audience).

   o. December 6 – NMC Chamber Singers and NMC Vocal Jazz Ensemble (40 performers,
      200 in the audience).
Educational Services
Accomplishments
Spring 2015

p. December 9 – NMC Concert Band (90 performers, 40 in the audience).

q. December 13 & 14 – NMC Grand Traverse Chorale and the NMC Children’s Choir with the TSO (135 performers, 1,400 in the audience).

r. February 15, 3:00pm – NMC Chamber Singers, Canticum Novum and the NMC Children’s Choirs (300 performers, 700 in the audience).

s. February 22, 3:00pm – NMC Music Department Recital - NMC Music Faculty and the Grand Traverse Chorale (65 performers, 200 in the audience).

t. February 27, 1:00pm – NMC Music Student Convocation (5 performers, 60 in the audience).

u. February 27, 7:30pm – NMC Concert Band (90 performers, 250 in the audience).

v. March 1, 3:00pm – NMC Canticum Novum “Pure Acappella” (40 performers, 350 in the audience).

w. March 22, 3:00pm – NMC Children’s Choirs (235 performers, 700 in the audience).

x. April 8-12 – NMC Children’s Choir tour to NYC – Gold Medal and 1st Place at the Big Apple Music Festival (65 performers, 200 in the audience).

y. April 17, 7:30pm – NMC Canticum Novum “A Spring Evening of Sweets and Song” (40 performers, 200 in the audience).

z. April 19, 3:00pm – NMC Grand Traverse Chorale, and NMC Chamber Singers, with the TSO for a performance of Fauré’s “Requiem.” (110 performers, 650 in the audience).

aa. April 19, 7:00pm – NMC Jazz Bands and NMC Vocal Jazz Ensemble (70 performers, 300 in the audience).

bb. April 24, 1:00pm – NMC Music Student Convocation (14 performers, 100 in the audience).
Educational Services
Accomplishments
Spring 2015

cc. April 24, 7:30pm – NMC Concert Band (80 performers, 350 in the audience).

dd. June 6, 7:30pm – NMC Canticum Novum (40 performers, 150 in the audience).

e. June 13, 7:30pm – NMC Canticum Novum (40 performers, 175 in the audience).

ff. June 25-28 – NMC Canticum Novum on tour – performances and collaborations in
Southeast Michigan, singing the National Anthem at the Tiger’s game, Performing on
Mackinac Island (40 performers, 900 in the audience at concerts).

A total of 840 performers and 8,865 audience members!

Service Learning

1. Hosting the Annual Summer Retreat for the Michigan Campus Compact. Branden Everest
will be highlighting NMC’s “Bridges to the Community.”

2. Currently in the final stages of completion for The NMC Service Learning Advisory Board’s
Service Learning video to expand participation in academic service learning.

3. Met with Members of the Grand Traverse Band to gain first stage approval of a service
learning collaboration with NMC.

4. Five NMC Students received the Campus Compact Heart and Soul award for their
commitment to Service Learning.

5. Service learning hours now fully track able on the student study transcript.

World Cultures

SD-1, IE-1, IE-4

1. Jim Bensley successfully taught another two semesters of World Cultures. Highlights, in
addition to NMC international student visits, included the following guest presenters:
Educational Services
Accomplishments
Spring 2015

a) Deb Lake (TCFF) - “Cultural Connections in International Cinema.”
b) Nargilia Gasanova (Turkmenistan) – “Islamic Identity – A Former Student’s Journey.”
c) Hesen Cai (China) – “Chinese Connections”
d) Lisa Parrin Brown – “Making Sense of India, or at Least attempting to.”
e) Gevas Moyo (Zimbabwe) – “An African Looks at Chinua Achebe’s Things Fall Apart”
f) Martha Hubble (Colombia) - “Latin Dance, an Expressive Cultural Connection.”
g) Jesus Garcia (Mexico) - “Food and Family in Mexico.”
h) Maddie Lundy - “Aztec Artifacts from the Traverse City History Center Collection.”
i) Marc Alderman - “West African Drumming and the Stories Within.”

Science and Mathematics

Mathematics

IE2, IE3

1. Main accomplishment for this semester is the mathematic department forging an agreement with the TCAPS mathematics departments to share course descriptions and examinations to compare and align:

   a. NMC & TCAPS course; MTH 111 (Intermediate Algebra) with Algebra 2; MTH 121 (College Algebra) and 122 (Trigonometry) with Pre-calculus and Trigonometry.

2. In addition, some TCAPS mathematics instructors have shown interest in taking the COMPASS testing series to better understand how to best help freshman math students place into higher levels of mathematics.

Social Science Academic Area

SD-1, SD-2, SD-3, SD-5, IE-1, IE-2, IE-3, IE-5
1. Cheryl Bloomquist added two new certificates for CDA credentialing and an Early Childhood Education AAS degree in the Early Childhood Education Department. These certificates are designed to meet the National CDA credentialing requirements for students currently employed working with young children. This CDA credential sequence is designed as a building block program, which means that by adding certain additional courses, students may meet Michigan Child Care Licensing requirements for Program Manager, complete the certificate or get an AAS in Early Childhood Education.

2. Brian Heffner was hired as the new Director of the NMC Police Academy in January. He has been working with Josh Jacobson CRM on increasing enrollment and promoting the academy through a media campaign of radio, television coverage, and print media. Josh and Brian have been able to analyze the effectiveness of the three different media sources with the use of Google analytics, tracking the response rate to the NMC Law Enforcement web page. The interest and applications to the Law Enforcement continues to grow with students registering to enter the second year (Academy portion) as well as the first year (Academic portion). Actual numbers of enrollment should be available in the month of July but it appears that the program will grow over the 2014-2015 School year.

3. John Zachman is the faculty advisor for a new student group, Students for Human Rights. The group works to raise awareness of human trafficking and sexual slavery in the US.

4. Susan Odgers was part of the writing Workshop for the Homeless/Folks Experienced with Housing Vulnerability that includes faculty, students, employees, and people on the street. The workshop looks at issues and services that are especially relevant to our community and helps NMC make a difference with regards to “housing vulnerability” and addresses every
Educational Services
Accomplishments
Spring 2015

level of learner and lifelong learner. Participants are also improving their writing, reading, and communication, social and critical thinking skills.
ENROLLMENT SERVICES

Admissions

The Admissions Office is actively recruiting students with the intention of having them enroll. All of our activities this spring have been intentional with the end goal to recruit more students. The results of these activities have increased our applications by 61% and enrolled by 13%. Listed below are some of the initiatives that we have completed and/or working on:

Learner Success

1. Increased new student enrollment by 8% for fall semester.
2. Started accepting and processing applications in Ellucian CRM product – Recruiter; live for spring 2015.
3. Accepted 80+ Early College students through TCAPS and for the Weiming Schools in China for fall and have offered training programs to ease them into the program in conjunction with Academic Advising.
4. Updated paper DE application to an online form for all Early College and Direct Credit programs. Had all participants participate in Orientation for new students to meet Federal Guidelines for SaVe Act.
5. Met with TBAISD and coordinated advising services for Early College students with NMC Advising. 9th grade will be advised by Meredith Schmidt – TBAISD Coordinator, 12th Grade was advised by NMC Academic advising at TBAISD and students in the 13th year made appointments for an on campus advising appointment at NMC.
6. Continue to meet monthly as a staff with Financial Aid, Student Financial Services, and Records & Registration offices. These meeting include sharing Fall/Spring/Summer
enrollment goals and collaborative trainings. Great examples include: scanning and indexing, holds and high school transcripts.

7. Collaborating with Financial Aid and Student Financial Services to re-recruit students who have been SAP suspended or Failed to Attend.

8. Sent out multiple emails through the CRM system to current and prospective students. Since July 1, 2014 – over 100,000 emails have gone out.

9. Military and veteran status is now showing up on the dashboard – we have 311 Veterans, Active Duty, Reservist, Dependent, and Spouses of Veterans enrolled this fall.

10. Military letter going out via Recruiter automatically for All different types of military status.

11. Implemented the Intervention team with Records and Registration, Student Financial Services and Financial Aid to help assist students that are processing a total withdraw for the semester.

Lifelong Relationships

1. Visited all In-District high schools, TBA-ISD, Out of Service Area high schools; 58 schools total.

2. Visited Traverse City Central High School on the first Friday of every month and Traverse City West on the first Monday of the month.

3. Held our Partner Breakfast with 45 area High School Counselors and Principals at the Hagerty Center.

4. Commitment program transitioned to Admissions and Beth Wallace was hired to run the program. We strategically scaled the program back and are concentrating on students applying and attending NMC. 80+ students attended the Leelanau Outdoor Center for team building exercise.

5. We inducted 90+ students into the Commitment Scholarship Program in October.
Enrollment Management & Student Services Fall 2014

6. We coordinated the College Night event along with TBAISD at the Hagerty Center with over 500 students and their families attending from area high schools.

7. Attended 18 MACRAO College Day/Night recruiting events.

8. Presented at Grayling High School a workshop on how to apply to college.


10. Presented at Planning for your Future night at TCW and TCC.

11. Presented at MCCAD on on-boarding for college.

12. Presented at MACRAO on MCAN.

13. Hosted the 14th annual Girl Tech Conference for area 10th grade girls at the Parsons/Stulens building.


15. Hosted the 3rd annual Veterans day Breakfast and acknowledgement ceremony.

16. Continued NMC involvement in MCAN – Local College Access Network (includes working with schools from Mancelona, Kalkaska, Bellaire, Alba, Central Lake and Forest Area).

17. Participated and help facilitate College Application Week – we received 747 applications the week of November 3-11.

18. 149 Schools participated this year sending applications to NMC!

19. Both TCW and TCC and Elk Rapids participated for the first time this Fall.

20. Working with Financial Aid:
   a. Attending Financial Aid nights at area high schools.
   b. Attending high school FAFSA Workshops.

21. Comprehensive visitation program.

22. Visitors and student families are now parking in the Conifer Lot!
23. Installed Apple TV to show Prezi presentation and had a big screen TV installed in West Hall.

24. Offering a presentation, lunch and student-guided tour in West Hall due to parking being in the Conifer Lot.

25. Web sign-up available 24/7.

26. We also have walk-in Fridays for individual appointments.

27. We continue to facilitate the Personal History committee to review students who have answered yes to the criminal history question on the application. Marcus Bennett and Cathryn Claerhout are co-chairing this committee. The committee developed standards and practices/guidelines to follow that apply a fair and standard decision to students. We have added, when necessary, the on-campus interview with the prospective student for further clarification on past criminal history.

**Learner Success (Admissions/Academic)**

1. Trained the entire Admissions staff on our new CRM system and how it integrates into Banner. We continue to hold trainings for all recruiting staff every Tuesday on main campus.

2. Complied all enrollment information for Dental Assisting for their site visit coming up this next year.

3. Collaborated with PR to produce new admissions banners and a new dye cut Hawk Owl and tons of swag.

4. Continue to hold weekly staff meetings and invited a specific program/major to our meetings twice a month – to keep these majors fresh in our minds as we meet with prospective students and their families.
Enrollment Management & Student Services Fall 2014

5. Continue working with Maritime and Aviation and Engineering Technology programs on recruiting practices; Judy Druskovich is currently in one day a week in Admissions for recruiting.

6. Worked with the Marine Technology program to develop cohorts in Banner to accurately track retention and graduation of this cohort.

Learner Success (Admissions Staff)

1. Transitioned and hired a new commitment program scholarship coordinator – Beth Wallace.

2. Transitioned Military Services to Admissions along with FT position.

3. Scheduling weekly staff meeting with thoughtful strategies and content.

4. Continue working relationships with Records & Registration, Financial Aid and Student Financial Services and are cross-training all of our staff to better inform students. All Directors meet once every two weeks to review any issues; all staff meet monthly for continuous ongoing training between all departments.

5. Completely updated record keeping standard to ensure compliance with SEVIS and USCIS.

FINANCIAL AID/STUDENT FINANCIAL SERVICES

Learner Success

1. We have taken a more proactive approach to FAFSA completion for the 5 county service area by offering “hands on” FAFSA completion events in the high schools during the day with students and in the evening with parents.

2. Successfully launched the new scholarship software, Academic Works. 1511 students applied (or started the application process) for NMC scholarships for the 2014-2015 award year.

3. Assisted 310 students in continuing their education by processing consortium agreements with partner institutions.
Enrollment Management & Student Services Fall 2014

Lifelong Relationship/Networked Workforce

1. Several staff members have crossed trained with Admissions to assist with the processing of transcripts.
2. Assisted Records and Registration with utilizing financial aid hold codes to use in their enrollment reporting to include/exclude consortium students.
3. Participated in the Banner Process Improvement opportunities with various departments.
4. Changed to handling of students who were reported as 100% failed-to-attend their classes. They are being dropped with a 100% refund.
5. Met with Spring Arbor University to establish the consortium progress for students.
6. Contributed to the functionality of the new Michigan College Online (MCO) website (formerly the MCCVLC) for financial aid professionals.
7. Invited to participate in the Launch Manistee Action Team to increase FAFSA completion rates within Manistee County.
8. Promoted the new scholarship software, Academic Works, to high school counselors within our service area.
9. Financial Aid Presentations:
   a. 3 financial aid nights at high schools in our Service Area,
   b. 2 financial aid presentations at the (NMC) College Planning Night event,
   c. 2 College Planning Night events at local high schools,
   d. Scholarship Workshop at TC Central.

Fiscal Thriveability

1. Launched the new scholarship software, Academic Works.
2. Processed 5972 (year-to-date total) financial aid applications for 2014-2015.
Enrollment Management & Student Services Fall 2014

3. Offered $49,267,616 (year-to-date total) in 2014-2015 financial aid (federal, state, and institutional).


5. Completed verification processing within 3 days upon receipt of all documents, thus, aid is awarded to students in approximately one week upon completion of the verification process.
   a. At the start of the Fall semester, documents were scanned every 2 hours to the student files prompting faster verification processing.

6. Participated fully in New Student Orientation - spoke directly with almost every student about their account; showed self-service and assisted with financial aid.

RECORDS & REGISTRATION

Learner Success

1. Formally incorporated MTA into our ASA program requirements.

2. Processed and completed degree audits for 230 fall applicants for receiving degrees and/or certificates plus another 170 processed so far for spring of 2015.

3. Initiated major outreach to over 5000 NMC alumni since 2001 who left NMC without yet completing their degree. So far, 26 former students have expressed interest in completing while two of them have conferred their degree. Follow-up plans will continue.

4. Evaluated 437 Incoming Transcripts.

5. Processed 1345 Outgoing Transcripts.

6. Certified Enrollments for 178 veterans for Fall 2014.

7. Further refinements made to the degree audit system (MAP) to make it fully operational for all students in September of 2014.

8. Proposed an institutional policy on FERPA that was formally adopted.
9. Distributed the first official FERPA Annual Notification to all students, in compliance with the federal mandate.

10. Provided some FERPA orientation sessions for select staff groups.

11. Attended training and began development for the incorporation of PLANS – a degree audit component that will enable students to more effectively schedule their own course of study towards degree completion.

12. Re-energized plans and committees for sponsoring an effective “Grad Fair” in the spring for all graduates.

**Lifelong Relationships**

1. Produced @ 275 transcripts for cooperative consortium schools.

2. Utilized our new CRM and Exact Target programs for distribution of first documents out of the Records & Registration Department.

3. Researched potential alternative venues for the NMC Commencement ceremony.

**Fiscal Thriveability**

1. Identified & Adjusted 43 students’ fall residency status codes.

2. Examined our departmental efficiencies within Banner through an extensive Process Improvement Assessment with Ellucian.

**LEARNING SERVICES**

**Learner Success**

1. Approved 91 students for academic accommodations under the ADA and/or Section 504.

2. Contributed three blogs for The Scoop inside TEACHING@NMC.

3. Presented to West Hall RAs about disability awareness.

4. Provided training to Health Services and Student Life regarding services offered by Disability Support Services.
5. 233 Notice of Accommodation emails sent to NMC faculty.

6. Hired three student workers as Reader/Scribes to provide these accommodations.

7. Provide Academic Advising at all Orientation sessions and by appointment.

8. Participated in monthly BIRT meetings.

Advising Center – Classroom Presentations

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<td>ENG 97/107</td>
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<td>MBTI Interpretation</td>
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1. November 17 - Orientation Advising

2. November 21 - Orientation Advising
Enrollment Management & Student Services Fall 2014

3. Total Advising Sessions: 1602
4. Face-to-Face Appointments: 1317
5. Walk-in Advising (Express Advising): 329
6. Other Types of Advising (e.g., email, telephone): 284
7. PETEs/PETAs: 59
8. Career Counseling: 43
9. Rolled out MAP (My Academic Plan) to all NMC students.
10. Drafted Guided Pathways Model.
11. Researched and implemented new on-line job board for local employers to post jobs for NMC students.
12. Advising Center Advisory Board; monthly meetings.
13. Provided advising to TBA ISD Early College students.
14. Curriculum Committee member.
15. Live Poets’ Society meetings; weekly meetings.
17. October 14 Facilitated NMC Transfer Fair.
18. October 13 and 16 - Met with 15 students during Pre-Nursing Group Advising Sessions.
19. September 25 - Faculty Advisor Training (7 participants).
20. October 7 and 9 - Early College Seminar for 79 students/parents.
21. October 28 - Advisor Training Session 2 (8 Faculty).
22. November 6 - Advisor Training – Financial Aid (6 Faculty).
23. November 18 and November 20 - MAP Refresher Training (11 faculty).
24. December 8 - Early College Students group Advising for 25 Central High School students
25. Phi Theta Kappa - Held a stress busters week for students in November to prepare them for how to reframe their stress as a positive experience. Activities included: coloring stations, make your own stress ball, write a letter, smash a piñata, free oatmeal breakfast bar, and a hot tea station.

26. Held a Commit to Complete Your Degree Week in November to encourage students to complete their degree.

27. Class Presentations: Test Anxiety for Emling (3), Intro to PLATO learning for Gordon (3).

28. Designed and facilitated the first Math Workshop for Bridge students. 80% of participants increased their math placement.

29. 80% retention of Bridge students from fall to spring so far.

30. Provided support for 25 conditionally admitted students through ENG 107 and success coaching.

31. Scheduled 2 math bootcamps over winter break.

32. Proctored over 5000 tests.

33. Contributed to the new student orientation Moodle.

34. Assisted 75 students individually with academic success and career coaching.

35. Co-hosted three information sessions on Michigan Indian Tuition Waiver with GTB and MI Civil Rights Office.

36. Approx. 575 students (unduplicated) received tutoring services through Tutoring Center, Math Center, BIO mentoring, and Res. Life tutoring.

37. Tutoring Tracking System was implemented on Oct 13, 2014 in Tutoring and Math Centers.

38. 38 tutors were employed serving 50 different courses.

39. Over 2500 sessions held since Oct 13, 2014 (Tracking system implementation).

40. Administered 50 Strengths Inventories for identification of top five strengths.
Enrollment Management & Student Services Fall 2014

Lifelong Relationships

2. September 18-19 - Student Success Summit.
3. September 24 Hosted Nursing Information Session: 24 participants.
4. October 8-10 NACADA Conference.
5. October 9-10 MCCSSA Conference.
6. October 16-17 Trends Conference.
10. Launched and co-advise the new disability awareness student group which raised $184 at their talent show. Half of the proceeds were spent on Christmas gifts for a family suggested by Department of Human Services.
11. Hosted Michigan Rehabilitation Services and Disability Network Northern Michigan to connect students with needed resources.
13. Presented to high school students receiving Special Education services at their L.I.F.E. Conference. Topic: Accessing Disability Supports in College (co-presented with SFS on FAFSA).
14. Partnered with the new Aging and Disability Resource Collaborative.
Enrollment Management & Student Services Fall 2014

17. Attended On Course Workshop with Skip Downing.

18. Reconvened and hosted the Special Populations Advisory Board which includes representatives from area agencies.

Networked Workforce

1. Began discussions with Grand Traverse Band on partnership for the Big Read program and bringing author, Louise Erdich to the area.

2. Brought Strengths Training to NMC for Enrollment Management & Student Services.

STUDENT LIFE

New Student Orientation

1. Two orientation sessions with a total of 152 students attending. Both sessions were in November.

Events

1. September: Pine Palooza:
   a. About 1,000 students and staff came and participated in this full day of events.
   b. My Consent Day materials were distributed to students.

2. October: Anti-Bullying Conference
   a. Dorm night event on building healthy relationships/Campus Save Act materials.
   b. 30 students participated
   c. Main conference - over 240 students and community members participated in the full-day conference

3. November: Jimmie Briggs
   a. About 100 people attended the lecture.
   b. Brave Miss Word movie screening at State Theater.
4. December: Student Appreciation Week - with 3 days of events, about 200 students were served food or drinks each day.

Lifelong Relationships

Student Groups

1. We have over 32 active student groups on campus.
   a. New Student Groups Fall semester 2014:
      i. Aviation Society
      ii. H.A.N.D.D.S to the Rescue
      iii. NMC Commitment Scholars
      iv. NMC Jazz Combo
      v. NMC Rowing Club
      vi. Pre-Physician Assistant Club
      vii. Student’s with Dystonia and other Disorders
      viii. NMC Autonomous Flyer’s

2. We supported student groups with the coordination of events, advertising, printing, fund raising, web page assistance, and communication skills.

3. Every new student group participated in a group meeting or met 1-1 with our Office Manager for their Student Leader and Advisor Training. We educate our student leaders and advisors on protocol from the Business Office, Founders Hall, and Central Scheduling to connect them with campus resources available to them. The training also taught best practices and included check-lists to help student groups achieve more success with event planning.

Learner Success

Personal Counseling
1. We had 264 personal counseling appointments.

2. 3 presentations to community organizations.

3. Continued “Ask the Counselor” program in East Hall – served over 100 East Hall residents with information/resources.

4. Developed prevention/education brochure for Campus Save Act and distributed materials across campus.

5. 19 presentations to staff/faculty/departmental groups regarding Campus Save Act.

6. 1 presentation on Title IX to Faculty on Staff Development Day.

7. Conducted 4 BIRT meetings.

8. Monitored all red flag incident referrals.

9. Developed Student Task Force to provide input on Campus Save Act programming.

10. Counselor in Student Life Office received ATIXA/Title IX training.

Student Life – General

1. Daily brain teasers contests and student life dollar giveaways.

2. Daily monitoring of Student Life Facebook page and Student Intranet page/event notices.

Lifelong Relationships

Student Government

1. Lisa Thomas and Mara Penfil served as advisors to Student Government Association; providing support and consultation – attended and facilitated 15 meetings.

2. Supported SGA Coffee Chat – 22 student groups presented.

3. Supported NMScare event in October that brought over 250 student attendees.

4. Facilitated SGA Student Leadership retreat in November.

Community Involvement
Enrollment Management & Student Services Fall 2014

1. Attended monthly Anti-Bullying Task Force meetings, Homeless Youth Initiative meetings, Teenage Pregnancy Prevention meetings, PRI mentoring sub-committee, and Maritime Heritage Alliance meetings.

2. Serving as trainer for Homeless Youth/Vulnerable Youth through the Homeless Youth Initiative COC.


4. Conducted break-out session at the Michigan Association of School Social Worker stated conference “What every school social worker needs to know about social media”.

5. Conducted workshop at MCCSSA Fall Conference on supporting foster youth alumni in the college setting and YourNMC program.

6. Conducted workshop at Winds of Change ACCT Conference on supporting foster youth alumni in the college setting and YourNMC program.

RESIDENCE LIFE AND JUDICIAL AFFAIRS

Learner Success

1. Partnered with Phi Theta Kappa, His House, Ratio Christi, Admissions’ Office and Student Life to host a Welcome Weekend event for current and new students to NMC.

2. Trained front desk and RA student staff on operations for the Fall 2014 semester.

3. Continued implementation of the Live by Leading and Live by Learning communities.

4. Partnered with Tutoring Services to provide in-house tutoring to East Hall residents on a weekly basis.

Lifelong Relationships

1. Over 38 Residential Life programs were implemented in Fall 2014 by Resident Assistants and East Hall Governance Council which included the following categories: academic, community
Enrollment Management & Student Services Fall 2014

building, health and wellness, campus involvement, embracing differences, validating identity and enriching the world.

2. Collaborative event with the Student Life Office (Anti-bully Event).

3. Weekly chat sessions with a Counselor.


Transcribe Learning

1. Continued implementation of Judicial Educator online tool for violators of the Student Rights and Responsibilities.

Fiscal Thriveablity

1. Partnered with Patrick Tesner of Sodexo to provide information during Fall 2014 East Hall resident check-in to talk with students on how to budget their finances for the upcoming year.

2. Partnered with NMC Financial Aid Office to discuss financial aid assistance to residents during Fall 2014 check-in.

3. East Hall housing numbers for Fall 2014 on count date was 255 which is higher than Fall 2013 count date numbers of 230. 10% increase from the previous year.

4. 330 housing applications to date that have been processed for housing for Fall 2014/Spring 2015; increase of 9% from the previous year.

5. Renovation of the East Hall basement, i.e., new furniture, paint.

6. Updated fire panels and alarms in East Hall.

STUDENT HEALTH SERVICES

Learner Success
1. SHS has cared for a semester total of 580 unduplicated students for 994 health insurance billable appointments. Total visits including walk-ins were 1522 for the semester. Health Services has offered many other services:

2. 310 immunizations administered
   a. 273 influenza
   b. 19 Hepatitis B
   c. 4 Hepatitis A
   d. 14 Tdap
   e. 3 Typhoid

3. 155 Physical Exams
   a. 27 Maritime
   b. 21 Health Occupations
   c. 2 CNA
   d. 22 GYN
   e. 1 (sport, DOT, Daycare)

4. 309 Laboratory tests
   a. 41 blood draws for laboratory testing at Munson
   b. 3 urine specimens for laboratory testing at Munson
   c. 131 TB testing
   d. 28 urinalyses
   e. 30 Strep A screens
   f. 15 KOH microscopic
   g. 13 urine pregnancy
   h. 2 random blood sugar
Enrollment Management & Student Services Fall 2014

i. 11 mononucleosis screens
j. 35 oximetry screens

5. SHS cared for hundreds of patients with a multitude of different medical diagnoses although the top 10 medical diagnoses seen in HS were:

a) Anxiety
b) Upper respiratory infection (common cold)
c) Depression
d) Allergies
e) Attention Deficit Disorder (ADD/ADHD)
f) Sprains and strains (injuries)
g) Sinus infections
h) Contraception
i) STI screening
j) Urinary tract infection

6. Assisted and presented programming for students related to stopping “Sexual Violence on College Campuses” on Oct. 16th at East Hall. Discussed ways to prevent sexual violence, answered questions, provided educational brochures, and door prizes of shampoo and toothpaste.

7. Provided educational table demonstration during “Red Ribbon Week: Just Say No to Drugs”. Offered free coffee, the only legal drug, homemade organic muffins, hundreds of educational brochures and passed out Red Ribbons for students to proudly wear showing their support.
8. Initiated vaccine program to provide travel vaccines to all students, staff, and faculty that require them for travel including maritime ocean bound cadets and international trips planned by the International Services and Learning Services department.

Transcribe Learning

1. Attended Integrity Online ordering training session on Aug. 12, 2014.

2. Attended “Road to 10”: the Small Physician Practice’s Route to ICD-10 through Centers for Medicaid and Medicare Services (CMS) on Sept. 11, 2014 in Mt. Pleasant, MI.


4. Attended Michigan Department of Community Health (MDCH) Annual Immunization Conference in Gaylord at Treetop Resort on Oct. 9, 2014. Received two free admissions due to NMC Health Services’ participation in the CDC U.S. Outpatient Influenza-like Illness Surveillance Network (ILINet).


6. “Billing Contracts under Healthcare Reform” webinar that was held on Tuesday, August 26, 2014 at 12 – 1:00p.m EST. Brian Bauer, shareholder in the law firm of Hall, Render, Killian, Heath & Lyman, P.C. and has over 20 years of experience in health law, presented.

7. Attended Munson Medical Center Annual Fall conference at Grand Traverse Resort on Oct. 4th. This year’s topic was “Cardiovascular Update” presented by Traverse Heart and Vascular cardiologists.
8. “Preparing for ICD-10 CM/PCS: Other Consequences of External Causes” webinar that was held on Tuesday, December 9, 2014 at 10:00 a.m. – 12:00p.m EST. The Presenter was Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador.

9. "Tuesday Grand Rounds - ICD10" was presented on Tue, Dec 9, 2014 12:30 PM - 1:30 PM EST by Munson Medical Center. Two topics discussed were “Traverse City-The Cesspool of Infectious Disease” discussing recent outbreaks of Pertussis, parapertussis, measles and influenza and “ICD-10” discussing preparations underway for ICD-10 diagnostic coding changes.

10. Attended videoconference entitled “Mobile Health Technology Application for Primary Care Providers to Increase BRCA Knowledge” on Dec. 11, 2014. Presented by Michigan Center for Rural Health & MSU College of Nursing with speaker Mary Alison Smania, DNP, FNP-BC, Clinical Practice Champion, Assistant Professor-HP, Nurse Practitioner, MSU College of Nursing.

National and International Expertise

1. Participated in College/University Flu Vaccination Challenge through the Michigan Department of Community Health, Division of Immunization.

2. Attended the Family Planning Advisory Committee meeting on October 23th with other health care professionals regarding GTCHD’s Family Planning Program as required by publically funded entities.

3. In order to be prepared for the Global Ebola crisis, staff attended a Webinar through the American College Health Association entitled “Preparing Nurse-Directed Health Clinics for Infectious Disease Outbreaks through Emergency Response Planning” Speaker Anita L. Barkin, DrPH, MSN, CRNP, FACHA from Carnegie Mellon University presented on November 19, 2014.
Enrollment Management & Student Services Fall 2014

4. CDC presented “Current Issues in Immunization” Net Conference on December 3 from 12:00-1:00 PM. Topics included an update on flu activity and antiviral use policies in the U.S., how the Advisory Committee on Immunization Practices develops vaccine recommendations, and National Influenza Vaccination Week.

Lifelong Relationships

1. Presented to Susan Odgers’ Human Sexuality class on October 31st. Discussed sexually transmitted infections primarily but also discussed health services, contraception, mental health issues, nutrition, health insurance, programs for low income patients and smoking cessation.

2. Hosted Michigan State University nurse practitioner student Aimee Hennessy in Health Services for her clinical rotation during her 2nd year of graduate school.

3. Participated in the CDC U.S. Outpatient Influenza-like Illness Surveillance Network (ILINet) as a Michigan Influenza Sentinel Surveillance Site for the 7th year. Health Services collects data on influenza in the NMC community and submits it directly into a database for analysis by the CDC and Michigan Department of Community Health (MDCH). Health Services also provide nasopharyngeal cultures for evaluation by the MDCH Laboratory in Lansing. This program helps to identify when and where influenza cases will develop and what strains are prevalent.

Fiscal Thriveability

1. Purchased larger OSHA compliant vaccine refrigerator with built in temperature monitoring system and see through glass door. This now allows health services to purchase prefilled preservative free vaccines which will lower cost for medical supplies needed and provide safest, quality vaccines for the NMC community.
Enrollment Management & Student Services
Accomplishments
Spring 2015

ENROLLMENT SERVICES

Admissions

The Admissions Office is actively recruiting students with the intention of having them enroll. All of our activities this spring have been intentional with the end goal to recruit more students.

Learner Success

1. Increased new student enrollment by 2% for spring semester.
2. Continue to meet monthly as a staff with Financial Aid, Student Financial Services, and Records & Registration offices. These meetings include sharing Fall/Spring/Summer enrollment goals and collaborative trainings. Great examples include: scanning and indexing, holds and high school transcripts.
3. Collaborating with Financial Aid and Student Financial Services to re-recruit students who have been SAP suspended or Failed to Attend.
4. Sent out multiple emails through the CRM system to current and prospective students. Over 700,000 emails have gone out since July 1, 2014.
5. Participated in the Leelanau St. Mary College Prep Night.
6. Successfully enrolled 80 students in first NMC classes for TCAPS Early College.
7. Streamlined Early College application and orientation process including adding Early College essay for admission application.
8. Completed email campaign to all international prospects and applicants.
9. Completed work and began sending out requests for international in-country representatives to extend recruiting reach for international students.
10. Advised NMC International Club including successful 13th Annual International Dinner serving more than 200 students and community members.
11. Promoted and helped international students apply for post-degree completion Optional Practical Training.

12. Hosted three Saturday events - "Access to Success" - 187 students attended, 13 college-aged Commitment scholars chaperoned and assisted with campus tours and activities.

13. 28 parents attended the Saturday Commitment Scholarship FAFSA event.

14. Average grade point average for NMC Commitment Scholars in college courses for Fall semester was 3.11.

15. Retention rate of NMC Commitment Scholarship college student from Fall 2014 to Spring 2015 was 90%.

16. Held the 1st annual NMC Commitment Scholarship student life group retreat at Camp Daggett with 13 students attending.

17. Attended 3 High School/College Nights.

18. Organized and implemented the Jobs for Vets Hiring Fair; hosted by NMC

*Lifelong Relationships*

1. Worked with Financial Aid:

   a. Attended Financial Aid nights at area high schools.

   b. Attended high school FAFSA Workshops.

2. Attended an all-day NMC Financial Aid Day at Career Tech Center.

3. Attended Career Day at Standish-Sterling High School.

4. Represented NMC on the State's Steering Committee for the Consortium of Michigan Veteran Educators (CMVE).
5. Coordinated with TCAPS Counselor group to request recommendations of students for TCAPS Early College.

6. Submitted proposal to Becalos-Universia Santander Exchange Program for hosting up to 30 Mexican students.

7. Worked collaboratively with TCAPS to help students from the Weiming Partnership apply to NMC for fall 2015.

8. Brittany Hanbury - NMC Commitment Scholar - was one of two scholarship speakers at the 2015 NMC Scholarship Luncheon.

9. Led weekly Recruiter CRM trainings for Admissions staff.

10. Participated in several on-campus visits with other Michigan Colleges to discuss the CRM system (Andrews University & Delta College).

11. Participated in several information phone call requests with other Michigan Colleges to discuss the CRM system (Hillsdale College and Kellogg College).

12. Organizing and helping to plan the first-annual Consortium of Michigan Veteran Educators (CMVE) Conference (to be held at NMC in June at NMC's Hagerty Center).

13. Supporting National Reading Awareness month – designed and distributed NMC bookmarks to local area schools.

14. Individual/Family Visits:
   
   a. 92 prospective students
   
   b. 197 total guests

15. Group Visits:
   
   a. 800+ high school students on campus.
b. Specific Groups:
   i. 95 juniors from Harbor Springs HS, Pellston HS, and Petoskey HS on February 25.
   ii. 300+ sophomores from TC West on March 3.
   iii. 30 seniors from Grayling HS on March 3.
   iv. 300+ freshmen from TC West on March 4.
   v. 6 students from Pellston HS’s First Robotics Team on March 12.
   vi. 40 students from Finlandia University’s Upward Bound Program on March 31.

Learner Success (Admissions/Academic)

1. We continue to hold trainings for all recruiting staff every Tuesday on main campus for the new CRM.

2. Continue to hold weekly staff meetings and invited a specific program/major to our meetings twice a month – to keep these majors fresh in our minds as we meet with prospective students and their families.

3. Worked with the Marine Technology program to develop cohorts in Banner to accurately track retention and graduation of this cohort.

4. Organized the SVA Chili Cook-Off that raised $500 for the NMC’s veteran organization.

5. Worked collaboratively with Student Success Center to coordinate on-site Compass testing at TC West and TC Central, our largest feeder schools, for dual enrolled and Early College prospects.

6. Wrote a Policy Proposal so NMC may be compliant with Section 702 of the Veterans Access, Choice and Accountability Act of 2014 which ensures NMC can retain its right to receive VA Education Benefits. The State approved the policy which goes before NMC Policy Council this week.
Enrollment Management & Student Services Spring 2015

7. Completed framework for registration and daily check in/accountability for TCAPS Early College Students.

8. Piloted May 1 priority deadline for high school enrollment with local partners including developing communication plan for counselors and students.

9. Updated dual enrollment orientation presentation to include feedback from ESIMT, Advising, Student Life, and students.

10. Spoke at several Academic Division meetings describing the CRM system and communications plans.

Learner Success (Admissions Staff)

1. Attended/Participated in the Ellucian Live Conference.

2. Scheduling weekly staff meeting with thoughtful strategies and content.

3. Continue working relationships with Records & Registration, Financial Aid and Student Financial Services and cross-training all of our staff to better inform students. All Directors meet once every two weeks to review any issues; all staff meet monthly for continuous ongoing training between all departments.

4. Completely updated record keeping standard to ensure compliance with SEVIS and USCIS.

5. Sent almost 500,000 targeted emails through the ExactTarget system.

6. Appointed Chairperson of the Patriot Game Committee.

7. Presented at the 2015 MCAN Conference.

8. Commitment Scholarship program was presented at the February NMC Foundation Board meeting; two Commitment scholars spoke.

9. Commitment Scholarship program was presented at the April Enrollment Management and Student Services Meeting; two Commitment scholars spoke.
10. Co-presented/assisted with the NACAC Ellucian Recruiter Webinar.

11. Created 11 new admissions CRM workflows.

12. Created targeted email campaigns for several constituents: Guest students, Marine Tech, FWS, Law Enforcement, HS partners, Nursing communications, etc.

13. Co-led four Enrollment Management Committee meetings (in-person or phone call).

14. Serving on a committee for the first-ever Traverse City VA Mental Health Summit to be hosted by NMC at the Hagerty Center on May 8th and I will be presenting as well as organizing and planning the event.

15. Appointed Chairperson of the Patriot Game Committee.

**Financial Aid/Student Financial Services**

*Learner Success*


2. Hosted College Goal Sunday in February assisting over 50 people with the financial aid application process.

3. Assisted 300 students with continuing their education by processing consortium agreements with partner institutions.

4. Provided four Financial Literacy Activities for NMC students as well as provided prizes for students who completed financial literacy activity modules each week with a grant we received from Cash Course.

5. Extended office hours EVERY Monday until 7:00 p.m. to accommodate students.

*Lifelong Relationships/Networked Workforce*
1. Nominated by the Director of the Michigan Student Financial Services Bureau to serve on the newly created Advisory Committee.

2. Actively participating in the *Launch Manistee Action Team* to increase FAFSA completion rates and encourage higher education awareness within Manistee county.

3. Presented a nationwide Financial Literacy webinar for PTK students.

4. Scheduled meeting with all our consortium partners this spring to continue growing our consortium relationships.

5. Attended Munson's Family Night to inform NMC students of student employment and work-study opportunities.

6. Jim White provided Safety Training to our department.


8. Financial Aid/scholarship presentation at Global Preparatory Academy in Roseville, MI for 60 students.

9. Participated in the Grad Fair.

10. Team member participating in the NMC Leadership program.

*Fiscal Thriveability*

1. Processed 6279 (year-to-date total) financial aid applications for 2014-2015.

2. Offered $45,131,465 (year-to-date total) in 2014-2015 financial aid (Federal, state, and institutional).


4. Participated in Ellucian consultant review of Banner Student and AR. Helped define list of priorities for upcoming development.
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Records & Registration

Learner Success

1. Continued the transition from MACRAO to MTA as it relates to our ASA program requirements and degree conferrals.

2. Completed final degree audits for 313 fall applicants for receiving degrees and/or certificates, plus another 430 for spring and summer of 2015.

3. Evaluated 476 incoming transcripts.

4. Processed 1857 outgoing transcripts, some of which were ‘complimentary’ for graduates. An estimated number of 250 transcripts are also processed after spring grades for participating consortium schools.


6. Further refinements made to the degree audit system (MAP) to make it fully operational.

7. Attended Degree Works training for the development of PLANS – a degree audit component that will enable students to more effectively schedule their own course of study towards degree completion. Learned that scribing of requisites is possible within SEP (Student Educational Planner).

8. Produced an enhanced “Grad Fair” for upcoming graduates with 19 different vendors participating.

Lifelong Relationships

1. Utilized the CRM and Exact Target programs for distribution of student communication through the Records & Registration Department.

2. Continued research of potential alternative venues for the NMC Commencement ceremony.
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3. Registrar presented EES workshop in the Art & Skill of Tile & Marble Installation. Outcomes contributed to the positive image of NMC class offerings and service learning.

Fiscal Thriveability

1. Evaluated 55 students’ petitions in the spring to have their residency status codes changed to In-State or In-District; 19 adjustments were identified through reporting whose residency status needed to be changed to Out-of-District or Out-of-State.

2. VA compliance survey performed. Preliminary feedback – “job well done”.

LEARNING SERVICES

Advising Center

Learner Success


2. Provided 5 classroom presentations to 133 students.

3. Conducted first New Student Orientation session for 184 students. (10 additional offered during Spring 2015 and Summer 2015.

4. Successfully piloted group advising for dual enrolled students at orientation.

5. Worked cooperatively with Admissions to develop Early College advising framework and calendar and provided dedicated Early College Advising to TBA ISD and TCAPS Early College Students.

6. Updated and expanded New Student Orientation resources.

7. Incorporated MAP (My Academic Plan) in advising triage and appointments.

8. Developed and updated transfer guides to help students connect their NMC plan to their long-term academic and career goals.
9. Promoted new on-line job board to students and local employers to post jobs for NMC students.

10. Organized, promoted and facilitated NMC Career and Employment Fair which included 84 participating employers and 227 attendees.

11. Facilitated NMC Transfer Fair with 26 universities/colleges present.

12. Participated in the development and facilitation of the first NMC Graduation Fair event.

13. Organized and facilitating NMC Honors Convocation Ceremony; participated in Commencement planning and volunteering at the event.

14. Provided regular updates to faculty advisors.

15. Enhanced communication plan and increased outreach to students by utilizing CRM system.

16. Developed communications targeting stopped-out students to encourage re-enrollment and to contribute to overall retention efforts.

17. Contributed articles for the Scoop inside Teaching @NMC.

18. Collaborated with Public Relations to produce new promotional materials utilizing traditional and digital media to promote students’ enrollment, retention and success.

19. Provided Advisor training to new academic/faculty advisors.

20. Developed and hosting inaugural Faculty Appreciation luncheon.

21. Collaborated with campus partners to present the Surgical Technology Information Session.

22. Contributing member to the pre-orientation planning team.

23. Convened Advising Center Advisory Board meetings.

24. Member of Curriculum Committee.

25. Member of the core implementation team (for MAP - My Academic Plan).
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26. Participated in Guided Pathways Implementation Team.

27. Took part in monthly BIRT meetings.

28. Member of SAP team; provided advisor prospective for student case reviews.

29. Participated in Talent Search Teams for new hires.

30. Transitioned and hired a new director of Advising – Lindsey Dickinson.

Lifelong Relationships

1. Networked with over 100 local employers to recruit for the participation in the NMC Career Fair.

2. Presented at Central high School parent/student Dual Enrollment meeting.

3. Met with an Admissions Specialist from the University of Michigan to discuss program changes and updates.

4. Continued to actively participate in Professional Development activities and conferences to promote lifelong learning.

Student Success Center

Learner Success

1. Piloted COMPASS 5.0; this web-based version will allow for easier testing in our local high schools.

2. Math Boot Camps are proving successful in reducing the number of developmental math credits needed by at least one course.

3. Career Coach, Dana Laursen, worked with 29 culinary students on job readiness skills (resume, cover letter and interview preparation).

Lifelong Relationships
Enrollment Management & Student Services Spring 2015

1. Native American Success Coach, Todd Parker, is developing a Native American Campus Immersion program for Native American High School Youth who will spend a week on campus in June (funding from a 2% Tribal grant).

2. Todd also partnered with Student Life and coordinated both Native American musical performances and artists for the Sweet Earth Festival held on April 18, 2015.

Tutoring/Math Center

Learner Success

1. Approximately 532 students (unduplicated) received tutoring services through the Tutoring Center, Math Center, BIO mentoring, and Resident Life tutoring and online tutoring.

2. Tutoring Tracking System was fully implemented for Spring semester 2015 in Tutoring and Math Centers, Resident Life and Bio Mentoring lab.

3. 43 tutors were employed for 2014-15.

4. Over 3200 sessions were held during Spring semester.


Lifelong Relationships

1. Participated in the Geocaching Event for Financial Literacy on NMC Campus.

2. Perkins Special Populations Advisory Board meeting scheduled for May 29, 2015 with area agencies who are serving our Special population students.

Disability Support Services

Learner Success

1. Provided presentation to Michigan Alliance for Families in Northern Michigan on “Beyond High School”— how to access services for students with disabilities.
2. Provided five break-out sessions at the LIFE Conference to 300 students who receive special education services in our ISD.

*Lifelong Relationships*

1. Leanne named to the Michigan - AHEAD Board of Directors as the 2 Year Institutional Representative.

2. Leanne began meeting quarterly with Disability Support Service representatives from northern Michigan colleges who can’t make the monthly meetings in Lansing.

3. Working with community partners to bring the Allies for Inclusion exhibit to NMC for October 2015 for the ADA anniversary celebration.

4. Joined the local Aging and Disability Resource Collaborative (ADRC).


**Phi Theta Kappa/Honors**

*Learner Success*

1. Five Chapter Officers were recognized with the Heart and Soul Award by the Michigan Campus Compact for the volunteer work they have performed on campus and in the community.

2. The Alpha Rho Pi Chapter was recognized in the Top 100 chapters internationally at the Annual Convention in April.

**STUDENT LIFE**

*Residence Life and Judicial Affairs*
**Enrollment Management & Student Services Spring 2015**

*Learner Success*

1. Partnered with student group Ratio Christi to host a Welcome Weekend event for current and new students to NMC in January 2015.
2. Trained 2 new front desk and (1) RA student staff on operations for the Spring 2015 semester.
3. Continued implementation of the Live by Leading and Live by Learning communities.
4. Partnered with Tutoring Services to provide in-house tutoring to East Hall residents on a weekly basis.

*Lifelong Relationships*

1. Over 50 Residential Life programs were implemented in Spring 2015 by Resident Assistants and East Hall Governance Council which included the following categories: academic, community building, health and wellness, campus involvement, embracing differences, validating identity and enriching the world.
2. Collaborative events with the Student Life Office (Sexual Assault Awareness Week).
3. Weekly chat sessions with a Counselor were held in East Hall.

*Transcribe Learning*

1. Continued implementation of Judicial Educator online tool for violators of the Student Rights and Responsibilities.

*Fiscal Thriveablity*

1. Partnered with Office of Financial Aid, TBA Credit Union and Fifth Third bank on financial literacy programs for NMC residential students for Spring 2015.
2. East Hall housing numbers for Spring 2015 on count date was 235 which is higher than
Enrollment Management & Student Services Spring 2015

Spring 2014 count date numbers of 215. This is an 8% increase from the previous year.

3. Updated fire panels and alarms in East Hall.

Learner Success

New Student Orientation

Two orientation sessions with a total of 327 students attending. One session was held in January and one session occurred in April.

Lifelong Relationships

Events

1. February: Kinetic Affect Event February 11

   150 students and staff came and participated at Traverse City High School performance;
   150 students and community members attended and participated at evening performance.

2. April: Sexual Awareness Week April 6-10

   a. Student Poster Presentation – attendance: 30 students.
   b. Info Booths – attendance: 50 students.
   c. Stoplight Party in East Hall – attendance: 40 students and community partners.
   d. “It Happened Here” documentary – attendance: 30 students and community partners.

3. April: Sweet Earth Arts and Music Festival April 18 – attendance: 400 students and community members.
   a. 18 community artist vendors.
   b. 7 community musical acts.
   c. 5 student groups and 10 community partners tabling and activities.
   d. 4 community partner workshops.
4. April: Student Appreciation Week - with 3 days of events, about 200 students were served food or drinks and music each day.

*Lifelong Relationships*

**Student Groups**

1. We have over 34 active student groups on campus.
   a. New Student Groups Spring semester 2015:
      i. Grand Traverse Fresh Water Society
      ii. United Gaming
      iii. Closed Doors
      iv. Students for Human Rights

2. We supported student groups with the coordination of events, advertising, printing, fundraising, web page assistance, and communication skills.

3. Every new student group participated in a group meeting or met 1-1 with our Office Manager for their Student Leader and Advisor Training. We educate our student leaders and advisors on protocol from the Business Office, Founders Hall, and Central Scheduling to connect them with campus resources available to them. The training also taught best practices and included check-lists to help student groups achieve more success with event planning.

4. Continued supervision of two Master Level interns who were placed in the Student Life Office by Western Michigan University and Grand Valley State University.

*Learner Success*

**Personal Counseling**

1. We provided 276 personal counseling appointments.
2. 2 presentations to community organizations.

3. Continued “Ask the Counselor” program in East Hall – served over 125 East Hall residents with information/resources.

4. Campus Save Act materials were distributed across campus in January and development of staff and faculty training continues.

5. Two presentations on Title IX/conducting investigations to NMC Safety and Security staff.

6. Conducted four BIRT meetings.

7. Monitored all red flag incident referrals – 61 total referrals for students of concern and judicial affairs.

8. Conducted weekly Student Task Force/Advisory Board meetings to provide input on Campus Save Act programming for students.

**Student Life – General**

1. Daily brain teasers contests and student life dollar giveaways.

2. Daily monitoring of Student Life Facebook page and Student Intranet page/event notices.

**Lifelong Relationships**

**Student Government**

1. Lisa Thomas and Mara Penfil served as advisors to Student Government Association; providing support and consultation – attended and facilitated 14 meetings.

2. Facilitated Student Group communications with SGA.

**Community Involvement**

1. Attended monthly Anti-Bullying Task Force meetings, Homeless Youth Initiative meetings, and Teenage Pregnancy Prevention meetings.

2. Serving as trainer for Homeless Youth/Vulnerable Youth through the Homeless Youth
Initiative COC. Accepted Co-chair of HYI subcommittee for 2015-2016.

3. Participated in Community Cinema panel on January 15.

Student Health Services

Learner Success

1. Created Health Services Facebook page and placed it on the Health Services web page. Deb Glauch is managing the Facebook site and posting health information related to students and the health calendar.

2. SHS has cared for an annual total of 750 unduplicated students for 1627 health insurance billable appointments. Total visits including walk-ins were 2509 for the year. Health Services has offered many other services:

a) 356 immunizations administered:

   i. 278 influenza

   ii. 28 Hepatitis B

   iii. 10 Hepatitis A

   iv. 22 Tdap

   v. 1 Gardasil

   vi. 17 Typhoid

b) 132 Physical Exams

   i. 57 Maritime

   ii. 27 Health Occupations

   iii. 3 CNA

   iv. 28 GYN
Enrollment Management & Student Services Spring 2015

v. 7 (sport, DOT, Daycare)

c) 454 Laboratory tests

i. 90 blood draws for laboratory testing at Munson

ii. 10 urine specimens for laboratory testing at Munson

iii. 195 TB testing

iv. 59 urinalyses

v. 39 Strep A screens

vi. 27 KOH microscopic

vii. 26 urine pregnancy

viii. 9 random blood sugar

ix. 12 mononucleosis screens

3. SHS cared for hundreds of patients with a multitude of different medical diagnoses although the top 10 medical diagnoses seen in HS were:

a) Anxiety

b) Upper respiratory infection (common cold)

c) Allergies

d) Depression

e) Attention Deficit Disorder (ADD/ADHD)

f) Sinusitis

g) Sprains and strains (injuries)

h) STI screening

i) Woman’s annual

j) Contraception
4. Assisted and presented for *Stop Light* programming on Wednesday, April 8, 2015. Intended to raise awareness and reduce incidence of college campus sexual violence. Qualifies for Title 9 requirements.

5. On Valentine’s Day Health Services presented an educational table top showcasing Sexually Transmitted Infection prevention, dating violence, abstinence, contraception and other helpful materials.

6. Prior to St. Patrick’s Day weekend on March 14, 2015, Health Services hosted an educational table top on Alcohol Awareness, binge drinking, danger signs of alcohol poisoning and fatal alcohol related accidents such as driving under the influence and mixing alcohol with other drugs.

7. Health Services assisted the Nursing faculty and students that went to Africa by helping with travel vaccines. Health Services ordered Hepatitis A and Typhoid vaccinations through the Minnesota Multistate Contract Alliance Pharmacy (MMCAP) at a greatly reduced cost and immunized several travelers. Health Services also offered this option to Maritime students who plan on taking ocean voyages and any other group of students/faculty/staff that are considering travel outside the United States.

*Networked Workforce*

1. Provided clinical site for 14 pediatric nursing students during FY15. Provided each student with 8-24 hours of clinical experience. Students were educated in immunization, patient assessment, TB testing, history taking, childhood diseases and experience with multiple clinical diagnoses.

*Transcribed Learning*
1. Health Services staff recertified in Basic Cardiac Life Support (BCLS) through American Heart Association online training and tested out through NMC Health Occupation department on Jan. 9th 2015. This certification is effective for 2 years.

2. Health Services staff recertified in Blood Borne Pathogens training, an annual OSHA requirement when employees encounter work related exposure to human blood.

3. “HPV and Oral Cancer” webinar that was held on Friday, January 16, 2015 at 12 – 1:00 p.m.: Peter Gulick, MD, Internal Medicine Osteopathic Residency Program Director and Associate Professor of Medicine at MSU, Janet Miller, RDH, Educational Chair for MDHA, and Ann Garvin, RN, MDCH- Nurse Consultant, presented. Michigan Center for Rural Health.

4. Health Services staff attended an educational program dinner at Red Ginger on Jan. 20, 2015, 6pm. The topic was “Updates on Influenza Immunization: Options for Adult Patients” presented by Dr. Richard Feldman, MD, Director, Residency Training & Medical Education at St. Francis Hospital, Indianapolis, IN. This dinner was sponsored by Sanofi Pasteur.

5. Health Services Staff: Koleen Spigarelli RN, Joan Buchanan RN, and Debra Glach attended educational programming for TB Testing certification through Grand Traverse County Health Department on Feb. 19, 2015. All three participants successfully completed the class and obtained their TB Testing certification. Congratulations, Koleen, Joan and Deb.

6. Attended "Acute Meningitis, Etiology, Diagnosis and Treatment” with speaker Anca Andrei, MD, Infectious Disease, Munson Medical Center via webinar on February 27, 2015. Friday Grand Rounds presentation sponsored by: Munson Medical Center, 1105 Sixth Street, Traverse City, MI 49684.

7. March 3rd Tuesday Grand Rounds via GoToWebinar. “Show Me the Money: ICD-10 and Payer Readiness” presented by Mary Graham, LMSW, Director, Innovation and Education, Priority Health, Janet Mateo, Education and Outreach, WPS Medicare, Karen Popa, RN, Director,
Patient Financial Services, Munson Medical Center, Dennis Winkle, Director, Technical Program Management and ICD-10, Blue Cross/Blue Shield of Michigan.

8. On March 5, 2015, Munson provided ICD-10 Webinar “Five payers are collaborating to provide one consistent voice when it comes to helping physicians and practices prepare for the ICD-10 transition.” The payers are: Blue Cross Blue Shield of Michigan, Health Alliance Plan, Humana, Priority Health, and United Healthcare.

9. March 17th Tuesday Grand Rounds through Munson Medical Center presented “Current Trends in Drugs of Abuse” speaker Tara Dell, DO, Family Practice, Resident, Munson Medical Center for continuing credit.


11. NMC Health Services staff attended a 10 month webinar training series in preparation for the implementation to ICD-10 Coding currently set for October 1, 2015.

a) “Transition to ICD-10 CM: Infectious/Parasitic Diseases- Endocrine” webinar that was held on Thursday, January 22, 2015 at 10:00 a.m. – 12:00p.m EST. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador presented and the educational was Michigan Center for Rural Health.

b) “Transition to ICD 10 CM/PCS: Mental- Respiratory Systems” webinar that was held on Thursday, February 19, 2015 at 10:00 a.m. – 12:00p.m Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador, presented. Michigan Center for Rural Health presentation.
c) “Transition to ICD 10 CM/PCS Digestive/ MS System” webinar that was held on Thursday, March 19th, 2015 at 10am-12pm. Presented by Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10CM/PCS Trainer and Ambassador through Michigan Center for Rural Health.

d) “Transition to ICD 10 CM/PCS Symptoms/ Abnormal Clinical/Lab Findings Transition” webinar that was held of Thursday, April 23rd, 2015 at 1-am-12pm. Presented by Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10CM/PCS Trainer and Ambassador through Michigan Center for Rural Health.

e) “Transition to ICD 10 CM/PCS Complications, Health Status” webinar that will be held on Thursday, May 21st, 2015 10am-12pm. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador will be presenting. Michigan Center for Rural Health presentation.

f) “Transition to ICD 10 CM/PCS Case Studies” webinar that will be held on Thursday, June 25th, 2015 10am-12pm. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador, will be presenting. Michigan Center for Rural Health presentation.

g) “Transition to ICD 10 PCS Medical/Surgical Related Sections” webinar that will be held on Thursday, July 23rd, 2015 10am-12pm. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador, will be presenting. Michigan Center for Rural Health presentation.

h) “Transition to ICD 10 PCS Ancillary Sections” webinar that will be held on Thursday, August 27, 2015 from 10 a.m. – 12:00 p.m. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador, will be presenting. Michigan Center for Rural Health presentation.
“Transition to ICD 10 PCS Case Studies” webinar that will be held on Thursday, September 24, 2015 from 10:00 a.m. – 12:00 p.m. Irene Mueller, EdD, RHIA, an AHIMA-approved ICD-10-CM/PCS Trainer and Ambassador, will be presenting. Michigan Center for Rural Health presentation.

National and International Expertise

1. Credentialed clinic as a clinic provider and the director as an individual provider of Medicaid services. Activated National Provider Identifier (NPI) for Director and clinic for the purpose of ordering testing and treatment for patients with Medicaid and Medicare public insurance. In order to obtain compensation for medical services from Medicaid and Medicare, the clinic and providers have to be credentialed and obtain NPI numbers.

2. Attended 2014-15 College and University Flu Vaccination Challenge Closing Webinar on 1/15/15 through the MDCH Division of Immunization. Discussed the college and university vaccine challenge, current influenza trends, match for vaccine, types of influenza in the community and related fatalities.

Lifelong Relationship

1. Will attend Grand Traverse County Health Department Spring Family Planning Advisory Meeting on Monday, May 18th 2015 with other health care professionals regarding GTCHD’s Family Planning Program as required by publically funded entities.

2. Presented to Susan Odgers’ Human Sexuality class on March 27th. Discussed sexually transmitted infections primarily but also discussed health services, contraception, mental health issues, nutrition, health insurance, programs for low income patients and smoking cessation.

Fiscal Thrivability
Northwest Michigan College has been chosen by the Non-Profit Division of www.STDcheck.com, as a participant in a HIV Testing Program for University and College Students. Funding from the Non-Profit Division and collaboration with Quest Diagnostics gives Health Services the unique ability to offer hospital-grade, physician-monitored HIV tests at no cost to NMC or students. The goal of this program is to target young people at a critical point in the development of their lifelong sexual practices. As part of the program, the Health Services department will receive $5,000 in gift cards to be used for other STD testing for students.
Finance and Administrative Services
Accomplishments
Fall 2014 & Spring 2015

Business Office

Spring/Fall

IE3

- 2015 Bonds issued – called and refinanced the 2005 bonds, saving the Grand Traverse County taxpayers $1.2 million
- 2005 Bond Arbitrage calculation and final report

IE5

- Aviation compensation written plan including IRS research and external CPA’s approval
- In-depth Course Fee State of Michigan Sales Tax analysis
- Purchasing Card RFP

IE3

- Creation of Business Office section of staff website
- Budget and FOAPAL online training
- Registered for contract bidding with Federal Government to allow for U.S. Coast Guard mapping project.
- Lean Travel project – eliminate/reduce wait time for reimbursements, missing documents and rework.

Student Financial Services

Spring/Fall

SD1, IE5

- Assisted 310 students with consortium agreements (offered short term loans to defer payment of NMC courses)
- Began year-round extended hours on Mondays until 7 pm

IE5
Finance & Administration Fall 2014 & Spring 2015

- Disbursed $20,983,588 in 2014-2015 financial aid (federal, state, institutional)
- Staff training:
  a. SFS Coordinator participated in NMC Foundations of Leadership
  b. Coordinator attended Michigan Student Financial Aid Administrators meeting – outreach to Bursars and Registrars.
  c. Coordinate participated in National Association of Student Financial Aid Association Cash Management Training Course.
  d. Entire staff attended Michigan Association of Student Financial Services Administrators Conference
- Engaged Elucian consultant to review our use of Banner Accounts Receivable. Implemented many small improvements right away. Planning with ITS for major improvement of Student Schedule/Statement, Collections process, and other major A/R processes. Also participated in Banner Student (Records, Registration and Admissions) Process Improvement.
- Implemented new handling of Aviation flight fees to be reflected on student accounts for improved compliance with IRS and Dept. of Education regulations and to provide students information about flight charges and balances on NMC Self-Service.
- Competed task calendars/instructions for all SFS staff.
- Assisted International Services with registration, billing, and scholarship for over 70 students. First full year of new process running trips charges, deposits and payments through student accounts.
- Implemented use of auto-dial calls for payment due date and financial aid reminders to save staff time and reach more students with vital information.
- Automated bad debt write off process for Registration Fee balances.

Central Scheduling
Finance & Administration Fall 2014 & Spring 2015

Spring
IE2, IE3, IE5
- Worked with several community organizations/companies to accommodate their event/meeting needs including TBAISD, Bayshore Marathon, Northsky Nonprofit Network, Grand Traverse Lighthouse, NW Michigan Community Action Agency, and TC Track Club.

IE5
- Worked in conjunction with NMC IT department to implement conference room scheduling. All staff/faculty now have the capability, using 25Live, to schedule most conference rooms directly.

Fall
IE2, IE3, IE5
- Worked in conjunction with Campus Services, Student Life, EMT and other NMC Offices to hold several large-scale events on campus including Art Center’s Annual Art Fair, Pine Palooza and College Transfer Fair.

IE2, IE3, IE5
- Worked with several community organizations/companies to accommodate their meeting needs including Northsky Nonprofit Network, TC Chamber, Hagerty Insurance, NW MI Community Action Agency, TC Track Club and Michigan Writers, Inc.

IE3, IE5
- Updated classroom images kept on file for rooms that have experienced a conversion from student desks to table/chairs rooms and/or have adjusted default layouts.

IE5
- Worked in conjunction with IT to bring 25Live scheduling system up-to-date.
**Finance & Administration Fall 2014 & Spring 2015**

**Bookstore**

**Spring/Fall**

*IE2, IE5*

- We were able to eliminate a fulltime position by dividing the responsibilities of the Course Materials Supervisor’s position between Allie Bayster and Rhonda Greiner.

- We have re-organized the textbook requisition process to a once-a-year window. This will enable the bookstore to maximize the purchasing window of used books for all semesters and provide lower pricing for students.

- We have re-organized the receiving/staging rooms to maximize space for storage and work area. This will help with efficiency during high receiving times.

**Food Services**

**Spring**

*IE5*

- Installed bar code scanners on registers in Beckett, Parsons-Stulen and University Center. This allows for customers to be served in a timely manner and gives us the ability to have detailed sales reports.

- Spring 2015 staff meeting for food service team, which included food and physical safety training topics.

*IE4*

- Throughout the spring semester we offered healthy options from a variety of platforms such as: Mindful, Enjoy and New Year-New You. We also included holiday meals such as: St Patrick’s Day, Fat Tuesday (paczki’s), Mardi gras and Valentine’s Day. Also served up tail gate fair for opening day of baseball and March madness. We also enjoyed a few Taco Tuesdays.
Finance & Administration Fall 2014 & Spring 2015

Fall

SD3, IE2

- Increased hiring of Great Lakes Culinary Institute students

IE5

- Upgraded food services website that included E-commerce for meal plans
- Installed bar code scanner on register in Osterlin Library location
- Fall 2014 staff meeting for all food service personnel that included food and physical safety training topics.

HAGERTY

Spring, Fall

IE4, IE5

- Created an employee communication board in order to more effectively communicate with part time staff.
- Culinary Team created a menu descriptions reference guide for front of the house staff and event planners. This guide gives the Hagerty Team a better understanding of the menu and its ingredients.

IE3, IE5

- Updated menu items and pricing for 2015.
- Completed the water softener project by reorganizing Hagerty Center storage areas.
- Since FY 2013 the Hagerty Center has reduced overall expenditures by 23% while increasing profit by 320%. These numbers are based on estimates for FY 2015 year end numbers.
Campus Services (Facilities and Security)

Spring

IE3

- Completed the installation of new Fire Alarm systems in East Hall and West Hall.
- Supported Honeywell in the energy audit efforts with information, support and escort services.
- Refurbished old Photo Lab in the basement of Scholars Hall, developing it into a classroom and saved the NMC $20,000.
- Completed 125 Safety Gold Check inspections.
- Organized Training for NMC associates in “Critical Incident Management.”
- The Security department and the Campus Services management team completed Title IX and sexual harassment training as presented by Lisa Thomas.
- Purchased and trained the custodian team on a new “Square Floor Scrubbing Machine.” This equipment saves time and allows us to use less hazardous material (floor stripper). This equates to a savings of $28.49 per 1,000 feet.
- Completed 903 Planned Maintenance work orders, 70 Project work orders and 1,621 routine work orders.
- Completed Asbestos Awareness Training and Lead Paint Awareness training for 30 employees.
- Completed Forklift certification training for 15 employees.

Fall

IE3

- Three (3) major sidewalk repair projects.
- College drive asphalt repairs.
- Dead tree (17) removal.
• Acquisition of the Hawks nest housing, cleaning, grounds upkeep, installation of washers and dryers into one of the rooms.

• Completed 1203 Planned Maintenance work orders, 182 Project work orders and 2,477 routine work orders.

• Completed 155 Safety Gold Check inspections.

• Planted 1,200 lbs. of grass seed.

• Composted 1,500 yards of leaf litter.

• Received on site advice from two Sodexo Grounds experts (Tim Riley and Dave Morgan).
Lifelong & Professional Learning 
Accomplishments 
Fall 2014

Learner Success

1. Applied Plant Science/Viticulture student invited to present at VESTA annual conference (January, 2015)

2. Aviation Fall ’14 registration was 25.5% above Fall’13.

3. Flight student retention up 23% compared to fall ’13.


5. “Starving for Change: Poverty and Food Insufficiency in Northern Michigan.” Audio Tech and Sociology Dept. joint student project.

6. Technical Division: 2 students have completed internships in Welding; 1 in Automotive

7. First online electrical course ELE 101, developed and delivered

8. New articulation agreement with Wexford-Missaukee; finalizing agreement with Siena Heights that will provide 4-year degree option for all AAS degrees from Technical area.

9. 11 students pass a total of fifteen American Welding Society Structural Steel Welder Qualification Tests. These are industry standard tests recognized around the world.

10. WSI New bachelor’s major – marine technology, as part of BSMT

11. 15 NMC students have started their first semester in the WMU BS in Sustainability, developed in conjunction with our AAS in Freshwater Studies.

National and International Expertise

1. Applied Plant Science/Viticulture: Weathering the Climate: Cultivation and Technology in Grape Production, held Sept.5, 2014. Ninety-eight participants (including from Utah,
Lifelong and Professional Learning Fall 2014

Oklahoma, Ohio, Missouri, Indiana, in addition to Michigan). NMC Unmanned systems programs and their applications in viticulture were featured.

2. Aviation: Partnered with Merrill Aerospace to conduct FAA certifications on their UAS.

3. Training Services: Hosted Manufacturing Summit, 39 area manufacturers with additional 20 partnering organizations meeting to develop area Manufacturing Council.

4. WSI: Expansion of collaboration between NMC and EARTH University, Costa Rica, with sabbatical visit of Prof. Alex Pacheco.

Networked Workforce


2. Total Compensation & Classification Plans launched

3. Second cohort of Foundations of Leadership launched

Lifelong Relationships

1. Music 810 performers and 3,580 audience members representing Fall 2014 Concerts:
   - NMC Children’s Choir, Canticum Novum, NMC Concert Band, NMC Chamber Singers,
   - NMC Jazz Band, NMC Vocal Jazz Ensemble, NMC Music Student Convocation.

2. Host of 3rd Annual NMC Choral Invitational (Milliken Auditorium)

Fiscal Thrivability

1. Training Services: Skilled Trades Training Funds: delivering close to $100,000 for area companies

2. New cycle of NJTP, regional total in contracts to date $2,000,000
3. New blended formats for delivery of training in: Train-the-Trainer; Six Sigma Green Belt certification; LEAN Healthcare.
Extended Educational Services

- *SD 4* – Leverage Technology to develop robust, lasting relationships with learners over a lifetime.
  - Admission office has worked with IT to develop a better understanding of EES relationship and future NMC academic conversion. On April 22, Admissions pulled a list of current 17-18 year olds who have taken a College for Kids course in the last 10 years. That list reflected 464 students, of that 305 have already applied/been admitted to NMC in the past year.
  - Explored and attended conference on Ellucian Elevate. This is a new Ellucian product (company that owns Banner) meant to meet and integrate the needs of non-credit students that connects to Banner schools to have a single view of a learner – both for non-credit and credit.
  - Identified Summer 2015 EES courses that are STEM based type course. EES will feed this data back to admission in order to incorporate them in their Recruiter software. While this will be somewhat manual at this point, since Ellucian owns Banner, Recruiter and Elevate, eventually we can feed that data automatically from Elevate to Recruiter.

- *IE3, IE5* – By June 2015, implement a preliminary business model for Extended Education which addresses integration with college offerings and a sustainable funding strategy.
  - While still accessing a complete business model, some steps are in motion.
    - Leveraged EES catalog to promote other non-credit type offerings – i.e., advertisement for Training Office and advertisement for NMC Testing Center. Catalog distribution to 45,000 each term.
Collaborated with Training to cross market courses, EES has included some Training PD in marketing, Training has included some EES PD in marketing. EES has coordinated with Training on single type PD portfolio allowing the Training personnel, who meet with business, to understand what is available to the customer – whether Training or EES delivered. One weakness is EES does not sell PD courses, it markets courses. Collaboration with Training is important since Training has sales force on the ground talking to business. Thus, working with Training to they are aware of EES PD portfolio is important so they can help sell to businesses. It is not we or them, it is about us as NMC and what we can provide.

Meet with Rotary Charities to discuss cross-marketing on their non-profit offerings by Northsky (which use to be EES taught). The goal is for us to market what they teach and in turn they discuss with those non-profits other courses EES/Training has that can help their NP business.

- The test merger of UC/EES Director will results in a savings of approximate $80,000 in annual salary and benefits.

**Technical Division**

**SD1**

- Northwestern Michigan College (NMC) received grant and funding approval from the State of Michigan, in the amount of $2,775,235 (State Funds $2,078,174 and College Match $697,061) as part of CCSTEF grant. The equipment will strengthening NMC’s academic program areas of Engineering Technology, Maritime Technology, Welding Technology, Nursing and Computer Information Technology.

The table below summarizes the key equipment purchases from the grant:
**Engineering Technology**

<table>
<thead>
<tr>
<th></th>
<th>Marine Technology</th>
<th>Welding</th>
<th>Nursing</th>
<th>Computer Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Electronics’ Lab</td>
<td>Indoor water tank and training facility</td>
<td>Welding Simulator</td>
<td>Training Simulators</td>
<td>Network servers and switches</td>
</tr>
<tr>
<td>Hydraulic Trainers</td>
<td>Inspection class ROV</td>
<td>Robotic Work Cell</td>
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<tr>
<td>4 UAV Platforms</td>
<td>Scanning Sonar</td>
<td>Multi-process welders</td>
<td></td>
<td></td>
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<tr>
<td>UAV Simulator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1,281,384</td>
<td>$456,352</td>
<td>$391,284</td>
<td>$256,154</td>
<td>$390,061</td>
</tr>
</tbody>
</table>

**SD3**
- Held the second Technical Division Career day on April 23, the objective of these events is to help students in the technical programs find both internships and full time employment in targeted industries.

**SD1**
- Held the first NMC “Tech Tank” which gave students an opportunity to pitch there business ideas. The event showcased 4 business concepts and involved six students.

**Automotive Service Technology**

<table>
<thead>
<tr>
<th>Program Enrollment</th>
<th>Contact Hours Generated</th>
<th>Course Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>54</td>
<td>495</td>
</tr>
</tbody>
</table>

*Digital dashboard – April 28, 2015*

**IE4**
- Automotive Service Technology students refurbished a donated car and donated the vehicle to the Goodwill Industries “Workers on Wheels” programs. This has become an event in which student help families in need a transportation occurs very semester
Lifelong and Professional Learning Spring 2015

Construction Technology

<table>
<thead>
<tr>
<th>Program Enrollment</th>
<th>Contact Hours Generated</th>
<th>Course Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>Spring 2015</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>73</td>
<td>79</td>
<td>581</td>
</tr>
</tbody>
</table>

IE3
- Expanded HVAC program from 6 sections last fall to 9 for Fall 2015.

IE2
- Developed a much more motivated and involved Advisory Committee. Construction Technology Career Day is in the Planning for May 2016

SD3
- Completed first successful Online Electrical course.

Engineering Technology

<table>
<thead>
<tr>
<th>Program Enrollment</th>
<th>Contact Hours Generated</th>
<th>Course Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>Spring 2015</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>71</td>
<td>146</td>
<td>692</td>
</tr>
</tbody>
</table>

SD1
- Students in the Engineering Technology –UAS participated in the South Africa international trip, giving them an opportunity to fly UAS equipment in support of anti-poaching efforts.
- Students in the program will be attending the international AUVSI conference in Atlanta GA, providing them an opportunity to hear presentations on the latest industry trends and equipment.
- Siena Heights Articulation Agreement will be completed by the end of May. This will allow students in all technical areas including Engineering Technology, Automotive Service Technology, Manufacturing Technology, and Renewable Energy Technology to seamlessly roll their NMC AAS degree into a Bachelor of Applied Science Degree at
Lifelong and Professional Learning Spring 2015

Siena Heights in Automotive Technology, Industrial Technology or Construction Technology. This will give our students the opportunity to earn a 4-year credential. Next steps will promotion of this opportunity to our students.

**SD3**

The articulation agreement with Wexford Missaukee CTC is complete and official. Students will now be able to earn credit for EET 103 – Electrical Studies I while at the CTC. This will create a pathway between the CTC and our Engineering Tech program.

**SD3, IE3**

The Engineering Tech program is actively involved on the MTA Guidance Board. We are looking to strengthen the bonds between the two programs creating a pathway into Engineering Tech.

**SD1/SD2**

Welding Technology

<table>
<thead>
<tr>
<th></th>
<th>Program Enrollment</th>
<th>Contact Hours Generated</th>
<th>Course Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>65</td>
<td>319</td>
</tr>
</tbody>
</table>

Digital dashboard – April 28, 2015

Program enrollment was up over 50% for the spring 2015 semester, as compared to last year, the contact hours generated for the spring 2015 semester was also up 40% over the same period.

**SD5**

Testing Center

Testing Center revenue, as of Mach 2015 was up 181 percent over the same period last year, Tests delivered was up 35 percent over the same period in FY 2014.
Revenue (FY15 budget $6,500)  

<table>
<thead>
<tr>
<th></th>
<th>Average Revenue / Exam</th>
<th>Tests Delivered</th>
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</thead>
<tbody>
<tr>
<td>FY14 - March</td>
<td>FY15 - March</td>
<td>FY14 - March</td>
</tr>
<tr>
<td>$6,962</td>
<td>$19,605</td>
<td>$1,211</td>
</tr>
<tr>
<td>March 2014</td>
<td>March 2015</td>
<td>$8.98</td>
</tr>
</tbody>
</table>

Applied Plant Science

SD1, SD2, SD3, IE1, IE2

- Brian Matchett and faculty from the MSU Department of Horticulture have continued work with local high schools (TBA Career and Technical Center & Grand Traverse Academy) to establish vineyard plots at their center or high school. It is anticipated that this project will establish vineyards in at least two area high schools by the spring of 2016.
  - Vineyard plots are under development at Grand Traverse Academy and TBAISD Career and Technical Center.
- We have implemented a 2-day clinic necessary to provide students with equipment operation and maintenance training (May 15 – 16). The clinic has been developed through a partnership with Gillison’s Variety Fabrication Inc. in Benzonia and several industry representatives. We anticipate that 12 – 15 students will participate in this clinic.
- Coordinated a tour of the MSU Student Organic Farm and the MSU Viticulture Research Program for students enrolled in one of our programs at NMC. 12 students traveled to East Lansing for the day as part of this program.
- Viticulture Advisory Committee meeting was held with over 20 grape and wine industry representatives in attendance.
- We implemented new titles and requirements for MSU Certificate programs and aligned our Certificate titles with the program names at NMC. We were also able to approve a new program in Agricultural Operations.
Lifelong and Professional Learning Spring 2015

- Fruit and Vegetable Crop Management
- Landscape Management
- Viticulture
- Agricultural Operations

- 11 plant science students have been placed and will participate in their professional internship during summer of 2015. Two students will be studying out of state/country; one in Italy and one in the Yakima Valley of Washington State.

Human Resources

SD3, IE2, IE4, IE5

HR General

- All employee files are now digital
- Updating and documenting all HR staff procedures in Moodle (live procedures manual)

Recruitment

- Began collecting recruiting data and preparing a monthly report (see attached for April 2015)
- Partnered with a relocation company to assist new employees relocating to Traverse City
- Became members of the MI Higher Education Recruitment Consortium
- Hired 69 employees since January; 249 for (Fiscal Year Through April)

Compliance

- Decrease cost by 13.40% from last year

Employee Recognition

- Recognized a record number (22) of NMC Retirees at the April 15 Retirement & Recognition Reception.
- Recharged the Employee Recognition Committee to ensure Northwestern Michigan College’s recognition systems are meaningful, support NMC’s Mission, Vision, and
Lifelong and Professional Learning Spring 2015

Values, and promote the ability to attract, develop, and retain talent for the College through quality recognition programs.

- Started work on analyzing results of the last employee recognition survey

Compensation/Classification Project

- Moved all staff onto the new compensation plan.
- Continued work on the Compensation Work Group Implementation Plan and completed many tasks.
- Partnering with Staff Taskforce to finalize movement on the scale and nuances

Employee Development

- Created & published worker’s compensation online training overview for supervisors

HR Policies

- Finalized Alcohol & Drug Awareness policy updates
- Many policies under revision

Benefits

- Successfully moved medical insurance carriers from Priority Health to Blue Cross Blue Shield of MI
- Completed the first Affordable Care Act Measurement period

Wellness

- Working collaboratively with EES to continue offering wellness programs

Music and Audio Technology

(Reported under Education Services)
**Program Advancement**

- Worked with Health Occupations to develop an articulation agreement with Munson Regional EMS Education Program for successful graduates of the paramedic program to earn an AAS degree at NMC. (SD2, SD3, SD5, IE2)
- Finalized a consortium agreement with Munson to develop a Surgical Technologist associate’s degree program. Students can begin their prerequisite courses now; the first cohort is expected to launch in January, 2016. (SD2, SD3, SD5, IE2)
- Ongoing facilitation for Talent, Staff Implementation Team (SD3, IE1, IE2, IE3)

**Aviation**

*SD1*

The Aviation Department ran a very successful overseas trip for Aviation, UAS and pre-vet students to South Africa and the UK over Spring Break. Students visited and made presentations about their programs at the University of Hertfordshire in the UK and University of Witwatersrand in South Africa. The UAS students completed a research project at Shamwari Conservation Area assessing how UAS systems can assist with the monitoring of wildlife, while the pre-vet students completed an overall conservation experience in the estate. In addition the Aviation students completed a painting project at Somerset East Airport and completed useful ground and flight training at Progress Flight Academy in Port Elizabeth.

*IE5*

NMC Aviation successfully renewed their FAA Part 141 flight training certification. This 2-year renewal solidifies NMC as being the only school in the state of Michigan to hold FAA examining authority (the ability to test students in-house and issue FAA certificates).

*SD3*

NMC Aviation Instructor, Luke Sowash was awarded 2 coveted and highly competitive opportunities. Luke was selected, from WMU and NMC applicants, to attend Amway Aviation’s
Lifelong and Professional Learning Spring 2015

Summer Internship Program. This highly competitive, paid internship is with one of the premier flight departments in the nation, and will have Luke gaining hands-on experience in all departments of Amway Aviation (including flight experiences in their Gulfstream Jets!).

Luke Sowash was recently awarded the Michigan Business Aviation Association / FlightSafety International jet training scholarship. This is the prize to get every year for Aviation students in Michigan, and sets the tone for which school is impressing our industry leaders. With this award, Luke will be able to choose a Jet platform to get certified in. This allows him to approach companies literally thousands of flight hours early, and walk in the door certified to fly the big planes!

IE5

In March, NMC Aviation flew nearly 1000 hours of flight lessons. This is the busiest March on record since 1992.

Here are the operational numbers…

1. Student enrollment up 36% from last year
2. Highest number of total program flight hours since 1992
3. Increase in flight hours of 32% over last year
4. More than 12,500 student training events generating 12,064 accident-free flight hours in the past 12 months

SD4

NMC Aviation Alumni Success. We have composed a short, incomplete, list of Alum who have recently made major career moves. This is a fraction of the folks!

Ryan Ferris, lives in North Carolina.
New Job: First Officer and Pilot Recruiter with Envoy Airlines

Shane McClure. Lives in Lake Ann with his wife Carrie.
New Job: First Officer, American Airlines. Flying the Airbus 321 MAJORS!
Lifelong and Professional Learning Spring 2015

Jaden Drews. Lives in Traverse City with his wife Sarah.

New Job: First Officer, United Airlines. MAJORS!

Marc Hall. Lives in Traverse City with his wife Brianna.

New Job: First Officer, NetJets Charter. Also currently a reservist working as a Crew Chief on the “Warthog” A10.

Art Heilig. Lives in Grand Rapids with his wife Emily.

New Job: First Officer, Amway Aviation.

Chris Haliday. Lives in Lansing with his wife Renee.

New Job: Captain, Northern Jet Management.

Alex Bloye. Lives in Williamsburg with his wife Stephanie.

New Job: Director of Aviation, NMC

Aaron Cook. Lives in Williamsburg with his wife Trish.

New Job: VP of Business Development, AETOS Group

Recent instructors/graduates, all First Officer positions…

1. Cameron Kerr, Phil Egeler, and Josh Myaard all signed on with Endeavor Air.

2. International student, Sam Jiggins was hired by SkyWest Airlines.

3. Alex Fontaine was hired by Envoy Airlines.

4. Ryan Flannery was hired by Republic Airlines.

5. Dan Borgula was hired by Freight Runners (UPS feeder).

6. Josh Galdes was hired by Delta Private Jets.

7. Logan Matter was hired by FlightOptions.

SD5

NMC Aviation Instructor and Alum, Paul Hurlbert was named NMC Aviation Instructor of the year 2014. This is of particular interest because since its inception in 1995, this is the first year
that students and staff voted vs in the past it was always decided by administration. “Pauly” won by a landslide. Former recipients include Aaron Cook, and Bill Donberg.

**Great Lakes Water Studies Institute**

*SD1, SD2, SD3, IE2*

- Packaged and delivered first Offshore ROV Entry Level Pilot Technician training program. This portfolio B, 10 week course delivered all necessary skills, competencies, and safety credentials to secure work in the offshore oil and gas industry. Industry downturn (> 50% drop in oil prices) affected immediate employment opportunities. However, 2 of 3 enrolled students secured employment from training they received. This was collaboratively delivered through two academic divisions (GLWSI and Technical), one outside training vendor, Michigan Works!, and several supporting NMC areas (PR & Marketing, Business Office).

*SD1, SD2, SD4*

- Designed and received curriculum committee approval for all courses in support of the BSMT – Marine Technology major. This new degree (developed between GLWSI and Technical) opportunity has been publically disseminated at numerous events and conferences with the industry, academia and student response extremely positive. Worked collaboratively with PR & Marketing and Admission & Recruiting to fill the seats for the first cohort delivery in Fall ’15.

*SD1, SD 2, SD3*

- Created new Costa Rica internship opportunity through collaboration with the UAS program (Aviation & Technical Divisions). Summer ’15 will see 16 students travel to EARTH University (NMC signed MOU 2012) from both the Freshwater Studies program and the Engineering Technology – UAS program to conduct research on agriculture
through the use of UAV technology in support of irrigation needs, pesticide/herbicide application and connected impacts on neighboring river water quality. This opportunity grew from the hosting of a faculty sabbatical from EARTH University (Alex Pacheco) during the F’14 semester

SD1, SD2

• Partnership with Western Michigan University for the delivery of the Freshwater Science and Sustainability bachelors at NMC continues to grow. NMC – WMU MOU was signed in summer of 2014 and first cohort (15 students) started in Fall 2014. Program enrollment in Fall 2015 is ~ 40! All classes are delivered/available in Traverse City and a significant number of NMC Freshwater Studies students enroll in this program.

Training Services

SD1. Ensure that NMC learners are prepared for success in a global society and economy

• Lean champions are trained to work with supply companies or branches of their companies that are in other countries:
  o Chris, a recent manufacturing champion at Cone Drive just returned from China where he was leading lean improvement projects.
  o Helped RJG with strategic planning which affects their global sales/operations.
• Secured $2.4 million in New Job Training Funds for area businesses to upgrade the skills of new employees in order to growth their organizations effectively.
• Collaboratively developing programing with Extended Educational Services on professional development programing.

SD2

• Held the first regional Manufacturing Summit at Hagerty Conference Center
• Established the Grand Traverse Area Manufacturing Council (Includes Value-Added Food and Beverage Processing)
Lifelong and Professional Learning Spring 2015

- Established representation on the Northern Michigan Health Network, advisory committee and assisting Northern Physician’s Organization (NPO)– with applying Lean Thinking and continuous improvement to area physician offices.

SD3
- Increase use of private training providers
- Introduced blended learning with Train-The-Trainer and Six-Sigma training
- Collaboratively developing programing with Extended Educational Services on professional development programing.

SD4
- Hiring NMC and other college students as interns. This builds relationships with future employees of other organizations.
- Collaboratively developing programing with Extended Educational Services on professional development programing.

SD5
- Currently offer academic credit for Lean Manufacturing Champion (6 credits)
- Lean Office Champion (6 credits)
- Train-The-Trainer (1 credit).

IE1
- Delivered blended learning classes Train-The-Trainer and Six-Sigma training.

IE2
- Manufacturing Day with TCAPS students and TCAPS staff involved. Local manufacturers and BATA were involved--Counselors tour schedule for August
- Manufacturing Summit half day event was designed to establish a regional agenda for manufacturers and included: Area manufacturers, NMC, Michigan Manufacturing Technology Center, TCAPS, TBA-ISD, Michigan Works, Networks Northwest, and Traverse Area Chamber of Commerce.
- Provided another round of Lean Manufacturing Certification for TBA-MTA Students
Lifelong and Professional Learning Spring 2015

- Collaboratively developing programing with Extended Educational Services on professional development programing.

**IE3**
- Worked with Networks Northwest on a Skilled Trades Training Fund project to develop and deliver basic machining boot-camps based on employer needs
- Held a Manufacturing Summit in November 2014
- Launched a Grand Traverse Area Manufacturing Council in January 2015
- Established a pathway to NIMS (National Institute of Metalworking Skills) credentials for a local manufacturer.

**IE4**
- Held Lean Champion Certification event at Hagerty Conference Center and invited employers, media, NMC Board and leadership to celebrate the achievements of recent Certified Lean Champions.

**IE5**
- Fully implemented an internal Leadership Metrics System (LMS) including visual dashboard for annual and periodic targets, Department planning A3s, and our daily continuous improvement board.
- Instituted a monthly newsletter to teach and connect with area employers on topics of interest to them.
Learning Resources & Technologies
Accomplishments
Fall 2015

Library

Learner Success

1. Received an Innovation Grant from the NMC Foundation to encourage 10 instructors to adopt free, open text materials for one of their classes.

2. With the Communications faculty, led two training sessions on information literacy education for TBAISD.

3. Taught 85 information literacy classes.

4. Fielded nearly 1,000 research and archive questions.

5. Improved student access to digital materials and tools through expanded technology loans.
   a. 20 Dell laptops now available for 3-week loan; 174 checkouts, 58 renewals
   b. Added 10 Chromebooks for in-library use; checked out 410 times

6. Implemented Mobile Circ which allows checkouts using mobile devices.

7. Archives supported the research, writing, and publishing of A Colorful Cast: The Rise of Visual Arts in Traverse City, by Heather Shumaker and the Vis Com students.

Educational Media Technologies

Networked Workforce

1. TeachingSOLUTIONS program has had 3 new graduates during the fall (and 10 over the summer).

2. 4x4x16 Instructor Writing Challenge on teaching.nmc.edu generated 57 new posts on teaching and learning over four weeks.
3. Training was offered to all instructors on how to use the Moodle Gradebook and to adjuncts, faculty and departments in writing Significant Learning Outcomes.

4. Assisted in the launch of three new online/hybrid courses (PLS 211, ELE 101, ENG 267)

5. Collaborated with Student Services to modify new student orientation process that includes a Moodle preparation guide covering what to expect in the on-campus orientation and visit with the advisor, along with information and self-assessment to determine what learning option is best for them: classroom, hybrid, or online.

6. Designed and developed online modules for hybrid delivery of Train the Trainer and Six Sigma training.

7. Worked with the tech division to align the program maps with the ABET accreditation.

Learner Success

1. Learning materials made available for writing Significant Learning Outcomes on Google Sites.

2. Collaborated with Social Sciences department to pilot using Moodle Outcomes for tracking program outcome performance.

Networked Workforce

1. Conference recordings, including Freshwater Summit, Solar Energy, Grape Growing, Faculty Professional Development sessions.

2. Videos created to show at conferences: Nursing, Photonics lab, collage of video pieces for Mella McCormick to show at Professional Development Day.
Learning Resources & Technologies Fall 2014

**Information Technology Services**

Completed projects:

*Lifelong relationships*

1. My Academic Plan (MAP) rolled out to students before Spring registration including promotional video from EMT.
2. Recruiter software implemented for central Admissions office.
3. Infrastructure and software upgrades (Job Submission Server replacement, Self Service UI).
4. Implemented modern notification system for students, faculty, staff, and partners (CodeRED).
5. Setup document imaging for NMC Foundation.
7. Joined in efforts to implement new external guidelines (150% Loan requirements, ACA).

*Networked workforce*

1. Hosted Banner User Group of Michigan (BUGMI) annual meeting at Hagerty Center with 140 attendees.

**Systems & LAN Management**

*Fiscal Thriveability*

1. Printer rename project and consolidation of desktop and Banner printing.
2. Implemented PaperCut for printing management and monitoring.

*Learner Success*

1. Rollout of new Chromebooks in Osterlin Library.

2. Support and equipment configuration changes for Library laptop checkout initiative.
IE1. Scholarship, Enrichment, Workforce: Helping Students Learn

1. The Library staff launched the Open Educational Resources Pilot Project supporting ten faculty who will be teaching their courses using free and open text materials this fall.

2. Librarians taught 84 information literacy sessions in six academic departments.

3. Library staff secured a BBQ Grant to purchase five more laptops for students to check out and use at home. There are now a total of 30 available for students to check out on an extended basis.

4. A new mobile-friendly, responsive Moodle theme has been tested and installed to allow for student access to Moodle on mobile devices, and mobile learning strategies were incorporated into professional development offered by the EMT department f2f and online.

5. Set up an Active Learning Classroom for Nursing to provide an environment for greater engagement and group activities.

6. Technical Writing Class performed a service learning project on the new Student Orientation online modules. Sherry Trier worked with Janet Lively and her class to obtain not only a valuable, hands-on experience for the students, but also great feedback for the Student Orientation Team.

7. Identified interactive collaboration areas within the library. These include monitors on cards for large computer/device display and whiteboards. This has been a popular addition to the library area. The spaces are constantly used, and it was completed for a nominal amount.

8. Through consultation and development of program and learning outcomes, EMT worked with the faculty in the technical division to analyze and revise course content to increase student skills identified by advisory committees.
9. EMT supported face-to-face and adjunct instructors on using Moodle and other technologies to improve their teaching as well as updating and revising course outlines.

IE2: Partnership

1. TEDx - NMC Media Technologies provided leadership on expanding the event to mass audience via live web streaming. This years event was a collaborative effort the TEDx team, Up North Media, TCAPS and NMC. All parties should share in the success.

2. Service Learning Advisory Board and Campus Compact: EMT has been working with Service Learning Advisory Board members to create a compilation video on strategies to increase and adopt service learning techniques to share at the Campus Compact conference being hosted here June 9-10, as well as sharing internally.

3. The 4 x 4 x 16 writing challenge: A collaborative presentation with Yavapai Community College and Piedmont Community College was accepted and presented at the 2015 League of Innovation Conference sharing the results and process of this style of online professional development for faculty


1. Teaching SOLUTIONS boot camp was held to provide online teaching and Moodle training for 7 faculty members. An online version is also being used by 6 other faculty members. This is an ongoing effort to prepare faculty to teach online.

2. NMC Training worked with Tracy Russo and Cindy Daniels to revamp their Leadership Series for a blended learning delivery, including applying for (and winning) a grant for iPads to be used by businesses participating in this and other trainings offered by our Training Division.

3. Began the implementation of Recruiter with the Great Lakes Maritime Academy.
Learning Resources & Technologies Spring 2015

4. Ellucian Mobile was launched allowing students to use mobile devices to access college information and account services.

IE5. Operations: Leading and Communication, Measuring Effectiveness, Planning Improvement

1. Educational Media & Technologies (EMT) has put in place new visual management strategies using two new visual management boards to help track capacity and projects.

2. Revising curriculum planning documents and restructured the Teaching and Learning page of teaching.nmc.edu. The full revision is expected to be completed prior to fall course start.

3. During this period we completed an IT Security and Risk Analysis with Rehman Consulting. The results of this audit did find a few areas that we will focus on to improve IT security, but overall confirmed that NMC systems are operated and managed in a secure manner.

4. The Virtual Desktop project (VDI) in collaboration with TCAPS continues to move forward. NMC has about 150 VDI workstations in place throughout the College, with many more slated for the Summer. The connection to TCAPS has been completed and we should soon be seeing VDI stations in use at TCAPS facilities.

5. Emergency phones on all campuses have been tested, and any equipment operating below an acceptable volume level has been fixed or replaced.

6. An alternative wireless computer network solution was made available for NMC students living in the Hawk’s Nest. The previous hotel provided solution proved to be inadequate. NMC acquired and distributed personal wireless Verizon MiFi devices for each student. The students returned the devices at the end of Spring semester and they will be reused.
this Fall with the new Hawk’s Nest residents. The students reported great satisfaction with the performance and the ease of use.
Office of Research, Planning and Effectiveness
Accomplishments
Fall 2014 & Spring 2015

Fall

IE1
2. Learning Outcomes Team Action Project (co-lead by ORPE) implemented course learning outcomes linked with general education outcomes on the course outlines and course syllabi.

SD2
1. Developed business models in support of the Idea Summary that proposed a possible brewing program.
2. Conducted an internal audit for the Maritime continuing education offering in support of external requirements.

IE2
1. Worked with Networks Northwest (formerly the NMCOG) to respond to the State prosperity plan initiative in developing a website (Benchmarks NW) to provide regional data.
2. Invited presentation for other Michigan community colleges on aligning learning outcomes and assessment at the course, program, and institutional levels.
3. Worked with GT County Planning department members to utilize the GT regional REMI to inform their strategic planning efforts.
4. Presented at MIAIR on NMC’s Decision Making process.

IE3
1. Accurate and on time fall reporting, including program review data.
2. The Community Attitude & Awareness Survey was conducted in the six county NMC Service Area updating results from the last survey in 2011. The top line is that NMC continues to enjoy very strong ratings from local residents, both for overall favorability, overall performance, and for performance in specific program and service areas.
3. Produced the December “Futures Edition” of the NMC Scan.
Office of Research, Planning & Effectiveness Spring 2015

IE4
1. Proposed a new NMC policy to safeguard students called the Human Subject Research policy and developed an IRB procedure.

IE5
1. Coordinated AQIP administration for four Action Project teams; completed an Action Project on Lifelong Relationships.
2. Submitted and received approval from the HLC for the Programmable Logic Controls Level 1 Certificate.
3. Completed coordination of the FY’16 strategic plan.
4. Developed new self-paced training modules working with Program Development on metrics in support of Aligned Planning.
5. Conducted analysis of the Music program to better understand key financial drivers for Music and Audio Technology as part of supporting the Decision Making Process.

Spring

IE1
1. Coordinated the general education assessment process for Communications.
2. Drafted a comprehensive Assessment Plan.
3. Analyzed Developmental Education success metrics for both English and math.

SD2
1. Completed analysis of the Dennos Museum operations (E.g. space capacity, benchmark admissions rates and space rental rates) to aid in decision making.

IE2
1. Coordinated NMC’s partnership in TEDxTraverseCity along with EMT (Kyle Morrison) culminating in another successful event on May 13th.

IE3
1. Accurate and on time federal, state, HLC, and NCCBP reporting.
2. Ran time series enrollment forecast model providing input for contact hour budgeting for FY’16; checked accuracy of model.

3. Conducted a Learner Engagement survey of 352 current students which provided insights regarding student engagement as well as information on student use and satisfaction with 19 NMC services.

4. Produced the May “Demographics Edition” of the NMC Scan.

IE5
1. Coordinated AQIP administration for three Action Project teams.

2. Coordinated an NMC team to attend the HLC Strategy Forum.


4. Completed coordination of FY’16 operational planning.

5. Conducted business modeling analysis of the VCA program (e.g. competitive pricing analysis, internal enrollment and section breakeven, multiple financial scenarios as well as analysis in support of a recommendation to move to differential tuition) to aid in decision making.

6. Developed a Google Drive option for A3 operational plans based on PCDA check/adjust feedback received.

7. Revised the Decision Making policy and developed a detailed procedure based on PDCA of the process; revised Decision Making templates.
Northwestern Michigan College is preparing to begin a major effort to increase community engagement and marketing is a key element in that success. This is a critical time to re-evaluate our current marketing approach, and take a strategic approach to our future marketing. I have been assessing our operations and staffing and am offering the following initial recommendations to help achieve those community engagement goals.

Listed below are examples of the assessment process and current efforts.

**Learner Success**

1. Marketing to inform students of MAP (My Academic Plan) which included a website, social media push, homepage hero, table tents, and posters.
2. Heightened marketing effort to promote new BSMT major including flyers, webpage, banners and media releases which resulted in widespread coverage in multiple media outlets.

**Networked workforce**

1. Met individually with two dozen groups internally including, Extended Education, The University Center, The Hagerty Center, The Foundation, Financial Services, Admissions, Freshwater Studies, Culinary Arts, Veterans Affairs, Registration, Career Training Services, Aviation, Maritime, Physical Education, Student Life, American Indian Services, International Services and Service Learning, Lifelong and Professional
Public Relations, Marketing & Communications Fall 2014

Learning Team, Enrollment Management and Student Services team, Security, and Technical Division.

2. Marketed the first ever Manufacturing Day with signs, banners, buttons, flyers, and media releases which resulted in good media coverage.

3. Created new PRMC promotions request form to better assist departments who need promotional materials.

Fiscal Thriveability

1. Met with Village Press to work on clarifying and streamlining our marketing materials requests.

2. Requested proposals for outsourcing advertising buys which will increase the effectiveness without increasing costs.

Lifelong Relationships

1. Shared many NMC success stories in the community through more than 90 media interviews.

2. Received 2 NCMPR awards for the Hawk Owl logo and the viewbook.

Transcribe Learning

1. Worked with International Student Services on the Global Endorsement. Marketing included billboard ads, stamp, newsletter template, WNMC interviews, postcard series and web pages.
Public Relations, Marketing & Communications
Accomplishments
Spring 2015

Lifelong Relationship/Continuous Improvement

1. Created and launched NMC Now, an e-newsletter highlighting our success stories. Average 68.5% open rate (compared to an industry average of 17.6%) and average 10.5% click rate (compared to an industry average of 2.5%)

2. Created a new success story page of NMC.edu which features stories of NMC students “achieving success in the classroom and in their chosen fields.” Seven stories have been posted as of April 24.

Networked Workforce/Continuous Improvement

1. Began an AQIP action project to assess our internal communications.

2. Outsourced ad buys to an agency to increase our effectiveness.

3. Team members attended NCMPR, UCDA and PRSA conferences for professional development in marketing, graphic design and corporate communications.

4. Launched new photo project to consistently generate new photos for PRMC use.

5. Began PRMC assessment/alignment process through an RFP.

6. Posted a new Digital Content Specialist position to oversee social media.

7. Upgrading the NMC, WNMC and Dennos sites to be mobile-friendly according to Google, to boost their mobile search rankings following a major change to Google’s search ranking methods. A full mobile design was created for the Dennos site during the process; it takes effect on screens smaller than 400 pixels, greatly improving its appearance and usability on smartphones and other mobile devices.

8. Working with Flight Path Creative to move the NMC and WNMC sites to a responsive design, to work better on a range of computers and mobile devices. (The WNMC site is now responsive, and the NMC site should be responsive within the next month.)
9. Working with Information Technology Services to create and publicize a new student-centered mobile app for iPhones, iPads and Android devices (nmc.edu/mobile) that gives students access to their grades and courses, important numbers and campus locations, and individual notifications.

10. Working with Network Systems to upgrade the website content management system (CMS) and informing CMS users about the upgrade.

11. Working with Network Systems to link to an upgraded webcam with improved security and more reliable access (the webcam is the fifth-most-popular destination on the NMC website.)
Learner Success (SD1, IE1, IE3)

1. The following innovation grants were awarded to support student success through innovative approaches to teaching and learning:
   a. ROV Design Club - $5,488
   b. 3d Game Lab for A&P - $4,719
   c. Fiber Optics - $4,816
   d. CO2 laser - $4,600
   e. Intelligent Ground Vehicle/Engineering Club - $13,482
   f. Thriving-Futuring Education Through Coaching - $4,040

Fiscal Thriveability (B4, IE3, IE5)

1. The Annual Fund continues to make good progress towards this year’s goal of $225,000. The fund has raised a total of $184,368, including pledges. This represents 35% growth over last year at this time!

2. Total dollars raised to date (FY15):

   $1,447,268    Total received (including the Annual Fund and pledges)
   - $109,590    Received through bequest gifts
   - $14,900     Gift received in FY15, pledges counted in FY14

   = $1,017,079   Raised toward FY15 goal

Goal: $1,500,000 In gifts and new pledges

+ $100,000 Event revenue
Resource Development Fall 2014 & Spring 2015

2. The Foundation continues to make progress in the planning phase of a comprehensive campaign to support NMC scholarships, programs, and infrastructure.

Lifelong Relationships (SD4)

1. The Foundation recently welcomed Craig LaFave and William Donberg as new members of the Foundation Board.

2. Sally Rogers, Dr. Gary Seabrook, and Alan Zelinski have been named NMC’s 2015 Outstanding Alumni. This honor recognizes significant accomplishments in the honoree’s professional endeavors, as well as continued engagement with NMC. We are grateful to have many talented and committed alumni who continue to be engaged and supportive of the College.

3. The Foundation/Resource Development hosts several major events throughout the year, working collaboratively with other areas of the College to raise funds and build lifelong relationships:

   a. Tasters’ Guild - working with the Grand Traverse Tasters Guild and Great Lakes Culinary Institute. This year’s event raised $98,630 for GLCI scholarships and included a new online auction format. Thanks to Carly McCall for leading this effort from the Resource Development office.

   b. The annual Scholarship Luncheon welcomed more than 200 guests and boasted a fun, interactive photo booth and social media activity with dozens of interactions between donors and students on Twitter using #youmenmc.

   c. Planning is well underway for the NMC Scholarship Open – our largest single-day fundraising event. This year’s event will be held August 6, 2015 at the Grand Traverse Resort & Spa. Our thanks to the amazing committee who make this event the success it is.
d. Bruce Byl has been named the 2015 NMC Fellow. A dinner in his honor will be held June 10.

e. The NMC Foundation has partnered with the Munson Regional Healthcare Foundation to host James C. Connell, a philanthropic planning expert to visit with donors May 20-21.

**Personnel**

1. Paris Morse joined the Resource Development team as Director of Development on March 3. Paris came to us most recently from the Central Advancement Office at the University of Michigan.

2. Betsy Coffia began her role as Director of Alumni Relations on March 23. Betsy is a proud NMC Alumna and brings to this role expertise in communications, marketing, and program development.

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**Fall**

*Fiscal Thriveability (B4, IE3, IE5)*

1. Fundraising goals for the 2014-2015 fiscal year have been set at $1,500,000 in contributions, excluding bequests, and $100,000 in net revenue from special events.

2. The Foundation ended the fiscal year with a portfolio balance of $35,107,828.

3. Campaign planning: Significant work for a potential comprehensive capital campaign has included the following:

   - Ongoing creation and editing of a draft Case for Support – to be tested in a Campaign Feasibility Study, beginning in January 2015.

   - Construction and refinement of an interviewee list for Feasibility Study.
Resource Development Fall 2014 & Spring 2015

Learner Success (SD1, IE1, IE3)

1. Two Foundation Innovation Grants were awarded in August 2014 - Open Educational Resources Pilot Program and NMC Workshop on Writing the Experiences of Homelessness.

2. Fiscal Year 2014 saw $1,060,076 awarded to 998 students from Foundation scholarships.

Lifelong Relationships (SD4)

The Foundation Board

1. Welcomed new board members Suzanne Allen, Kevin Schlueter and Susan Sheldon. All three began their terms of service in January 2015.

2. Thanked retiring Board members Terry Lobdell, Gail Nugent, and Barbara Smith. All three are becoming emeritus members and will continue to represent the Foundation and the College.

Events and Special Projects

1. The NMC Scholarship Open, held on August 7th, was a great success, raising nearly $120,000 for merit scholarships, an unprecedented level. Planning is now underway for the 2015 Open, which will be Thursday, August 6th, 2015 at the Grand Traverse Resort and Spa.

2. The Foundation supported the creation and publication of a retrospective on the history of NMC Art Department and impact on the regional visual arts community. Spearheaded by Paul Welch and titled “A Colorful Cast,” the book has been well received and approximately 100 books have been sold following a December 4th launch.

Foundation Public Relations/Marketing
Resource Development Fall 2014 & Spring 2015

1. The NMCF/Resource Development has worked with Proof Positive to create a strategy and key brand message platform for communicating and creating awareness among our constituencies.

2. The department has continued a monthly Enewsletter that reaches approximately 3,700 friends of the Foundation.

3. Staff manage the NMC Matters Facebook page, which now has 502 followers. Staff also actively promote NMC through personal Twitter accounts, and post regularly to the NMC & NMC Alumni LinkedIn pages.

**Personnel**

The NMC Foundation/Resource Development Department has experienced the following staffing changes and events:

1. Lisa Cooper left her position as Executive Assistant in early October after 3 ½ years of services. Amanda Gower has transitioned into that role.

2. Paul Schoppe joined the Resource Development team as Development Assistant in October 2014.

3. Both Rebecca Teahen and Amanda Gower gave birth to sons in late October/Early November. They are on maternity leave until January.

4. Supplemental staff member Paula Truex has supported the department as Executive Assistant during Amanda Gower’s leave.

5. Anthony Rupard resigned as Development Director to assume a position with the Grand Traverse Conservancy in early November.

6. Following the search and hiring for the Development Director’s position, it is anticipated that the Department will move ahead in spring 2015 with the search for Alumni Director.
Northwestern Michigan College
Employment Contract for Timothy J. Nelson

This is an employment contract between Northwestern Michigan College, a Michigan community college, whose address is 1701 East Front Street, Traverse City, Michigan 49686 ("College"), and Timothy J. Nelson, whose address is 307 Knollwood, Traverse City, Michigan 49686 (hereinafter "President" or "Nelson").

This contract amends and restates the employment agreement entered into on February 26, 2006, (as previously amended, through July 25, 2011) by and between the Board of Trustees of Northwestern Michigan College and Timothy J. Nelson, President, and is drafted pursuant to the Michigan Community College Act, MCL 389.1, et seq. The Board of Trustees of Northwestern Michigan College may be referenced in this Agreement as the "Board."

For mutual consideration, which is hereby acknowledged, the parties agree to the following terms and conditions:

1. Term

   A. General
   The College shall continue to employ Nelson as President, and this agreement shall replace and supersede all prior employment agreements between the parties effective on such date of execution.

   B. Renewal of Employment Agreement
   The President’s existing contract terms and conditions shall continue through June 30, 2013. The term of this Agreement shall be for three years commencing effective July 1, 2013, and continuing through the close of business on June 30, 2016. The term of this Agreement shall be extended for additional one year periods on July 1, 2014, and again on July 1, 2015, unless action to terminate such extension is approved by the Board of Trustees on or before either such date. Notwithstanding the above, in no event shall the term of this Agreement exceed five (5) years from the effective date.

2. Powers, Duties, and Responsibilities

   A. Governance
   The College, through its Board of Trustees (Board), delegates 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 of the whole. 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 a committee of the Board.

3. Salary
The President’s current base salary is $178,300. Effective July 1, 2013, 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 4 is deemed acceptable by the Board. 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.

4. 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 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.
5. Fringe Benefits

A. General Benefits
The President shall be provided with employee benefits in accordance with College policies and procedures as provided to other College executive administrators, except as may be specifically identified and set forth otherwise in this Agreement.

The President shall accumulate twenty-five (25) vacation days annually and may accrue up to a maximum of 75 days. At the end of each fiscal year, the President will surrender any days in excess of 50 for a cash payment equivalent to 65% of their then 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 College shall provide the following additional benefits:

i. Retirement Benefits
The College agrees to contribute and directly pay on the President’s behalf the College’s contribution to its Optional Retirement Plan, according to the plan provisions. The College 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 College 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 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 in advance for membership in private clubs.

iv. Life Insurance
In addition to the life insurance benefits provided other employees of the College and other executive administrators of the College, during the term of this agreement the College shall pay to insure the life of 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 as a 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 College’s Conflict of Interest policy.

vii. *Automobile*
The College 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. *Deferred Compensation*
The College agrees to contribute six percent (6%) of the President’s base annual salary to a deferred compensation plan selected by the President.

6. **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 written notice of termination to the other party and in accordance with the following:

i. Upon not less than ninety (90) calendar days written notice from the Board to terminate the contract, then, as of the effective date of termination, the College shall prorate and pay the base salary to the President for each
month remaining in the term of the Agreement. The College also shall pay health benefits specified in paragraph 5A, and retirement and life insurance specified in paragraph 5 B i and iv, for the same duration as the base salary.

ii. Upon not less than one (1) year’s notice by the President to terminate the contract, then the President shall be paid all salary, and benefits referenced in paragraph 5 up to the date of termination.

iii. Upon less than one (1) year’s notice by the President to terminate the Contract, then the President shall be paid all salary, and only the benefits referenced in paragraph 6 C i above, up to the date of termination.

D. Disability or Demonstrated Inability to Perform; Key Employee
In the event the President becomes ill or disabled, and/or is unable or unwilling to perform the essential functions of the position with or without reasonable accommodation of the position, the President and the College shall follow the respective rights and obligations as proscribed in the Americans with Disabilities Act, and as amended (ADA).

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 is considered a “key employee” as defined in the Family and Medical Leave Act of 1993, and as amended (FMLA).

E. For Cause
In the event that the Board determines that good cause as herein defined 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 within thirty (30) days. The President may pursue any remedy deemed appropriate to challenge the final decision of the Board.

Good Cause shall be defined as follows:

(i) The President’s conviction of a felony;

(ii) The President’s engaging in an act of dishonesty, theft or falsification of records, to the detriment of NMC;
(iii) To the extent conduct is not identified and governed pursuant to FMLA, the President’s intentional failure to fulfill the responsibilities specified above for not less than forty-five (45) consecutive days;

(iv) The President’s use or possession of a controlled substance on NMC premises or at NMC events without an authorized prescription;

In the event The President is terminated for Good Cause, he shall receive all salary compensation and benefits earned to the date of termination.

7. 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.

8. Miscellaneous

A. In the event of ambiguity in any of the terms of this Agreement, it shall not be construed for or against any party on the basis that such party did or did not author the same.

B. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.

C. This Agreement shall be performable and enforceable in Grand Traverse County, Michigan, and shall be construed in accordance with the laws of the State of Michigan.

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

NORTHWESTERN MICHIGAN COLLEGE

BY: Douglas S. Bishop, Chair, Board of Trustees

Dated: 6/24/2013

THE PRESIDENT

BY: Timothy J. Nelson

Dated: 6/24/2013
### Timothy J. Nelson

#### FY 2015 Out-of-Area Travel Log

<table>
<thead>
<tr>
<th>DATE:</th>
<th>TO:</th>
<th>PURPOSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 30-Aug 3, 2014</td>
<td>St. Louis, MO</td>
<td>CQIN Institute</td>
</tr>
<tr>
<td>Aug 21, 2014</td>
<td>Beulah, MI</td>
<td>Executive Group Luncheon</td>
</tr>
<tr>
<td>Sep 9, 2014</td>
<td>Beaver Island, MI</td>
<td>Workforce Board One-Day Retreat</td>
</tr>
<tr>
<td>Sep 18-19, 2014</td>
<td>Lansing, MI</td>
<td>MCCA Student Success Summit, Prima Civitas Board Meeting, MPSERS Board Meeting, MCCA President’s Committee</td>
</tr>
<tr>
<td>Sep 24, 2014</td>
<td>Lansing, MI</td>
<td>BSN Nursing, Capital Outlay</td>
</tr>
<tr>
<td>Oct 1, 2014</td>
<td>Lansing, MI</td>
<td>BSN Nursing Testimony</td>
</tr>
<tr>
<td>Oct 16-17, 2014</td>
<td>Mt. Pleasant, MI</td>
<td>MCCA Autumn Board of Directors Meeting</td>
</tr>
<tr>
<td>Oct 22-25, 2014</td>
<td>Chicago, IL</td>
<td>ACCT Annual Leadership Congress</td>
</tr>
<tr>
<td>Oct 28, 2014</td>
<td>Suttons Bay, MI</td>
<td>Dan Benishek special event</td>
</tr>
<tr>
<td>Nov 7, 2014</td>
<td>Lansing, MI</td>
<td>MCCA President’s Committee</td>
</tr>
<tr>
<td>Nov 10, 2014</td>
<td>Williamsburg, MI</td>
<td>BCBS Community Welcome Reception</td>
</tr>
<tr>
<td>Nov 13, 2014</td>
<td>Lansing, MI</td>
<td>HIC Meeting, MPSERS Board Meeting</td>
</tr>
<tr>
<td>Jan 22-23, 2015</td>
<td>Glen Arbor, MI</td>
<td>Board Retreat</td>
</tr>
<tr>
<td>Jan 28-29, 2015</td>
<td>Lansing, MI</td>
<td>MCCA Legislative Summit</td>
</tr>
<tr>
<td>February 17-20, 2015</td>
<td>St. Charles, IL</td>
<td>Strategy Forum</td>
</tr>
<tr>
<td>February 25-27, 2015</td>
<td>Dallas, TX</td>
<td>CQIN CEO Forum</td>
</tr>
<tr>
<td>March 25-26, 2015</td>
<td>Lansing, MI</td>
<td>MPSERS</td>
</tr>
<tr>
<td>April 30-May 1, 2015</td>
<td>Lansing, MI</td>
<td>MCCA President’s Committee</td>
</tr>
<tr>
<td>May 6-9, 2015</td>
<td>Colorado Springs, CO</td>
<td>CQIN Think Tank</td>
</tr>
<tr>
<td>May 28, 2015</td>
<td>Lansing, MI</td>
<td>MPSERS</td>
</tr>
</tbody>
</table>
Local Organizations | Position
--- | ---
**Rotary – Noon Club**
  Good Works Committee | Member

**Munson Health Care**
  Munson Medical Center Board of Trustees
  Finance Committee
  Ad Hoc Facilities Committee | Member (effective 1/13 for 2 yr term)
Member
Member (effective 3/14)

**Traverse Area Chamber of Commerce**
  Annual Meeting Planning Committee | Member

**Grand Vision**
  Beyond the Grand Vision Committee | Champion
Member

**Traverse City Executive Group** | Member

Regional Organizations | Position
--- | ---
**Networks Northwest Workforce Development Board**
  Regional Prosperity Index Committee | Regional Representative of Post-Secondary Education (effective 2/15 for 2 yr term ending 12/31/16)

State Organizations | Position
--- | ---
**Michigan Community College Association**
  MCCA Board
  President’s Committee
  Legislative Committee
  Task Force – Future of CC | Member
Member
Chair
Member

**Governor Appointments**
  Michigan Public School Employees Retirement System (MPSERS) Board
  Health Benefits Committee | Member
Member

National Organizations | Position
--- | ---
**American Association of Community Colleges**
  21st-Century Initiative Implementation Team #8: Accountability | Member
Member

**Continuous Quality Improvement Network (CQIN)**
  Executive Committee | Member
Member (effective 1/15 for 2 yr term)

**National Association for Community College Entrepreneurship (NACCE)** | Member of Presidents for Entrepreneurship Forum
### Prior Memberships

#### Local Organizations

<table>
<thead>
<tr>
<th>Local Organizations</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traverse Area Chamber of Commerce</td>
<td>Past Chair</td>
</tr>
<tr>
<td>Executive Committee</td>
<td>Member</td>
</tr>
<tr>
<td>Economic Forecast Planning Committee</td>
<td>Member</td>
</tr>
<tr>
<td>Traverse City Area Public Schools</td>
<td>Member</td>
</tr>
<tr>
<td>TCAPS Tomorrow</td>
<td></td>
</tr>
<tr>
<td>NorthSky Nonprofit Network Advisory Board</td>
<td>Member</td>
</tr>
</tbody>
</table>

#### State Organizations

<table>
<thead>
<tr>
<th>State Organizations</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan Community College Association</td>
<td>Past Chair</td>
</tr>
<tr>
<td>Executive Committee</td>
<td>Past Chair</td>
</tr>
<tr>
<td>President’s Committee</td>
<td>Past Chair</td>
</tr>
<tr>
<td>Governor Appointments</td>
<td></td>
</tr>
<tr>
<td>Council for Labor and Economic Growth</td>
<td>Executive Board Member</td>
</tr>
<tr>
<td>Supporting &amp; Growing a State Culture of Entrepreneurship Committee</td>
<td>Chair</td>
</tr>
<tr>
<td>Workforce Investment Act Accountability Committee</td>
<td>Member</td>
</tr>
<tr>
<td>F/IRST - Future/Innovation Research Strategy Team</td>
<td>Member</td>
</tr>
<tr>
<td>Prima Civitas Foundation Board</td>
<td>Membership resigned 2/2015</td>
</tr>
<tr>
<td>Northern Michigan Knowledge Economy Strategies Project</td>
<td>Member</td>
</tr>
</tbody>
</table>

#### National Organizations

<table>
<thead>
<tr>
<th>National Organizations</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of Community Colleges</td>
<td>Member</td>
</tr>
<tr>
<td>Presidents Academy Executive Committee</td>
<td></td>
</tr>
</tbody>
</table>
## Aligned Planning Schedule

### FY'15 Implementation & FY'16 Planning

**BOT Role; Dates Subject to Change**

<table>
<thead>
<tr>
<th>When</th>
<th>PDCA Activity</th>
<th>Process Step</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May</strong></td>
<td><strong>May</strong></td>
<td><strong>Process Step</strong></td>
<td><strong>Who</strong></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></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 to 12-Jun-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</td>
<td>DH with PC</td>
</tr>
<tr>
<td>30-May-14</td>
<td></td>
<td>Faculty FY’14 Self Evaluation &amp; Finalized FY’15 Annual Plan Due to HR</td>
<td>Faculty &amp; Chairs</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td><strong>June</strong></td>
<td><strong>Process Step</strong></td>
<td><strong>Who</strong></td>
</tr>
<tr>
<td>2-Jun-14</td>
<td>PLAN</td>
<td>Planning Assumptions Review</td>
<td>Scan Team</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 Proposed Planning Calendar</td>
<td>DH with PC</td>
</tr>
<tr>
<td>4-Jun-14</td>
<td></td>
<td>Strategic Planning Small Group Membership Finalized</td>
<td>TN</td>
</tr>
<tr>
<td>6-Jun-14</td>
<td>CHECK</td>
<td>myPDCA End-of-Year Self Review Due</td>
<td>Staff</td>
</tr>
<tr>
<td>11-Jun-14</td>
<td>PLAN</td>
<td>Review Revised Planning Assumptions</td>
<td>PC</td>
</tr>
<tr>
<td>11-Jun-14</td>
<td></td>
<td>Select FY’15 Board Level Strategic Goals</td>
<td>PC</td>
</tr>
<tr>
<td>12-Jun-14</td>
<td></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><strong>Communication:</strong> Remind LG about Need for End of Year Check (department level) of FY’14 Plan; also any significant changes to FY’15 Operational Plan A3’s please send updated version to ORPE</td>
<td>KR Communicates LG with Teams &amp; PC Do</td>
</tr>
<tr>
<td>23-Jun-14</td>
<td>PLAN</td>
<td>Board Discussion of Revised Planning Assumptions &amp; FY’15 Board Level Goals; President’s Annual Review; FY’15 Budget Approval</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>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>
</tbody>
</table>

Revised: 13-June-14
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 1 &amp; 2</td>
<td>GRASP THE SITUATION PLAN</td>
<td>Strategy Retreat with Work Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>7-Jul-14 (week of)</td>
<td>PLAN</td>
<td>Refine Strategic Plan (and MVV input?)</td>
<td>TN, DH, KR</td>
</tr>
<tr>
<td>16-Jul-14</td>
<td>PLAN</td>
<td>Small Group Reviews draft Strategic Plan content</td>
<td>Small Group</td>
</tr>
<tr>
<td>17-Jul-14</td>
<td>PLAN</td>
<td>Review draft Strategic Plan (and draft MVV edits?)</td>
<td>PC</td>
</tr>
<tr>
<td>18-Jul-14</td>
<td>PLAN</td>
<td>Review draft Strategic Plan (and draft MVV edits?)</td>
<td>PBC</td>
</tr>
<tr>
<td>28-Jul-14</td>
<td>PLAN</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>29-Jul-14</td>
<td>PLAN</td>
<td>Board Approval of FY’15 Board Level Goals and Adoption of Planning Assumptions</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>31-Jul-14</td>
<td>PLAN</td>
<td>LG Meeting: Check/Adjust FY’15 Strategic Plan; Input to FY’16 Strategic Plan (and MVV?); Values Audit Exercise</td>
<td>LG</td>
</tr>
<tr>
<td>Aug</td>
<td>PLAN</td>
<td>myPDCA FY’15 Individual Goals Due</td>
<td>All</td>
</tr>
<tr>
<td>18-Aug-14</td>
<td>PLAN</td>
<td>Opening Conference - Strategic Plan (and MVV?) Engagement Exercise?</td>
<td>All</td>
</tr>
<tr>
<td>25-Aug-14</td>
<td>PLAN</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>PLAN</td>
<td>Refine Strategic Plan</td>
<td>TN, DH, KR</td>
</tr>
<tr>
<td>Sept</td>
<td>PLAN</td>
<td>Communication: 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>Sept</td>
<td>PLAN</td>
<td>Develop Narrative Version of the Strategic Plan</td>
<td>TN, AD, KR</td>
</tr>
<tr>
<td>TBD</td>
<td>PLAN</td>
<td>Salary Benchmark Data Requested</td>
<td>HR</td>
</tr>
<tr>
<td>29-Sept-14</td>
<td>PLAN</td>
<td>BoT Study Session</td>
<td>Tim &amp; BOT</td>
</tr>
<tr>
<td>Oct</td>
<td>PLAN</td>
<td>BOT Discusses MVV Changes (and Strategic Directions?)</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>1-Oct-14</td>
<td>PLAN</td>
<td>Program Review Data Released by ORPE (5P1 &amp; 5P2)</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>30-Oct-14</td>
<td>PLAN</td>
<td>LG Meeting: Review Strategic Plan &amp; Kick-Off Operational Planning</td>
<td>LG</td>
</tr>
<tr>
<td>Nov</td>
<td>PLAN</td>
<td>Perkins Core Indicator Program Review Data Available (2P1, 3P1, 4P1) 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>ORPE</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>
</tbody>
</table>

Revised: 13-June-14
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Description</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Nov-14</td>
<td>Do</td>
<td><strong>Communication</strong>: 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></td>
<td>Budget Manager Training</td>
<td>Budget Managers</td>
</tr>
<tr>
<td>8-Dec-14</td>
<td>Check &amp; Adjust</td>
<td><strong>Communication</strong>: Remind Campus about need for Mid-Year Check &amp; Adjust (department level) of FY’15 Plan during the month of December</td>
<td>KR Communicates LG with Teams &amp; PC Do</td>
</tr>
<tr>
<td>19-Dec-14</td>
<td></td>
<td><strong>Communication</strong>: Remind Campus about need for Mid-Year Check &amp; Adjust (department level) of FY’15 Plan during the month of December</td>
<td>KR</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></td>
<td><strong>LG Meeting</strong>: 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) &lt;ul&gt;&lt;li&gt;FY’15 Board Level Goals Review&lt;/li&gt;&lt;li&gt;FY’16 Budget Discussion&lt;/li&gt;&lt;/ul&gt;</td>
<td>BOT</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></td>
<td>FY’16 Operational Plan A3’s due to ORPE</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><strong>Communication</strong>: Remind LG about Need for Quarterly Check &amp; Adjust of FY’15 Plan during the month of March (Department Level)</td>
<td>KR Communicates 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>4-May-15</td>
<td></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>
</tr>
<tr>
<td>7-May-15</td>
<td></td>
<td>General Education Assessment Day</td>
<td>Faculty</td>
</tr>
<tr>
<td>7-May-15</td>
<td>GRASP THE SITUATION</td>
<td>Release May NMC Scan (Demographics Edition)</td>
<td>KR</td>
</tr>
<tr>
<td>8-May-15</td>
<td>Check &amp; Adjust</td>
<td>Faculty FY’15 Self Evaluation &amp; Draft FY’16 Annual Plan Due to Chairs</td>
<td>Faculty</td>
</tr>
<tr>
<td>18-May-15</td>
<td>Plan</td>
<td>FY’16 Budget Presented for Discussion</td>
<td>BOT Regular Meeting</td>
</tr>
<tr>
<td>May TBD</td>
<td>GRASP THE SITUATION</td>
<td>Develop Grasp the Situation Summary/Strategy Workbook</td>
<td>KR</td>
</tr>
<tr>
<td></td>
<td>CHECK/PLAN</td>
<td>Year End Review of FY’15 Strategic Plan Goals Discussed &amp; Revise FY’16 Strategic Plan</td>
<td>DH with PC</td>
</tr>
</tbody>
</table>

Revised: 13-June-14
<table>
<thead>
<tr>
<th>Date</th>
<th>Plan</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>29-May-15</td>
<td>Planning Assumptions Review</td>
<td>Faculty FY’15 Self Evaluation &amp; Finalized FY’16 Annual Plan due to HR</td>
<td>Faculty &amp; Chairs</td>
</tr>
<tr>
<td>June TBD</td>
<td>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>DH with PC</td>
</tr>
<tr>
<td></td>
<td>Year End Strategic Plan Goals Plan to Actual Summary Reviewed</td>
<td>Staff &amp; Supervisors</td>
<td></td>
</tr>
<tr>
<td>Jun</td>
<td>myPDCA End-of-Year Self Review Due</td>
<td>Review Proposed Planning Calendar Draft</td>
<td>PC</td>
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<tr>
<td></td>
<td>myPDCA End-of-Year Supervisor Review Due</td>
<td>Review Revised Planning Assumptions Draft</td>
<td>PC</td>
</tr>
<tr>
<td></td>
<td>HR Toolbench Job Descriptions Updated</td>
<td>Select FY’16 Board Level Strategic Goals</td>
<td>PC</td>
</tr>
<tr>
<td></td>
<td>Review Revised Planning Assumptions Draft &amp; Planning Calendar Draft</td>
<td>Review Revised Planning Assumptions Draft &amp; Planning Calendar Draft</td>
<td>PBC</td>
</tr>
<tr>
<td></td>
<td>FY’15 Year End Summary of Strategic Goals Complete</td>
<td>FY’15 Year End Summary of Strategic Goals Complete</td>
<td>DH</td>
</tr>
<tr>
<td></td>
<td>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>Finalize Planning Calendar for next year</td>
<td>Finalize Planning Calendar for next year</td>
<td>KR</td>
</tr>
<tr>
<td></td>
<td>Plan</td>
<td>Board Discussion of Revised Planning Assumptions &amp; FY’16 Board Level Goals; President’s Annual Review</td>
<td>BOT Regular Meeting</td>
</tr>
</tbody>
</table>

**Assumptions**
- Finance & Administration handles all communication related to budgeting
- Human Resources handles all communication related to myPDCA and individual level planning
- Tim - 2014 vacation planned from 7/7-7/18 and 8/4-8/8

**Ideas**
- Holly will plug PC items from the calendar into the PC Meeting Topics Table
- Create a College calendar which allows for different filtering. (Ex. Garrison Forest School)

Revised: 13-June-14
**AQIP Action Project: Learning Outcomes**

**Action Project Declaration**

**NMC**

**Northwestern Michigan College**

**Strategic Goal: Learning Outcomes**

Date of Goal Charter: *January, 2014* (declaration finalized February 14, 2014)

<table>
<thead>
<tr>
<th>Target project completion date:</th>
<th>July 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual project completion date:</td>
<td></td>
</tr>
<tr>
<td>A. Title</td>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td>B. Goal</td>
<td>Develop and implement an integrated and aligned learning outcomes system that includes the articulation of and means of documenting learning outcomes, assessments, results, and actions for improvement at the course, program, and institutional levels.</td>
</tr>
<tr>
<td>C. AQIP Category that this Action Project will most affect or impact.</td>
<td>Category 1 - Helping Students Learn (Scholarship)</td>
</tr>
<tr>
<td>D. Reasons for this project to be done.</td>
<td>While NMC has made much progress in the area of general education outcomes, there are some gaps in our processes and/or evidence for those processes for learning outcomes at other levels. NMC has several processes in place for the identification, assessment, and follow up on student learning outcomes, we lack consistency, alignment, and documented evidence for a lion’s share of those processes and results. Moreover, as NMC progresses to providing competency-based learning opportunities, it became apparent that aligning and integrating learning outcomes was a crucial first step.</td>
</tr>
<tr>
<td>E. The organizational areas most affected by or involved in this Goal.</td>
<td>All academic areas Center for Instructional Excellence; Educational Services Instructional Management Team; Curriculum Committee; Planning and Budget Council</td>
</tr>
</tbody>
</table>
| F. Organizational processes to change or improve. | **Name and describe briefly the key organizational processes that you expect this Action Project to change or improve.**
- Assessment
- Program Review
- Curriculum Review
- Integrated Planning
- Faculty Annual Plan & Self-Evaluation |
| G. Rationale for the length of time planned for this Goal. | **Explain the rationale for the length of time planned for this Goal (from kickoff to target completion).**
1. Institution Level Learning Outcomes (General Education) have been defined and have an existing assessment plan in place. However, the assessment plan should be broadened to include program and course level learning outcomes processes. At the institution level, the plan should detail how student achievement of the general education outcomes improves based on results from the assessment process. |
II. **Program Level Learning Outcomes** exist for some areas and not for others and are assessed in some areas and not others. While we have a tool for documentation there is no documented process for completing the tool related to the articulation of specific programmatic learning outcomes, their measures, results, and plans for improvement. A documented process plan will help lead to consistent and systematic practice across academic areas. Moreover, there is little evidence in the alignment of program with course level learning outcomes. Academic areas can use curriculum mapping to accomplish this, however, there will be a learning curve in using this technique and training may be required.

III. **Course Level Learning Outcomes** are detailed on the course outline and syllabi yet there are gaps in the consistency in documentation and evidence in assessment techniques and follow up actions from assessment results.

**H. Monitoring Plan**

*Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.*

1) Key milestones include reviewing gaps in current practices for:
   a. Defining program and course level learning outcomes
   b. Documenting/communicating gen ed, program and course level goals
   c. Assessing program and course level goals
   d. Improving outcomes at the gen ed, program and course levels

2) Define a systematic and coordinated process for these three levels of outcomes to be defined, documented/communicated, assessed and improved.

3) Implementation plan and timeline reviewed and approved.

4) Project start in January 2014, with on-going implementation through June 2015.

**I. Outcome Measures**

*Describe the overall "outcome" measures or indicators that will tell you whether this Goal has been a success or failure in achieving its goals.*

Outcome measures are process related:

1) NMC will demonstrate alignment of learning outcomes among the course, program, and general education levels

2) NMC will develop a comprehensive assessment plan that includes documented process for learning outcomes assessment at the course, program, and general education levels

3) NMC will provide evidence for the actions taken by instructors to improve student achievement on course level learning outcomes

4) NMC will develop useful professional development for faculty on identifying learning outcomes, assessment techniques, and follow up actions

5) NMC will determine the most efficient and cost effective way to document and track learning outcomes and results that may include
<table>
<thead>
<tr>
<th>J. Other information</th>
<th>Other information (e.g., publicity, sponsor or champion, external partners, etc.)</th>
</tr>
</thead>
</table>
| K. Project Leader and contact person | **Project Leader and contact person (First Name, Middle Initial, Last name, Title, Email, Telephone)**  
Co-leaders for this project:  
1) Darby Hiller, Executive Director for Institutional Effectiveness, Assessment Coordinator, dhiller@nmc.edu, 231-995-1084  
2) Stephen Siciliano, Vice President for Educational Services, ssiciliano@nmc.edu, 231-995-1373 |
| Project scope, constraints, and assumptions | There is funding available for this project to increase resources related to instructional design, and professional development events through CIE. |
| Team membership | 1) Darby Hiller  
2) Stephen Siciliano  
3) Regis McCord (Social Science)  
4) Nick Roster (Science and Math)  
5) Sue DeCamillis (Business)  
6) Doug Domine (Humanities)  
7) Tracy Russo (Instructional Design/Educational Media Technologies)  
8) Laura Schmidt (Health Occ) |
| Preliminary project plan (timetable for what the team will do) | Several targets have been identified on the strategic plan related to this strategic goal which follow the milestone activities from above. |
The Learning Outcomes project began February 2014 with a proposed completion in July 2015. The project was born from our self-assessment in our Systems Portfolio, specifically in Category 1: Helping Students Learn. Moreover, NMC’s Systems Appraisal further confirmed our need to improve the alignment of our learning outcomes’ systems. In particular, the reviewers commented that “NMC’s evaluation of General Education outcomes is in the early stages of development. A strategic issue for NMC is continuing its work with General Education outcomes to develop a deeper level of analysis than was available in the Portfolio. It is important to align learning outcomes with the three broad General Education outcomes. Expanding the outcomes analysis to the program and course level is a strategic issue for NMC to consider” (NMC’s 2014 Systems Appraisal, p.8).

REVIEWER:

The institution has clearly made a commitment to meet HLC Criterion 3 Teaching and Learning: Quality, Resources, and Support and HLC Criterion 4 Teaching and Learning: Evaluation and Improvement. The effort to provide quality assessment of student learning in the general education area is consistent with the institution’s project category AQIP Category 1 Helping Students Learn. At the institutional level these foci reflect organizational integrity as sought in the Principles of High Performing Organizations: Integrity in Words and Deeds.

Question #2: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal:

The original project goal as identified on NMC’s strategic plan is: Develop and implement an integrated and aligned learning outcomes system that includes the articulation of and means of documenting learning outcomes, assessments, results, and actions for improvement at the course, program, and institutional levels.

The outcomes measures for the project are predominately process measures. These include:

1) NMC will demonstrate alignment of learning outcomes among the course, program, and general education levels
2) NMC will develop a comprehensive assessment plan that includes documented process for learning outcomes assessment at the course, program, and general education levels
3) NMC will provide evidence for the actions taken by instructors to improve student achievement on course level learning outcomes
4) NMC will develop useful professional development for faculty on identifying learning outcomes, assessment techniques, and follow up actions
5) NMC will determine the most efficient and cost effective way to document and track learning outcomes and results that may include a software database
REVIEWER:

The institution’s project goal to align course, program, and general education learning outcomes meets AQIP Category 1 Helping Students Learn and HLC Criterion 4 Teaching and Learning: Evaluation and Improvement as well as a comprehensive plan is evidence of the institution meeting Principles of High Performing Organizations: Fact-based Information Gathering. Further, the plan should provide information concerning how instructors have sought to improve student achievement. Evidently some faculty will require professional development which the institution is willing to commit to providing, thereby upholding AQIP Category 3 Valuing Employees. Ultimately, once fully developed and implemented, an assessment program will allow the institution to efficiently and effectively manage its resources [AQIP Category 5 Knowledge Management and Resource Stewardship] in order to achieve AQIP Category 1 Helping Students Learn. In order to achieve the stated outcomes measures, the institution will need to define the "process" and clearly identify what are the "process measures."

Question #3: Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year:

In the six months prior to this update, the project team has conducted a current state analysis of compliance with our learning outcomes systems at the course and program levels. We found that course outlines were not available for a majority of our courses in a centralized repository. Many courses did not have up-to-date learning outcomes. Also, learning outcomes were not identified for a majority of our programs on our annual planning documents (A3s). We intend to address those gaps over the next year. Additionally, the team provided feedback to the Curriculum Committee on the new course outline and helped to clarify instructions for filling out the outline. In particular, we provided instructions for how to show alignment between course outcomes and our general education outcomes. The Course Outline serves as a master record for a course. Over the summer 2014, academic areas began reviewing the course outlines for accuracy and consistency. Once the course outlines have been reviewed and submitted to the central repository, the Learning Outcomes team will begin a review in order to identify professional development needs in writing quality outcomes.

The project team developed two professional development workshops, one for faculty leadership, and the other for all faculty at opening conference to show how our different learning outcomes’ systems are aligned, to review the processes for documenting learning outcomes at the course and program levels, and to get faculty to think more deeply about course learning outcomes by re-introducing Dee Fink’s framework for significant learning.

Additionally, many faculty members have taken advantage of one-on-one consultation with the Instructional Design team to update course syllabi with outcomes revisions. Our instructional designer was assigned specifically to work with the Technical area in summer 2014, to assist in taking the area’s predominately competency based curriculum and articulating learning outcomes.
Team members from different areas have developed curriculum map examples in order to aid others in linking assignments to course learning outcomes, and course learning outcomes to the program outcomes and General Education outcomes. We will use those this coming year in professional development sessions.

We have redesigned our faculty resource webpage, Teaching@NMC, to incorporate more explicit resources on writing, aligning, and assessing learning outcomes in teaching.

REVIEWER:

The institution is to be commended for its inclusion of and collaboration with [Principles of High Performing Organizations: Promoting Collaboration] a wide range of organizational members. The project team’s work over the past 6 months in conducting an analysis of the current levels of reaching the course and program goals has set the stage for continuous, ongoing quality improvement to enhance AQIP Category 1 Helping Students Learn. The feedback by the project team to the Curriculum Committee and involving academic areas to review the course outlines for accuracy and consistency reflects efforts to include stakeholders [AQIP Category 2 Meeting Student and Other Key Stakeholders Needs]. The project team’s professional development workshops for faculty [AQIP Category 3 Valuing Employees; AQIP Category 4 Planning and Leading; and, Principles of High Performing Organizations: Promoting Collaboration] to instruct faculty on the assessment program and giving them a significant framework for improving student learning and its assessment.

In addition, the redesign of the institution’s faculty resource webpage provides resources on writing, aligning, and assessing student learning outcomes [AQIP Category 2 Meeting Student and Other Key Stakeholders Needs and AQIP Category 3 Valuing Employees]. Other collaborative efforts include consultive opportunities for faculty members with the institution's Instructional Design team as the technical area moves toward a competency-based curriculum. This effort certainly supports Principles of High Performing Organizations: Foresight and Plan Proactively and Principles of High Performing Organizations: Agility and Responsiveness to Change. Further evidence of the institution’s commitment to quality and its mission [HLC Criterion Mission] is evidence by the project team members from different areas developing curricula maps to help other faculty link their course assignments to student learning outcomes, and student learning outcomes to the program outcomes and General Education outcomes. We have redesigned our faculty resource webpage, Teaching@NMC, to incorporate more explicit resources on writing, aligning, and assessing learning outcomes in teaching. The institution is making good progress toward achievement of its AQIP project.

Question #4: Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project’s duration, particularly during the last year:

The action project team is comprised of nine members from multiple disciplines, including five faculty members from Humanities, Social Science, Health Occupations, Science (who is also the Assessment
Coordinator for the college, and Communications. College leadership is represented by the Vice President for Educational Services and the Academic Chair of the Business Area. Two other staff members, our Instructional Designer and the Executive Director for Institutional Effectiveness, round out the team. We periodically invite guests to our meetings to represent impacted areas, for instance the Director of the Center for Instructional Excellence to collaborate on professional development activities.

The team is an effective cross-section of the college for working on learning outcomes, whose primary role has been to identify the professional development needs of faculty as we work to implement processes that have already been established. As such, the other college teams impacted by this project include the Educational Services Instructional Management Team (Academic Chairs), the Center for Instructional Excellence, and the Curriculum Committee.

In some way, all faculty members will be involved in this action project to improve the alignment of learning outcomes by engaging in our processes to identify, assess, analyze results, and document improvement actions for student learning at the course level. Faculty members with the primary curricular responsibility for a course will be writing and reviewing learning outcomes on an annual basis for that course. Program managers along with other faculty that teach in the program will be writing and aligning course outcomes and program outcomes. Faculty with regular teaching responsibilities for a course, along with adjunct faculty for a course, will be aligning their assignments to the course outcomes on their syllabi.

**REVIEWER:**

A student learning outcomes assessment program [AQIP Category 1 Helping Students Learn] and the additional focus on competency-based outcomes [Principles of High Performing Organizations: Foresight to Plan Proactively] is one that requires the type of broad collaboration among staff, faculty, and administration that the institution has demonstrated in the makeup of its project team and others who are working with the team [Principles of High Performing Organizations: Promoting Collaboration and Principles of High Performing Organizations: Leadership Support].

**Question #5:** Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as good practice to use in other aspects of its quality work or from which other institutions might benefit?

A successful outcome of this project will have profound implications for the learning outcomes’ systems at NMC. We are really transforming the way we think about learning when we shift to a learning outcomes mindset. With alignment of learning outcomes from the General Education, program, and course levels down to the learner level, we’ll be able to give individual learners feedback on how they have performed on learning outcomes. The information could potentially be a powerful tool for learners as they chart a pathway to completion. They can be advised to take certain classes that may enhance their skills in Critical Thinking, Communications, or Qualitative Reasoning for example, because they will know where their skills might be lacking. We currently have a model developed and implemented for this vision from which other projects may follow.
Because of the magnitude for what we are attempting to accomplish, the effect on the institution of this project in the first six months has been messy, typical of a large-scale curriculum alignment project. Part of our work in the last six months has been to cultivate buy-in for the project. The current state analysis shows that in some areas we are in the very early stages of implementing the continuous improvement cycle of plan, do, check, adjust. We are still in the planning stage with initial development and documentation of learning outcomes in many courses and programs.

**REVIEWER:**

As the institution has indicated, as it continues toward successful completion of this project there will need to be a transformation of how staff, faculty, and administrators think about student learning outcomes. The alignment of student learning outcomes at the course, program, and institutional levels [AQIP Category 1 Helping Students Learn] will give students individual feedback on how the student has performed in achieving the desired learning outcome/s. The institution is to be encouraged to adapt its current model to other projects in the future [Principles of High Performing Organizations: Agility and Responsiveness to Change; Principles of High Performing Organizations: Foresight to Plan Proactively]. Clear effort has been made to meet the AQIP Category 1 Helping Students Learn; however, due to the early stage of the AQIP project, as the institution has indicated the achievement of continuous improvement will involve "a cycle of plan, do, check, adjust" until documentation of student learning outcomes in courses, programs, and at the institutional level have been reached.

**Question #6: Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals:**

The challenges that face NMC as we progress include meeting the individual needs of individual faculty members, program managers, and academic leadership with professional development and training. Different programs and faculty members are at different stages in their ability to write quality learning outcomes. Some program areas, such as the nationally-accredited Nursing program, are adept at engaging in the full continuous improvement process including documenting the actions taken to improve student learning, and using that information in annual planning. Other areas are just beginning to engage in the processes.

Additionally, we anticipate being challenged when it comes to our fifth process measure from #2 above: NMC will determine the most efficient and cost effective way to document and track learning outcomes and results that may include a software database. At this time, we have already determined that it is most cost effective to work with our current course management system (Moodle) to track learning outcomes, and assessment results. However, not all faculty members are fully using the system (Moodle Gradebook) and some will require training in order to do so. Moodle Gradebook training is being implemented and will continue over this next year.

Also, the Moodle system does not yet have a way to provide aggregated learning outcomes’ results, or an easy way to export those results into a system from which we can run analytics. We will be working with the Learning Resources and Technology department to figure out a way to make this happen.
Finally, using this database system would require the integration of an additional process or system that would show actions taken to improve student learning and to use that information for future planning, such as in the faculty annual plans. Making compliance with these processes part of the faculty annual plans is an action item for this year.

REVIEWER:

The level of understanding, training, and experience among faculty in various disciplines is always a challenge. Inasmuch as the nursing faculty is knowledgeable, experienced, and adept concerning how to provide continuous quality improvement through assessment and subsequent documentation, mentoring from the nursing faculty may be a viable way to enhance the other faculty members’ ability to effectively use assessment in order to meet AQIP Category 1 Helping Students Learn. Such an approach is consistent with HLC Criterion 4 Teaching and Learning: Evaluation and Improvement; AQIP Category 5 Knowledge Management and Resource Stewardship; and, Principles of High Performing Organizations: Focus on Stakeholders and Principles of High Performing Organizations Promoting Collaboration.

Continuing to employ an in-place system (i.e., Moodle Gradebook) along with the necessary training of users is consistent with HLC Criterion 5 Resources, Planning, and Institutional Effectiveness and AQIP Category 2 Meeting Student and Other Key Stakeholder Needs. Using the Learning Resources and Technology Department [HLC Criterion 5 Resources, Planning, and Institutional Effectiveness; AQIP Category 5 Knowledge Management and Resource Stewardship; and, Principles of High Performing Organizations Fact-based Information Gathering] to develop effective ways to analyze and export data will ultimately allow the institution to maximize information garnered through its student learning outcomes assessment program.

**Question #7:** In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of the action project. Provide a timeline for completing each next step:

The project is scheduled to conclude in July 2015, though we anticipate having to extend beyond that time as our challenges become evident. Even so, our plan for what will be accomplished in the next academic year is as follows:

**Fall 2014:**

- Course syllabi reflect the course learning outcomes that are annotated on the course outline
- Faculty map their course assignments to specific learning outcomes
- Faculty revise outcomes and assignments as necessary with changes reflected in the next iterations of the syllabi and course outlines
• Social Science academic area pilots the tracking and results documentation of the General Education outcomes in Moodle Gradebook as they are supported and assessed in those courses (Critical Thinking and Communications)
• Complete the comprehensive Assessment Plan encompassing NMC’s methodology for assessing course, program, and the General Education outcomes
• Assessment Coordinator will facilitate faculty forums on writing and measuring learning outcomes, Friday Forum scheduled for October 3, 2014
• Several sessions at the all faculty October 7, 2014 professional development day will also focus on writing learning outcomes, linking assignments to outcomes, and demonstrating specific tracking software used in certain occupational areas

Spring 2015

• Program managers will continue to map courses to the program outcomes; curriculum maps to be submitted to the academic chairs by June 2015
• Assess the Social Science Moodle Gradebook Outcomes Tracking pilot for acceleration into other academic areas
• Faculty to review course outlines, required annually in the faculty handbook, and submit updates to office managers
• Update Teaching@NMC web resource to provide greater accessibility to learning outcomes resources
• NMC is also in the process of designing a New Faculty Professional Development course in conjunction with the Center for Instructional Excellence and the Educational Services Instructional Management Team that will incorporate mentoring in the ability to write and assess quality learning outcomes as a part of the three year probationary period.

REVIEWER:

The institution has established a process designed to meet its action project goal to meet AQIP Category 1 Helping Students Learn. The amount of effort to fully develop and implement a project of this magnitude is daunting, to say the least, and therefore, it is reasonable to expect the institution will need to extend beyond its original time for completion of this action project in order to meet AQIP Category 1 Helping Students Learn. The institution has made good progress and is moving forward to complete its action project in a reasonable time.
### Action Project

**Title:** Our NMC: Cultivating a Connected Community  
**Version:** 1  
**Institution:** Northwestern Michigan College  
**Submitted:** 2015-02-21  
**Status:** Active  
**Category:** 4 - Planning and Leading

#### Timeline

- Planned project kickoff date: 2015-05-01  
- Target completion date: 2015-12-31  
- Actual completion date:

#### Project Detail

**PROJECT SUMMARY**  
Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.

The project will assess internal employee communications. Departments include, but are not limited to, Human Resources, President's Office and Public Relations, Marketing and Communication. The assessment will examine ways the college community sends and receives information. We envision this assessment leading to a future project to make our communication more effective and improve employee engagement.

**PROJECT RATIONALE**  
Describe your institution's reasons for initiating this action project now and for how long it should take to complete it. Why is this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted systems portfolio.

This is a Board level goal. The need to address the current situation is based on system portfolio feedback, employee engagement survey results and direct employee feedback. The proposed deadline is by the end of 2015.

**PROJECT GOALS AND DELIVERABLES**  
List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress for each goal. Be sure to include formal evaluations when the project progress will be reviewed.

The goal is to grasp the situation. The team may have bi-weekly meetings then report findings with recommendations for next steps. This project does not include a system redesign. Metrics to be determined based on evolution of the project.

**INSTITUTIONAL INVOLVEMENT**  
Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.

Employees would participate in the assessment through focus groups, surveys, interviews, anonymous feedback mechanisms and qualitative and quantitative analysis of the results.

**PROJECT CONTROL**  
Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.

The sponsor for this AQIP project is the college's Leadership Group. It comprises the shared governance councils, department directors and chairs of the employee councils and academic areas. The Group will monitor the progress team on a regular basis through reports to the full group.

**ANTICIPATED CHALLENGES TO PROJECT SUCCESS**  
Describe the challenges that may be encountered in successfully completing the project or in institutionalizing the learning from the project's goals.

Challenges could include workload and employee buy-in. We currently are engaging in three other AQIP projects that have significant impact on the college. We know that while we have received feedback from many employees that communications need to be improved, we will need to develop support for this approach to address the problem.

**ADDITIONAL INFORMATION**
We have found with other AQIP projects that when we have addressed issues with large scopes, the most effective way to address them has been in using a phased approach and carefully selecting the scope of the project. Given the wide scope of communications, "Our NMC: Cultivating a Connected Community" is a first step in our college's effort to improve this important area.
## Northwestern Michigan College

Action Project Declaration for **Talent Phase III**

**Date of Charter:** September, 2012

<table>
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<tr>
<th>Target project completion date:</th>
<th>July 30, 2013</th>
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<tbody>
<tr>
<td>Actual project completion date:</td>
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<table>
<thead>
<tr>
<th>A. Title</th>
<th>Talent Phase III: Implementing the Talent Management Model</th>
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| B. Goal | To move all components of the Talent Management Model (see Addendum) from discovery/development to incubation/continuous improvement. |

**Objectives:**

- Implement Leadership Development recommendations from Talent II
- Implement new Performance PDCA process
- Align Workforce Planning and Recruitment/Selection processes with Competency Model

<table>
<thead>
<tr>
<th>C. AQIP Category that this Action Project will most affect or impact.</th>
<th><strong>Culture: Valuing People</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specifically, 4P2, 3, 4, 5, 8, 9, 10, 11, 12</td>
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<tr>
<td></td>
<td><strong>Operations: Leading and Communicating</strong></td>
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<tr>
<td></td>
<td>Specifically, 5P9: How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators?</td>
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<table>
<thead>
<tr>
<th>D. Reasons for this project to be done</th>
<th>To ensure all talent management processes are integrated, dynamic, and aligned with strategic planning processes.</th>
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<tbody>
<tr>
<td></td>
<td>Phase III is the last step in this multi-year project which first addressed On-boarding/Orientation, then laid the foundation for implementing an integrated approach to the rest of the Talent Management processes outlined in Section F.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. The organizational areas most affected by or involved in this Action Project.</th>
<th>Because this project involves changes in so many Human Resource processes (see Section F) ALL areas of the college, every employee, will be affected.</th>
</tr>
</thead>
</table>

| F. Organizational processes to change or improve. | • Workforce Planning, Recruitment and Selection  
• On-boarding/Orientation (will continue to check/adjust)  
• Performance Management  
• Development/Career Planning  
• Leadership Development  
• Classification/Compensation  
• Succession/Capabilities Management  
• Training/Development Support |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>G. Rationale for the</th>
<th>Talent Phase I and II have laid the foundation for developing and piloting a</th>
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</table>
length of time planned for this Action Project.

number of new processes, so we believe that this work can move at an accelerated pace. Though continuing to build and improve our Talent Management functions will never be “done,” we expect that enough of the framework will be in place by next summer that the work can move from project to continuous improvement.

H. Monitoring Plan

Project leader will be responsible for posting and maintaining a Project A3 document. Project leader will provide updates to Executive Sponsor weekly. Team reps will review progress with Presidents Council quarterly.

I. Outcome Measures

Process Measures:
- Competency Model integrated into Workforce Planning, Recruitment and Selection processes
- New Performance Management process implemented
- Leadership/Professional Development Institute in place
- Mentor cohort launched
- Leadership Basics cohort piloted
- Crucial Conversations, Risk Assessment, Change Management, and Measuring Results training implemented

Outcome measures:
- Improvement in Culture and Operations (Institutional Effectiveness Criteria)
  - 4P2, 3, 4, 5, 8, 9, 10, 11, 12
  - 5P9
- Improvement on employee engagement survey measures:
  - Engagement Index
  - Supervisor Index
  - Q1h. My supervisor works to align the goals of our department with the goals of the College.
  - Q3b. My supervisor effectively confronts issues before they become major problems.
  - Q3c. My supervisor provides useful performance feedback.
  - Q3e. My supervisor holds me accountable for performance
  - Q3f. My supervisor positively motivates my performance
  - Q5n. I have career discussions with my supervisor

J. Other information

Targeted skill development areas for this year were identified by assessing competency gaps related to strategic goals and employee engagement feedback.

We will be working with external partners in several areas:
- We are pooling resources with Munson Healthcare (4000+ employees) to implement Crucial Conversations training, as both organizations have recognized the need to build skill in “handling the tough stuff”
- We will market select courses within our Leadership Institute to the general public and other organizations. This will not only help ensure enrollment is adequate for an effective learning environment; it will provide cross-
organizational learning and (hopefully) open markets for customized training.

- We are exploring learning partnerships with other organizations in executive-level leadership and other areas of organizational development

| K. Project Leader and contact person | **Executive Sponsor:** Marguerite Cotto  
**Project Leaders:** Linda Racine; Aaron Beach |
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<tbody>
<tr>
<td>Project scope, constraints, and assumptions</td>
<td>Additional resources required for this project will include Human Resource specialists, Instructional Design (both have been allocated to this effort) as well as the time and talents of numerous faculty, trainers, and other content experts.</td>
</tr>
<tr>
<td>Team membership</td>
<td>Still finalizing. Advisory team will include representatives from Faculty and Staff. Specific components of the project will involve content experts from across the college as needed.</td>
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</table>
Addendum

New Talent Management Model

Competencies

The skills, attitudes, and behaviors essential for achieving mission and strategic goals.
Question #1: General project status: Completed? In progress? Reopened? Suspended? Original project start date? Original project end date? Anticipated completion date if not completed? Briefly describe the current status of the project Explain how this project relates to any strategic initiatives or challenges described in the institution’s most recent or soon-to-be submitted Systems Portfolio, if applicable:

Talent Project Phase III launched September 2012 and was originally targeted to be completed within one year. As the August 2013 update explained, we quickly realized the issues around classification and compensation were more complex than initially assumed. We will be completing Phase III at the end of September 2014 and will launch Phase IV shortly thereafter.

The multi-year, multi-phase Talent Project continues to be a part of NMC’s strategic plan and addresses Culture: Valuing People (specifically, 4P2, 3, 4, 5, 8, 9, 10, 11, 12) and Operations: Leading and Communicating (specifically, 5P9: How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators?)

REVIEWER:

This project will be beneficial to the institution and all stakeholders. These complex projects may take more time to implement than originally projected. Continue the good work.

Question #2: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal:

To move all components of the Talent Management Model from discovery/development to incubation/continuous improvement. Phase III specifically targeted components outlined in the addendum. Outcome measures include:

- Improvement in Culture and Operations (Institutional Effectiveness Criteria)
  - 4P2, 3, 4, 5, 8, 9, 10, 11, 12
  - 5P9
- Improvement on employee engagement survey measures:
  - Engagement Index
  - Supervisor Index
  - Q1h. My supervisor works to align the goals of our department with the goals of the College.
  - Q3b. My supervisor effectively confronts issues before they become major problems.
  - Q3c. My supervisor provides useful performance feedback.
  - Q3e. My supervisor holds me accountable for performance
  - Q3f. My supervisor positively motivates my performance
  - Q5n. I have career discussions with my supervisor

REVIEWER:

The original project goals and deliverables are realistic, and moving from discovery/development to incubation/continuous improvement is on target.
Question #3: Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year:

**On-Boarding, Orientation**
- Restructured HR to ensure clear support for on-going continuous improvement of this process.

**Performance Management**
- Just completing second iteration of myPDCA for staff. Made online improvements. Looking for higher participation/completion numbers.
- Faculty Committee refined and clarified expectations for regular and adjunct instructors. Will be incorporated into annual planning process.

**Development Plans, Career Planning**
- New performance management process places greater emphasis on development and career planning. The Professional Development Institute continues to build learning experiences aligned with development needs.
- Implemented new HR software that will allow all employees to view all college job descriptions and the required competencies—information that will be useful in career and development planning.

**Professional Development**
- The Professional Development Institute added online resources.
- A Talent Development Coordinator position has been established for on-going implementation.
- The Advisory Team continues to assess, provide input and increase alignment with the Competency Model.

**Leadership Development**
- Launched first Foundations of Leadership cohort for current and emerging leaders with 12 participants. Received excellent feedback. Made some modification to content for next cohort targeted for January 2015.
- Launched Crucial Accountability training for all leaders. Three sessions completed; more scheduled this fall.
- Started creating framework for a mentorship program. Target launch is January 2015.

**Classification**
- Updated all staff job descriptions incorporating the Competency Model.
- Reclassified jobs on a point factor system.

**Compensation**
- Total Compensation recommendations (pay, benefits, development/career, performance/recognition, and work life) being finalized for September Board of Trustees review.
Other

- Integrated the Competency Model into recruitment processes (postings, interview questions, selection criteria)

REVIEWER:

The College has made significant progress over the past year, and for this the College is commended. Restructuring the Human Resources department is no small task; however, it is important to have buy-in at that level. Overall Northwestern Michigan College has incorporated a number of significant changes, all of which help play a critical role in the Talent Management Project. Hiring a Talent Development/Management Coordinator for the Professional Development Institute indicates a solid commitment on the part of the college.

Question #4: Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project’s duration, particularly during the last year:

The following cross-functional project teams and shared governance councils have all been actively involved in this work:

- Compensation Review Work Group
- Classification and Compensation Committee
- President’s Council
- Benefits Advisory Committee
- Employee Councils
- Professional Development Institute Advisory Team

Each employee has had the opportunity to provide input and feedback through:

- The councils and committees listed above
- Supervisors
- Project intranet sites
- Town Hall meetings
- Campus wide small group discussions

Finally, the Board of Trustees has reviewed the work of the project team and provided feedback at two study sessions and several regular board meetings

REVIEWER:

Again, NMC has done an outstanding job of involving all of those that will be affected by this project. The Board of Trustees is mentioned as having input into the process. If their feedback is positive it would make a significant impact on the success of the action project. Also, any presidential input would be welcome, and like the BOT, presidential input would help this project move forward.
Question #5: Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as good practice to use in other aspects of its quality work or from which other institutions might benefit?:

We are beginning to really see the benefits of creating a Talent Management structure that aligns strategy with an organization competency model. Now all quality systems can work together. As internal and external assessments identify gaps, we can make changes to any element of the structure to attempt to address the gap. And we are designing outcome measures and “check” timelines for each element, so we can assess whether efforts are having the desired impact. If not, we can adjust.

REVIEWER:

It is encouraging to see this project moving forward into the implementation phase. The College’s approach to this phase is realistic, knowing there may be some adjustments.

Question #6: Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project’s goals:

Significant change is always a challenge for an organization, and implementing the recommendations of the Compensation Review will involve a lot of change: new classification system, new pay scales, revising our employee group structure to ensure effective, representative shared governance, etc. At the same time, rising healthcare costs and shifts in higher education funding require new financial models. It is easy for people to feel their security is threatened. So navigating uncertainty and change through open communication and shared problem-solving will be essential.

REVIEWER:

Change is always a challenging, and slow process, particularly in academia. Approaching this phase with “open communication and shared problem-solving” is critical, and the more the better. The College’s approach is sound and should be productive. As the College continues through these challenges considering and reviewing how other institutions have managed these similar situations may help.

Question #7: In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of the action project. Provide a timeline for completing each next step:

1. Implement new classification structure. Timeline: November 1, 2014
2. Implement recommendations of Compensation Review (including recommendations for systems maintenance, evaluation, and continuous improvement) through shared governance structure. Estimated timeline: 24-36 months.
3. Orient and provide support for new Talent Management Coordinator. Estimated timeline: 12 months.
4. Continue to assess effectiveness of resources and structures in place to ensure sustainability of system. Timeline: on-going.
5. Move rest of the Talent Management components through discovery and incubation and into acceleration/continuous improvement. Estimated timeline: 12-24 months.

REVIEWER:

The College's next steps appear to be realistic. As the institution is well aware, the Talent Management/Development Coordinator is critical to the success of a major component of this project. Gaining support for this position should continue to be a top priority.

Question #8: Provide any additional information, inquiries, or concerns that the institution wishes for reviewers to understand regarding this action project:

The Talent project is a multi-year, multi-phase continuous improvement project to help NMC attract, develop, and retain talented employees. The first phase focused on improving the on-boarding process, hiring, and orientation. The second phase targeted the performance review process. Phase three focused on developing leadership capacities and an institution-wide classification and compensation study. The diagram represents the sequence implementation of all the parts to valuing NMC employees.

NMC's Competency Model, described in previous annual updates, begins with Strategic Planning. The topics stemming encompassed by the model include:

1. Recruitment and selection
2. On-Boarding and orientation
3. Performance Management (MyPDCA)
4. Development Plans and career planning
5. Professional development
6. Leadership development
7. Classification and compensation
8. Succession and capabilities management
9. Workforce planning

REVIEWER:

As NMC continues along this path, significant, and valuable changes in the campus culture will take place. The strategic plan will be of much greater value now that the College has incorporated “The Talent Project” into its planning process.
Northwestern Michigan College
Action Project Declaration for: Enhancing Developmental Education
Date of Charter: September 1, 2012
Date of Update for Project 1-Year Extension: August 14, 2014

<table>
<thead>
<tr>
<th>Target project completion date:</th>
<th>September 1, 2015</th>
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<tbody>
<tr>
<td>Actual project completion date:</td>
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</table>

A. Title
Enhancing Developmental Education

1. Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve:

The goal of this project is to improve learner success rates in developmental education coursework.

C. AQIP Category
Helping Students Learn

2. Describe your institution’s reasons for initiating this action project now and for how long it should take to complete it. Why are this project and its goals high among your institution’s current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution’s recent or soon-to-be submitted systems portfolio:

With the successful completion of our AQIP Enhancing Student Preparation Project and our AQIP Pathways to Completion Project, we are targeting our developmental education curriculum in order to improve success rates. NMC’s strategic plan emphasizes the institutional priority of improving persistence and completion rates. In order to improve persistence and completion for all NMC’s students, we need to focus improvement efforts in curricular areas demonstrating the lowest course success rates.

The focus of this project is to determine and implement strategies to improve learning and success rates in developmental math and developmental English. Working in cooperation with the Learning Experiences AQIP Project that will focus broadly on the student learning experience, this project will focus specifically on how students can become successful in completing their developmental classes so that they are prepared to be full participants in college-level learning.

3. List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress for each goal. Be sure to include formal evaluations when the project progress will be reviewed:

Updated

During our first 3.5 semesters, we have identified specific problems that are a hindrance to student success in developmental classes; we have evaluated previous developmental education initiatives started before this Action Project (e.g. 80% rule), scaled up previous pilots (e.g., PowerPath, OnCourse), launched new initiatives (e.g. math placement boot camp, Redesign), proposed new pilots (e.g., math combo courses, modularized math), and begun more strategic analysis of developmental education data (inclus. our pipeline success rates).

Beyond the original 2-year Action Project scope, a 1-year extension will allow us to implement 3-4 more major initiatives and evaluate their effectiveness in the plan, do, check, and adjust cycle of
continuous improvement; and to identify further impediments to developmental student success while simultaneously implementing new initiatives.

Appropriate improvement actions should lead to increased completion and success rates for students taking developmental education courses and proceeding through the pipeline toward credit-bearing classes. The primary metric for success will be course completion rates which are available on a semester basis.

4. Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration:

In cooperation with the Developmental Education Coordinating Committee, the Communications and Science/Math academic units will be charged with designing and implementing appropriate improvement efforts. The Educational Services Instructional Management Team, Curriculum Committee, and Faculty Council may have roles in the approval process.

5. Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when:

The project team is expected to manage the project with an A3 planning tool, consistent with institutional processes of planning. The team will report to the Vice President for Educational Services. Periodically, the team will report its progress to the President’s Council and to the college community as fits with the outcomes identified on the A3. The team will also report annually on its progress to AQIP.

Outcome Measures
- Increase in course completion and success rates
- Increase persistence and completion rates
- Increase in the success rates of developmental education students moving on to college-level coursework in similar content areas

6. Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project’s goals:

The team will continue to review NMC’s current developmental math and English curriculum to determine what further innovations can be developed to improve student success and evaluate developmental education initiatives in place (see “Rationale” above) and pending (see “Preliminary Plan” below). The project will continue to explore successful, impactful national practices to determine their applicability at NMC.

Developmental Education faces the same financial constraints as the rest of the college but temporary investments in personnel such as release time for team leadership, the expansion of equipment, and the alteration of curriculum are within the project scope to propose.

7. Provide any additional information that the institution wishes for reviewers to understand regarding this action project:
Updated

- **Summer 2014:** Plan and implement a new text/homework system for the Redesign sections offered in academic year 2014-2015.
- **Fall 2014:** Run the streamlined 2-in-1-semester developmental combo section (MTH 23 and 111) and monitor the two Redesign sections using new software/texts.
- **Fall 2014:** Run Bridge Math skills workshop pilot.
- **Fall 2014:** Continue planning for Spring 2015 implementation of the modularized 2-hour incremental credit developmental math courses.
- **Fall 2014:** Investigate multiple-measure-placement (MMP) models for future English MMP pilot.
- **Fall 2014:** Plan for Spring 2015 ENG 111/11 ALP pilot.
- **Spring 2015:** Run modularized 2-hour incremental credit developmental math courses; continue streamlined 2-in-1 combo course MTH 23+111 (adding MTH 08+23, depending on enrollment) and Redesign sections.
- **Fall 2014-Summer 2015:** Continue to gather and evaluate data on how all programs to date may be changing the overall success rates, and adjust accordingly.

<table>
<thead>
<tr>
<th>K. Project Leader and contact person</th>
<th>Co-chairs: Mark Nelson, Math Faculty in Science and Math Academic Area; Judy Chu, English Faculty in Communications Academic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team membership</td>
<td>The team will be primarily comprised of the members on the Developmental Education Coordinating Committee: Judy Chu, Ernie East, Darby Hiller-Freund, Mike Gillett, Nancy Gray, Ashley Horak, Kari Kahler, Deirdre Mahoney, Mark Nelson, Deb Pharo, Kristen Salathiel, Kim Schultz, Stephen Siciliano, Megan Ward, and Chris Weber</td>
</tr>
</tbody>
</table>
Question #1: General project status: Completed? In progress? Reopened? Suspended? Original project start date? Original project end date? Anticipated completion date if not completed? Briefly describe the current status of the project Explain how this project relates to any strategic initiatives or challenges described in the institution’s most recent or soon-to-be submitted Systems Portfolio, if applicable:

In April 2014, near the end of our two-year project (chartered September 1, 2012), we realized that our foundational work was not yet complete. Some new developmental math accelerations had just been approved for the 2014-15 year, and new English initiatives were gestating; moreover, we had just begun to get some initial results for two developmental math initiatives launched the previous year (math placement boot camp and the self-paced developmental math Redesign course). Given the formative work ahead on key pilots (both streamlined and modularized developmental math courses; English ALP; and the groundwork for a multiple-measure placement pilot in English), we decided to request a one-year extension for our project, with a new target completion date of September 1, 2015. We will also use this extension to continue evaluating our developmental success rates in terms of our various initiatives and reforms.

The work of this project relates to NMC’s strategic goal in Helping Students Learn, as stated in our November 2013 self-study portfolio in 1P8 (process question: “How do you deal with students who are underprepared for the academic programs and courses you offer?”) and 1I1 (improvement questions: “What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?”). This project played an important part in NMC’s overall strategic plan last year in Helping Students Learn, and will continue to do so in 2014-15.

REVIEW:

NMC has described a highly ambitious project, based on the success of two related projects. Much formative work has been accomplished and the institution recognizes that it needs more time to accomplish the project goals. The project has played a significant part in strategic planning which will help it to have institutional commitment in the long run.

Question #2: List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal:

As stated in our project’s original declaration and its A3 for the past two years:

Project Goal
The goal of this project is to improve learner success rates in developmental education coursework.
Outcome Measures
- Increase in course completion and success rates
- Increase persistence and completion rates
- Increase in the success rates of developmental education students moving on to college-level coursework in similar content areas

REVIEW:
Moving the project end date back will enable the college to collect more longitudinal data. Since the foundational work is still being completed, even a one-year extension might not provide enough trend data to ensure the project success. NMC may want to consider outcomes related to setting up the systems to increase student success, without abandoning the original outcomes. The measures identified are likely to show improvements as the project's foundational work is completed, but since these are longitudinal outcomes, they may not yield results within the project time frame. This is not to say abandon either the outcomes or the work of the project rather that these may not be the best measures of success given the one-year extension.

Question #3: Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year:

Our original project goal has not changed, nor our outcome measures. We aim for improved course completion and success rates among our developmental students; and increased persistence and success through the “developmental pipeline” into college-level coursework. Below in #1 and #2 is a discussion of four appendices (describing quantitatively our efforts thus far) that appear at the end of this report; results for two math initiatives that have continued beyond pilot status this last year are described in #3.

1. Appendices A and B are our latest Developmental English and Math Targets Dashboards. In each disciplinary chart, the top three graphs show our point-in-time course completion and success rates, while the bottom three graphs show pipeline success rates. Our progress in English reflects adjustments to placement (Compass cut scores) and reforms to curriculum that have taken root over the past several years, and we hope to show further improvement, based on more recently implemented innovations (e.g., OnCourse, PowerPath). We expect our math results will begin to show improvement based not only on recently launched initiatives (e.g., math placement boot camp, Redesign) and upcoming 2014-15 pilots (i.e., streamlined 2-in-1 courses, modularized courses), but also on our math department’s recent establishment of a placement “floor” eliminating the lowest third of
students who in the past have taken MTH 08 (redirecting some toward a BRIDGE math workshop instead).

2. Appendices C and D illustrate another way we have sought to track progress on our developmental persistence goals, for MTH 08 and 23 students in particular. These recently developed “pipeline success” branches give baseline information on compliant cohorts (e.g., new/never attended students who went right into the developmental math sequence) who started in a particular fall semester (2009-2011).

3. Finally, we have begun to see some results with the math placement boot camp and self-paced developmental math Redesign course, two initiatives launched the past 1.5 years that have moved beyond pilot stage.

   • **Math placement boot camp**: Piloted in Jan 2013; our Student Success Center has run nine sessions (coinciding with four orientations) so far. Within 2013 and 2014, we offered five different sessions of boot camp.
     ➢ Twenty-seven students signed up for boot camp, of which nineteen completed boot camp and retested (70.3%); twelve of those improved their initial placement score (63.2%), and six successfully completed the higher math into which they placed (50%). **Overall, then, of the 27 who initially signed up for boot camp, 22% successfully completed the higher math that their post-boot camp score placed them into.**

   • **Redesign math** (self-paced, flipped class, computer software taught): Piloted for fall 2013; five sections have run over three semesters so far, including a summer section.
     ➢ **Overall, forty-one different students enrolled these past three semesters, of which twenty-six passed at least one course (63%), and three passed multiple courses.** While a few were clearly above-average math students who had let their credentials slip, most others were quite math phobic and without accomplishment or much hope for success. (Of those who didn’t make it, three students will join a new cohort this coming fall and continue on with high prospects of success for finishing their second course.) We expect better results this coming year with a better software program, higher enrollment and some experience behind us.

In the early stages of pilots and initiatives, success sometimes feels more like a matter of working the margins, helping several more students in each class or cohort, each semester, rather than impacting numbers on a sweeping scale. Yet we recognize that this is the nature of progress, demanding our institutional persistence and resolve, as we work to scale up results.
REVIEW:

NMC has accomplished a great deal with this action project, but seems to be finding that the results do not measure the level of effort and the changes made. Again, this does not seem to be related to the work of the project, rather that measuring student success based on these types of changes takes more work over time. By incorporating measures of systems as well as student success, it may help the institution feel more of a sense of accomplishment. The project has clearly helped the institution to focus a considerable amount of time and energy to improve student performance which is truly commendable. Celebrate what has been accomplished and continue the work. It seems very likely that the measures or student learning improvement will show up once these systems have sufficient time to run.

Question #4: Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project’s duration, particularly during the last year:

Our committee of 15 members was comprised of 8 English and Math faculty (including the English department chair); 4 Student Support Services representatives (Director of Advising; Associate Dean for Learning Services; Coordinator for Student Success; Writing and Reading Center Coordinator); 2 Vice Presidents (of Educational Services; of Enrollment Management and Student Services); and the Executive Director of Research Planning and Effectiveness (ORPE). The project continued to be co-chaired by faculty from math and English.

This last year, we shifted to monthly full-group meetings during the academic year and two summer meetings, supplemented by regular Math and English sub-committee meetings. Sub-committees met face-to-face and via email, then reported out at monthly full-group meetings, which in turn provided timely recommendations, advice, and questions. Our new alternating cycle of full-group and sub-committee meetings allowed for greater logistical flexibility. For example, to prepare our streamlined 2-in-1-semester developmental math courses and modularized developmental math courses for 2014-15, the math faculty lead worked closely not only with his own department colleagues (both full-time and adjunct) but also with additional Student Support Services and Record and Registration staff beyond our project’s membership, and the Curriculum Committee.

At full-group meetings, we also had participation from Student Success Learning Coaches (who have been instrumental in the evolution of our math placement boot camp and the preparation of our upcoming BRIDGE math skills workshop) and received data reports and demonstrations from ORPE personnel. The Math department chair, Director of Financial Aid, and Registrar have also been guests at meetings this past year.
Project co-chairs continued to maintain a project folder on the college’s shared drive, made presentations at New Faculty/Staff orientation and Opening Conference in August 2013 and 2014, and gave our written annual update to Board Members in December 2013.

**REVIEW:**

NMC has wide involvement from both academic and student affairs. There is clearly a strong commitment to both the Action Project and the long-term goals of improving student success.

**Question #5:** Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as good practice to use in other aspects of its quality work or from which other institutions might benefit?

This past year, the work of our project has transformed our developmental math curriculum in terms of format and delivery, capitalizing on best practices at state and national levels. From the math placement boot camp and Redesign, which have moved beyond pilot status, through our upcoming 2014-15 developmental math pilots (for streamlined 2-in-1-semester math combo and modularized courses), our lead developmental math faculty have worked to improve the completion and success rates of our students, the majority of whom test into developmental math. (It is worth noting that our upcoming developmental math pilots will be taught by full-time and adjunct faculty beyond the instructors who serve on our committee and who already teach our Redesign classes. This shows how the work of our project is scaling up beyond the faculty who are immediately involved in the design of these new initiatives.)

In English, we are looking to improve the accuracy of our placement process, by moving away from Compass testing as the sole determinant toward a multiple-measure placement model. We anticipate this to benefit not just our developmental English students, but all our English students. At the same time, our Spring 2015 English ALP pilot (using supplemental instruction from our Writing Reading Center staff, which we have done successfully with lower-level developmental courses) aims to improve the success rates of our upper-level developmental English students (ENG 111/11) by mixing them directly in with our first-semester-composition students (ENG 111).

All these reforms have direct impact on students who place into our developmental math and English courses (as well as tangential benefit to non-developmental students).
REVIEW:

NMC has identified best practices that are research-based, as well as developed best practices that are local to its campus. There is a well-defined path forward for the institution to keep the level of commitment high across all groups.

Question #6: Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project’s goals:

In creating and implementing our developmental initiatives this past year, we have come to recognize the challenges posed by “marketing” and communication lapses in the academic advising loop that involves not just our advising staff but faculty advisors. We have recently begun discussing how our Math and English faculty (and indeed all our faculty) need to learn more about the ins and outs of academic advising (and financial aid limits on developmental education) to better serve our students. In our full-group meetings, we have recognized how “marketing” (or lack of strategic communication) can thwart our best intentions (e.g., resulting in one pilot section of streamlined developmental math being under-enrolled and hence eliminated in the context of Fall 2014 course efficiencies). We anticipate that lead developmental faculty, moving forward with initiatives, will continue to work strategically with Student Support Services to clearly explain new developmental class formats and offerings to students (and faculty advisors beyond our committee) who don’t grasp the significant implications of these developmental curriculum reforms. It is one thing to innovate the curriculum, yet another thing entirely to get students to sign up for new pilots intended to benefit and accelerate them.

REVIEW:

NMC has identified challenges and strategies to overcome them. It may be helpful for the members of this project to "market" the progress to the Executive Team or the college Board of Directors as a way to celebrate its progress. Developing specific strategies to get the word out have the potential to both improve the long-term results, but also the level of institutional support.

Question #7: In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of the action project. Provide a timeline for completing each next step:

To move our Action Project forward in 2014-15, we first updated the campus community on our work so far in brief presentations at two key professional development gatherings in August 2014: new faculty/staff orientation and Opening Conference. Our committee will continue our
cycle of monthly full-group meetings and regular sub-committee work, to progress through the following tasks:

- **Fall 2014**: Run the two pilot streamlined 2-in-1 semester (7.5+7.5 weeks) developmental sections; monitor the two Redesign sections using new software/texts.
- **Fall 2014**: Run the Bridge Math workshop pilot in Student Success Center (using PLATO)
- **Fall 2014**: Continue planning for Spr 2015 2-hour incremental credit, modularized developmental math pilot
- **Fall 2014**: Continue planning for Spr 2015 ENG 111/11 ALP pilot.
- **Fall 2014-Spring 2015**: Investigate multiple-measure-placement (MMP) models for future English pilot, working with English department
- **Spring 2015**: Run the modularized developmental math pilot.
- **Spring 2015**: Run the ENG 111/11 ALP pilot (mixing 111/11 + 111 students in the same class)
- **Fall 2014-Spring 2015**: Continue to monitor and evaluate developmental completion and success data, and adjust existing developmental reforms (e.g., Redesign math, math placement bootcamps, 80% rule, PowerPath, ENG 107/OnCourse) so to improve our rates.

**REVIEW:**

NMC has clearly defined steps to make improvements to the curriculum and coursework, what seems to be lacking are steps to work with advising and other departments to increase student participation. Identifying goals around marketing may be helpful.

**Question #8:** Provide any additional information, inquiries, or concerns that the institution wishes for reviewers to understand regarding this action project:

This past spring, as we have analyzed developmental course completion and success rates, compared with developmental pipeline statistics, we have begun to wrestle with conflicting definitions of “success.” The current state and national climate emphasizing college completion only seems to privilege success at the level of diploma or certificate. While this emphasis is undoubtedly important in today’s economy, it may undervalue other kinds of “success” (e.g., in basic adult literacy that changes the lives of some of our most at-risk developmental students who struggle—and persevere—to complete a developmental course two levels below college-level, yet because of their impoverished skills do not successfully complete subsequent courses or make it to/through college-level coursework).

Another concern we have, in terms of evaluating our developmental “success”, is if we only look at course success rates at a given point in time (which is our current measurement, as documented by our current metrics), we may never see progress. This challenges us to
conceive of new ways to measure student progress—not just by documenting the aggregate at a point in time, but by tracking specific cohorts and individual students across time.

Submitted 14 August 2014 by project co-chairs
Judy Chu (English Faculty) and Mark Nelson (Math Faculty)

REVIEW:

These are excellent points. It may be possible to springboard these ideas into a future Action Project.
Appendix A

Developmental English (ENG97/ENG99) TARGETS Dashboard
(version 20140304)
Appendix B

Developmental Math Metrics Dashboard TARGETS
(version20140304)
Appendix C
Pipeline Success MTH08 through MTH111
(version 20140225)

Of the 150 new students that placed into MTH08 in fall 2009, 94 (63%) attempted MTH08 their first semester with a 62% success rate. Of the 94 that attempted MTH08 in fall 2009, 17 (18%) successfully completed MTH111 within five semesters. Of the original 150 who placed into MTH08, an additional 36 (24%) attempted MTH08 between spring 2010 and fall 2013 with a 75% success rate.

Of the 175 new students that placed into MTH08 in fall 2010, 107 (61%) attempted MTH08 in fall 2010 with a 65% success rate. Of the 107 that attempted MTH08 in their first semester, 18 (17%) successfully completed MTH111 within five semesters. An additional 42 (24%) students of the original 175, attempted MTH08 between spring 2011 and fall 2012 with a 43% success rate.

Of the 140 new students that placed into MTH08 in fall 2011, 87 (62%) attempted MTH08 in fall 2011 with a 63% success rate. Of the 87 that attempted MTH08 in their first semester, 9 (10%) successfully completed MTH111 within five semesters. Of the original 140 that placed into MTH08, an additional 33 (24%) attempted MTH08 between spring 2012 and fall 2013 with a 42% success rate.
Appendix D
Pipeline Success MTH23 through MTH111 (version 20140225)

Of the 441 new students that placed into MTH23 in fall 2009, 268 (61%) attempted MTH23 their first semester with a 63% success rate. Of the 268 that attempted MTH23 in fall 2009, 97 (36%) successfully completed MTH111 within three semesters. Of the original 441 who placed into MTH23, an additional 95 (22%) attempted MTH23 between spring 2010 and fall 2013 with a 77% success rate.

Of the 404 new students that placed into MTH23 in fall 2010, 272 (67%) attempted MTH23 their first semester with a 67% success rate. Of the 272 that attempted MTH23 in fall 2010, 87 (32%) successfully completed MTH111 within three semesters. Of the original 404 who placed into MTH23, an additional 94 (21%) attempted MTH23 between spring 2011 and fall 2013 with a 64% success rate.
Appendix D (continued)

Of the 297 new students that placed into MTH23 in fall 2011, 198 (67%) attempted MTH23 their first semester with a 70% success rate. Of the 198 that attempted MTH23 in fall 2011, 71 (36%) successfully completed MTH111 within three semesters. Of the original 297 who placed into MTH23, an additional 57 (19%) attempted MTH23 between spring 2012 and fall 2013 with a 70% success rate.

Of the 303 new students that placed into MTH23 in fall 2012, 205 (68%) attempted MTH23 their first semester with a 71% success rate. Of the 205 that attempted MTH23 in fall 2012, 85 (42%) successfully completed MTH111 within three semesters. Of the original 303 who placed into MTH23, an additional 52 (17%) attempted MTH23 between spring 2013 and fall 2013 with a 77% success rate.
Welcome to the annual demographics edition of the NMC Scan.

Where updated data are available from the prior demographics issue (May 2014) they are provided. The intent of the May Scan is to inform our thinking in preparation for strategic planning as part of the Grasp the Situation work with which Leadership Group is involved. As you read through the document and consider the data as it interconnects and begins to tell a story, please share your observations and thoughts with ORPE.

As you read the Scan don’t forget to check out the recommended links noted with this symbol ✶.

Demographics - Population Shifts

Thoughts
1. Looking ahead to 2020, Grand Traverse County continues to be a bright spot for our region as well as in the state considering rate of population growth nearly matching the national growth projection of +3.3% over the coming five years. [Table 1, Page 3] In fact, Department of Transportation research conducted by the University of Michigan Institute for Research on Labor, Employment, and the Economy suggests that Grand Traverse County is heading into its peak overall population growth years from 2015-2020 considering projections through 2040. [Page 4]
2. While population trends would appear to favor our region and Grand Traverse County in particular, younger adults (15-44) are projected to become a still smaller percentage of our population in the 10 County Region. [Table 2, Page 6]
3. As the Millennial generation passes the Baby Boomer generation as the largest living generational cohort, this too signals a rapid decline in Baby Boomer numbers. Over time this demographic fact should improve job prospects for the younger generation. [Graphic 2, Page 2]
Data

Graphic 1: Median Age by State: 2010 Census

Graphic 2: Millennials to Overtake Baby Boomers in 2015 as the Largest Living Generation

Projected Population by Generation

In millions

Note: Millennials refers to the population ages 18 to 34 as of 2015.

Source: Pew Research Center tabulations of U.S. Census Bureau population projections released December 2014
Table 1: Projected Population Change, 2015 to 2024

<table>
<thead>
<tr>
<th>Area</th>
<th>2015 Population</th>
<th>2024 Population</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Area</td>
<td>202,852</td>
<td>204,938</td>
<td>2,086</td>
<td>1.0%</td>
</tr>
<tr>
<td>10-County Region</td>
<td>301,394</td>
<td>303,418</td>
<td>2,024</td>
<td>0.7%</td>
</tr>
<tr>
<td>State</td>
<td>9,835,840</td>
<td>9,785,013</td>
<td>-50,827</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Nation</td>
<td>321,348,861</td>
<td>332,026,922</td>
<td>10,678,061</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Source: EMSI – 2015.1

NOTE: The NMC Service Area includes: Antrim, Benzie, Kalkaska, Leelanau, Grand Traverse and Wexford counties.

Graphic 3: Michigan Population by County, 2015 Estimates

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1

Graphic 4: Michigan Projected Percent Population Change, 2015 to 2020

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1
Within the 10 County Region note that Benzie, Charlevoix, Leelanau, Missaukee and Wexford counties are expected to have essentially no change in population over the next five (5) years and are therefore shown in white. Grand Traverse County is one of two counties in Michigan projected to have a +3% change in population over the 2015-2020 time period. The only other county in the 10 County Region projected to see population growth by 2020 is Emmet County at +1% change.

**Graphic 5: 30-Year Change in Population by Michigan County, 2010-2040**

Source: The Economic and Demographic Outlook for Michigan through 2040, Donald R. Grimes and George A. Fulton, The Institute for Research on Labor, Employment, and the Economy, University of Michigan, for the Bureau of Transportation Planning, March 2012

NOTE: This Department of Transportation study is conducted every five years. The next anticipated study year is 2017. Therefore, these are the most current data available at this time.

The Department of Transportation survey results projecting population change by county through 2040 offering the following highlights:

- Grand Traverse County is heading into its peak overall population growth years from 2015-2020 driven largely by domestic migration (both under and over 65) and natural increases (more births than deaths).
- Benzie County is projected to see an overall population decline through 2040 despite the slight, steady increase in domestic migration of those 65 and over.
- Kalkaska County is projected to experience an increase in the rate of growth of domestic migration over 65 accelerating after 2035.
Graphic 6: Rates of Out-Migration from Michigan and the U.S. by Age: 2012

Source: Updated Migration Statistics from the American Community Survey: 2012, Michigan Department of Technology, Management and Budget/CSSTP

As Graphic 5 illustrates, Michigan’s rate of out-migration mirrors the U.S. pattern by age group though Michigan’s level of out-migration is lower than that for the nation as a whole for all ages except for those aged 70-74. Rates of out-migration are the highest for both Michigan and the U.S. for those aged 18-24. The Michigan Department of Technology, Management and Budget report further concluded that “Michigan’s population losses through migration have been caused by low in-migration rather than high out-migration.”

Graphic 7: Population Distribution by Age Categories, U.S. vs. Michigan vs. Grand Traverse County, 2040

Table 2: Percentage Breakdown of Total Population for the 10 County Region, 2000 -2020

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2000</th>
<th>2010</th>
<th>2015 Current Year</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 0-14</td>
<td>20.4%</td>
<td>17.7%</td>
<td>16.8%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Age 15-44</td>
<td>39.1%</td>
<td>33.2%</td>
<td>32.1%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Age 45-64</td>
<td>24.8%</td>
<td>30.7%</td>
<td>31.4%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Age 65 and over</td>
<td>14.9%</td>
<td>17.7%</td>
<td>20.7%</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

Source: 2000 and 2010 data are Census figures. 2015 and 2020 data are from Economic Modeling Specialists, EMSI Complete Employment – 2015.1.

Graphic 8: Change in Population All Ages by County, 2000-2020


Graphic 8 clearly shows that Grand Traverse County is increasingly the population center for the 10 County Region. This consolidation of population is expected to continue through 2020 as many counties in the region are expected to face population declines. Emmet County is the only other county with notable expected population growth.
From 2000-2010, Census data reveals that all counties in the 10 County Region with the exception of Charlevoix County gained population. Looking ahead to 2020, Economic Modeling Specialists (EMSI) projects that only three counties in this region will gain in population while the rest will lose population. Grand Traverse County is expected to see the largest gain of +7.58% by 2020 while Antrim County is expected to see the largest decline of -3.03%.

The following six graphics (Graphic 10-15) show the projected change in traditional age college students as well as those 30-44 in the six counties in NMC's Service Area. Reflecting on these charts, all counties show a slight uptick in the 15-19 year old group from 2015-2017 followed by a flattening or gradual, small decline. Grand Traverse County is projected to have steady growth in the 30 to 44 age group from 2015 to 2024. The 20 to 24 year old cohort is the smallest for all counties for most years in the selected years shown.
Graphic 10: Antrim County Population Projections by Age, 2015-2024

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1

Graphic 11: Benzie County Population Projections by Age, 2015-2024

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1

Graphic 12: Grand Traverse County Population Projections by Age, 2015-2024
Graphic 13: Kalkaska County Population Projections by Age, 2015-2024

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1
Graph 14: Leelanau County Population Projections by Age, 2015-2024

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1

Graph 15: Wexford County Population Projections by Age, 2015-2024

Source: Economic Modeling Specialists, EMSI Complete Employment – 2015.1
Demographics - Educational Attainment

 Thoughts
1. Michigan posted a notable increase in those holding an associate degree or higher from 2009-2013 mirroring the national increase. However, Michigan is only ranked 34 in those with associates degree or higher. [Graphic 19, Page 13]
2. Within the 10 County Region, Emmet County leads the region with the largest percentage of population with an Associate’s degree followed by Grand Traverse County. [Graphic 22, Page 14]

Data

 Graphic 16: America as 100 College Students

Source: America as 100 College Students, The Bill & Melinda Gates Foundation, 2015
**Graphic 17: Percent of U.S. Population 25 yrs and over by Detailed Attainment Level: 2000-2014**


**Graphic 18: U.S. Educational Attainment (25 years or older) – 2014**

Graphic 19: Population with Bachelor’s Degree or Higher (25 years or older) – 2013

Source: U.S. Census Bureau, American Fact Finder, Updated Annually in January

Graphic 20: Educational Attainment by Occupation

Graphic 21: Educational Attainment by Industry


Graphic 22: Michigan & County Level Educational Attainment (25 years or older)

Source: U.S. Census Bureau, 2009-2013 American Community Survey
Graphic 23: 10 County Educational Attainment as a Percent of Total Population

Source: U.S. Census Bureau, 2009-2013 American Community Survey

Graphic 24: 10 County Region Bachelor’s Degree or Higher by Age Group

Source: U.S. Census Bureau, 2009-2013 American Community Survey
Table 4: Field of Bachelor’s Degree for First Major for the Population 25 years and over

<table>
<thead>
<tr>
<th></th>
<th>Grand Traverse County, Michigan</th>
<th>Estimate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Engineering</td>
<td>5,327</td>
<td>28.4%</td>
<td></td>
</tr>
<tr>
<td>Science and Engineering Related Fields</td>
<td>2,166</td>
<td>11.6%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>4,423</td>
<td>23.6%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3,212</td>
<td>17.1%</td>
<td></td>
</tr>
<tr>
<td>Arts, Humanities and Other</td>
<td>3,606</td>
<td>19.2%</td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2013 American Community Survey, 1-Year Estimates

Demographics - K-12

Thoughts
1. Graphic 25 below is an excellent visual confirmation of national trends which show increasing higher education enrollments during economic downturns. Out-of-state enrollment experienced 61.4% growth from 2010-2014 compared to -18% for Grand Traverse residents over that same time period.
2. The majority of NMC’s fall 2014 enrollment as of Report Day is from Grand Traverse County (54%) while 4% were from out of state. [Graphic 26, Page 17]
3. Kalkaska County sent the highest percentage of their high school graduates in 2014 to NMC (conversion rate) at 36% compared with Grand Traverse County at 32%. Underscoring their larger high school graduate population, a 1% change in the conversion rate for Grand Traverse County equates to six (6) NMC enrollees. [Table 5, Page 18]

Data

Graphic 25: Enrollment Report – Fall Report Day

Source: NMC Enrollment Management & Student Services – based on Count Day Information
Table 5: 2014 Graduates and NMC Enrollees by County

<table>
<thead>
<tr>
<th>County</th>
<th>Number of HS Graduates</th>
<th>Number Enrolled at NMC Fall 2014</th>
<th>Conversion Rate</th>
<th>Number of NMC Enrollees for Approx. 1% Change in Conversion Rate based on 2014 Graduate base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrim</td>
<td>238</td>
<td>52</td>
<td>22%</td>
<td>4</td>
</tr>
<tr>
<td>Benzie</td>
<td>137</td>
<td>28</td>
<td>20%</td>
<td>1</td>
</tr>
<tr>
<td>Grand Traverse</td>
<td>878</td>
<td>277</td>
<td>32%</td>
<td>6</td>
</tr>
<tr>
<td>Kalkaska</td>
<td>132</td>
<td>47</td>
<td>36%</td>
<td>1</td>
</tr>
<tr>
<td>Leelanau</td>
<td>129</td>
<td>42</td>
<td>33%</td>
<td>1</td>
</tr>
<tr>
<td>Wexford</td>
<td>332</td>
<td>40</td>
<td>12%</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: CEPI - Michigan’s Center for Educational Performance and Information / utilized beginning 2014

Demographics - Economy

Thoughts
1. Michigan’s U-3 (standard definition of unemployment) rate as of February 2015 was 5.8%. The broader U-6 unemployment rate for Michigan from second quarter 2014 through first quarter 2015 averaged 13.1%. The latter better captures the impact of the long term, unemployed as well as the under employed in our state. [Table 6, Page 21]
2. Grand Traverse County was the only state in the 10 County Region with an unemployment rate in February 2015 that was at the State and National levels. The remaining nine (9) counties had
higher unemployment rates than the Michigan and National rates. Emmet County posted the highest unemployment rate in the 10 County Region at 9.5% followed closely by Kalkaska County at 9.4% and Antrim County at 9.2%. [Table 6, Page 21]

3. Data by the U.S. Census Bureau showing the level of poverty for those age 18-34 from 2009-2013 (the Millennial generation) at 20% compared to the Baby Boomers in 1980 at 14%, underscores the challenge facing this youngest working generation. [Graphic 33, Page 22]

4. Graphic 34 [Page 23] illustrates the extent of both the real problem of growing wealth inequality (i.e. the bottom 40% of American’s have barely any wealth and the top 1% have more wealth than 9 of 10 Americans believe the top 20% should have) and the misperception of reality. That is, most American’s (Republicans and Democrats alike) don’t understand just how much wealth in America is skewed to the top 1% of the population.

5. Increased wealth inequality in the United States may work to undermine the role of education as a key driver of upward economic mobility.

6. Unemployment rates continue to be lower for those who hold a Bachelor’s degree or higher. However, persistent wage stagnation is putting pressure on the benefits of a degree namely higher career wages. [Graphic 30, Page 20]

7. The national trend of growth in service jobs which typically pay lower wages is also being seen in our 10 County Region. Table 9 [Page 26] highlights that the projected fastest growing industries in the region from 2015-2020 are temporary help services (+27% from 2015-2020) followed by full service restaurants (+6%). Full service restaurants is also the second largest industry in our region beyond local government. [Table 10, Page 28]

8. The top three fastest growing occupations in the 10 County Region from 2015 to 2020 are projected to be in the health field – registered nurses (+7%), nursing assistants (+7%) and medical assistants (+10%). [Table 12, Page 30]

Data

Graphic 27: Unemployment Rates by State, Seasonally Adjusted, March 2015
The common and official measure of unemployment is the U-3 unemployment rate which “includes all jobless persons who are available to take a job and have actively sought work in the past four weeks”. A broader definition of unemployment known as the U-6 unemployment rate includes those who are unemployed by the commonly used definition plus all marginally attached workers (i.e. the long term unemployed - would like to work and have looked for work in the past year but not in the past four weeks) and total employed part time for economic reasons (i.e. they want to work full time but can only find part time work or their employer cut their hours). The Bureau of Labor Statistics provides U-6 data on a 4-quarter moving-average basis. The average U-6 unemployment rate for Michigan from the second quarter of 2014 through the first quarter of 2015 was 13.1%. Source: www.bls.gov
Graphic 29: Job Seeker Ratio (unemployed job seekers per job opening)


Note in Graphic 29 above that at the tail end of the last recession (July 2009), the job seeker ratio was 6.8 and it has fallen to 1.7 as of February 2015.

Graphic 30: Unemployment Rates (Seasonally Adjusted) by Educational Attainment, March 2014 and March 2015

Graphic 31: Change in Employment by Michigan County 150% of Statewide Avg, 2010-2040


This same study noted one county – Iosco – that is expected to show a decline in population from 2010-2040.

Table 6: Unemployment Rates by County, Not Seasonally Adjusted

<table>
<thead>
<tr>
<th>County</th>
<th>February 2014 Rate</th>
<th>February 2015 Rate</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrim</td>
<td>12.9%</td>
<td>9.2%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Benzie</td>
<td>12.2%</td>
<td>8.8%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Charlevoix</td>
<td>11.4%</td>
<td>7.7%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Emmet</td>
<td>13.7%</td>
<td>9.5%</td>
<td>-4.2%</td>
</tr>
<tr>
<td>Grand Traverse</td>
<td>8.2%</td>
<td>5.8%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Kalkaska</td>
<td>12.8%</td>
<td>9.4%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Leelanau</td>
<td>9.8%</td>
<td>6.9%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Manistee</td>
<td>11.5%</td>
<td>8.1%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>Missaukee</td>
<td>10.2%</td>
<td>7.8%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Wexford</td>
<td>10.6%</td>
<td>7.7%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Michigan</td>
<td>8.6%</td>
<td>5.8%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>USA</td>
<td>7.0%</td>
<td>5.8%</td>
<td>-1.2%</td>
</tr>
</tbody>
</table>

Graphic 32: How Young Adult Earnings Compared to 1980


Graphic 33: Millennials vs. Baby Boomers in terms of Poverty and Degrees

Consider dedicating six minutes of your life to watching this impactful video on wealth inequality. Graphic 34 is a captured image that compares what 92% of American’s (Democrats and Republicans alike) think is
an ideal distribution of wealth across the quintiles to what American’s think is the distribution compared to the reality of the distribution of wealth in American today.

**Graphic 34: Ideal to Prevailing Opinion to the Reality of Wealth Inequality in America**

The video makes the point that the difference between what we think is ideal and what we think the distribution is, is as out of alignment with what we think and what IS the actual distribution of wealth in America. In fact, “1% of American’s have 40% of the nation’s wealth. The bottom 80% -- 8 out of every 10 people, or 80 out of these 100 – only has 7% between them.”

**Graphic 35: Median Household Income – 2008-2013**

**Source:** U.S. Census Bureau, Small Area Estimates Branch

**NMC Scan** May 2015

©Northwestern Michigan College
Graphic 36: Michigan Median Household Income, 2013

Source: U.S. Census Bureau, 2013 Small Area Income and Poverty Estimates (SAIPE) Mapping Tool

Graphic 37: Michigan Poverty Levels by County, 2013

Source: U.S. Census Bureau, 2013 Small Area Income and Poverty Estimates (SAIPE)
Defining poverty in the U.S.: Following the Office of Management and Budget’s (OMB) Statistical Policy Directive 14, the Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. If a family's total income is less than the family's threshold, then that family and every individual in it is considered in poverty. The official poverty thresholds do not vary geographically, but they are updated for inflation using Consumer Price Index (CPI-U). The official poverty definition uses money income before taxes and does not include capital gains or noncash benefits (such as public housing, Medicaid, and food stamps). Source: U.S. Census Bureau

Graphic 38: Share of Workforce, By Occupational Class, 1950-2022

Source: Where the Good and Bad Jobs Will Be, 10 Years from Now, by Richard Florida, The Atlantic Cities, February 25, 2014

NOTE: In Graphic 38, examples of creative class jobs are the professions as well as knowledge-based positions in fields like arts, media and entertainment, science and technology and business and management. Service class job examples include retail sales, food prep, and personal care as well as construction and transportation jobs. Working class jobs are factory production jobs.

Hot Industries & Occupations
As the economic recovery continues in the U.S., the rate with which certain industries and occupations are growing varies. Tables 8-13 identify those that are outpacing others in growth both for the U.S. and in the 10 County Region.

Table 8: Top 25 Fastest Growing Industries in the U.S. (sorted by change)

<table>
<thead>
<tr>
<th>NAICS</th>
<th>Description</th>
<th>2015 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>2014 Total Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>561320</td>
<td>Temporary Help Services</td>
<td>2,875,252</td>
<td>3,281,191</td>
<td>405,939</td>
<td>14%</td>
<td>$33,836</td>
</tr>
<tr>
<td>722511</td>
<td>Full-Service Restaurants</td>
<td>5,174,124</td>
<td>5,492,350</td>
<td>318,226</td>
<td>6%</td>
<td>$21,469</td>
</tr>
<tr>
<td>903611</td>
<td>Elementary and Secondary Schools (Local Government)</td>
<td>7,116,424</td>
<td>7,428,797</td>
<td>312,373</td>
<td>4%</td>
<td>$62,832</td>
</tr>
<tr>
<td>622110</td>
<td>General Medical and Surgical Hospitals</td>
<td>4,555,627</td>
<td>4,862,521</td>
<td>306,894</td>
<td>7%</td>
<td>$69,868</td>
</tr>
<tr>
<td>621610</td>
<td>Home Health Care Services</td>
<td>1,430,804</td>
<td>1,731,253</td>
<td>300,449</td>
<td>21%</td>
<td>$32,937</td>
</tr>
<tr>
<td>NAICS</td>
<td>Description</td>
<td>2015 Jobs</td>
<td>2020 Jobs</td>
<td>Change</td>
<td>% Change</td>
<td>Current Total Earnings</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>621111</td>
<td>Offices of Physicians (except Mental Health Specialists)</td>
<td>2,559,895</td>
<td>2,823,984</td>
<td>264,089</td>
<td>10%</td>
<td>$100,369</td>
</tr>
<tr>
<td>624120</td>
<td>Services for the Elderly and Persons with Disabilities</td>
<td>1,612,777</td>
<td>1,876,361</td>
<td>263,584</td>
<td>16%</td>
<td>$19,479</td>
</tr>
<tr>
<td>722513</td>
<td>Limited-Service Restaurants</td>
<td>4,049,818</td>
<td>4,290,891</td>
<td>241,073</td>
<td>6%</td>
<td>$16,181</td>
</tr>
<tr>
<td>611310</td>
<td>Colleges, Universities, and Professional Schools</td>
<td>1,934,559</td>
<td>2,141,070</td>
<td>206,511</td>
<td>11%</td>
<td>$51,265</td>
</tr>
<tr>
<td>903999</td>
<td>Local Government, Excluding Education and Hospitals</td>
<td>5,575,659</td>
<td>5,759,630</td>
<td>183,971</td>
<td>3%</td>
<td>$71,092</td>
</tr>
<tr>
<td>452910</td>
<td>Warehouse Clubs and Supercenters</td>
<td>1,463,756</td>
<td>1,646,148</td>
<td>182,392</td>
<td>12%</td>
<td>$30,185</td>
</tr>
<tr>
<td>541512</td>
<td>Computer Systems Design Services</td>
<td>942,822</td>
<td>1,116,924</td>
<td>174,102</td>
<td>18%</td>
<td>$111,167</td>
</tr>
<tr>
<td>425120</td>
<td>Wholesale Trade Agents and Brokers</td>
<td>922,597</td>
<td>1,072,017</td>
<td>149,420</td>
<td>16%</td>
<td>$30,185</td>
</tr>
<tr>
<td>236118</td>
<td>Residential Remodelers</td>
<td>593,420</td>
<td>738,622</td>
<td>145,202</td>
<td>24%</td>
<td>$36,852</td>
</tr>
<tr>
<td>541511</td>
<td>Custom Computer Programming Services</td>
<td>884,089</td>
<td>1,021,440</td>
<td>137,351</td>
<td>16%</td>
<td>$114,207</td>
</tr>
<tr>
<td>623110</td>
<td>Nursing Care Facilities (Skilled Nursing Facilities)</td>
<td>1,690,692</td>
<td>1,819,302</td>
<td>128,610</td>
<td>8%</td>
<td>$37,588</td>
</tr>
<tr>
<td>561720</td>
<td>Janitorial Services</td>
<td>1,295,078</td>
<td>1,406,679</td>
<td>111,601</td>
<td>9%</td>
<td>$21,816</td>
</tr>
<tr>
<td>238220</td>
<td>Plumbing, Heating, and Air-Conditioning Contractors</td>
<td>1,068,211</td>
<td>1,177,447</td>
<td>109,236</td>
<td>10%</td>
<td>$60,365</td>
</tr>
<tr>
<td>902612</td>
<td>Colleges, Universities, and Professional Schools (State Government)</td>
<td>2,557,971</td>
<td>2,666,529</td>
<td>108,558</td>
<td>4%</td>
<td>$59,462</td>
</tr>
<tr>
<td>551114</td>
<td>Corporate, Subsidiary, and Regional Managing Offices</td>
<td>2,089,748</td>
<td>2,195,744</td>
<td>105,996</td>
<td>5%</td>
<td>$129,426</td>
</tr>
<tr>
<td>541611</td>
<td>Administrative Management and General Management Consulting Services</td>
<td>623,517</td>
<td>723,184</td>
<td>99,667</td>
<td>16%</td>
<td>$101,510</td>
</tr>
<tr>
<td>541330</td>
<td>Engineering Services</td>
<td>992,601</td>
<td>1,086,225</td>
<td>93,624</td>
<td>9%</td>
<td>$101,936</td>
</tr>
<tr>
<td>813110</td>
<td>Religious Organizations</td>
<td>1,724,893</td>
<td>1,817,762</td>
<td>92,869</td>
<td>5%</td>
<td>$20,129</td>
</tr>
</tbody>
</table>

Note: Fastest growing was determined by the largest change in number of jobs for industries with an increase in jobs between 2015 and 2020 of at least 90,000 jobs.
Source: QCEW Employees & Non-QCEW Employees - EMSI 2015.1 Class of Worker

Table 9: Top 25 Fastest Growing Industries in the 10 County Region (sorted by change)
<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>Description</th>
<th>Count 2015</th>
<th>Count 2016</th>
<th>Count 2017</th>
<th>Percent Change</th>
<th>Revenue 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>452910</td>
<td>Warehouse Clubs and Supercenters</td>
<td>2,200</td>
<td>2,409</td>
<td>209</td>
<td>10%</td>
<td>$28,574</td>
</tr>
<tr>
<td>336390</td>
<td>Other Motor Vehicle Parts Manufacturing</td>
<td>643</td>
<td>776</td>
<td>133</td>
<td>21%</td>
<td>$87,559</td>
</tr>
<tr>
<td>112000</td>
<td>Animal Production</td>
<td>683</td>
<td>816</td>
<td>133</td>
<td>19%</td>
<td>$26,978</td>
</tr>
<tr>
<td>722513</td>
<td>Limited-Service Restaurants</td>
<td>3,313</td>
<td>3,441</td>
<td>128</td>
<td>4%</td>
<td>$14,887</td>
</tr>
<tr>
<td>326299</td>
<td>All Other Rubber Product Manufacturing</td>
<td>569</td>
<td>696</td>
<td>127</td>
<td>22%</td>
<td>$42,615</td>
</tr>
<tr>
<td>561730</td>
<td>Landscaping Services</td>
<td>1,483</td>
<td>1,609</td>
<td>126</td>
<td>8%</td>
<td>$28,658</td>
</tr>
<tr>
<td>623220</td>
<td>Residential Mental Health and Substance Abuse Facilities</td>
<td>269</td>
<td>385</td>
<td>116</td>
<td>43%</td>
<td>$26,396</td>
</tr>
<tr>
<td>624120</td>
<td>Services for the Elderly and Persons with Disabilities</td>
<td>442</td>
<td>557</td>
<td>115</td>
<td>26%</td>
<td>$22,209</td>
</tr>
<tr>
<td>236118</td>
<td>Residential Remodelers</td>
<td>971</td>
<td>1,085</td>
<td>114</td>
<td>12%</td>
<td>$29,259</td>
</tr>
<tr>
<td>903611</td>
<td>Elementary and Secondary Schools (Local Government)</td>
<td>5,490</td>
<td>5,604</td>
<td>114</td>
<td>2%</td>
<td>$64,225</td>
</tr>
<tr>
<td>814110</td>
<td>Private Households</td>
<td>795</td>
<td>907</td>
<td>112</td>
<td>14%</td>
<td>$12,570</td>
</tr>
<tr>
<td>110000</td>
<td>Crop Production</td>
<td>1,074</td>
<td>1,185</td>
<td>111</td>
<td>10%</td>
<td>$25,395</td>
</tr>
<tr>
<td>238910</td>
<td>Site Preparation Contractors</td>
<td>1,122</td>
<td>1,233</td>
<td>111</td>
<td>10%</td>
<td>$43,424</td>
</tr>
<tr>
<td>452990</td>
<td>All Other General Merchandise Stores</td>
<td>661</td>
<td>766</td>
<td>105</td>
<td>16%</td>
<td>$21,906</td>
</tr>
<tr>
<td>562111</td>
<td>Solid Waste Collection</td>
<td>353</td>
<td>456</td>
<td>103</td>
<td>29%</td>
<td>$69,115</td>
</tr>
<tr>
<td>623311</td>
<td>Continuing Care Retirement Communities</td>
<td>272</td>
<td>375</td>
<td>103</td>
<td>38%</td>
<td>$28,177</td>
</tr>
<tr>
<td>311612</td>
<td>Meat Processed from Carcasses</td>
<td>361</td>
<td>463</td>
<td>102</td>
<td>28%</td>
<td>$44,804</td>
</tr>
<tr>
<td>623110</td>
<td>Nursing Care Facilities (Skilled Nursing Facilities)</td>
<td>1,213</td>
<td>1,303</td>
<td>90</td>
<td>7%</td>
<td>$37,803</td>
</tr>
<tr>
<td>541990</td>
<td>All Other Professional, Scientific, and Technical Services</td>
<td>260</td>
<td>349</td>
<td>89</td>
<td>34%</td>
<td>$31,389</td>
</tr>
<tr>
<td>332710</td>
<td>Machine Shops</td>
<td>490</td>
<td>578</td>
<td>88</td>
<td>18%</td>
<td>$45,674</td>
</tr>
<tr>
<td>624310</td>
<td>Vocational Rehabilitation Services</td>
<td>453</td>
<td>536</td>
<td>83</td>
<td>18%</td>
<td>$22,751</td>
</tr>
<tr>
<td>238290</td>
<td>Other Building Equipment Contractors</td>
<td>237</td>
<td>320</td>
<td>83</td>
<td>35%</td>
<td>$40,981</td>
</tr>
<tr>
<td>813110</td>
<td>Religious Organizations</td>
<td>1,351</td>
<td>1,433</td>
<td>82</td>
<td>6%</td>
<td>$18,991</td>
</tr>
<tr>
<td>611310</td>
<td>Colleges, Universities, and Professional Schools</td>
<td>341</td>
<td>418</td>
<td>77</td>
<td>23%</td>
<td>$24,344</td>
</tr>
<tr>
<td>813410</td>
<td>Civic and Social Organizations</td>
<td>430</td>
<td>504</td>
<td>74</td>
<td>17%</td>
<td>$17,826</td>
</tr>
<tr>
<td>424820</td>
<td>Wine and Distilled Alcoholic Beverage Merchant Wholesalers</td>
<td>178</td>
<td>250</td>
<td>72</td>
<td>40%</td>
<td>$56,734</td>
</tr>
<tr>
<td>611710</td>
<td>Educational Support Services</td>
<td>205</td>
<td>275</td>
<td>70</td>
<td>34%</td>
<td>$27,292</td>
</tr>
<tr>
<td>713910</td>
<td>Golf Courses and Country Clubs</td>
<td>799</td>
<td>866</td>
<td>67</td>
<td>8%</td>
<td>$26,722</td>
</tr>
<tr>
<td>443142</td>
<td>Electronics Stores</td>
<td>285</td>
<td>349</td>
<td>64</td>
<td>22%</td>
<td>$41,341</td>
</tr>
<tr>
<td>333912</td>
<td>Air and Gas Compressor Manufacturing</td>
<td>220</td>
<td>280</td>
<td>60</td>
<td>27%</td>
<td>$73,388</td>
</tr>
<tr>
<td>448140</td>
<td>Family Clothing Stores</td>
<td>406</td>
<td>466</td>
<td>60</td>
<td>15%</td>
<td>$18,833</td>
</tr>
<tr>
<td>444110</td>
<td>Home Centers</td>
<td>855</td>
<td>913</td>
<td>58</td>
<td>7%</td>
<td>$34,286</td>
</tr>
<tr>
<td>332999</td>
<td>All Other Miscellaneous Fabricated Metal Product Manufacturing</td>
<td>482</td>
<td>537</td>
<td>55</td>
<td>11%</td>
<td>$67,605</td>
</tr>
<tr>
<td>721110</td>
<td>Hotels (except Casino Hotels) and Motels</td>
<td>4,630</td>
<td>4,684</td>
<td>54</td>
<td>1%</td>
<td>$22,637</td>
</tr>
<tr>
<td>221122</td>
<td>Electric Power Distribution</td>
<td>213</td>
<td>266</td>
<td>53</td>
<td>25%</td>
<td>$144,751</td>
</tr>
<tr>
<td>811111</td>
<td>General Automotive Repair</td>
<td>594</td>
<td>645</td>
<td>51</td>
<td>9%</td>
<td>$37,441</td>
</tr>
<tr>
<td>522130</td>
<td>Credit Unions</td>
<td>406</td>
<td>457</td>
<td>51</td>
<td>13%</td>
<td>$42,238</td>
</tr>
<tr>
<td>541910</td>
<td>Marketing Research and Public Opinion Polling</td>
<td>141</td>
<td>191</td>
<td>50</td>
<td>35%</td>
<td>$32,913</td>
</tr>
</tbody>
</table>
Note: Fastest growing was determined by the largest change in number of jobs for industries with an increase in jobs between 2015 and 2020 of at least 50 jobs.
Source: Economic Modeling Specialists; 2015.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Table 10: Top 25 Largest Industries in the 10 County Region

<table>
<thead>
<tr>
<th>NAICS</th>
<th>Description</th>
<th>2015 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Current Total Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>903999</td>
<td>Local Government, Excluding Education and Hospitals</td>
<td>9,251</td>
<td>9,580</td>
<td>329</td>
<td>4%</td>
<td>$48,474</td>
</tr>
<tr>
<td>722511</td>
<td>Full-Service Restaurants</td>
<td>6,182</td>
<td>6,527</td>
<td>345</td>
<td>6%</td>
<td>$19,472</td>
</tr>
<tr>
<td>622110</td>
<td>General Medical and Surgical Hospitals</td>
<td>6,125</td>
<td>6,445</td>
<td>320</td>
<td>5%</td>
<td>$61,652</td>
</tr>
<tr>
<td>903611</td>
<td>Elementary and Secondary Schools (Local Government)</td>
<td>5,490</td>
<td>5,604</td>
<td>114</td>
<td>2%</td>
<td>$64,225</td>
</tr>
<tr>
<td>722110</td>
<td>Hotels (except Casino Hotels) and Motels</td>
<td>4,630</td>
<td>4,684</td>
<td>54</td>
<td>1%</td>
<td>$22,637</td>
</tr>
<tr>
<td>722513</td>
<td>Full-Service Restaurants</td>
<td>3,313</td>
<td>3,441</td>
<td>128</td>
<td>4%</td>
<td>$14,887</td>
</tr>
<tr>
<td>621111</td>
<td>Offices of Physicians (except Mental Health Specialists)</td>
<td>2,804</td>
<td>3,135</td>
<td>331</td>
<td>12%</td>
<td>$101,013</td>
</tr>
<tr>
<td>561320</td>
<td>Temporary Help Services</td>
<td>2,346</td>
<td>2,985</td>
<td>639</td>
<td>27%</td>
<td>$19,815</td>
</tr>
<tr>
<td>452910</td>
<td>Warehouse Clubs and Supercenters</td>
<td>2,200</td>
<td>2,409</td>
<td>209</td>
<td>10%</td>
<td>$28,574</td>
</tr>
<tr>
<td>445110</td>
<td>Supermarkets and Other Grocery (except Convenience Stores)</td>
<td>2,226</td>
<td>2,175</td>
<td>(51)</td>
<td>(2%)</td>
<td>$26,160</td>
</tr>
<tr>
<td>524210</td>
<td>Insurance Agencies and Brokerages</td>
<td>1,633</td>
<td>1,861</td>
<td>228</td>
<td>14%</td>
<td>$63,849</td>
</tr>
<tr>
<td>621210</td>
<td>Offices of Dentists</td>
<td>1,447</td>
<td>1,656</td>
<td>209</td>
<td>14%</td>
<td>$62,669</td>
</tr>
<tr>
<td>561730</td>
<td>Landscaping Services</td>
<td>1,483</td>
<td>1,609</td>
<td>126</td>
<td>8%</td>
<td>$28,652</td>
</tr>
<tr>
<td>813110</td>
<td>Religious Organizations</td>
<td>1,351</td>
<td>1,433</td>
<td>82</td>
<td>6%</td>
<td>$18,991</td>
</tr>
<tr>
<td>611110</td>
<td>Elementary and Secondary Schools</td>
<td>1,380</td>
<td>1,429</td>
<td>49</td>
<td>4%</td>
<td>$35,628</td>
</tr>
<tr>
<td>621610</td>
<td>Home Health Care Services</td>
<td>1,160</td>
<td>1,397</td>
<td>237</td>
<td>20%</td>
<td>$37,179</td>
</tr>
<tr>
<td>623110</td>
<td>Nursing Care Facilities (Skilled Nursing Facilities)</td>
<td>1,213</td>
<td>1,303</td>
<td>90</td>
<td>7%</td>
<td>$37,803</td>
</tr>
<tr>
<td>238910</td>
<td>Site Preparation Contractors</td>
<td>1,122</td>
<td>1,233</td>
<td>111</td>
<td>10%</td>
<td>$43,424</td>
</tr>
<tr>
<td>111000</td>
<td>Crop Production</td>
<td>1,074</td>
<td>1,185</td>
<td>111</td>
<td>10%</td>
<td>$25,395</td>
</tr>
<tr>
<td>902999</td>
<td>State Government, Excluding Education and Hospitals</td>
<td>1,104</td>
<td>1,103</td>
<td>(1)</td>
<td>(0%)</td>
<td>$90,236</td>
</tr>
<tr>
<td>236118</td>
<td>Residential Remodelers</td>
<td>971</td>
<td>1,085</td>
<td>114</td>
<td>12%</td>
<td>$29,259</td>
</tr>
<tr>
<td>447110</td>
<td>Gasoline Stations with Convenience Stores</td>
<td>1,086</td>
<td>1,013</td>
<td>(73)</td>
<td>(7%)</td>
<td>$21,087</td>
</tr>
<tr>
<td>236115</td>
<td>New Single-Family Housing Construction (except For-Sale Builders)</td>
<td>1,298</td>
<td>1,011</td>
<td>(287)</td>
<td>(22%)</td>
<td>$40,444</td>
</tr>
</tbody>
</table>

NOTE: Largest industries as determined by 2020 Jobs of at least 1000 jobs.
Source: Economic Modeling Specialists; 2015.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Those occupations that require a postsecondary vocational award up to an associate’s degree and are projected to be the fastest growing in the U.S. [Table 11, Page 29] and for the region [Table 12, Page 30] are presented below.
Table 11: Top 25 Fastest Growing Occupations in the U.S.  
(Requiring at least a postsecondary non-degree award and at most an associate’s degree)

<table>
<thead>
<tr>
<th>SOC</th>
<th>Description</th>
<th>2015 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Median Hourly Earnings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1141</td>
<td>Registered Nurses</td>
<td>2,805,657</td>
<td>3,038,612</td>
<td>232,955</td>
<td>8%</td>
<td>$31.76</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>31-1014</td>
<td>Nursing Assistants</td>
<td>1,528,495</td>
<td>1,658,375</td>
<td>129,880</td>
<td>8%</td>
<td>$11.95</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>53-3032</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>1,875,687</td>
<td>1,967,869</td>
<td>92,182</td>
<td>5%</td>
<td>$18.31</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>763,028</td>
<td>839,798</td>
<td>76,770</td>
<td>10%</td>
<td>$20.18</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>620,100</td>
<td>686,685</td>
<td>66,585</td>
<td>11%</td>
<td>$14.37</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>25-2011</td>
<td>Preschool Teachers, Except Special Education</td>
<td>460,559</td>
<td>494,546</td>
<td>33,987</td>
<td>7%</td>
<td>$13.10</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>686,924</td>
<td>720,232</td>
<td>33,308</td>
<td>5%</td>
<td>$10.62</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>332,898</td>
<td>359,520</td>
<td>26,622</td>
<td>8%</td>
<td>$16.78</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>253,205</td>
<td>278,874</td>
<td>25,669</td>
<td>10%</td>
<td>$15.04</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>49-9021</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>315,315</td>
<td>340,406</td>
<td>25,091</td>
<td>8%</td>
<td>$20.31</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>23-2011</td>
<td>Paralegals and Legal Assistants</td>
<td>291,671</td>
<td>314,394</td>
<td>22,723</td>
<td>8%</td>
<td>$23.18</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>208,724</td>
<td>231,423</td>
<td>22,699</td>
<td>11%</td>
<td>$34.68</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>29-2012</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>166,347</td>
<td>186,071</td>
<td>19,724</td>
<td>12%</td>
<td>$18.26</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>31-9011</td>
<td>Massage Therapists</td>
<td>161,194</td>
<td>180,175</td>
<td>18,981</td>
<td>12%</td>
<td>$15.07</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>15-1134</td>
<td>Web Developers</td>
<td>156,826</td>
<td>174,471</td>
<td>17,645</td>
<td>11%</td>
<td>$27.74</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical Records and Health Information Technicians</td>
<td>193,580</td>
<td>211,170</td>
<td>17,590</td>
<td>9%</td>
<td>$16.81</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2034</td>
<td>Radiologic Technologists</td>
<td>203,852</td>
<td>221,276</td>
<td>17,424</td>
<td>9%</td>
<td>$26.62</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>SOC</td>
<td>Description</td>
<td>2015 Jobs</td>
<td>2020 Jobs</td>
<td>Change</td>
<td>% Change</td>
<td>Median Hourly Earnings</td>
<td>Typical Entry Level Education</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
<td>----------</td>
<td>------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>96,891</td>
<td>110,125</td>
<td>13,234</td>
<td>14%</td>
<td>$14.72</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-2055</td>
<td>Surgical Technologists</td>
<td>104,867</td>
<td>117,420</td>
<td>12,553</td>
<td>12%</td>
<td>$20.57</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>31-2021</td>
<td>Physical Therapist Assistants</td>
<td>79,360</td>
<td>91,856</td>
<td>12,496</td>
<td>16%</td>
<td>$25.65</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>31-9097</td>
<td>Phlebotomists</td>
<td>114,259</td>
<td>126,404</td>
<td>12,145</td>
<td>11%</td>
<td>$14.51</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>33-2011</td>
<td>Firefighters</td>
<td>310,332</td>
<td>322,001</td>
<td>11,669</td>
<td>4%</td>
<td>$21.92</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2032</td>
<td>Diagnostic Medical Sonographers</td>
<td>63,654</td>
<td>74,712</td>
<td>11,058</td>
<td>17%</td>
<td>$32.00</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>39-5092</td>
<td>Manicurists and Pedicurists</td>
<td>118,229</td>
<td>128,474</td>
<td>10,245</td>
<td>9%</td>
<td>$8.82</td>
<td>Postsecondary non-degree award</td>
</tr>
</tbody>
</table>

NOTE: Fastest growing was determined by the largest change in the number of jobs for occupations with an increase in jobs between 2015 and 2020 of at least 10,000 jobs.

Source: QCEW Employees & Non-QCEW Employees - EMSI 2015.1 Class of Worker
### Table 13: Largest 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</th>
<th>Description</th>
<th>2015 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Median Hourly Earnings</th>
<th>Typical Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1141</td>
<td>Registered Nurses</td>
<td>2,950</td>
<td>3,171</td>
<td>221</td>
<td>7%</td>
<td>$25.83</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>31-1014</td>
<td>Nursing Assistants</td>
<td>1,779</td>
<td>1,911</td>
<td>132</td>
<td>7%</td>
<td>$12.86</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>53-3032</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>1,415</td>
<td>1,500</td>
<td>85</td>
<td>6%</td>
<td>$16.66</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>861</td>
<td>951</td>
<td>90</td>
<td>10%</td>
<td>$14.16</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>51-1011</td>
<td>First-Line Supervisors of Production and Operating Workers</td>
<td>638</td>
<td>639</td>
<td>1</td>
<td>0%</td>
<td>$24.24</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>508</td>
<td>570</td>
<td>62</td>
<td>12%</td>
<td>$19.50</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>454</td>
<td>519</td>
<td>65</td>
<td>14%</td>
<td>$29.19</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>378</td>
<td>438</td>
<td>60</td>
<td>16%</td>
<td>$16.98</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>39-5012</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>456</td>
<td>431</td>
<td>(25)</td>
<td>(5%)</td>
<td>$12.34</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>25-2011</td>
<td>Preschool Teachers, Except Special Education</td>
<td>258</td>
<td>276</td>
<td>18</td>
<td>7%</td>
<td>$11.77</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>29-2034</td>
<td>Radiologic Technologists</td>
<td>210</td>
<td>225</td>
<td>15</td>
<td>7%</td>
<td>$20.93</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>49-9021</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>225</td>
<td>209</td>
<td>(16)</td>
<td>(7%)</td>
<td>$17.60</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>130</td>
<td>161</td>
<td>31</td>
<td>24%</td>
<td>$15.31</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>49-2022</td>
<td>Telecommunications Equipment Installers and Repairers, Except Line Installers</td>
<td>144</td>
<td>152</td>
<td>8</td>
<td>6%</td>
<td>$23.89</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical Records and Health Information Technicians</td>
<td>137</td>
<td>151</td>
<td>14</td>
<td>10%</td>
<td>$16.88</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2055</td>
<td>Surgical Technologists</td>
<td>137</td>
<td>151</td>
<td>14</td>
<td>10%</td>
<td>$21.16</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>33-2011</td>
<td>Firefighters</td>
<td>135</td>
<td>134</td>
<td>(1)</td>
<td>(1%)</td>
<td>$15.36</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>Code</td>
<td>Occupation</td>
<td>Jobs</td>
<td>Avg. Wage</td>
<td>% Growth</td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-9011</td>
<td>Massage Therapists</td>
<td>120</td>
<td>$16.31</td>
<td>9%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-2021</td>
<td>Physical Therapist Assistants</td>
<td>104</td>
<td>$18.97</td>
<td>12%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-3013</td>
<td>Mechanical Drafters</td>
<td>123</td>
<td>$18.55</td>
<td>10%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-2011</td>
<td>Paralegals and Legal Assistants</td>
<td>97</td>
<td>$14.88</td>
<td>6%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-2012</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>86</td>
<td>$16.62</td>
<td>10%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-4031</td>
<td>Library Technicians</td>
<td>86</td>
<td>$14.28</td>
<td>3%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-2032</td>
<td>Diagnostic Medical Sonographers</td>
<td>76</td>
<td>$27.78</td>
<td>14%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-1152</td>
<td>Computer Network Support Specialists</td>
<td>80</td>
<td>$22.11</td>
<td>3%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-9094</td>
<td>Medical Transcriptionists</td>
<td>81</td>
<td>$16.34</td>
<td>0%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-1126</td>
<td>Respiratory Therapists</td>
<td>73</td>
<td>$25.18</td>
<td>8%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-9097</td>
<td>Phlebotomists</td>
<td>71</td>
<td>$16.62</td>
<td>8%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-3023</td>
<td>Electrical and Electronics Engineering Technicians</td>
<td>74</td>
<td>$22.27</td>
<td>0%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-1134</td>
<td>Web Developers</td>
<td>59</td>
<td>$21.81</td>
<td>19%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-3026</td>
<td>Industrial Engineering Technicians</td>
<td>68</td>
<td>$20.42</td>
<td>0%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-2091</td>
<td>Court Reporters</td>
<td>66</td>
<td>$15.20</td>
<td>0%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51-5111</td>
<td>Prepress Technicians and Workers</td>
<td>65</td>
<td>$16.38</td>
<td>3% (5%)</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39-5094</td>
<td>Skincare Specialists</td>
<td>53</td>
<td>$11.81</td>
<td>6%</td>
<td>Postsecondary non-degree award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-3011</td>
<td>Architectural and Civil Drafters</td>
<td>58</td>
<td>$20.92</td>
<td>0%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-2051</td>
<td>Dietetic Technicians</td>
<td>50</td>
<td>$13.65</td>
<td>6%</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>44</td>
<td>$16.46</td>
<td>9% (20%)</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-4091</td>
<td>Environmental Science and Protection Technicians, Including Health</td>
<td>49</td>
<td>$18.07</td>
<td>1% (2%)</td>
<td>Associate's degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Largest was determined by the occupations with the largest number of jobs in 2020 but with at least 50 jobs.
Source: QCEW Employees & Non-QCEW Employees - EMSI 2015.1 Class of Worker
According to real time labor market data based on online job postings tracked by the State of Michigan for Northwest Michigan (the 10 County NW Michigan Council of Governments Region), the following were the top occupations advertised online for 4th Quarter 2014.

Table 14: 4th Quarter 2014 Top Occupations Advertised Online in the 10 County Region

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Online Postings (4th Quarter 2014)</th>
<th>Number of Online Postings (4th Quarter 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>260</td>
<td>190</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>180</td>
<td>160</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>150</td>
<td>60</td>
</tr>
<tr>
<td>Retail Sales Supervisors</td>
<td>130</td>
<td>120</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>120</td>
<td>100</td>
</tr>
<tr>
<td>Janitors and Cleaners</td>
<td>110</td>
<td>-</td>
</tr>
<tr>
<td>Maids and Housekeeping Cleaners</td>
<td>70</td>
<td>-</td>
</tr>
<tr>
<td>Food Service Supervisors</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Food Preparation and Serving Workers</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>Office and Administrative Supervisors</td>
<td>60</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: [MI Bureau of Labor Market Information & Strategic Initiatives/The Conference Board](http://www.mibureau.org), Help Wanted Online. 
NOTE: The quarterly snapshot reflects the online job demand taken mid-quarter.

Those occupations requiring an associate’s degree or vocational training with the highest online demand in the 4th Quarter of 2014 included: registered nurses, truck drivers, production and operating supervisors and medical assistants.

Things to Watch

**Economy**

- *The Impact of Growing Wealth Inequality* – “Since the end of the 1970s, something has gone profoundly wrong in America. Inequality has soared. Educational progress slowed. Incarceration rates quintupled. Family breakdown accelerated. Median household income stagnated.” “But, in retrospect, the average American has been stuck since the Reagan era in a predawn darkness of stagnation and inequality, and we still haven’t shaken it off, particularly since 2000. Inequality has increased further under President Obama.” “By some measures, education — our seed corn for the future — has pretty much stalled. More young American men today have less education than their parents (29 percent) than have more education (20 percent). Among industrialized countries as a whole, 70 percent of 3-year-olds go to preschool; in the United States, 38 percent do.” Source: [Regan, Obama and Inequality](http://www.nytimes.com/2015/01/21/opinion/sunday/regan-obama-and-inequality.html), by Nicholas Kristof, Op-Ed Columnist, The New York Times, January 21, 2015

- *Growing Concern over Wealth Inequality in America* – “A new study shows that the gap in the wealth that different American households have accumulated is more extreme than any at time since the Great Depression.” This article makes the point that wealth inequality is gaining increased attention in large part because of new tools to measure and understand the topic such as work by economists Emmanuel Saez and Gabriel Zucman. Their new report shines a clearer light on the growing problem. “To solve the problem of not having detailed government records of wealth, Saez and Zucman developed a method of capitalizing income records to estimate wealth distribution.” “Saez and Zucman show that, in America, the wealthiest 160,000 families own as much wealth as the poorest 145 million families, and that wealth is about 10 times as unequal as income.” Source: [Wealth inequality in America: It’s worse than you think](http://fortune.com/2014/10/31/wealth-inequality-america-worse-than-you-think/), by Chris Matthews, Fortune, October 31, 2014

- *The Challenge to Trickle Down Economics* – “Traditional conservative economic theory holds that business expansion creates jobs, tightens the labor market and pushes up wages. Targeting any particular income bracket, this thinking goes, is unnecessary and counterproductive. Yet after nearly five years of payroll expansion and [11 million new jobs](http://fortune.com/2014/10/31/wealth-inequality-america-worse-than-you-think/), real incomes have barely budged...
for the vast majority of Americans. And so far, the wealth generated by the growing economy has not trickled down.” Source: Talk of Wealth Gap Prods the G.O.P. to Refocus, by Jonathan Weisman and Ashley Parker, The New York Times, January 21, 2015

- The Role of Wealth Inequality - “There are only two requirements for an on-demand service economy to work, and neither is an iPhone. First, the market being addressed needs to be big enough to scale – food, laundry, taxi rides. Without that, it’s just a concierge service for the rich rather than a disruptive paradigm shift, as a venture capitalist might say. Second, and perhaps more importantly, there needs to be a large enough labor class willing to work at wages that customers consider affordable and that the middlemen consider worthwhile for their profit margins.” Source: The Secret to the Uber Economy is Wealth Inequality, by Leo Mirani, Quartz, December 16, 2014

- An Alternative Perspective – “As a quick summary, here are the actual facts: spendable income inequality is not increasing, increased capital is not bad for labor, wealth is not a zero sum game, and high income taxes do not necessarily lead to a more equal outcome. On all four of these items, the mainstream beliefs are wrong.” Source: Dispelling Myths About Income Inequality, by Jeffrey Dorfman, Forbes, May 8, 2014

- Uber Efficient – “Just as Uber is doing for taxis, new technologies have the potential to chop up a broad array of traditional jobs into discrete tasks that can be assigned to people just when they’re needed, with wages set by a dynamic measurement of supply and demand, and every worker’s performance constantly tracked, reviewed and subject to the sometimes harsh light of customer satisfaction. Uber and its ride-sharing competitors, including Lyft and Sidecar, are the boldest examples of this breed, which many in the tech industry see as a new kind of start-up — one whose primary mission is to efficiently allocate human beings and their possessions, rather than information.” “The larger worry about on-demand jobs is not about benefits, but about a lack of agency — a future in which computers, rather than humans, determine what you do, when and for how much. The rise of Uber-like jobs is the logical culmination of an economic and tech system that holds efficiency as its paramount virtue.” Source: Uber’s Business Model Could Change Your Work, by Farhad Manjoo, The New York Times, January 28, 2015

- The Millennial Challenge – A presentation by the U.S. Census Bureau highlights stark and unsettling differences between the youth of today compared to the Baby Boomers in 1980. “More Millennials are living in poverty and fewer are employed, compared with Baby Boomers in 1980.” “Young adults today are more likely to have a college degree, but more also live in poverty.” [See Graphic 33 on page 22] Michigan is noted in the report as being one of three states that have the largest percentages of 18-34 year olds living in poverty (Michigan 24%, Ohio and Indiana each 22%). Source: U.S. Census Bureau, 2015

- Education Levels and Job Prospects – A recent study of declining wages concluded that “[T]he shift in occupational categories [most notably from manufacturing to service jobs], the researchers found, accounts for only about a third of the decline in pay for men without a high school degree and one-sixth of the decline for those with a degree. A bigger effect is downward pressure on pay in jobs held by low-education workers across the board.” “So not only did people shift from higher-paying fields to lower-paying ones, but inflation-adjusted pay also fell in all of those jobs.” Source: Why American Workers Without Much Education Are Being Hammered, by Neil Irwin, The New York Times, April 21, 2015

Education - Trend Report – The Chronicle of Higher Education offers the Trend Report as a way to highlight 10 key shifts in higher education that are reshaping the landscape. Among these trends is “College a la Carte” which references increasingly common efforts on the part of colleges and universities to unbundle their traditional “packaged deal”. “These days, though, more and more colleges are experimenting with unbundling that package. Some are trying ‘microdegrees,’ designed to get students a quicker, more focused credential. Others consider dividing courses into ‘modules’ to allow students to take only what they need for their personalized courses of study. And a few are
going even further to break out costs so that students can, say, skip library access to get a
March 9, 2015

- **Valuing the College Degree**—“Two studies in just the past few weeks show that the clear signal
a college degree once sent to employers that someone is ready for a job increasingly has a lot of
noise surrounding it.” One is by the Council for Aid to Education utilizing the Collegiate Learning
Assessment Plus instrument and the other is by the Association of American Colleges &
Universities. “On a range of nearly 20 skills, employers consistently rated students much lower
than they judged themselves. While 57 percent of students said they were creative and
innovative, for example, just 25 percent of employers agreed.” “Just getting the sheepskin no
longer guarantees a good job. Employers tell me that students who dedicate time and effort to
their major or an outside-the-classroom activity, secure multiple internships during their four
years, and take on leadership roles are more likely to possess the skills needed for the workforce
than students who drift through college. The best skill that students can learn in college is actually
the ability to learn.” Source: Why are so many college students failing to gain job skills before graduation?,

- **On the Verge of Greatness**—“We are on the verge of the next great epoch in education.”
“Education is slow to innovate. But when it does, the entire world changes with it.” “Online
education will prove the sixth epoch in education history. It’s got a long way to go before it is
widely deployed and distributed, and it must be constantly improved upon along the way. But as
this happens, education quality will rise in rich nations with first-world education systems. Access
will increase greatly in the developing world.” “The cost of education, per capita, has always been
extremely high. Rich nations can justify this cost because students graduate into high average
salaries. But even in the rich nations, education is too expensive and too unevenly distributed.
Online education will gradually lower the average price of a college degree.” “The only way to win
is to change the game: to make education so good yet so cheap that poor children and poor
nations can get quality and abundance nearly for free. Online education will do that.” Source:
Inspiration and Infrastructure, by Jose Ferreira, The Knewton Blog, December 29, 2014

- **The Challenge of Disruptive Innovation in Higher Education**—“So, what exactly is disruptive
innovation? A disruptive innovation explains why many companies have difficulty sustaining
success. In business, companies tend to innovate faster than their customers’ needs evolve. Most
of them thus end up producing sustaining innovations in order to drive up prices by making better
products or services for the best customers. The countervailing disruptive innovations,
meanwhile, drive prices down.” “Higher education, however, has historically experienced only
sustaining innovations. “ “Established institutions see the disruptive entrant making its way into
the market, but they cannot do anything other than develop sustaining innovations.” “As colleges
and universities have turned away from career-oriented training, they have unwittingly left
unattended a niche of nonconsumers—people who are overserved by traditional forms of higher
education, underprepared for the workforce, and seeking lifelong learning pathways. These
potential students are looking for a different value proposition from higher education, one that
centers on targeted and specific learning outcomes, tailored support, and identifiable skill sets
that are portable and meaningful to employers.” “In contrast to other recent trends in higher
education, particularly MOOCs (massive open online courses) with their tremendous fanfare,
online competency-based education (often shortened to “CBE”) stands out as the innovation most
likely to disrupt higher education. It serves as the missing link between learning outcomes and
industry needs.” Source: Got Skills? Why Online Competency-Based Education Is the Disruptive Innovation for

- **The Staying Power of the Carnegie Unit**—“The Carnegie Unit has been around for more than
a century, and unless someone can come up with a better way of tracking college credit, it won’t

**New Pricing Models** – Competency based learning is giving rise to the subscription pricing model in higher education. Examples include: “The price point of online competency-based degree programs is already comparable to or lower than that of community colleges. Most of the former offer simple subscription models in which students pay a flat rate for a certain period of time and can complete as many competencies as they want: College for America (CFA) at Southern New Hampshire University charges $2,500 per year; Patten University, part of the UniversityNow (UNow) network, charges $1,316 per four-month period for undergraduates and $1,996 per four-month term for graduate students; University of Wisconsin's UW Flexible Option offers an all-you-can-learn option at $2,250 for a three-month period; Capella University's FlexPath costs $2,000 per quarter for a bachelor's degree; Brandman University's competency-based BBA degree costs $2,700 per six-month session; and Western Governors University (WGU) charges $2,890 for six months for most undergraduate programs.” Source: Got Skills? Why Online Competency-Based Education Is the Disruptive Innovation for Higher Education, by Michelle R. Weise, EDUCAUSE Review, November 10, 2014

**Making College Free**—“President Obama’s proposal for tuition-free community college could be ‘a game-changer,’ some education leaders say, if it entices students who hadn’t thought seriously about going to college to reverse course and pursue a degree.” “Put simply, what I’d like to do is to see the first two years of community college free for everybody who’s willing to work for it,’ Obama says in a video the White House released Thursday. ‘That’s right. Free for everybody who’s willing to work for it.’” “Obama is asking the country to think about education in a new way — to make two years of college ‘as free and universal as high school,’ in the words of the White House.” Source: Obama’s Free Community College Tuition Plan: Four Questions, by Nick Anderson, The Washington Post, January 9, 2015

**Interactive Education Produces Results** – “Multiple studies have shown that students fare better with a more active approach to learning, using some of the tools being adopted here at Davis, while in traditional classes, students often learn less than their teachers think.” “Faculty members have smartphone apps that let them call on students at random, rather than just on those who volunteer. When the instructors post multiple-choice questions on big screens, students answer with remote controls, providing instant feedback on how much information is sinking in and allowing faculty members to track each student’s attendance and participation, even in a class of 500.” Source: Colleges Reinvent Classes to Keep More Students in Science, by Richard Perez-Pena, The New York Times, December 26, 2014

**The Three Year Undergraduate Degree** – “The 29-nation European Union Bologna Declaration urges universities to phase out four- and five-year bachelor’s degrees in favor of the three-year degree path, and discussion has intensified about the efficacy of the traditional four-year undergraduate degree.” “Former U.S. Secretary of Education Lamar Alexander, in line to chair the Health, Education, Labor and Pensions Committee, has referred to the three-year degree as higher education’s equivalent of the fuel-efficient car.” “On the national level, President Obama has urged consideration of the three-year undergraduate degree. Accelerating the pace of completion and opening up more seats in the higher education pipeline is seen by the administration as a way to regain the world lead in college attainment.” Source: New Directions for Higher Education: Q&A with Trachtenberg on Three-Year Degrees, by Philip DiSalvio and Journal Staff, The New England Journal of Higher Education, April 29, 2015

**College Debt Levels May Have Plateaued** – “The picture on student debt is less clear because of gaps in the available information, but after climbing sharply over a decade, both the percentage of students borrowing to pay for college, and the amount they borrowed, seem to have reached a plateau, according to two new studies, from the Institute for College Access and Success, a

- **Big/Helpful Brother is Watching** – “The university [Ball State University] has taken to heart studies that say that students who are more engaged with college life are also more likely to graduate. When a student’s card-swipe patterns suggest she’s stopped showing up for clubs or socials, a retention specialist will follow up with a call or an email to see how she’s doing.” “Ball State is also tracking ID card swipes at the career center and student-leadership programs. It even put out a mobile app this fall for the 1,200 low-income freshmen who qualify for Pell Grants. The app rewards students with points based on the activities that the university monitors. They can redeem these points for merchandise at the campus bookstore.” Source: Blowing Off Class? We Know, by Goldie Blumenstyk, The New York Times, December 2, 2014

- **Bachelor’s Degrees at California Community Colleges** – “Fifteen California community colleges received preliminary approval Tuesday to start offering career-oriented bachelor’s degrees, a step that represents a first for the nation’s largest college system and that supporters said is needed to ensure residents are prepared for jobs that in the past may have required only two years of training.” “But a bill authored by Democratic State Sen. Marty Block and signed by Gov. Jerry Brown last year established a seven-year pilot program that allows a maximum of 15 college districts to offer a single four-year degree each in subjects not currently offered by the University of California or California State University systems.” Source: California Community Colleges to Offer Bachelor’s Degrees, by Lisa Leff, Associated Press, Diverse Issues in Higher Education, January 20, 2015

- **Performance Funding** – This interactive map provides information state-by-state on performance funding for postsecondary education. Source: HMC Strategists.com

- **The Skills Gap Persists** – “Young American workers today are more educated than ever before, but the nation’s largest generation is losing its edge against the least and most educated of other countries, according to a provocative new report.” “The analysis found that more than half of U.S. Millennials lack proficiency when it comes to applying reading and math skills at the workplace.” The ETS report also indicates that parental education levels correlate more strongly with U.S. millennial numeracy proficiency than in other countries, suggesting America’s middling scores would be much lower without the high college-completion rates of the previous generation.” Source: The Skills Gap: America’s Young Workers Are Lagging Behind, by Mikhail Zinshetyn, The Atlantic, February 17, 2015

- **Accountability in Higher Education** – “To hold colleges and universities accountable for student success, the federal government needs to increase funding for innovative instruction grants, make schools responsible for part of their students’ loan defaults, and pass transparency legislation, argue two policy experts in the New York Times.” Source: Three Ways to Hold Colleges and Universities Accountable, EAB, February 23, 2015

- **A More Specific Focus for The Bill & Melinda Gates Foundation** – “After spending roughly half a billion dollars on the college completion agenda during the last seven years, the Bill & Melinda Gates Foundation is ready to be more assertive about what it thinks should happen in four key areas of higher education policy.” The key areas are: a national data infrastructure of key performance metrics, how colleges place students in remediation, data and systems for measuring institutional performance and specifically related to improved access, cost and outcomes, and creating pathways for accessing financial aid for alternative approaches such as competency-based programs and providers of online and hybrid courses.” Source: Next Phase for Gates’s Completion Agenda, by Paul Fain, Inside Higher Ed, March 11, 2015

- **Philadelphia Offers Free Community College** – “The city of Philadelphia just joined the vanguard of states and cities implementing free tuition at local community colleges. Starting next fall, some recent high schools graduates entering the Community College of Philadelphia (CCP) will be eligible for scholarship funding that will make up the difference between CCP’s tuition and state and federal aid.” Source: Philadelphia Latest City to Offer Free Community College Tuition, ccnewsnow.com by diverseeducation.com, April 8, 2015
• **Graduate Program Debt Rises as New Entrants Find Opportunity**—“Rather, what is happening now is a permanent shift in how today’s working adults acquire education throughout their lifetimes.” A *Brookings Institution report* released last June found that the average debt levels of borrowers with a graduate degree have more than quadrupled since 1999, from about $10,000 to more than $40,000 (by comparison, those with a bachelor’s degree increased from $6,000 to $16,000).” “The graduate and professional education market is ripe for disruption, yet much of the discussion on the changes coming to higher education have focused on undergraduate programs”. **Source:** *Are Master’s Degrees on their Way Out? Alternatives Grow as Enrollment Fades*, by Jeffrey J. Selingo, The Washington Post, April 13, 2015

• **Community Broadband Gains a Foothold** – A recent FCC decision means that community broadband cannot be blocked by state laws which may curtail their ability to extend reach beyond their service area. “The decision may spur additional moves by cities and towns to get into the broadband business, a development that could benefit schools and colleges.” **Source:** *Fast, Fair and Open: FCC Proclaims Internet a Utility*, by Dian Schaffhauser, Campus Technology, February 26, 2015

### 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.

**Andragogy** = The science of understanding and supporting lifelong and life-wide education of adults. “[Malcolm] Knowles’ theory of andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect.” **Source:** *Instructional Design* website


**Income Inequality vs. Wealth Inequality** = “Income inequality describes the gap in how much individuals earn from the work they do and the investments they make. Wealth inequality measures the difference in how much money and other assets individuals have accumulated altogether.” Increasingly wealth inequality is the focus of growing concern over disparities in America. **Source:** *Wealth inequality in America: It’s worse than you think*, by Chris Matthews, Fortune, October 31, 2014
Welcome to the annual futures edition of the NMC Scan! The NMC Scan is now published bi-annually with the May demographics issue and the December futures issue.

A compelling trend in higher education is the push to increase completion rates, faster and at higher quality...oh yes, and for less cost. A key area of focus for this NMC Scan is looking at advancements in each of these areas (since few - if anyone - have figured out how to accomplish all four simultaneously). We were on the lookout for scalable solutions to this challenging mandate.

Secondarily, the Scan Team gathered information on the changing climate for philanthropy at large and also specifically in education including such approaches as crowd sourcing. A compelling question related to this topic is this: How is/will transformation in higher education get funded?

Finally, this issue of the NMC Scan also includes data from the U.S. and Michigan Economic Forecasts released last month by the University of Michigan.

Don’t forget to look for this symbol which denotes a recommended read. If you’re going to click on any links in this Scan, make these priorities for a good read (or watch).

**Increased Completion Rates and Faster...**

“More than 31 million people enrolled in college during the last two decades but left without earning a degree or certificate and have not returned to higher education for at least 18 months, according to new data from the National Student Clearinghouse Research Center.”

“The report compared characteristics of potential completers with those who successfully earned a credential. Not surprisingly, potential completers ‘stopped out’ — meaning they took a break from college before returning — more often than completers. They also spent more time along their pathway.” Source: Within Striking Distance, by Paul Fain, Inside Higher Ed, July 29, 2014

“[W]hether a student graduates or not seems to depend today almost entirely on just one factor — how much money his or her parents make.” “About a quarter of college freshmen born into the bottom half of the income distribution will manage to collect a bachelor’s degree by age 24, while almost 90 percent of freshmen born into families in the top income quartile will go on to finish their degree.” “But ability turns out to be a relatively minor factor behind this divide.” Source: Who Gets to Graduate? By Paul Tough, The New York Times Magazine, May 15, 2014

**Thoughts**

- Addressing completion rates appears to be in the discovery and incubation phases of innovation. Much is being learned but scalable solutions are still in development.
• The early successes at Walla Walla CC and the University of Texas Austin suggest that multiple options for intervention exist, that they should be tailored to the particular student audience and that they can be people and resource intensive.

• NMC has shown commitment to student success throughout its history. A concentrated focus through AQIP Action Projects over recent years has yielded several practices similar to some observed at noted institutions such as Success Coaching, Career Coaches, Math Boot Camp (to prepare for Compass testing), expanded new student orientation utilizing relationship management tools, and enhanced advising through My Academic Plan (MAP). This will continue to be a key area of focus for NMC as it is for a growing number of higher education institutions.

Observations

1. “Nationwide, only 50 of more than 580 public four-year institutions graduate a majority of their full-time students on time. Some of the causes of slow student progress, the report [Complete College America] said, are inability to register for required courses, credits lost in transfer and remediation sequences that do not work. The report also said some students take too few credits per semester to finish on time. The problem is even worse at community colleges, where 5 percent of full-time students earned an associate degree within two years, and 15.9 percent earned a one- to two-year certificate on time.” Source: Most College Students Don’t Earn a Degree in 4 Years, Study Finds, by Tamar Lewin, The New York Times, December 1, 2014

2. “The AACC, based on plans articulated in a new report, aims to put a halt to the cycle of failure. Empowering Community Colleges to Build the Nation’s Future communicates the core mission to create change: ‘by 2020, to reduce by half the number of students who come to college unprepared, to double the number who finish remedial courses and make it through introductory college-level courses, and to close achievement gaps across diverse populations of students.” “[A] national credentialing system is recommended to allow for a standardization of competency-based skills so that consistency exists in the granting of credit for competency-based learning.” Source: To Empower Community Colleges, Empower their Librarians, ccnewsnow.com, May 22, 2014, source: libraryjournal.com

3. “Community colleges represent the only sector in higher education where over the past five years, revenues per student have actually declined when adjusted for inflation.” “A recent examination of studies on student support services conducted by the center [Community College Research Center] showed that students given individual ‘coaches’ for two semesters or more — coaches who actively helped them address various challenges in their lives while keeping watch on their academic performance — were more likely to remain in college and finish.” Source: Community College Students Face a Very Long Road to Graduation, by Ginia Bellafante, The New York Times, October 3, 2014

4. “Recently, Kresge joined forces with Gates, Lumina, and other funders to support the University Innovation Alliance (UIA), a coalition of nearly a dozen major state universities looking to develop a playbook of successful practices for increasing degree completion among low-income and underrepresented students.” Source: How Kresge Approaches Higher Education Funding, by L.S. Hall, Inside Philanthropy, October 6, 2014

5. “A study published last year in Children and Youth Services Review found that children from low-income families with as little as $500 (or even less) in an account like this [college savings account] were three times more likely to attend college and four times more likely to graduate.” “Researchers at Washington University in St. Louis observed that the social and emotional development of children with C.S.A.s was better than it was for those without the

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accounts. Perhaps even more tellingly, their mothers were both less depressed and more optimistic.”  

Source: This Little Piggy Went to College, by Andrea Levere, The New York Times, October 6, 2014

6. “These three institutions are very different. ASU is a public research university, Rio a public community college, the University of Phoenix, a private for-profit open enrollment university. Yet each is committed to the success of today’s student – our new student majority – and to experimenting vigorously to figure out how. At the center of their work is technology that enables personalized learning by offering higher quality, more engaging instruction and more effective student advising and supports.” The article goes on to identify common attributes of these institutions with regard to driving innovation and success. They are: laser-like focus on students, professional development for faculty and advisors (particularly around learning science, instruction, coaching and mentoring), experimentation (across organizations and boundaries), and courageous leadership (combining patience and urgency).  


7. University of Texas Austin

- “U.T.’s efforts are based on a novel and controversial premise: If you want to help low-income students succeed, it’s not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears. To solve the problem of college completion, you first need to get inside the mind of a college student.”

- “The default strategy at U.T. for dealing with failing students was to funnel them into remedial programs — precalculus instead of calculus; chemistry for English majors instead of chemistry for science majors.” “They were outsiders from the beginning.”

- “In the spring of 2013, [David] Laude [senior vice provost for enrollment and graduation management at U.T.] and his staff sat down with the Dashboard to analyze the 7,200 high-school seniors who had just been admitted to the class of 2017. When they ran the students’ data, the Dashboard indicated that 1,200 of them — including Vanessa Brewer — had less than a 40 percent chance of graduation on time. Those were the kids Laude decided to target.”

- “He assigned them each to one or more newly created or expanded interventions. The heart of the project is a portfolio of ‘student success programs,’ each one tailored, to a certain extent, for a different college at U.T. — natural sciences, liberal arts, engineering — but all of them following the basic TIP model Laude dreamed up 15 years ago: small classes, peer mentoring, extra tutoring help, engaged faculty advisers and community-building exercises.”

- “Laude’s most intensive and innovative intervention, though, is the University Leadership Network, a new scholarship program that aims to develop not academic skills but leadership skills. [S]tudents in U.L.N. are almost all from families with incomes below the national median. The 500 freshmen in U.L.N. perform community service, take part in discussion groups and attend weekly lectures on topics like time management and team building. In later years, U.L.N. students will serve in internships on campus and move into leadership positions as mentors or residence-hall advisers or student government officials. In exchange for all this, they receive a $5,000 scholarship every year, paid in monthly increments.”

- “Even though the basic messages about belonging and ability recur from one intervention to the next, he [David Yeager, Assistant Professor of Psychology] and Walton believe that the language of the message needs to be targeted to the particular audience for each intervention. The anxieties that a high-achieving African-American freshman at an Ivy
League college might experience are distinct from the anxieties experienced by a community-college student who was just placed into remedial math.” “Yeager and Ritter decided that the best way to deliver the chosen messages to the incoming students was to make them a part of the online pre-orientation that every freshman was required to complete before arriving on campus.”

- A key operating principle of the TIP/ULN programs is this: “Select the students who are least likely to do well, but in all your communications with them, convey the idea that you have selected them for this special program not because you fear they will fail, but because you are confident they can succeed.”


8. Walla Walla Community College

- “About six years ago, it [Walla Walla Community College] shifted its attention to completion rates, looking for ways to keep students firmly on the paths it had created and get those who’d fallen off track back on it.” “To that end, it developed an evolving set of individualized advising practices, and related software tools, that together have helped hundreds more students earn degrees and certificates each year.” “About 56 percent of Walla Walla’s first-time, full-time students now transfer or graduate within three years — well above the state and national average.”

- “Counseling students about their career goals, while extremely labor intensive, is a practice successful community colleges do very intentionally, the Aspen researchers noted.”

- “Three years ago, the IT department developed another tool to help students chart their own progress. As part of this, advisers don’t just tell students which courses they need to take; they tell them the exact order in which to take them.”

- “A year ago, the college created yet another tool — the degree navigation program — which, among other things, helps student and adviser discover if a course on the student’s schedule won’t count toward his or her degree.”

- “The school also encourages students to firm up the reasons they are there. For that, there is yet another software tool — a proprietary system called Career Coach. It helps students pinpoint where the jobs are in a 100-mile radius around Walla Walla, how much they pay, how many likely openings there will be, and which degrees or certificates they require.” NOTE: NMC currently maintains a license to Career Coach.

- Another new practice: “The college began using its software tools to identify students who were just a few credits shy of a degree or certificate but didn’t re-enroll for another quarter. It hired three ‘completion coaches’ to track them down and help them finish. Completion coaches do much of their work at the start of every quarter, spending hours with the registrar, going through the records of hundreds of students who appear to have dropped off the map. Then they divide up the names and go on the hunt. The result: sometimes long, personal conversations — on the phone or in person — about what went wrong and a plan for righting it.”

- WWCC’s approach: “Search for low-hanging fruit. Find problems that can be solved relatively easily. Start with a pilot program, then grow it if it works. Be intentional and data-driven. And don’t be afraid to take risks.”

Higher Quality Education for Less…

“President Obama outlined an ambitious new agenda to combat rising college costs and make college affordable for American families. His plan will measure college performance through a new ratings system so students and families have the information to select schools that provide the best value. And after this ratings system is well established, Congress can tie federal student aid to college performance so that students maximize their federal aid at institutions providing the best value.” Source: FACT SHEET on the President’s Plan to Make College More Affordable: A Better Bargain for the Middle Class, The White House, August 22, 2013

“By the 2015 school year, Obama said, his administration will begin evaluating colleges on measures such as the average tuition they charge, the share of low-income students they enroll and their effectiveness in ensuring students graduate without too much debt. The president also will seek congressional approval — which could prove difficult — to steer more federal student aid toward colleges that score highly in the ratings.” Source: Obama Proposes College-Rating System in Bid to Increase Affordability, by Nick Anderson and Philip Rucker, The Washington Post, August 22, 2013

Thoughts

- Solutions for reducing the cost and increasing the quality of higher education seem to center around fundamentally new models. This mandate has the potential to drive significant structural changes in higher education.

- Related to reducing the cost of a college education is the issue of career selection. Changing a major (or school) often negatively impacts both cost of attendance and time to completion. A recently announced program by Economic Modeling Specialists, Inc. called Find Your Calling is an example of attempts to help people enter college with a career path in mind.

Observations

1. “To drive innovations in higher education that increase college completion, value and affordability, the Education Department today awarded $75 million to 24 colleges and universities under the new ‘First in the World’ (FITW) grant program.” “Through FITW, the Obama Administration will support postsecondary institutions' efforts to develop and evaluate new approaches that can expand college access and improve student learning while reducing costs.” The first grantees and the amount awarded are provided in this article. Details of projects at a handful of schools are provided. Source: Department Awards $75 Million in “First in the World” Grants to 24 Colleges and Universities, U.S. Department of Education, September 30, 2014

2. New ideas are surfacing:
   - Stanford University Design School Student Idea: “‘[O]pen loop’ university, this plan would admit students at 18 but give them six years of access to residential learning opportunities, to use anytime in their life. Such a path through college could shift our deep-rooted cultural belief that college is something young people do, and would make alternative pathways, such as gap years and low-residency colleges, more acceptable to those students who wouldn’t benefit from the typical campus experience.” Source: The Overworked Bachelor’s Degree Needs a Makeover, by Jeffery Seligno, The Chronicle of Higher Education, June 16, 2014
   - “To reduce the tension between providing the vocational training that employers demand and a traditional liberal-arts education, the bachelor’s degree should be split into two...
parts: a one-year program focused on a general education, followed by separate programs of varying lengths, depending on the particular needs of an academic field. So after that first year, the credential for a computer-science major might take three years, but history or English majors might take just one.” Source: The Overworked Bachelor’s Degree Needs a Makeover, by Jeffery Seligno, The Chronicle of Higher Education, June 16, 2014

- The Minerva Project: “Nelson’s [Ben Nelson, Minerva CEO] long-term goal for Minerva is to radically remake one of the most sclerotic sectors of the U.S. economy [higher education]”. “Minerva is an accredited university with administrative offices and a dorm in San Francisco, and it plans to open locations in at least six other major world cities. But the key to Minerva, what sets it apart most jarringly from traditional universities, is a proprietary online platform developed to apply pedagogical practices that have been studied and vetted by one of the world’s foremost psychologists, a former Harvard dean named Stephen M. Kosslyn, who joined Minerva in 2012.” “But Minerva is not a MOOC provider. Its courses are not massive (they’re capped at 19 students), open (Minerva is overtly elitist and selective), or online, at least not in the same way Coursera’s are. Lectures are banned.” Source: The Future of College?, by Graeme Wood, The Atlantic, September 2014

3. The Campaign for Free College Tuition is attempting to gain bipartisan support for free tuition at public colleges. “[I]ts leaders said they aren’t waiting around for ‘Washington comity,’ and will begin to throw their weight behind emerging tuition-scholarship programs in Tennessee and other states and cities.” Source: Promise Goes Grassroots, by Paul Fain, Inside Higher Ed, November 20, 2014 A pointed rebuttal to the ideas espoused by the Campaign for Free College Tuition is offered by Confessions of a Community College Dean, Matt Reed. “RAP [Redeeming America’s Promise – the previous name for Campaign for Free College Tuition] is an ambiguously funded nonprofit pushing a Big Idea. In this case, the Big Idea is discriminatory austerity.” “RAP suggests restricting community colleges to charging $2,500 per student, per year, with no option for the college to increase that, despite the needs on the ground.” “Meanwhile, it proposes $8,500 per student per year for four-year colleges. In both cases, any future increases would be pegged to the CPI.” “For those keeping score at home, that would mean that colleges with more high-income and academically prepared students would get over three and a half times the per-student funding that would go to the colleges that serve more low-income and academically underprepared students.” Source: “Redeeming America’s Promise” Is a Travesty, by Matt Reed, Inside Higher Ed, July 15, 2014

4. “The Drive to 55 program is designed to increase the number of Tennesseans with college credentials to 55 percent.” “Under the Tennessee Promise program, high school seniors are offered a last-dollar scholarship to attend a community college or a Tennessee College of Applied Technology tuition-free.” The program also “involves pairing with adult mentors to assist them through the registration process and first semester of school.” “Tennessee Promise students will be required to attend meetings with their mentors, maintain a 3.0 grade point average and perform community service as part of program requirements.” Source: Tennessee’s Tuition-Free Promise Attracting Applicants, by Vanessa Curry, The Daily Herald, September 30, 2014

5. “Kresge streamlined its education program in 2012 to emphasize two major U.S. initiatives: Pathways To and Through College, and Strengthening Institutions. The Pathways initiative strives to ensure that more low-income and underrepresented students have access to a college education, plus the skills and support to improve their chances of success, culminating in two- and four-year degrees. The complementary program, Strengthening Institutions, is intended to help community colleges, HBCUs, and other schools that serve Kresge’s target student populations deliver quality higher education at a lower cost.” Source: How Kresge Approaches Higher Education Funding, by L.S. Hall, Inside Philanthropy, October 6, 2014
6. “As the cost of college has spiraled upward in the past decade, parents and students have become focused more than ever on employment preparation and graduating on time. Intellectual discovery and exploration are no longer a priority. It’s too expensive.” “Nine out of 10 business leaders in a recent poll by Northeastern University said most college graduates lack the important skills needed to succeed in the workplace.” Source: The Overworked Bachelor’s Degree Needs a Makeover, by Jeffery Seligno, The Chronicle of Higher Education, June 16, 2014

Changing Climate for Philanthropy

“Charity has always mattered, and it still matters a great deal. But it’s not enough, and it’s not philanthropy. At its core, charity is about meeting urgent needs. Philanthropy is about change. Philanthropy is focused not on symptoms, but root causes. It’s systemic, not episodic; it’s proactive, not reactive. It seeks to permanently alter the conditions that make assistance necessary.” Source: The Leadership Model of Philanthropy, by Jamie Merisotis [President & CEO of the Lumina Foundation], Stanford Social Innovation Review, August 8, 2014

Thoughts
- Crowdfunding seems to support the desire to use focused monetary requests to make demonstrable change.
- The idea of foundations transforming from giving to influencing in an effort to create lasting change, necessarily changes the nature and scale of projects they are likely to fund.
- Newer fundraising tools such as crowdsourcing may benefit smaller, more rural communities such as ours. This tool, fueled by technology, allows programmatic requests to rise above geography and engage similarly sympathetic would be donors to contribute to causes that NMC spearheads.

Observations
The Changing Role of Foundations
1. “Foundations have historically been significant contributors to the progress of American colleges and universities. Private philanthropic foundations were the driving force behind a number of changes in higher education including the development of empirically based social science research, the transformations in medical education, and the fostering of new interdisciplinary fields.” “The emergence of ‘advocacy philanthropy’ has begun to change the higher education landscape.” “It is clear that foundations are approaching philanthropy differently by shifting from being grantmaking organizations to being leadership organizations attempting to wield their financial power to influence public policy and act as catalysts for change.” Source: New Directions for Higher Education: Q&A with Teagle Foundation Prez Judith Shapiro, by Philip DiSalvio and Journal Staff, The New England Journal of Higher Education, May 6, 2014
2. “While our organization, Lumina Foundation, is young (established in 2000), we’ve come to recognize that our ‘brand’ of philanthropy—a leadership model of philanthropy—might serve as a model for other foundations. For us, this model is characterized by three main attributes: focus, flexibility, and fortitude. We believe that by consciously exemplifying each of these attributes, any philanthropic organization can assume a leadership role in addressing its area of public concern.” Source: The Leadership Model of Philanthropy, by Jamie Merisotis [President & CEO of the Lumina Foundation], Stanford Social Innovation Review, August 8, 2014
3. Kresge Foundation: “It believes strongly in collaborative efforts to tackle the challenge of getting low-income Americans to and through college.” “[I]ts higher-ed funding tends to bypass individual schools in favor of funding work that has ‘broad, meaningful impact beyond the boundaries of any one campus.’” Source: How Kresge Approaches Higher Education Funding, by L.S. Hall, Inside Philanthropy, October 6, 2014

4. There seems to be a trend in foundations that has them putting their holdings into social-impact investments in addition to considering how to spend the typical 5% in endowment principal that is spent each year. “In the past year, the Pershing Square Foundation has used its $90 million endowment to make three social-impact investments, in addition to the grants it makes. This past summer, the Michigan-based Kresge Foundation announced it would pour $10 million into the Kingsbridge National Ice Center in the Bronx to help revitalize the surrounding neighborhood. And to facilitate similar efforts, Goldman Sachs Group Inc. started a social-impact investment fund that has attracted $150 million from clients to finance projects such as affordable-housing complexes and health care centers.” “The movement stems from several factors. There is a general realization that government and nonprofits cannot solve all of society’s problems. What’s more, in a recent study, U.S. Trust found that half of high-net-worth individuals consider social and environmental impact an important part of their investment-making decisions—up from 45% last year. One-third of very wealthy investors have funneled money into such vehicles or are interested in them, including 66% of Millennials. In contrast, only 27% of baby boomers felt the same way.” “‘The young are helping drive the trend,’ said Antony Bugg-Levine, CEO of the Nonprofit Finance Fund. ‘Millennials disregard the idea that your business, philanthropy and social priorities are separate. They just look at how to solve problems.’” Source: Shifting Role for Foundations, by Theresa Agovino, Crain’s New York Business, October 21, 2014

5. Expect further change in funding social change driven by the mindset of the Millennials. “Students nowadays are born to be disruptors -- they think, make decisions, act and react in ways that demonstrate their aspiration to consistently improve the world around them.” “This new generation of students has social consciousness built into their DNA. They take philanthropy courses because regardless of what industry they want to go into - business, government, healthcare, finance, retail, nonprofit - they want strategic giving and measurable social change to be a core part of their pursuits.” “Creating social change will be imminently ubiquitous because of 1) the Millennials' commitment to creating social impact; 2) the fact that all Millennials are digital natives; 3) Millennials will become half of the US workforce by 2020. Their innate use of technology to solve problems and their desire to make an impact will drive an entirely new global generation of social change organizations, philanthropic models, giving platforms and corporate responsibility.” Source: Next Generation Philanthropy: A Conversation with Laura Arrillaga-Andreessen, by Bobbi Silten, Huffington Post, September 4, 2014

Alternative Sources of Funding
1. “Crowdfunding has emerged in education as a means to make private dreams a reality through collective microfinancing. Crowdfunding spread as an idea as artists, idealists, and entrepreneurs looked for ways to harness the power of the technology to finance their ideas.” “And with less restrictions supported through recent laws, such as the JumpStart Our Business Startups Act in the US, it’s no wonder educators want to tap into the new financial potential.” “It’s also more than about money, it’s about the powerful exchange of ideas and the betterment of society.” Source: 16 Ways Crowdfunding Can Change Education, Te@chthought, February 8, 2013

2. “A Vancouver-based organization, Education Generation, just launched a crowdfunding platform to raise money for student scholarships.” Source: 16 Ways Crowdfunding Can Change Education, Te@chthought, February 8, 2013
3. “[C]onverging factors point to college and university fundraising as the next item on the soon-to-be-disrupted list, from what some predict will be a rise of crowdfunding in higher education.” “Others, like AlumniFunder or PIGLT, bypass traditional fundraising channels to play matchmaker between enterprising students and alum donors.” “The power of crowdsourcing lies in its ability to pool together thousands of small donors in very short periods of time, so it’s also a great fit for the aspirations (and wallet) of the younger donor.”

Source: Higher Education Crowdfunding, by Karine Joly, Internet Technology, University Business, July 1, 2013

4. “Crowdfunding is changing the face of fundraising—and providing a new avenue for young alumni to support their colleges and universities.” “Since young alumni are embedded in the online culture that powers some of crowdfunding’s most successful endeavors, crowdfunding can reach a large population of potential donors and entice them to support your efforts.”

Source: 3 Ways to Encourage Young Alumni to Give Back During the Holiday Season, by Chasity Cooper, CASE, December 17, 2013

5. Crowdfunding as a tool to reduce “donor fatigue – changes the ‘voice’ of the Asker” and is a “subtle way of involving donors in a ‘second ask’.”

Source: How Crowdfunding Can Transform Alumni Giving, by Jamie McDonald, Network for Good, August 29, 2014

6. “According to Andrew Gossen, Senior Director for Social Media Strategy at Cornell, ‘Crowdfunding is far more than just a tool for raising money online. It’s also a means of driving participation, teaching a culture of philanthropy, communicating effectively, mobilizing constituents’ networks on behalf of the institution, building and cultivating a donor pipeline, and a fantastic mode of stewardship.’”

Source: The Crowdfunding Craze, Network for Good

7. “Tulane University School of Medicine will find out as it launches the first university partnership with Microryza, a crowdfunding site that enables scientists to go directly to the public for seed money for early stage research.”

Source: Tulane University Launches Crowdfunding Partnerships for Medical Research, by Keith Brannon, Tulane University, December 10, 2013

8. “Most public universities in the US have struggled to replicate the success of private institutions with long traditions of giving. When you enroll at Northwestern or Lewis & Clark today, you know that you’ll be expected to support your alma mater financially after you graduate. But for many institutions, that is only a recent expectation.”

Source: Public Funds are Hard to Replace, Even in the US, Times Higher Education, September 11, 2014

Institute for the Future: Redesigning Education

Thoughts

- When considering the future, it is common to overestimate the speed of change and underestimate its impact. The Institute for the Future weaves together seemingly disparate trends into possible futures. The six stories presented below should be considered in that light.

- A significant theme in the IFTF work is the belief in new structures replacing old structures. Further, these new structures are expected to reflect highly networked approaches crossing seemingly static divisions such as disciplines, industries and geographies.

Observations

1. “Ultimately, higher education institutions are about to face all of the core challenges that have impacted manufacturing, banking and journalism over the last decade - and they are about to face them all at once.” “[T]here is a very good chance that universal and affordable online university could become available to nearly everyone in the coming decades and new educational innovators are sure to innovate in surprising ways.”

2. “Diffusion of connective and mobile technologies, proliferation of open content, new modes of work, and the need for new work skills are just some of the drivers reshaping education. They are making it possible for us to take learning outside of the walls of traditional institutions and into continuous learning flows.” Possible “future stories” include:

- **Content Commons:** A tidal wave of open digital materials – text, simulations, video and audio recordings, photographs, and learning tools – is becoming available to people around the world via the internet.
- **Embedded and Embodied Learning:** The movement of information into the real world from restricted physical settings – classrooms and desktops – embeds learning into the flow of everyday experiences, making it something we do continuously while walking, riding a bus, or sitting at home or in a park.
- **Global Learning Arbitrage:** A new generation of players enters the field of learning services provision. These players include global tutors and mentors, but also institutions – unencumbered by legacy systems – that can create new pathways for obtaining a college degree (or its equivalent), certification, and accreditation.
- **New Foundations:** The ecology of learning flows is built on a new set of foundational players – organizations and platforms functioning as modern-day utilities – through which information, learning, connection, and reputations flow.
- **Socialstructured Work:** In place of stable 9-to-5 jobs in large companies, new forms of socialstructured value creation emerge, based on microcontributions from large networks of people utilizing social tools and technologies to create a new kind of wealth. This work necessitates a careful rethinking of the kinds of skills people will need in order to live productive and fulfilling lives.
- **Human-Software Symbiosis:** Smart machines and software enter almost every domain of our lives, assisting doctors during surgery and teachers in the classroom. They extend human capabilities, enabling us to do things in new ways and accomplish previously unimaginable tasks.”

*Source: From Educational Institutions to Learning Flows: Mapping the Future of Learning, Institute for the Future, 2013*

**U.S. and Michigan Economic Forecast**

“A sharp rebound in output in the second and third quarters, combined with continued strength in the vehicle and labor markets, has put to rest most of our concerns about the underlying health of the economic recovery. Incomes have been rising quite rapidly, and the lack of new tax-raising legislation means that discretionary incomes have followed suit. The only dark cloud is that hourly wages have yet to appreciate significantly, suggesting that at least until recently there has been a lot of slack in the labor market. The recent declines in the unemployment rate suggest that this slack may be diminishing, and hourly wages may finally be about to get a boost.” – University of Michigan, 11/20/14

**Thoughts**

- Despite clear signs of sustained economic recovery following economic recession, most Americans are not feeling positive changes in their standard of living.
- While American’s may be disappointed by the U.S. economic recovery, we are experiencing a stronger recovery than most of our peers.
Michigan’s recovery will be a long one – estimated at 7 years now by the University of Michigan. A looming question driven by population declines and by lower labor participation rates, is whether Michigan has the labor force needed to sustain growth.

Observations

U.S. Forecast
1. “GDP is projected to close out the year at a 2.6 percent annual growth rate. Starting in 2015 quarterly growth readings tick up to the 3 percent mark, edging up to average 3.3 percent during 2016.”
2. “Going forward, strong GDP growth supports steady employment gains. The economy is projected to add 2.6-2.7 million jobs in 2015-16, on par with 2014. Net job creation during 2013-2016 will be the best 4-year stretch since 1997-2000.”
3. 2015 is expected to be the best year of U.S. job growth since 1999.
4. The labor force participation rate has been trending down since 2008. Retirement is the largest contributing factor to this decline. University of Michigan feels that those who would re-enter the labor market due to the post-recession economic recovery have already done so. “This labor market cycle has been very long, so we think that whoever chose to go to school initially for cyclical reasons has been long since forced to re-enter the market.” This suggests a labor market challenge for future economic growth namely a possible labor shortage in the U.S. as the unemployment rate continues to decline.
5. “[I]t does not look like there will be a major inflow of people into the labor force in the near future. Hence, we project the rate of unemployment to keep declining steadily, bringing about a tighter labor market and acceleration in wage growth.” “The unemployment rate continues to decline over the span of our forecast, rallying to 5.4 percent by the end of 2015 and reaching 5.0 percent by the end of 2016.”
6. “Core inflation holds steady in 2015 at 1.8 percent, before edging up in 2016.”
7. “The housing market is poised to continue its long recovery from the depths of the recession.” The housing market is sensitive to extreme weather events as evidenced by the slowdown in both consumption and investment during the first quarter of 2014. Also, home ownership rates have declined with no signs of stabilizing yet. Perhaps growth will be seen in multi-family units. We might be experiencing structural shifts in home ownership levels due to behavior by Millennials.
8. Oil prices are expected to remain under $80/barrel through the duration of the forecast (2016).

Source: The U.S. Economic Outlook for 2015-2016, by Daniil Manaenkov and Matthew G. Hall, Research Seminar in Quantitative Economics, The University of Michigan, Release Date: 11/20/2014 Executive Summary

Michigan Forecast
1. UofM expects a 7 year economic recovery for Michigan in terms of jobs.
2. “Despite the declines in the unemployment rate in the past several years, Michigan still ranks among those states with the highest jobless rates, and with a rate currently higher than the nation’s by 1.3 percentage points.”
3. “Michigan lags in population growth among the young, and ranks in the mid-thirties among states in the proportion of the population with college degrees, both of which are concerns when assessing the state’s prospects for longer-term economic prosperity.”
4. Michigan experienced a 3.7% decline in the labor force participation rate from 2007-2013 compared to a 2.8% decline for the U.S. as a whole. This is in part being driven down by the aging U.S. population with older American’s exiting the workforce. “This trend will continue
well into the future, and works against any possible increases in the participation rate [for Michigan] due to further cyclical recovery.”

5. “[T]he labor force participation rate in Michigan has declined for each cohort with less than a bachelor’s degree, and increased for the category containing those with a bachelor’s degree or more.”

6. “If our forecast proves correct, Michigan will have added 462,600 jobs from the bottom of the downturn in the summer of 2009 through the end of 2016. That would recoup over half (54 percent) of the jobs lost from the spring of 2000 to the summer of 2009, returning the job count to its level posted at the end of 2006.”

7. “The top job producers over the next two years are the professional and business service sector and the trade, transportation, and utilities sector. Professional and business services contribute a quarter of the jobs created in Michigan over that time period, and two-thirds of those jobs are in the highly compensated knowledge-based professional, scientific, and technical subcategory. Almost three-quarters of the job gains for trade, transportation, and utilities during 2015 and 2016 come from its retail trade component.”

8. “Local consumer price inflation rates for 2014 to 2016 are projected to range from 1.1 percent to 1.4 percent, with lower energy prices being a major restraining factor.”

9. Regarding housing prices through the forecast period, UofM offers this guidance: “Our prediction is for 2.4% annual price increases through the end of 2016.”


Other Findings

1. In the current “gilded age of rising inequality (1973-present),” “less-educated workers and median male workers no longer benefit much from economic growth.” Inflation-adjusted median earnings for full time, year round work show four decades of secular stagnation for male workers. Source: After the Great Recession: Poverty, Inequality and Public Policies, by Sheldon Danziger, President, Russell Sage Foundation, RSQE Conference, November 20, 2014

2. Although U.S. recovery has been slow, “The U.S. is one of the world’s strongest-performing economies, even though growth has only averaged 2.3% in this recovery.” Looking to the future, the Parthenon Chief Economist has this view of U.S. economic growth: “3% growth is not sustainable for long; 2% is a more realistic long-term trend.” Source: The U.S. Recovery: Just Hitting its Stride – or Running Out of Room?, by Nigel Gault, Parthenon Chief Economist, Presented at RSQE, November 20, 2014

3. China is expected to experience a continued slowdown in their annual GDP growth rates (7.7% in 2013 to 7.0% in 2016). Source: The U.S. Economic Outlook for 2015-2016, by Daniil Manaenkov and Matthew G. Hall, Research Seminar in Quantitative Economics, The University of Michigan, Release Date: 11/20/2014 Executive Summary

Things to Watch

- Winners and Losers in the Economic Recovery – “Industries in the health care and energy sectors grew substantially over the last five years, while jobs in real estate and construction continued to shrink. Industries that paid in the middle of the wage spectrum generally lost jobs. And while the economy overall is back to its pre-recession level, it hasn’t added the roughly 10 million jobs needed to keep up with growth in the working-age population.” “The middle-wage industries that have added jobs are overwhelmingly in health care.” “But these gains have not offset losses in other middle-wage industries, such as airlines and construction.” This link offers a graphical view of recovery by industry. Source: How the Recession
**Impact of College Majors During a Recession** – “Those who major in subjects that command higher salaries, like engineering and finance, increase their earnings advantage when they graduate into a recession. And those who major in subjects that lead to lower-paying jobs, like philosophy and music, are even more disadvantaged than in normal economic times.”

“The data, reported in a new, unpublished study by three Yale economists, shows that a college degree is even more important during a recession. And it demonstrates that during tough economic times, the pay gap widens between people in scientific and business professions and those in the arts and social sciences.” Source: [A College Major Matters Even More in a Recession](https://www.nytimes.com), by Claire Cain Miller, The New York Times, June 20, 2014

**Drones have their Wings Clipped** – “The government has the power to hold drone operators accountable when they operate the remote-controlled aircraft recklessly, a federal safety board ruled Tuesday in a setback for small drone operators chafing under FAA restrictions.”

“Several cases challenging the FAA’s ban on commercial drones are pending in federal district court in Washington. The only exceptions are two oil companies operating in Alaska and seven aerial photography companies associated with the movie and television industry. Operators of those drones were required to have a pilot’s license, the same as manned aircraft pilots. The craft have to be kept within sight of the operator and may fly no higher than 400 feet.” Source: [NTSB Says Government Aircraft Regulations Apply to Drones](https://www.nationalinterest.org), by Joan Lowy, Associated Press, The Boston Globe, November 19, 2014

**Economic Inequality** – “It’s true that market economies need a certain amount of inequality to function. But American inequality has become so extreme that it’s inflicting a lot of economic damage.” “Standard & Poor’s, the rating agency, which put out a report supporting the view that high inequality is a drag on growth.” “Doesn’t taxing the rich and helping the poor reduce the incentive to make money? Well, yes, but incentives aren’t the only thing that matters for economic growth. Opportunity is also crucial. And extreme inequality deprives many people of the opportunity to fulfill their potential.” “Extreme inequality means a waste of human resources.” Source: [Inequality Is a Drag](https://www.nytimes.com), by Paul Krugman, The New York Times, August 7, 2014

**The Changing Economic Environment** – “[T]he latest recession was only part of the boomerang generation’s problem. In reality, it simply amplified a trend that had been growing stealthily for more than 30 years. Since 1980, the U.S. economy has been destabilized by a series of systemic changes — the growth of foreign trade, rapid advances in technology, changes to the tax code, among others — that have affected all workers but particularly those just embarking on their careers.” “Boomerang kids are not a temporary phenomenon. They appear to be part of a new and permanent life stage.” Source: [It’s Official: The Boomerang Kids Won’t Leave](https://www.nytimes.com), by Adam Davidson, The New York Times, June 20, 2014

**Economic Impact of a College Education** – “Curiously enough, this New York Fed study was largely a rebuttal to the popular notion that the job market is much worse for college grads today. The authors looked at two decades of data and found that the combination of unemployment and underemployment is roughly the same today as it was for college graduates in the early 1990s who also had to seek jobs during a recession. By age 30, the majority of the 1990s cohort eventually found better work, and the same could happen for the current crop of college graduates.” However, “there’s a smaller share of college graduates in well-paying non-college jobs, such as electrician, dental hygienist or mechanic. And there’s a rising share of college graduates in the lowest paid of the non-college jobs, such as bartender, food server and cashier.” Source: [Reflections on the Underemployment of College Graduates](https://www.hechingerreport.org), by Jill Barshay, The Hechinger Report, Diverse Education, August 6, 2014
• **Pushing Back Financial Independence** – “[T]he age of financial independence for college graduates these days is 30.”  
  

• **18 to 34 Year Olds Have Changed in Grand Traverse County** – The U.S. Census Bureau released a mapping tool titled “Young Adults Then and Now”. The tool provides data about those ages 18 to 34 by charting the changes from 1980 to 2013 in key statistics such as median earnings for full time workers ($26,730 in 2009-2013 vs. $34,775 in 1980), percent never married (65.3% in 2009-2013 vs. 35.2% in 1980), percent living in poverty (17.9% in 2009-2013 vs. 10.0% in 1980 for GT County), percent living with a parent (29.8% in 2009-2013 vs. 16.2% in 1980 for GT County). Check out the full set of data.  
  
  Source: *Young Adults Then and Now*, U.S. Census Bureau

• **Jobs Outlook** – ManpowerGroup's annual Talent Shortage Survey identifies the top 10 most difficult to fill jobs in the U.S. Skilled trade workers was the hardest job to fill in 2014 as it has been since 2010. Restaurant & hotel staff was new to the list in 2014 jumping right up to the number two spot. Teachers remained on the list but made a considerable jump from the number ten to the number four spot. The full list is available in Table 1 below. Graphic 1 offers some perspective on why employers are struggling to fill open positions with lack of technical competencies topping the list (47%) but closely followed by lack of soft skills (39%).

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<td>8. IT Staff</td>
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Source: ManpowerGroup, 2014 Talent Shortage Survey

**Graphic 1: Reasons For Difficulty in Filling Open Positions**

Source: ManpowerGroup, 2014 Talent Shortage Survey
• **Poverty’s Quality of Life** – “Americans — even many of the poorest — enjoy a level of material abundance unthinkable just a generation or two ago. That indisputable economic fact has become a subject of bitter political debate this year, half a century after President Lyndon B. Johnson declared a war on poverty.” “Indeed, despite improved living standards, the poor have fallen further behind the middle class and the affluent in both income and consumption. The same global economic trends that have helped drive down the price of most goods also have limited the well-paying industrial jobs once available to a huge swath of working Americans. And the cost of many services crucial to escaping poverty — including education, health care and child care — has soared.” Here’s an insightful comment by one of the commenters to this article: “We live in a country where the things we don’t need — televisions — are cheap and the things we do need — education and healthcare — are expensive.”  
**Source:** Changed Life of the Poor: Better Off, but Far Behind, by Annie Lowrey, The New York Times, April 30, 2014

• **Generations Living in Peace** – “Yet another recent Pew Research survey found that today’s young adults get along better with their parents than older adults did when they were young.” “One of the likely explanations for that relatively low level of generational tension comes from another Pew Research finding: More than 50 million Americans, a record, are living under the same roof in multi-generational family households, their fortunes braided together by the bonds of love and the stress of economic insecurity.” “These good vibrations across the generations are notable because they flourish at a time when young and old in America don’t look, vote or think alike.”  
**Source:** Generational Equity and the ‘Next America’, by Paul Taylor, Pew Research Center, April 18, 2014

• **The Rising Millennials** – “Today’s young, the 18-to-34 year olds known as Millennials, are the most racially diverse generation in American history; more than four in 10 are non-white. They’re also the most Democratic-voting generation to come onto the scene in the four decades since the voting age was lowered to 18.” “Millennials, at least so far, are strong supporters of a more activist government.” “Despite collecting more college diplomas than any generation in history, Millennials lag behind their same-aged counterparts of yesteryear on virtually all key indicators of economic well-being — including employment, income, wealth, debt and poverty. Half a century ago, the old were by far the poorest age group in America. Today it is the young.” “We live at a time when there are large generational differences on many political issues, but Social Security and Medicare have not become a source of conflict between old and young, even though they have some different views about how the program should be reformed.”  
**Source:** Generational Equity and the ‘Next America’, by Paul Taylor, Pew Research Center, April 18, 2014  
Here’s a rich insight regarding Millennials moving back home: “all their dreams are on hold, but intact”. “Despite these economic woes, Millennials are the nation’s most dogged optimists. They believe their own best days are ahead – and so are America’s.”  
**Source:** The NEXT America, by Paul Taylor, Pew Research Center, April 10, 2014

• **Generational Differences** – “[A] deeper shift is underway that will fundamentally change the way the internet is used in the future.” “The over 30-age demographic grew up with desktop email, internet forums, chat rooms, instant messaging and message boards, where the majority of the internet was experienced through a single application — the Web browser — which was the gateway to the world.” “Young people don’t use tablets because they don’t see them as necessary for accessing the internet, since their perception is that apps are what makes up the internet. They’ve grown up primarily using their phones, not using laptops with Web browsers. To this generation, it seems slow, purposeless even to go from website to website in a single, sub-par Web browser environment when they can get rich app experiences right from their home screen.”  
**Source:** Smartphones: The Silent Killer of the Web as You Know It, by Owen Williams, TNW, May 5, 2014
Declining Mobility Patterns – “While the decline in mobility is more pronounced among the young, older Americans, too, have become less inclined to pull up stakes. Among all Americans, 11.7 percent moved in 2012-13, just above the 11.6 percent all-time low reached two years earlier, according to [William] Frey [senior fellow at the Brookings Institution].” “Economists and demographers say a combination of relatively low-paying opportunities, the burden of student loans and an aversion to taking risks explains the reluctance to relocate.” Historically, expansion in America “relied on a mobile population”. “If workers won’t go where the jobs are, it takes longer for employers to fill vacancies.” “Even for those who can find job opportunities, sluggish wage growth makes them think twice about relocating, said Gary Burtless, a senior fellow at Brookings in Washington who was previously at the Labor Department.” Source: America on the Move Becomes Stay-Home Nation for Young, by Steve Matthews and Victoria Stilwell, Bloomberg, May 12, 2014

The Growth of Licensing – “In the 1970s, about 10 percent of individuals who worked had to have licenses, but by 2008, almost 30 percent of the work force needed them.” “Many of the jobs that require licenses are relatively low-skilled, like barbers and nurse’s aides, and licensing creates a barrier that might keep low-income people out of those positions.” Source: Why License a Florist? By Morris M. Kleiner, The New York Times, May 28, 2014

Alternative Models for Economic Success – “Our political discourse is dominated by reverse Robin-Hoodism — the belief that economic success depends on being nice to the rich, who won’t create jobs if they are heavily taxed, and nasty to ordinary workers, who won’t accept jobs unless they have no alternative. And according to this ideology, Europe — with its high taxes and generous welfare states — does everything wrong. So Europe’s economic system must be collapsing, and a lot of reporting simply states the postulated collapse as a fact. The reality, however, is very different. Northern European nations, France included, have done far better than most Americans realize. In particular, here’s a startling, little-known fact: French adults in their prime working years (25 to 54) are substantially more likely to have jobs than their U.S. counterparts.” Source: Europe’s Secret Success, by Paul Krugman, The New York Times, May 25, 2014

The Importance of Purpose – “[W]e have gradually made a transition from being an industrial economy to a service economy to most recently, a purpose-based economy – a shift which undoubtedly puts much greater emphasis on personal relationships and teamwork as the backbone to our work, rather than a straightforward exchange of goods or services. “While good grades don’t hurt and specialized skill sets are required for many jobs, there are some hiring attributes that make prospective employees more desirable to employers all over the world: leadership, personal and intellectual humility, the ability to attribute some purpose to your work, and the ability to take ownership of the task at hand.” Source: Two Sides of the Same Coin: The Employment Crisis and the Education Crisis, by Rukmini Banerjee, Forbes, March 4, 2014

A Different View of the Skills Gap - “A survey by the Workforce Solutions Group at St. Louis Community College finds that more than 60 percent of employers say applicants lack crucial ‘communication and interpersonal skills.’ According to Martha White’s ‘The Real Reason College Grads Can’t Get Hired,’ a large percentage of managers also say today’s applicants can’t think critically and creatively, solve problems, or write well.” “Even though a few innovative institutions now focus on these “soft” skills, according to the recent SSIR report “Educating a New Generation of Entrepreneurial Leaders,” a vast majority of educational institutions still do not adequately prepare students to lead, collaborate with others, and create positive change in the world. Skills like problem solving, leadership, teamwork, empathy, and social/emotional intelligence are still being left out of the curricula of most schools, which contributes to the widening of the talent gap.” “In a New York Times
interview in February 2014, Laszlo Bock – the Vice President for People Operations at Google – said that GPAs and test scores are worthless criteria for hiring and that almost 14 percent of some Google teams consist of people without any college education.” Source: Two Sides of the Same Coin: The Employment Crisis and the Education Crisis, by Rukmini Banerjee, Forbes, March 4, 2014

Value of a College Education – “[T]he largest and most striking disparities between college graduates and those with less education surface in the Millennial generation.” “On some key measures such as the percentage who are unemployed or the share living in poverty, this generation of college-educated adults is faring worse than Gen Xers, Baby Boomers or members of the Silent generation when they were in their mid-20s and early 30s. But today’s high school graduates are doing even worse, both in comparison to their college-educated peers and when measured against other generations of high school graduates at a similar point in their lives.” The report goes on to suggest that the value of a college education has grown perhaps more as a result of the comparison to non-college graduates whose economic fortunes have dropped considerably as compared to earlier generations. Source: The Rising Cost of Not Going to College, The Pew Research Center, February 11, 2014

Concern over Funding Education as a Private Good – “[W]e must recognize that there is a changing national view that higher education is first and foremost a benefit to the individual rather than to the public, which results in education being treated as the responsibility of the individual rather than of the state.” Source: Time to End the Cycle of Unpredictable State Higher Education Funding, by Alex Berryhill, The Daily Californian, August 29, 2014

Debating College Access – “The second chance has long been one of American culture’s most endearing qualities, and we’re at our very best when we broaden the circle of people who get those chances. That’s probably why community colleges were invented in the United States. For all of their quirks -- longtime readers may have seen me mention one or two -- they reflect an admirable moral position that says that nobody gets to tell me I can’t go to college. Nobody.” This issue of Confessions of a Community College Dean responds to the premise of the argument of adding selective admissions to community colleges put forth in a new book titled Community Colleges and the Access Effect. Source: Keep Out the Poor, Huddled Masses..., by Matt Reed, Inside Higher Ed, June 18, 2014 This companion article offers a review of the book and the specifics of the argument made in the book. Source: Pounding the Table, by Matt Reed, Inside Higher Ed, July 16, 2014

College Debt Forgiveness Expanded – “In 2010, the Obama administration announced that students who borrowed federal loans after October 2007 would not have to pay more than 10 percent of their monthly income. But yesterday’s [June 8, 2014] sweeping provision by the administration now applies to anyone who has ever borrowed a federal student loan in the past.” Source: Educators Applaud President Obama’s Order Capping Monthly Student Loan Repayments, by Jamal Watson, Diverse Education, June 9, 2014

Bachelor’s Degree Overhaul? – “The bachelor’s degree – the backbone of the American higher-education system for generations – was never designed to do all it is now expected to do: Provide a vehicle for teens to mature into adulthood, offer a solid general education, and prepare graduates to step immediately into high-skills employment. What’s desperately needed is a bachelor’s-degree makeover, one that isolates the liberal-arts education everyone needs in a fast-changing global economy and is flexible enough to accommodate the demand for skills training throughout one’s life.” “Forty years ago, when a college education wasn’t required to get ahead financially, the bachelor’s degree was the mechanism for acquiring a broad general education. The skills-training part came later, in graduate and professional schools or from an employer. Now college students are expected to acquire that general education in tandem with skills training.” Source: The Overworked Bachelor’s Degree Needs a Makeover, by Jeffery Seligno, The Chronicle of Higher Education, June 16, 2014
Learning from MOOCs – “The MOOC [Massive, Open, Online Course],’ Lue [Robert Lue, faculty director at HarvardX] told me, ‘has been a catalyst that helped us realize just how different things are.’ “We have study after study suggesting that you learn very little as a result of me talking at you for an hour. Whereas if I convey information to you for five minutes and then assess you on it, and repeat that for an hour, you learn a lot more.” [Piotr Mitros, edX Chief Scientist] Source: Will Free Online Courses Ever Replace a College Education?, By Benjamin Winterhalter, The Atlantic, July 28, 2014

Accreditation – “Lurking now as perhaps the greatest challenge facing accreditation is a reduction in traditional higher-education institutions serving as the primary authority for education offerings, credits, and degrees. President Obama in August 2013 proposed that colleges be rated based on metrics measuring such things as affordability and student outcomes, which could be tied to alternative accreditation requirements.” Source: It’s Time for a New Definition of Accreditation, by Milton Greenberg, The Chronicle of Higher Education, January 27, 2014

Udacity Launches Nanodegrees – In concert with AT&T Aspire (supplying $1.5 million in funding), nanodegrees will offer “compact, flexible, and job-focused credentials that are stackable throughout ones career. And the nanodegree program is designed for efficiency: select hands-on courses by industry, a capstone project, and career guidance.” Source: Announcing Nanodegrees: A New Type of Credential for a Modern Workforce, by Clarissa Shen, U Climb Higher (Udacity online blog), June 16, 2014


Debate over Remedial College Work Wages On – “College students are increasingly spending federal financial aid and taking on debt for high school-level courses that don’t count toward a degree, despite mounting evidence the courses are ineffective and may contribute to higher dropout rates.” “The trends reflect a sharp rise over the past decade in enrollment at community colleges, which disproportionately serve low-income, minority and older populations. About 40% of students entering community colleges enroll in at least one remedial course, according to the Education Department; only about 1 in 4 of them will earn a degree or certificate.” “Now, the high dropout rate among remedial-education students—along with a sharp rise in student debt—is fueling debate about whether the government should be more stringent in awarding student aid.” “Multiple studies have concluded that, for most students, remediation either harms or has no effect on their odds of earning a college degree or certificate.” “Research has shown that some form of remediation might benefit the least-prepared students.” “The Obama administration believes remediation courses, as currently designed, are among the biggest obstacles to its goal of increasing the number of Americans with postsecondary degrees. The administration this year gave $10 million to a partnership of Columbia University, the Community College Research Center and the research group MDRC to fund a research center to study ways to overhaul remedial education.” Source: Remedial Courses in College Stir Questions Over Cost, Effectiveness, by Josh Mitchell, U.S. News, November 17, 2014 [Article available: S:\ORPE\Public\NMC Scan\Dec2014 Scan Content]

Coffee and College – “Starbucks is teaming up with Arizona State University on an exclusive program that could send thousands of its baristas, store managers, and other employees to ASU Online for their undergraduate degrees, with the coffee company picking up about three-quarters of the tuition tab.” “Starbucks expects the scholarships, coupled with student aid from government sources and from Arizona State, to cover about half the costs of tuition for freshmen and sophomores. The scholarships, which will be awarded through the financial-aid
office, will be more generous for juniors and seniors, covering the full costs of tuition not covered by financial aid, to encourage them to complete their degrees.” Source: Starbucks Will Send Thousands of Employees to Arizona State for Degrees, by Goldie Blumenstyk, The Chronicle of Higher Education, June 15, 2014

- **Smart Phone/Smart Learner** – “Duolingo, which turns two years old this week, offers bite-sized lessons in French, Spanish, English and several other languages for beginners and intermediate-level speakers. Users learn vocabulary words, grammatical structures and even proper pronunciation by speaking into their device’s microphone.” “The concept of learning a new language through software is hardly revolutionary, but it’s Duolingo’s mobile app that sets it apart.” “One of the main ways to deliver education over the next 10 to 20 years is going to be through smartphones,’ [Luis] von Ahn [Co-founder and CEO of Duolingo and computer science professor at Carnegie Mellon University] says. ‘It’s the only way that this actually can scale. This is why we put so much effort into our apps as opposed to our website.” Source: This Company May Hold the Secret to the Future of Education, by Victor Luckerson, Time, June 20, 2014

**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.

Crowdsourcing = “The practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people and especially from the online community rather than from traditional employees or suppliers.” Source: Merriam-Webster

Generations Defined

- Millennial Generation: Born after 1980; Age in 2013: 18 to 32 (NOTE: No end point has been set for this group. The youngest in this generation are currently in their teens.)
- Generation X: Born 1965-1980; Age in 2013: 33-48
- The Late Baby Boom Generation: Born 1955-1964; Age in 2013: 49-58
- The Early Baby Boom Generation: Born 1946-1954; Age in 2013: 59-67
- The Silent Generation: Born 1928-1945; Age in 2013: 68-85

Nanodegrees = compact, flexible, and job-focused credentials that are stackable throughout your career. Source: Announcing Nanodegrees: A New Type of Credential for a Modern Workforce, by Clarissa Shen, UClimb Higher (Udacity online blog), June 16, 2014
Committee Chair Ross Childs called the meeting to order at 3:00 p.m.

Committee Members Present: K. Ross Childs, Robert T. Brick, Steven G. Rawlings

Others Present: Timothy Nelson, Holly Gorton, Diana Fairbanks

The current process and this year’s timeline for the presidential evaluation was reviewed, and potential revisions to the process for future years were discussed. It was suggested that new trustees on the Board may have additional input. The process will not be changed for this year’s evaluation, but the committee will continue to meet to discuss potential improvements for the following year. Committee members and President Timothy Nelson will look at the evaluation tool and determine appropriate weighting of competencies and key responsibilities for potential revisions for next year.

Ross shared that he would request comparison presidents’ salary and benefits from the other community colleges in the state.

The president’s contract was also discussed. The current contract does not require action, because it is in effect until June 30, 2016, with extensions to 2018. Committee members and President Nelson briefly discussed the fact that the president’s role will require much more external work in the future due to the important issues arising that will affect the future of the college.

It was noted that the presidential evaluation process is both for the purpose of the college and to inform the public. The Committee also discussed the opportunity to provide context to the campus and the community by providing a summary of the completed president’s evaluation. Diana Fairbanks was asked to draft a communication for the Board to review and send out upon completion of the president’s evaluation.

The Committee asked that the packet of materials for this committee meeting be sent to other new trustees Marilyn Dresser and Chris Bott to allow them additional time to better understand the process.

The meeting adjourned at 4:20 pm

Recorded by Holly Gorton, Executive Assistant to the President and the Board of Trustees.
## 2014-2015 Annual President Evaluation Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>April 22</td>
<td>Accomplishments Template and Strategic Plan circulated to PC/VP for review</td>
<td>President’s Office</td>
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<td>April 22</td>
<td>PC/VP review and modify this schedule</td>
<td>PC/VP</td>
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<tr>
<td>May 11</td>
<td>Board Presidential Performance and Compensation Committee meeting to review process</td>
<td>Board Committee members, President</td>
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<tr>
<td>May 13</td>
<td>Accomplishments and Strategic Plan updates due to Tim</td>
<td>PC/VP</td>
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<tr>
<td>May 27</td>
<td>President submits evaluation materials to the Board</td>
<td>President</td>
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<tr>
<td>June 10</td>
<td>Board members submit completed evaluations to Committee Chair</td>
<td>Board members</td>
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<tr>
<td>June 17</td>
<td>Board Committee Chair submits composite evaluation to Board and President</td>
<td>Board Committee Chair</td>
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<tr>
<td>June 22</td>
<td>Board meeting and closed session for review of Presidential Evaluation</td>
<td>Board of Trustees and President</td>
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