Nick's New Year's Resolution

to withhold critical judgement and become a

– YEASAYER –

yea·say·er /ˈyāˌsāər/ noun - a person with a positive, confident outlook

actually, from Nietzsche's 1882 New Year's Resolution

Agenda

**(1) Welcome and Introduction
- Nick**

**(2) The Ecosystem of Education
- Erica Orians (MCCA)**

--- Break ---

**(3) Employee Recognition &
Welcoming of New Employees**

(4) Wrap Up

Northwestern
Michigan College

Changes Impacting NMC And, NMC's Next 'Next'

- Erica will share a broad overview of the ecosystem of higher education, focusing on how **changes in higher education** are impacting community colleges/NMC.

- This is particularly important today as NMC begins to consider **our next 'Next'** – our 2025+ strategic plan.

Our Takeaway:

Yes, there are big changes impacting NMC …

… and, there are reasons to be optimistic.

Reasons to Be Optimistic/A 'Yeasayer'

- Execution of Our Strategic Plan
  Making great progress; *and*, big gains still needed to reach our goals

- Campus Master Plan

- Rightsizing *and* Revenue Growth

- Office of Possibilities

- Benzie County Annexation Possibility

- Freshwater Research and Innovation Center

- Enrollment Growth Strategies (Dual

Welcome Erica Orians

Erica Orians, Ph.D.

VP, MI Community College Association

ED, Michigan Center for Student Success

Northwestern Michigan College

The Ecosystem of Education

From Student to Employee

Advising	Centralized	Program
Majors	University Admission	Program Admission
Advisors	First-Come	Assigned
Awards	Human Review	Degree Audit
Facilities	Functional	Belonging-Centered

The Student Experience

Congratulations, Brutus! You've been **admitted to the Pre-Respiratory Therapy program**.

You can see all of the program requirements and track your progress in the **degree audit** and see a **semester-by-semester academic plan**.
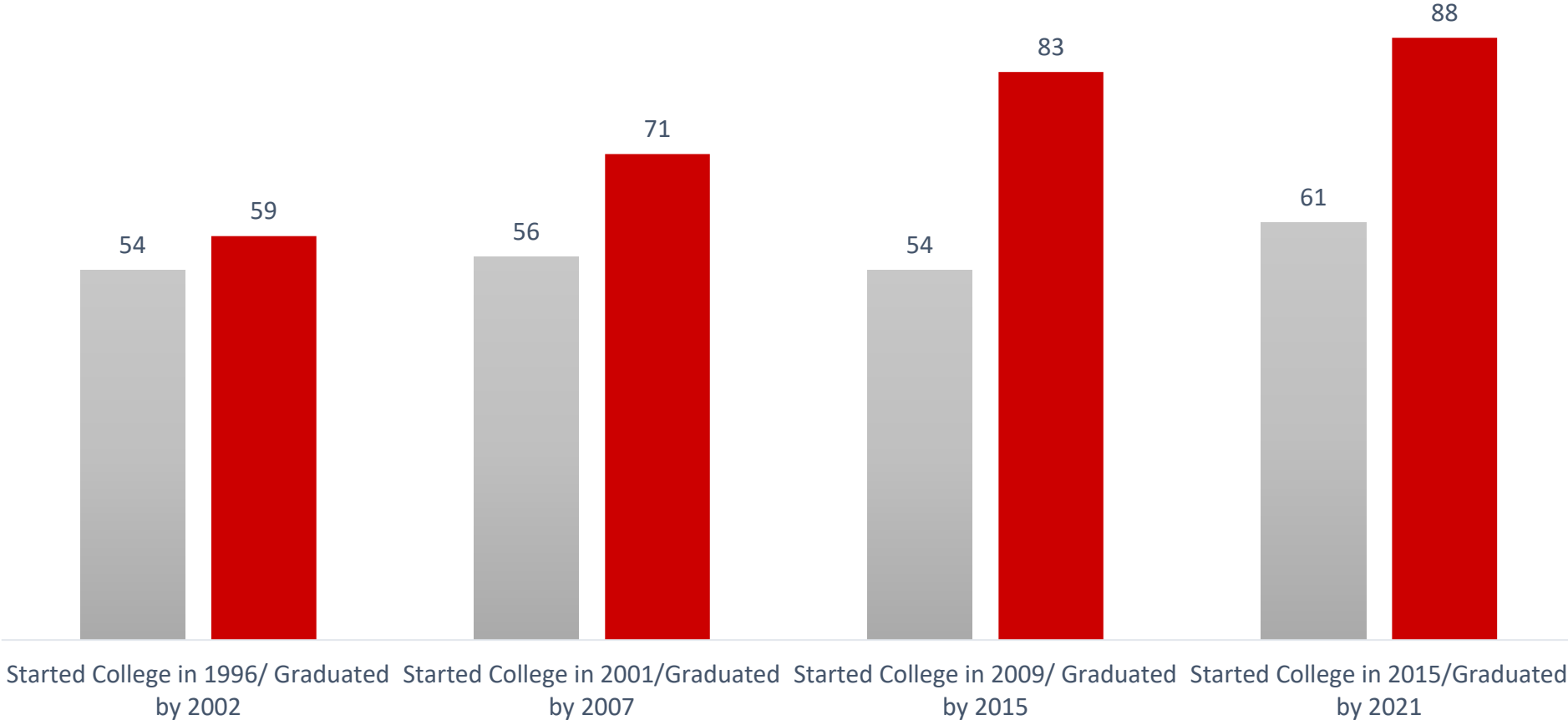
Your **assigned advisor** is Erica Lee. Erica will meet you at **orientation** and she will **teach your FYE 100 course** this Autumn and will continue to be your advisor.

At orientation and in FYE 100, you will **create a full program plan**, plan your **career exploration and job shadowing plan**, prepare to apply for the program, and figure out your **back-up plan**.
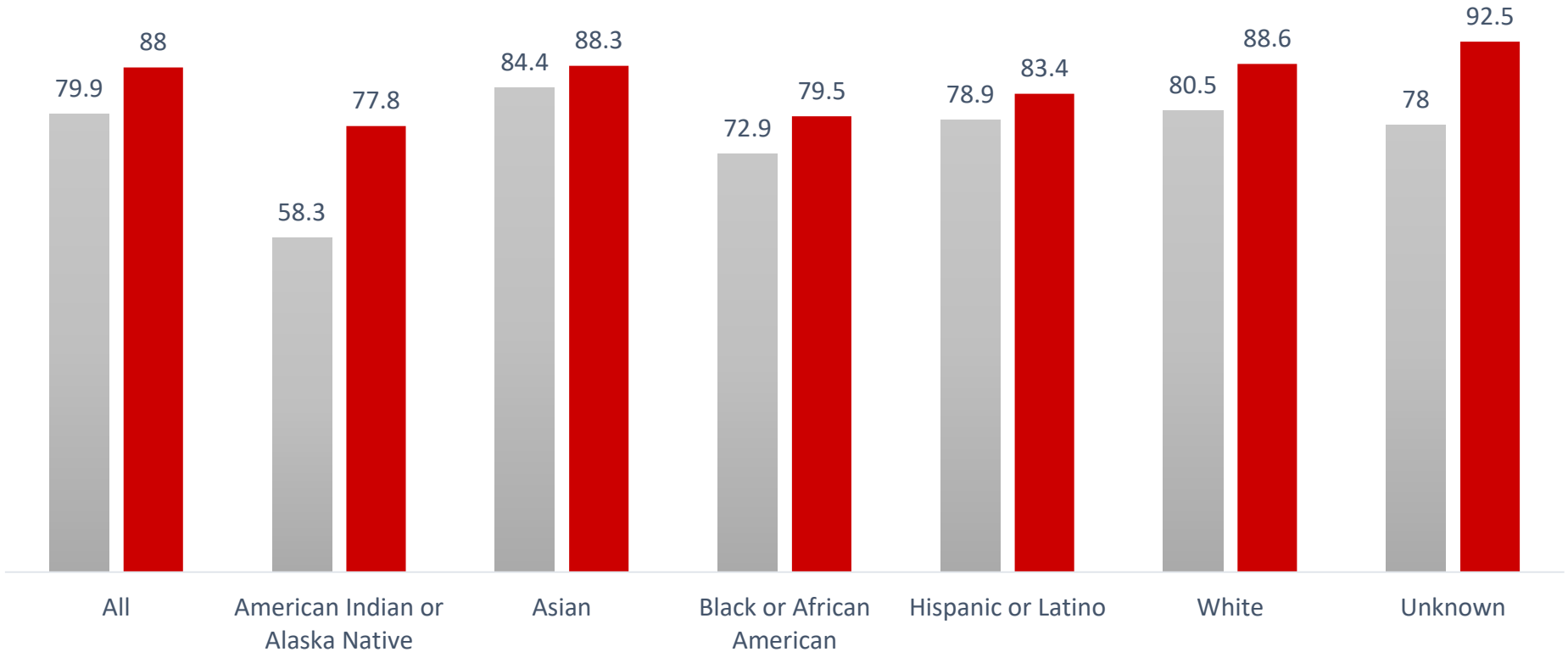
Graduation Rate, 150% of Normal Time (1996-2015)
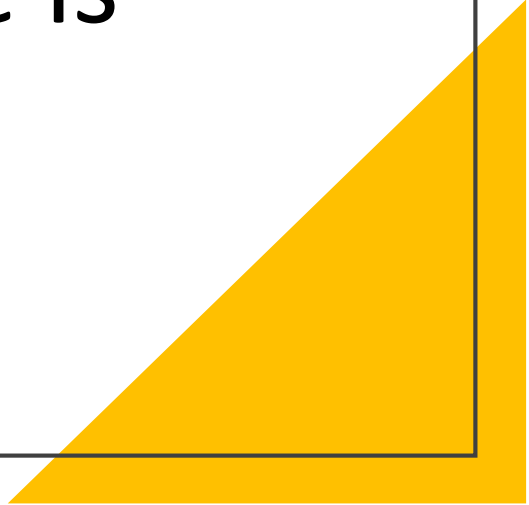
■ National (4-year institutions) ■ Ohio State

Started College in 1996/ Graduated by 2002	Started College in 2001/Graduated by 2007	Started College in 2009/ Graduated by 2015	Started College in 2015/Graduated by 2021
National: 54, Ohio State: 59	National: 56, Ohio State: 71	National: 54, Ohio State: 83	National: 61, Ohio State: 88

Disaggregated Graduation Rate, 150% of Normal Time (2011 and 2021)

■ 2011 ■ 2021

Category	2011	2021
All	79.9	88
American Indian or Alaska Native	58.3	77.8
Asian	84.4	88.3
Black or African American	72.9	79.5
Hispanic or Latino	78.9	83.4
White	80.5	88.6
Unknown	78	92.5

The student experience is changing.

What percentage of Michigan high school graduates enroll in college the fall after high school graduation?

Total College Enrollment
Michigan HS Graduates Enrolled Within 6 Months of Graduation

Percent Enrolled	65.8%	62.5%	52.8%
HS Grads	104,209	103,880	100,765
Year	2012-13	2017-18	2021-22

Enrollment by Race or Ethnicity
2021-22 Michigan HS Graduates Enrolled Within 6 Months of Graduation

Race or Ethnicity	Percent Enrolled Statewide
All Students	52.8%
American Indian or Alaska Native	44.2%
Asian	80.1%
African American or Black	37.2%
Hispanic or Latino, Latina, Latinx	41.5%
Native Hawaiian or Other Pacific Islander	43.6%
White	56.1%
Two or More Races	50%

Enrollment by Gender
2021-22 Michigan HS Graduates Enrolled Within 6 Months of Graduation

Gender	Percent Enrolled
All Students	52.8%
Female	58.9%
Male	46.6%

Enrollment by Other Subgroups
2021-22 Michigan HS Graduates Enrolled Within 6 Months of Graduation

Other Subgroups	Percent Enrolled
All Students	52.8%
Economically Disadvantaged	36.9%
English Learners	40.4%
Students Experiencing Homelessness	29%
Students with Disabilities	22.9%

BUILDING BACK COLLEGE ENROLLMENTS IN MICHIGAN

Identifying Opportunities for Enrollment Growth with K12 Partners.

College Access Dashboard Inquiry Guide

MICHIGAN COMMUNITY COLLEGE ASSOCIATION

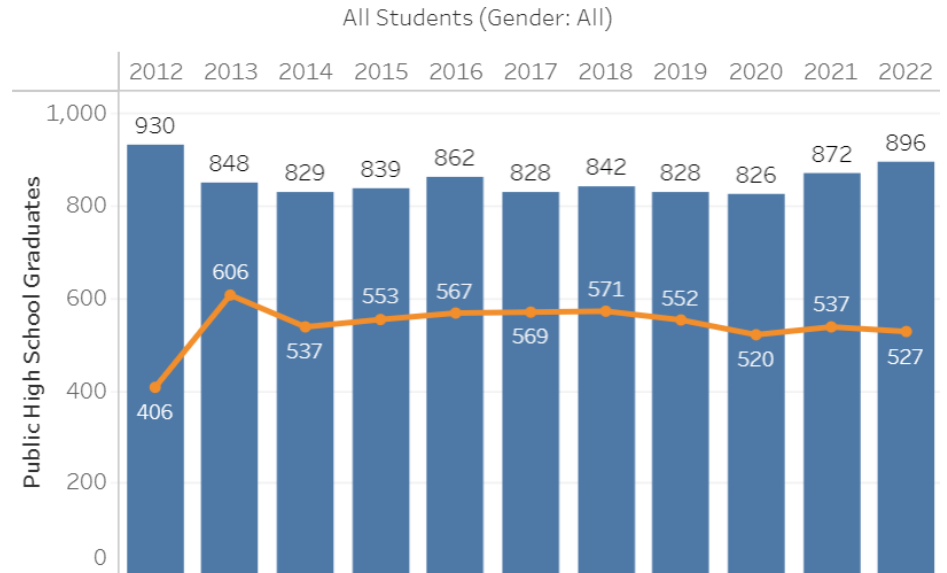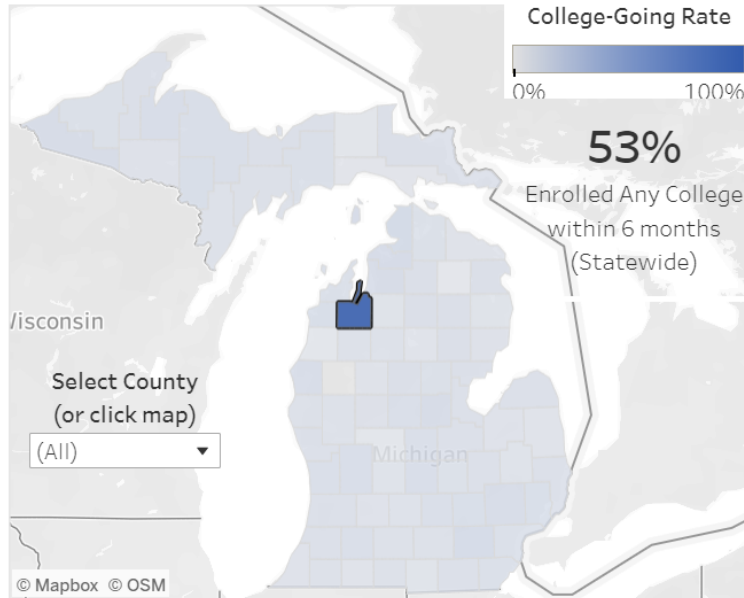# The High School to College Transition in Michigan

Return to Sta

Statewide there are fewer high school graduates, and even fewer students enrolling at any college immediately after HS.

Michigan College-Going Rates by County
2022 HS Graduates, All Students (Gender: All)
Enrolled Any College within 6 months

Grand Traverse County

Class of 2022: Pct. Enrolled Any College: 59%

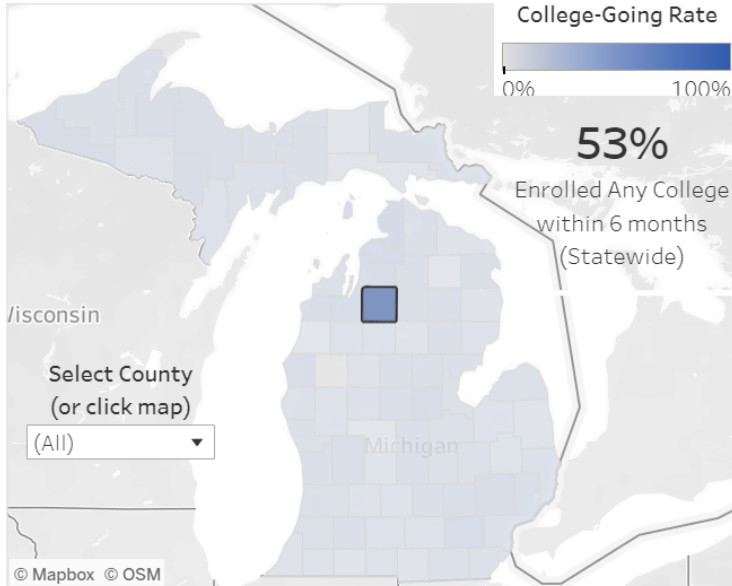(5 Schools, 0 missing HS graduate counts, 1 missing college enrollment counts)*

College-Going Rate

0%   100%

53%

Enrolled Any College
within 6 months
(Statewide)

Wisconsin

Select County
(or click map)

(All)

Michigan

© Mapbox © OSM

All Students (Gender: All)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Public High School Graduates	930	848	829	839	862	828	842	828	826	872	896
(orange line)	406	606	537	553	567	569	571	552	520	537	527

The High School to College Transition in Michigan

Return to Stat[...]

Statewide there are fewer high school graduates, and even fewer students enrolling at any college immediately after HS.
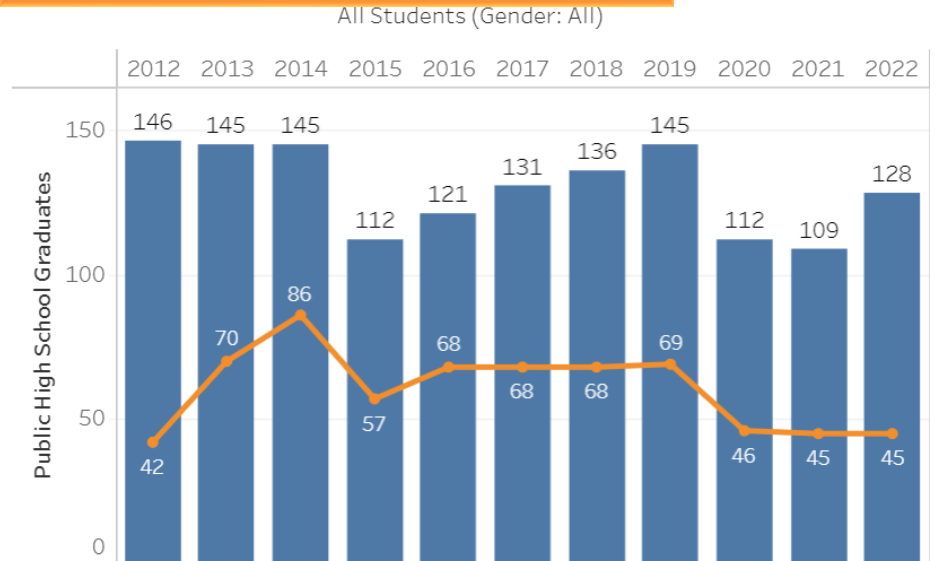
Michigan College-Going Rates by County
2022 HS Graduates, All Students (Gender: All)
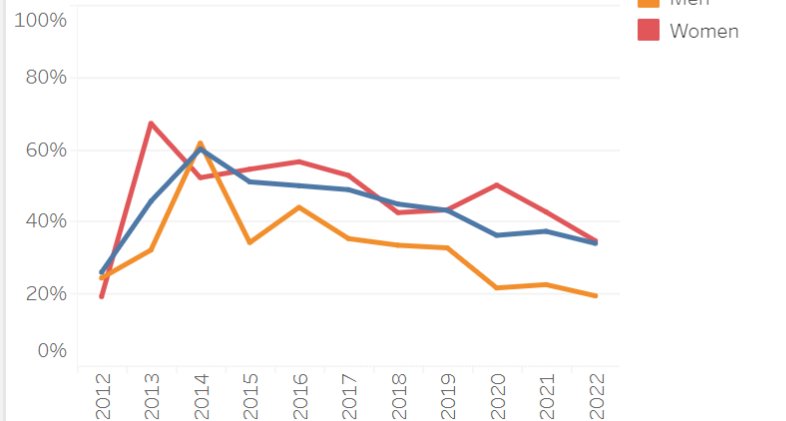Enrolled Any College within 6 months

Kalkaska County

Class of 2022: Pct. Enrolled Any College: 35%

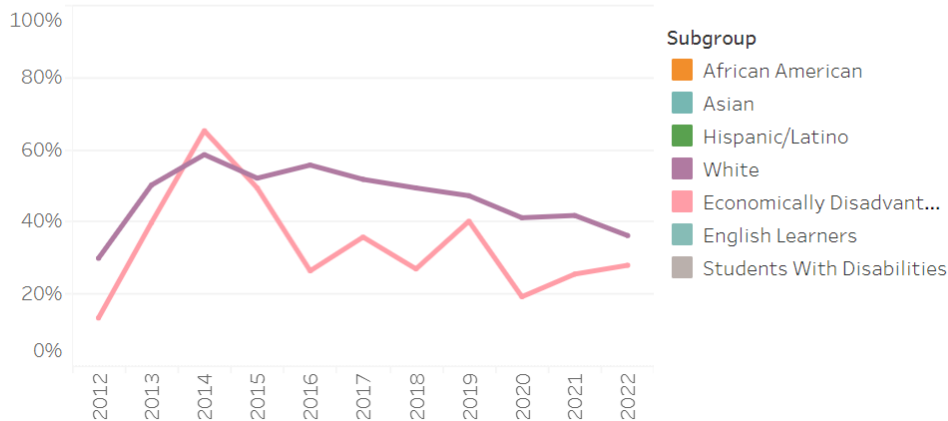(2 Schools, 0 missing HS graduate counts, 0 missing college enrollment counts)*

College-Going Rate

0%   100%

53%

Enrolled Any College
within 6 months
(Statewide)

Wisconsin

Michigan

Select County
(or click map)

(All)

© Mapbox © OSM

All Students (Gender: All)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
HS Graduates	146	145	145	112	121	131	136	145	112	109	128
Enrolled	42	70	86	57	68	68	68	69	46	45	45

Public High School Graduates

Kalkaska County

Men: 19%

Economically Disadvantaged: 28%

College and K12 Partner
College Access Dashboard

Return to State Dashboard

1) Select ISD
Northwest Education Services

2) Focus on Specific High School
Kalkaska High School

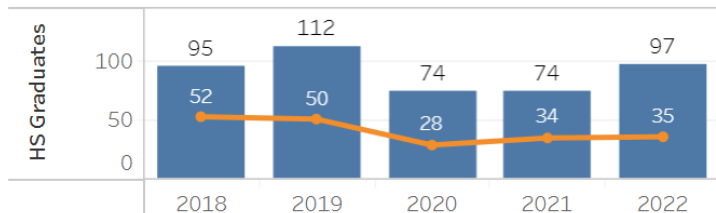## Trend in the number of HS graduates and colle...

Set College-Going Rate Definition
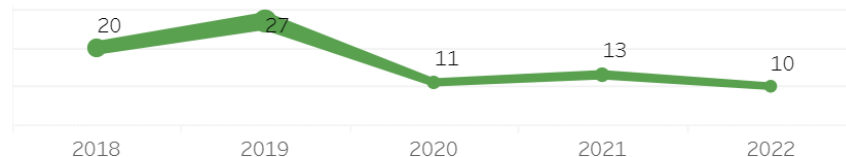Enrolled Any College

College Enrollment Within
6 months

■ Total HS Graduates ■ Enrolled any College

HS Graduates

	2018	2019	2020	2021	2022
Total HS Graduates	95	112	74	74	97
Enrolled any College	52	50	28	34	35

At which colleges do students first enroll after HS?

How many first enrolled at Northwestern Michigan College? (All Students)

2018	2019	2020	2021	2022
20	27	11	13	10

Top College Destinations, 2022 HS Graduates (All Students)

	First Enrolled Here
Northwestern Michigan College	10
Michigan State University	4
Central Michigan University	3
Michigan Technological Univer..	2
Grand Valley State University	2
Baker College	2
Western Michigan University	1
University of Northwestern Oh..	1
University of Michigan	1
Saginaw Valley State University	1

There are opportunities to reach more students.

Enrollment of the 10 largest degree-granting institutions: Fall 1994

Institution	Total enrollment
University of Minnesota, Twin Cities	51,478
Ohio State University, Main	49,542
University of Texas, Austin	47,957
Miami-Dade Community College	47,069
Houston Community College System	45,893
Arizona State University	42,189
Texas A&M University	42,018
Michigan State University	40,254
University of Wisconsin, Madison	39,361
University of Illinois- Urbana	38,545

Has this list changed since 1994?
A lot? A little?

Enrollment of the 10 largest degree-granting institutions: Fall 2020

| Institution	Total enrollment
Western Governors University	147,866
Southern New Hampshire University	134,345
Grand Canyon University	103,427
Liberty University	93,349
The Pennsylvania State University	89,816
University of Phoenix, Arizona	89,763
Arizona State University Campus Immersion	74,795
Dallas College	74,781
University of Central Florida	71,881
Texas A&M University, College Station	70,418

Enrollment of the 10 largest degree-granting institutions: Fall 1994		Enrollment of the 10 largest degree-granting institutions: Fall 2020	
Institution	**Total enrollment**	**Institution**	**Total enrollment**
University of Minnesota, Twin Cities	51,478	Western Governors University	147,866
Ohio State University, Main	49,542	Southern New Hampshire University	134,345
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Miami-Dade Community College	47,069	Liberty University	93,349
Houston Community College System	45,893	The Pennsylvania State University	89,816
Arizona State University	42,189	University of Phoenix, Arizona	89,763
Texas A&M University	42,018	Arizona State University Campus Immersion	74,795
Michigan State University	40,254	Dallas College	74,781
University of Wisconsin, Madison	39,361	University of Central Florida	71,881
University of Illinois- Urbana	38,545	Texas A&M University, College Station	70,418

Michigan State University, Number of Admitted Who Enrolled

Year	Enrolled
2002	7000
2005	7485
2010	7375
2015	8173
2019	8801
2020	8389
2021	9225
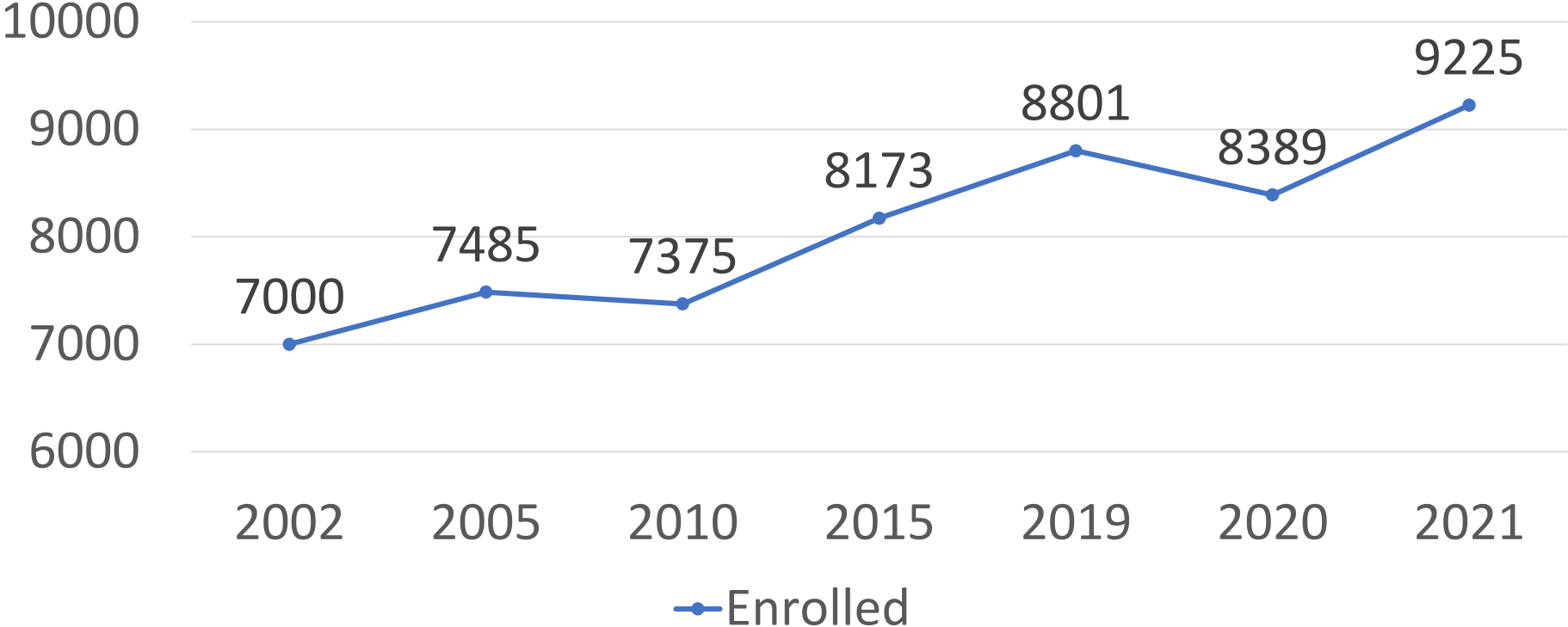
Enrolled

There is more competition for fewer students.

What is the purpose of dual enrollment?

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink • Sarah Griffin • Aurely Garcia Tulloch • Davis Jenkins • Maggie P. Fay • Cat Ramirez • Lauren Schudde • Jessica Steiger

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CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Fink and Davis Jenkins

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underrepresented in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of uneven access and barriers to participation or as "random acts" because of insufficient intentionality (and advising) in terms of how the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

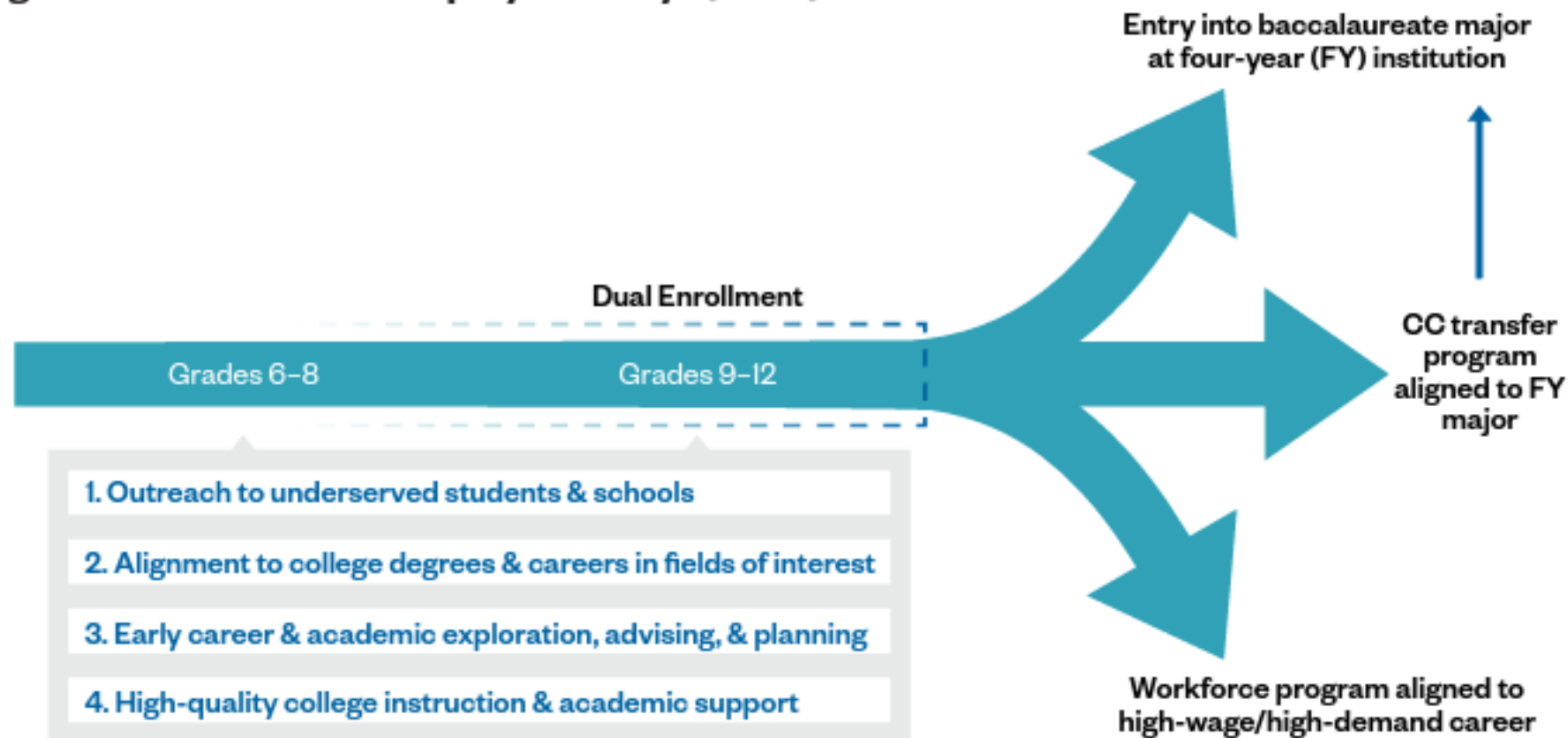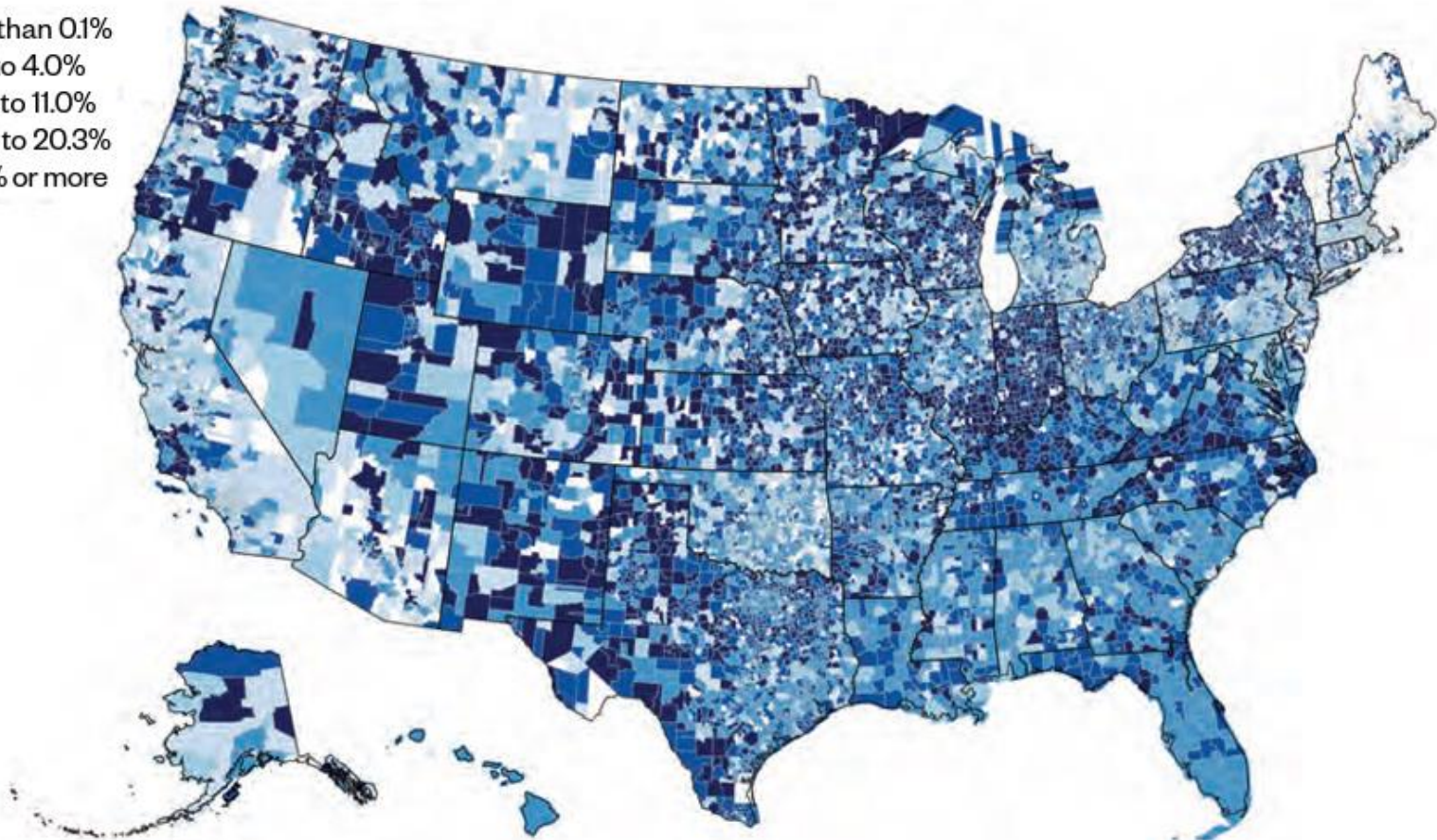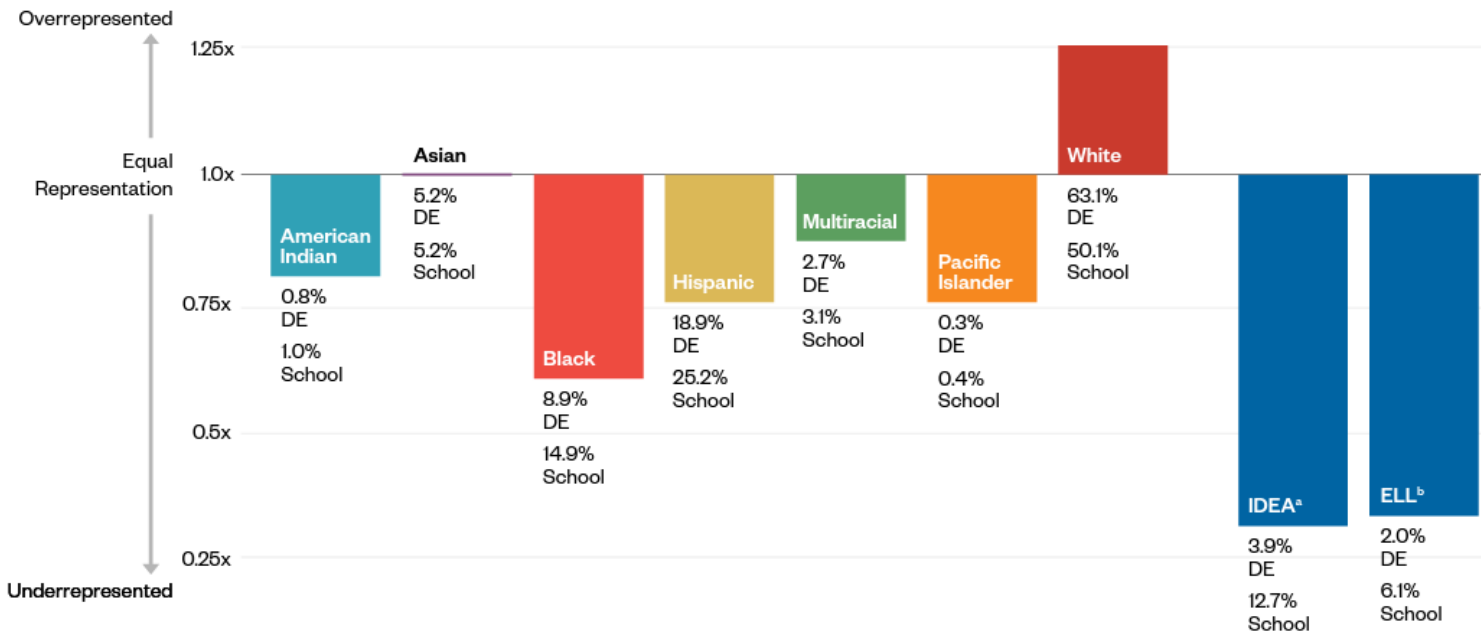# Figure 5. Dual Enrollment Equity Pathways (DEEP) Model

Dual Enrollment

| Grades 6–8 | Grades 9–12 |

1. Outreach to underserved students & schools

2. Alignment to college degrees & careers in fields of interest

3. Early career & academic exploration, advising, & planning

4. High-quality college instruction & academic support

Entry into baccalaureate major at four-year (FY) institution

CC transfer program aligned to FY major

Workforce program aligned to high-wage/high-demand career

Figure 1. Dual Enrollment Participation by Public School District

Less than 0.1%
0.1% to 4.0%
4.0% to 11.0%
11.0% to 20.3%
20.3% or more

Source. Fink (2021a).

Figure 3. Representation in Dual Enrollment

Overrepresented

Equal Representation

Underrepresented

1.25x
1.0x
0.75x
0.5x
0.25x

American Indian
0.8% DE
1.0% School

Asian
5.2% DE
5.2% School

Black
8.9% DE
14.9% School

Hispanic
18.9% DE
25.2% School

Multiracial
2.7% DE
3.1% School

Pacific Islander
0.3% DE
0.4% School

White
63.1% DE
50.1% School

IDEA[a]
3.9% DE
12.7% School

ELL[b]
2.0% DE
6.1% School

Source. Fink (2021b).

Note. 2017-18 school year data. Each bar is a ratio showing each demographic group's proportion in DE coursework (the top percentage shown underneath each bar) divided by that group's proportion in secondary school coursework (the bottom percentage shown underneath each bar).

[a]IDEA = Students provided with services under the Individuals with Disabilities Education Act

[b]ELL = English language learners

Approaching Dual Enrollment with a DEEP Mindset

The DEEP model reflects a shift in mindset from conventional thinking (characterized by the notion of "programs of privilege" or "random acts") to a more strategic approach in which dual enrollment serves as an on-ramp to postsecondary programs of study aligned to students' interests. A DEEP mindset recognizes the importance of proactive outreach to underserved schools and communities and of motivating students through high-quality teaching in courses that provide a foundation for further education and career advancement after high school.

CONVENTIONAL MINDSET		DEEP MINDSET
DE courses **made available** to students who are already college bound	>	**Active outreach and support** for underrepresented students and families starting in middle school
Focus mainly on strengthening students' **academic preparedness for college**	>	Focus also on building **motivation for college** by helping students explore interests and begin to develop an education/career plan
Offerings mainly emphasize **general education courses**	>	Offerings also introduce students to high-opportunity postsecondary pathways through **program foundation courses**
Focus on achievement of **academic content standards**	>	Added focus on helping students become **confident college learners** through active teaching/learning
High school CTE focused mainly on **immediate post-high-school employment**	>	Students motivated and supported to **apply high school CTE credits toward college degree programs** in high-opportunity fields

Dual enrollment is a college access strategy, *particularly for students who are not college bound.*

Is it less expensive to attend a community college or a public university?

Competing on Cost: Full Pell

	Community College	Public University
Student Type	Full Pell	Full Pell
Tuition and Fees Rack Rate	$ 6,216.00	$ 13,156.00
Pell Award	$ 7,395.00	$ 7,395.00
MiAchievement Scholarship	$ 1,750.00	$ 5,500.00
Balance/ Refund	$ (2,929.00)	$ 261.00

Competing on Cost: Partial Pell

	Community College	**Public University**
Student Type	Partial Pell	Partial Pell
Tuition and Fees Rack Rate	$ 6,216.00	$ 13,156.00
Pell Award	$ 4,000.00	$ 4,000.00
MiAchievement Scholarship	$ 2,216.00	$ 5,500.00
Balance	$ 0	$ 3,656.00

Competing on Cost: No Pell

	Community College	Public University
Student Type	No Pell	No Pell
Tuition and Fees Rack Rate	$ 6,216.00	$ 13,156.00
Pell Award	$ -	$ -
MiAchievement Scholarship	$ 2,750.00	$ 5,500.00
Balance	$ 3,466.00	$ 7,656.00

The community college experience needs to be more than affordable.

How does Michigan stack up to against other states in transfer student completion?

HOMEROOM

THE OFFICIAL BLOG OF THE
U.S. DEPARTMENT OF EDUCATION

(https://blog.ed.gov/)

Connect with us

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ED.gov (https://www.ed.gov/)

From the Secretary (https://blog.ed.gov/author/mcardona/)

New Measures of Postsecondary Education Transfer Performance: Transfer-out rates for community colleges, transfer student graduation rates at four-year colleges, and the institutional dyads contributing to transfer student success

Transfer-Out Rate

State name	Access (Transfer-out rate)	Success (Transfers' BA institution completion rate)
NEW YORK	34%	52%
MARYLAND	32%	49%
NEW JERSEY	32%	56%
KANSAS	31%	48%
VIRGINIA	29%	52%
ILLINOIS	29%	56%
MISSISSIPPI	28%	35%
NEW HAMPSHIRE	28%	44%
MASSACHUSETTS	28%	47%
NORTH DAKOTA	28%	51%
MICHIGAN	27%	49%
GEORGIA	27%	34%

#11! →

Transfers' BA institution completion rate

| State name	Access (Transfer-out rate)	Success (Transfers' BA institution completion rate)
ILLINOIS	29%	56%
NEW JERSEY	32%	56%
CALIFORNIA	26%	55%
IOWA	26%	53%
NEW YORK	34%	52%
VIRGINIA	29%	52%
NORTH DAKOTA	28%	51%
WASHINGTON	25%	51%
IDAHO	24%	50%
TEXAS	27%	50%
OREGON	22%	50%
MARYLAND	32%	49%
FLORIDA	27%	49%
MICHIGAN	27%	49%
WISCONSIN	22%	49%
NEBRASKA	22%	49%

Tied for #13!

Figure 1. State-level Community College Cohort BA Completion Rate (8-year) for Title IV Students

([download data as a spreadsheet](#))
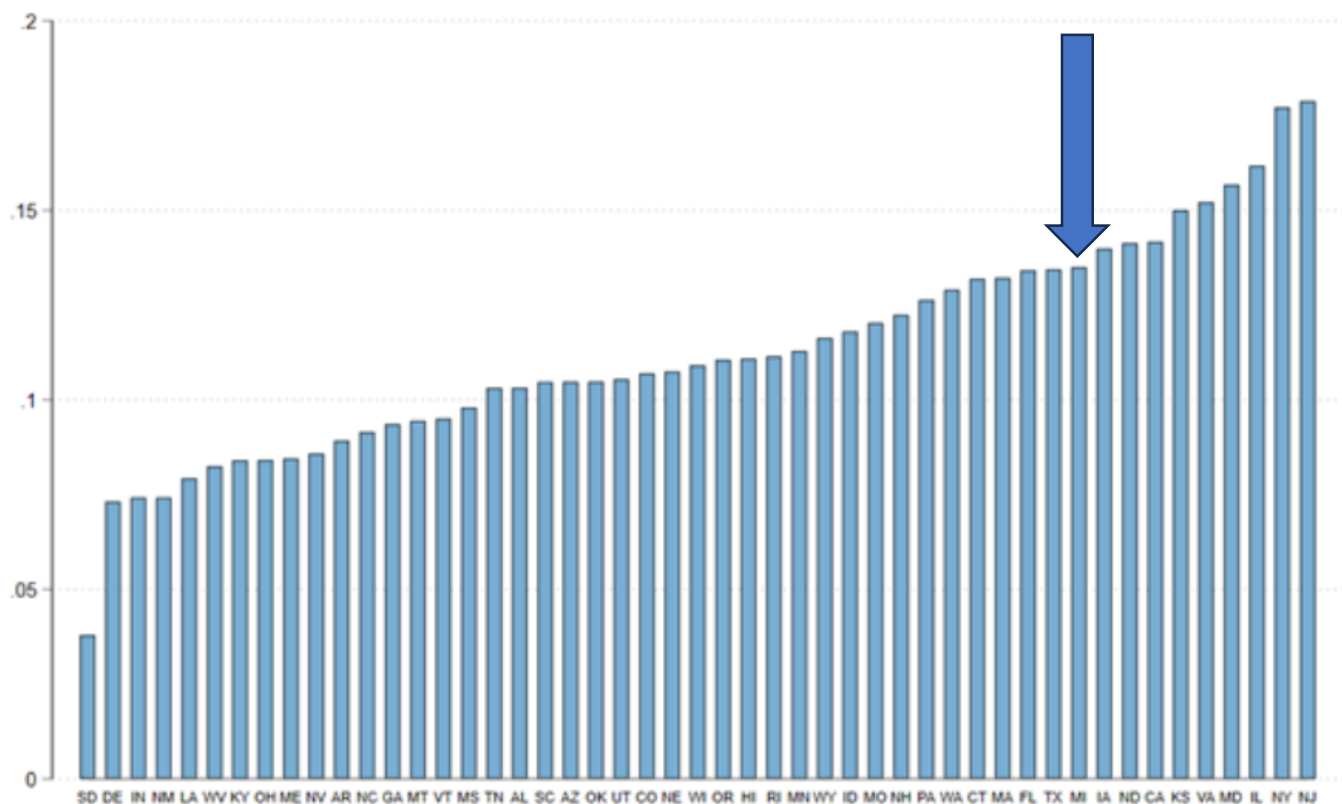
Community College Completion Rates of BA within 8 years of enrollment for Title IV Students

State name	State-level Community College Cohort BA Completion Rate within 8 years for Title IV Students
NEW JERSEY	17.9%
NEW YORK	17.7%
ILLINOIS	16.2%
MARYLAND	15.7%
VIRGINIA	15.2%
KANSAS	15.0%
CALIFORNIA	14.2%
NORTH DAKOTA	14.1%
IOWA	14.0%
MICHIGAN	13.5%
TEXAS	13.4%
FLORIDA	13.4%

#10

Institution (entity) name	State rank - Transfers' bachelor's completion rate	Transfers' bachelor's completion rate	Number of students transfering within 4 years to BA institution	Degrees granted at BA inst among transfer students transfering within 4 years
University of Michigan-Ann Arbor	1	88%	68	60
Michigan State University	2	79%	230	181
University of Michigan-Dearborn	3	66%	104	69
Western Michigan University	4	66%	337	222
Oakland University	5	59%	225	132
Central Michigan University	6	58%	288	168
Ferris State University	7	58%	269	156
Grand Valley State University	8	57%	330	188
Wayne State University	9	57%	218	124
University of Michigan-Flint	10	56%	95	53
Northern Michigan University	11	55%	111	61
Eastern Michigan University	12	51%	226	116
Davenport University	13	49%	103	50
Saginaw Valley State University	14	39%	109	42
Baker College of Flint	15	21%	475	102

Community colleges should select partners with strong student success outcomes.

Takeaways

1. Create a sense of belonging.
2. Set data-informed access and enrollment goals.
3. Use dual enrollment to motivate students for college.
4. Be more than affordable.
5. Partner with universities that share your goals.

Contact

Erica Lee Orians, PhD

Vice President, Michigan Community College Association

Executive Director, Center for Student Success

eorians@mcca.org

www.mcca.org

References

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- https://nces.ed.gov/programs/digest/d96/d96t211.asp

- https://nces.ed.gov/programs/digest/d21/tables/dt21_312.10.asp

- https://nces.ed.gov/ipeds/SummaryTables/report/110?templateId=1100&years=2021,2020,2019,2015,2010,2005,2002&expand_by=0&tt=aggregate&instType=2&sid=24c87694-22d2-4907-a865-baede25c5235

- https://nces.ed.gov/ipeds/SummaryTables/report/812?templateId=8122&year=2011&expand_by=0&number_or_percent=1&tt=aggregate&instType=2&sid=798eeeec-7afb-491a-b7bf-dd7958664753

- https://highered.aspeninstitute.org/aspen-prize/

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- https://ccrc.tc.columbia.edu/media/k2/attachments/revamping-dual-enrollment-equitable-college-degree-paths_1.pdf

- https://www.nacubo.org/Press-Releases/2023/Tuition-Discount-Rates-at-Private-Colleges-and-Universities-Top-50-Percent#:~:text=In%20the%202022%20NACUBO%20Tuition,all%20undergraduates%E2%80%94both%20record%20highs.
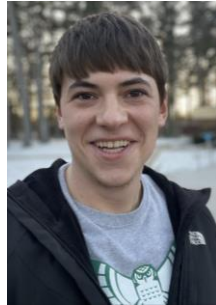
2024 NISOD Excellence Award Winners

- National Institute for Staff and Organizational Development

- Each was selected for meeting the four criteria of the award:

  - Professionalism
  - Relationships with Students
  - Commitment to Learning
  - Relationship with Colleagues

Northwestern
Michigan College

Welcome New Employees
- and, employees in new roles -

Come on up and share:

(1) your name

(2) your role/department

(3) and something about yourself

Northwestern
Michigan College

PDCA Campus Safety: <u>My Charge</u>

1. Training Coming in February
   (Leadership Council to Co-Create)

2. Critical Incident Mapping

3. 3rd Party Assessment of Emergency Mgmt. Plan

4. Continue Development of Culture of Safety

<u>'Safer Kids, Safer Schools' Findings:</u>
- We can not fortify our way to safety.
- We must create a caring and connected campus.

We must all be engaged and empowered
to keep our campus safe.

Northwestern
Michigan College

Up
Next

**Center for Instructional Excellence
January PD Program**

Noon   Lunch (all Learning Community participants welcome!)

12:45 pm   CIE Announcements

1 pm   Learning Communities

Northwestern
Michigan College