

**West Shore Community College  
Scottville, MI 49454  
Board of Trustees  
Board of Trustees Meeting  
Monday, October 15, 2012  
4:00 PM**

**Board Room of the Administrative and Conference Building**

**AGENDA**

- 1. General Function**
  - 1. 1. Call to Order - Jensen**
  - 1. 2. Roll Call and Pledge of Allegiance**
  - 1. 3. Welcome**
  - 1. 4. Approval of September 17, 2012, Regular Meeting Minutes** **2**
  - 1. 5. Approval of Agenda**
  - 1. 6. Michigan Community College Association Report - Ennis**
  - 1. 7. Set Date and Time for Board Retreat - Jensen** **5**
- 2. President's Report**
  - 2. 1. West Shore Report - Hawley**
  - 2. 2. Presentation by Delta Initiative - Ward**
  - 2. 3. College Night Report - Inabinet**
- 3. Student/Community Issues and Reports**
- 4. Public Comments**
- 5. Board Calendar/Requested Reports**
  - 5. 1. Quarterly Investment Report - Smith** **6**
- 6. Community College Higher Education Issues and Trends**
  - 6. 1. *Why MOOCS won't replace traditional instruction (essay), Publishers See Online Mega-Courses as Opportunity to Sell Textbooks, International educators consider the future of the field, Focusing on students' financial need to hasten completion; SAT, ACT: Most high school kids lack skills for college; and Michigan Community Colleges and Universities Partner in Grant to Expand Associate Degree Completion.*** **9**
- 7. Unfinished Business**
- 8. New Business**
  - 8. 1. September Financial Report - Smith** **30**
  - 8. 2. Reverse Transfer Agreements - Stich/Dillon** **37**
  - 8. 3. Facilities Master Plan Update - Smith/Ward/Mathison** **39**
  - 8. 4. State of Michigan Best Practices Resolution - Ward** **41**
  - 8. 5. Board Designation under the *Publicly Funded Health Insurance Contribution Act* - Smith/Ward** **47**
- 9. Board Member Comments**
- 10. Adjournment**
- 11. Board Work Session with Auditor - Rehmann Robson**

**West Shore Community College  
Scottville, MI**

**MEMORANDUM**

**TO: Board of Trustees 8.4**

**FROM: Charles T. Dillon**

**DATE: October 15, 2012**

**SUBJECT: Best Practices Resolution**

Attached for your consideration is a resolution that demonstrates the “best practices” here at West Shore Community College. The resolution was required by “proviso” language appropriations bill passed this year.

Also, attached is a cover letter from John E. Nixon, the State Budget Director.

As you will read, we are doing some things well.

## *Best Practices Resolution*

Michigan Public Act 201 of 2012, signed by Governor Snyder on June 25, 2012, originates from an omnibus public education bill passed by the Michigan Legislature that includes a \$2,322,000 appropriation for West Shore Community College. Among the components of the appropriations for all Michigan community colleges is performance funding based on “local strategic value,” which is defined in terms of three categories as shown below. Each category covers five standards of local strategic value, called “best practices.” The law requires the WSCC Board of Trustees to pass a resolution certifying that the College meets at least four out of five of the best practice standards under each of the three categories.

West Shore Community College not only meets, but also exceeds the best practice standards required by the appropriations law, as the following table demonstrates.

**West Shore Community College Adheres to Best Practices Grid (PA 201)**

<b>Best Practices Category</b>	<b>Examples of WSCC Adherence</b>
<b>Category A, Economic Development and Business or Industry Partnerships</b>	
(i) The community college has active partnerships with local employers including hospitals and health care providers.	<ul style="list-style-type: none"> <li>• WSCC has partnerships with Memorial Medical Center of West Michigan, West Shore Medical Center, Davita Health Care, Mercy Hospital – Hackley Campus, Northwood Center, Hospice of Michigan, Manistee County Medical Care Facility, Memorial Home Care, Memorial Medical Cardiac Rehab, Mercy Visiting Nurse Service &amp; Hospice, Munson Home Care, Oceana County Medical Care Facility, Tendercare of Ludington, West Shore-Mercy Renal Dialysis, and Oceana County Council on Aging to provide clinical sites for the nursing program</li> <li>• WSCC has formed a mechatronics program advisory council with Harrington Tool, Metalworks, Inc., Metal-Line, Inc., Sadler Machine Tool, Inc., Whitehall Industries, Change Parts, Inc., Cone Drive Service Center, Packaging Corporation of America, and Harsco Rail;</li> <li>• WSCC has formed a welding program advisory council with Lake Welding Supply, Lincoln Electric Company, Whitehall Industries, Heavy Metal Group, Inc., Harsco Rail, and Metalworks, Inc.;</li> <li>• WSCC has formed a law enforcement program advisory council with the Ludington Police Department, Hart Police Department, Manistee Department of Public Safety, Pentwater Police Department, Shelby Police Department, Mason-Oceana 9-1-1, Lake County Sheriff's Department; Manistee County Sheriff's Department, Mason County Sheriff's Department, Oceana County Sheriff's Department, Michigan State Police Post #77 and #66, Little River Band Department of Public Safety, Mason County Family Court, Mason County Prosecutor's Office, Michigan Commission On Law Enforcement Standards, Oaks Maximum Correctional Facility, Mason County Community Corrections, and Michigan Department of Corrections;</li> <li>• WSCC has formed a nursing program advisory council with Memorial Medical Center, West Shore Medical Center, Ferris State University, Dr. Nelson's Office,</li> </ul>

	<p>Reimer Eye Center, MGHP Hackley Campus, Oceana county Medical Care, Oceana Council on Aging, Oakview Medical Care Facility, Tendercare of Ludington, and Munson Home Health Care; and</p> <ul style="list-style-type: none"> <li>• WSCC established a business education program advisory council with District Health Department 10, Reimer Eye Center, Metalworks, Inc., Holiday Inn Express, Lake Michigan Car Ferry, Manistee County Medical Care Facility, Memorial Medical Center, Packaging Corporation of America, R. Peter Heyse &amp; Associates, Mason County Transit, West Shore Bank, Alliance for Economic Success, Straits Steel and Wire, Ludington Chamber of Commerce, FloraCraft, Martin Marietta Magnesia Specialties Inc., Purdom &amp; Purdom, Kalcher, VanderWal &amp; Torrey PC, DMC Unlimited, Designs Integrated, LLC., Advantage Marketing &amp; Publications, and Great Lakes Castings, LLC.</li> </ul>
(ii) The community college provides customized on-site training for area companies, employees, or both.	<ul style="list-style-type: none"> <li>• WSCC provides local businesses customized on-site training including training in the last year on hospitality, customer service, leadership, robotic welding, CNC training, Microsoft Excel, QuickBooks, and ServSafe.</li> </ul>
(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.	<ul style="list-style-type: none"> <li>• WSCC supports entrepreneurship through the Business Opportunity Center, a virtual business incubator, with input from Chambers of Commerce Directors, The Starting Block Business Incubator, Michigan Works!, MMTC, SCORE, MSU Extension, MI-SBTDC, MMIC, RBIN, and e-Merge;</li> <li>• WSCC conducted a regional incubator feasibility study coordinated with Regional Economic Development Corporations, Chambers of Commerce Directors, The Starting Block Business Incubator, Michigan Works!, SCORE, MSU Extension, and MI-SBTDC; and</li> <li>• WSCC founded the West Shore Inventor/Entrepreneur Network (WIN) with the partners of the Grand Rapids Inventor and Muskegon Inventor Networks and with membership from small business owners, inventors and new entrepreneurs.</li> </ul>
(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.	<ul style="list-style-type: none"> <li>• WSCC has a manufacturing lab complex that includes electrical-electronic systems, precision machining, CNC, mechanical systems and mechatronics which is used by students and industry;</li> </ul>
(v) The community college has active partnerships with local or regional workforce and economic development agencies; and	<ul style="list-style-type: none"> <li>• WSCC has active partnerships with workforce and economic development agencies including the Northwest Michigan Council of Governments, Michigan Works! West Central, Mason County Growth Alliance, Manistee Alliance for Economic Success, and Manistee Chamber of Commerce; and</li> <li>• WSCC implemented an Economic Development team that includes local chamber of commerce directors, regional directors of economic development agencies, and representatives from the local manufacturer's council, HR council and regional small business</li> </ul>

	incubator, and key employer representatives.
<b>Category B, Educational Partnerships</b>	
(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, direct credit, middle college, or academy programs.	<ul style="list-style-type: none"> <li>• WSCC has active partnerships with fourteen school districts to provide Dual Enrollment opportunities; and</li> <li>• WSCC has an active partnership with the West Shore ESD to provide Career and Technical Education credit, transcribed credit and an Early College Program.</li> </ul>
(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.	<ul style="list-style-type: none"> <li>• WSCC provides K-12 students enrichment programs including College for Kids, Math Camps, Chemistry Competitions, Art Shows, and Quiz Bowl;</li> <li>• WSCC provides high school students College Nights, Financial Aid Nights, and campus visits and tours; WSCC provides 8th grade college visits;</li> <li>• WSCC hosts an Autism Spectrum Disorder Social Coaching program;</li> </ul>
(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.	<ul style="list-style-type: none"> <li>• WSCC promotes college readiness in the district through the development of a Literacy Network with the local ESD, faculty participation on the State Review Board and National Higher Education Review Board for science standards at the high school and college level, placement testing on campus and through the Baldwin, Mason County Eastern, and Newaygo outreach centers, early college placement testing for high school juniors, and programs to expedite below college level students to college readiness; and</li> <li>• WSCC partners with MI Works to provide campus visits for returning to college students and offers Financial Aid Workshops at the local agencies.</li> </ul>
(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation, GED testing, or recruiting, advising, or orientation activities specific to adults.	<ul style="list-style-type: none"> <li>• WSCC provides GED testing;</li> <li>• The WSCC Business Opportunity Center partners with the local Adult Education program to offer GED preparation and job ready skill training; and</li> <li>• The WSCC Women's Resource Center provides adult student advising, job readiness skills, financial support through internal grants, and operates a clothes closet to provide job appropriate clothing.</li> </ul>
(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center; and	<ul style="list-style-type: none"> <li>• WSCC has articulation agreements, which include 2 + 2 and 3 + 1 programs, with Ferris State University, Davenport University, Walsh College and Central Michigan University; and</li> <li>• WSCC has reverse transfer agreements starting in the 2012-13 academic year with Ferris State University, Grand Valley State University and Lake Superior State University and is in the process with such agreements with Central Michigan University and Davenport University.</li> </ul>
<b>Category C: Community Services (cont.)</b>	
(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.	<ul style="list-style-type: none"> <li>• WSCC offers continuing education programming that promotes leisure, wellness, cultural and personal enrichment;</li> <li>• WSCC offers the Academy of Lifelong Learning a continuing education program for senior citizens; and</li> <li>• WSCC offers a continuing education business training schedule targeted to professional development.</li> </ul>

(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.	<ul style="list-style-type: none"> <li>• WSCC offers an annual performing arts series of 10-15 theatre, concert, or lecture events open to the public; and</li> <li>• WSCC theatre production cast parts are open to students and community members.</li> </ul>
(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.	<ul style="list-style-type: none"> <li>• WSCC sponsors musical ensembles that contain students and community members including a wind symphony, jazz band, percussion ensemble, community choir and the Collegiates with public performances of each ensemble;</li> <li>• WSCC operates the William M. Anderson Library for student and public use; and</li> <li>• WSCC operates a public art gallery, the Manierre Dawson Gallery, which hosts a number of shows and exhibits annually, including both a high school student show and competition, organized in collaboration with local school districts, and a college student show.</li> </ul>
(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.	<ul style="list-style-type: none"> <li>• WSCC operates both a public recreation center and a public ice arena and has hiking trails, cross-country trails, a sports field, and a disk golf course open to the public.</li> </ul>
(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.	<ul style="list-style-type: none"> <li>• The College facilities are frequently used by students, staff and community members. We have a community theater on campus, a concert choir, a wind symphony, a jazz band, and collegiates. We also host a public reading of the U.S. Constitution. We hold College Night where we have many colleges and universities represented serving local high school students.</li> </ul>

NOW THEREFORE, BE IT RESOLVED, that the West Shore Community College Board of Trustees certifies that the College does meet the best practice standards required for state appropriations under Michigan Public Act 201 of 2012 and approves the Best Practices Resolution.

BE IT FURTHER RESOLVED, that a copy of this Best Practices Resolution be presented to the State Budget Office on or before November 1, 2012, on behalf of the trustees, administration, faculty, staff and students of West Shore Community College on this 15th day of October in the year of our Lord, Two Thousand and Twelve, and that a copy be permanently inserted into the meeting minutes.

Attested to by:

\_\_\_\_\_  
Richard M Wilson, Secretary

West Shore Community College Board of Trustees

\_\_\_\_\_  
James R. Jensen, Chair

West Shore Community College Board of Trustees

Witness my hand seal of this resolution on this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.  
(month) (year)



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
STATE BUDGET OFFICE  
LANSING

JOHN E. NIXON, CPA  
DIRECTOR

September 7, 2012

TO: Community College Presidents

This letter is to inform you of requirements in Section 230 of PA 201 of 2012, the education omnibus appropriations act for fiscal year 2013. This section contains the qualifications that must be met in order to receive a portion of \$1.28 million appropriated for local strategic values, which is a component of the community college performance funding formula. To qualify for full funding, the statute lists 15 separate best practices for community colleges to achieve. Institutions must satisfy four of five best practices in each of three different categories.

To demonstrate eligibility for this funding, Sec. 230 requires that each community college certifies compliance to my office by means of a board of trustees resolution certifying that the college has met 4 of 5 best practices in each category. Further, each board resolution "shall provide specifics as to how the community college meets each best practice measure within each category." This resolution must be properly passed by the board and submitted to this office on or before November 1, 2012 for a college to be eligible for funding. I am also requesting a copy of the minutes of the board meeting at which this resolution is approved; draft minutes are acceptable, however.

I have attached the pertinent section of law for your convenience, as well as a template to assist your institution in fulfilling this reporting requirement. An example of how this template might be incorporated into a board resolution is also attached for your consideration – this example should be referenced for format only, and not content. In order to ensure timely payments of these funds on the November 16th payment date, your prompt compliance is appreciated.

Thank you for your assistance in providing this information to our office. If you have any questions, please contact Bob Murphy at (517) 335-1539.

Sincerely,

John E. Nixon, CPA, Director  
State Budget Office

**West Shore Community College  
Scottville, MI**

**MEMORANDUM**

**TO:** Board of Trustees 8.5

**FROM:** Charles T. Dillon

**DATE:** October 15, 2012

**SUBJECT:** Board Designation under the *Publicly Funded Health Insurance Contribution Act*

In September 2011, Act No. 152 of Public Acts of 2011 known as the *Publicly Funded Health Insurance Contribution Act* was signed into law. This act established fixed levels, known as hard caps, to which a public employer could contribute to employee medical benefit plans.

The act became effective for all medical plan coverage years beginning on or after January 1, 2012. The College medical plan year starts on December 1 thus the hard cap limits will apply to the College plan on December 1, 2012.

If a collective bargaining agreement or other contract that is inconsistent with the act is in effect for a group of employees of a public employer on the effective date of the act, the requirements of the act do not apply to that group of employees until the contract expires. As both support staff and faculty have collective bargaining agreements through June 30, 2014, those employee groups are not affected by the December 1, 2012, date. Administrators are the only employee group affected on this date.

The act allows that by a majority vote of the governing body, a public employer may pay not more than 80% of the total annual costs of all of the medical benefit plans it offers or contributes to for its employees. The decision of hard cap or 80% can be made on a yearly basis and is effective for all employees. An employer cannot have both hard cap and 80% contribution levels. College administration recommends that the Board adopt the hard cap limits. It is the intent of College administration to only bring this decision to the Board if a change is requested and not on a yearly basis.

In the current bargaining agreements, employee payment of a fixed percentage of health care rates was negotiated and administrators currently pay the same fixed percentage as the bargaining groups. With the hard cap limit administrators will pay all costs that exceed the limit as of December 1, 2012.

We believe that the hard cap will be in the best interests of the College employees, as well as the College.



The Board Designation under the Publicly Funded Health Insurance Contribution Act fulfills one of our strategic plan goals and, in particular, advances:

- **Strategy 5.2:** Invest our financial resources to drive our vision.

This recommendation was favorably reviewed by the Board Administrative Committee at their meeting held on October 10, 2012.

**Recommended Motion:**

**Adopt hard cap limits of medical benefit plans costs as established in Act No. 152 of Public Acts of 2011.**

Dillon/Ward

**West Shore Community College  
Scottville, MI 49454  
Board of Trustees Meeting  
Monday, September 17, 2012  
4:00 p.m.**

**Board Room of the Administrative & Conference Building**

The September 17, 2012, Board of Trustees Meeting was called to order at 4:00 p.m. by James Jensen, Chair. Mr. Jensen welcomed everyone.

**Call to Order  
and Roll Call**

**Board Members Present:** Mrs. Phyllis Cowden, Mr. Mike Ennis, Dr. Anthony Fabaz, Mr. Bruce Smith, Mr. Steve Urka, and Mr. Richard Wilson, Mr. James Jensen, Chair

**Others Present:** Steve Begnoche (Ludington Daily News), Debbie Campbell, Christy Christmas, Charles T. Dillon, Ken Grabowski (Manistee News Advocate), Thom Hawley, Chad Inabinet, Ted Malt, Matt McCann (President of Student Senate), Susan North, Matt Sanderson, Guy Smith (Student Senate), Lisa Stankowski, Lisa Stich, Julie Van Dyke, Shelby Wagner-Hughes, and Scott Ward

The minutes of the August 20, 2012, regular meeting were distributed to the Board members prior to the meeting.

**Approval of  
August 20, 2012  
Meeting Minutes**

**MOTION:** A motion was made by Mr. Mike Ennis and seconded by Mr. Richard Wilson to approve the August 20, 2012, regular Board meeting minutes. Motion carried.

The agenda of the September 17, 2012, regular Board meeting was provided to the Board members prior to the meeting.

**Approval of  
Agenda**

**MOTION:** A motion was made by Mrs. Phyllis Cowden and seconded by Mr. Bruce Smith to approve the September 17, 2012, regular Board meeting agenda. Motion carried.

Mr. Mike Ennis provided a Michigan Community College Association update. He stated that the Governor signed the MPERS Reform Bill (SB 1040) into law.

**Michigan  
Community  
College  
Association**

Dr. Rick Plummer, Professor of Theater/Director of Cultural Arts, enthusiastically introduced our new Associate Professor of Music, Ted Malt. He stated that Ted's classes are full and he already has new additions to the program. His resume was included in the Board packet.

**Introduction of  
New Employees**

Thom Hawley, Director of College Relations, introduced Student Senate President Matt McCann to provide an overview of initiatives the Student Senate will undertake in the year ahead. Matt McCann talked about his role as Student Senate President and some of the projects that they have been working on.

## **West Shore Report**

Thom Hawley presented the calendar of events. He stated that Sharon Bluhm will be doing a book signing on her book entitled, "Manierre Dawson Inventions of the Mind" in the bookstore on Wednesday. Thom invited Julie Van Dyke to the podium to present the Leisure and Enrichment Communique.

Chad Inabinet, Dean of Student Services, provided the Board with a Fall Enrollment Report. Chad distributed detailed information to the Board members. Dean Inabinet shared some of the statistics and stated that this fall we have seen approximately an 8.6% decrease in enrollment, but is still the third highest fall enrollment.

## **Fall Enrollment Report**

Chairman James Jensen invited anyone to address the Board at this time. There were no public comments.

## **Public Comments**

President Dillon provided the Board Members with the following article: *Study examines contradictions that define today's young people*, by Doug Lederman on August 21, 2012, *Inside Higher Ed*, in their Board packet for their review.

## **Community College Higher Education Issues**

Treasurer Bruce Smith present the August 2012, monthly financial statement, which was provided to the Board prior to meeting. He requested approval of General Fund Expenditures of \$830,280.96 and Auxiliary Fund Expenditures of \$261,145.59. The financials were favorably reviewed by the Board Administrative Committee at their meeting on Wednesday, September 12, 2012.

## **August Financial Report**

**MOTION:** A motion was made by Mr. Bruce Smith and seconded by Mrs. Phyllis Cowden to approve the General Fund Expenditures of \$830,280.96 and Auxiliary Fund Expenditures of \$261,145.59. Motion carried.

Dr. Lisa Stich, Vice President of Academic and Student Services, presented the Reverse Transfer Agreements with Grand Valley State University, Ferris State University, and Lake Superior State University. Reverse Transfer Agreements are agreements between a community college and a four-year institution which agree to identify students who transferred before achieving their associate degree, and who have subsequently earned credits that can be transferred back to the community college toward degree attainment.

## **Reverse Transfer Agreements**

**MOTION:** A motion was made by Mr. Mike Ennis and seconded by Mr. Richard Wilson to approve reverse transfer agreements with Grand Valley State University, Ferris State University and Lake Superior State University. Motion carried.

Mr. Steve Urka thanked Dr. Rick Plummer for his enthusiastic introduction of our new Associate Professor of Music, Ted Malt. Steve welcomed Ted Malt to the WSCC family. He also thanked Student Senate for their report.

**Board Member  
Comments**

Mr. Bruce Smith echoed Steve's remarks.

Mr. Mike Ennis echoed the remarks of his fellow trustees and also took the opportunity to welcome Professor Ted Malt.

Mr. Richard Wilson thanked Dean Inabinet for providing the enrollment report and welcomed Associate Professor Ted Malt.

Mrs. Phyllis Cowden thanked Professor Mike Nagle for organizing the public reading of the U.S. Constitution.

There being no more business before the Board, the meeting was adjourned by motion at 5:02 p.m.

**MOTION: A motion was made by Mr. Mike Ennis and seconded by Mr. Richard Wilson to adjourn the meeting at 5:02 p.m. Motion carried.**

**Adjournment**

Respectfully submitted,  
Richard M. Wilson, Secretary

Recorded by: Lisa M. Stankowski  
Approved: \_\_\_\_\_

**West Shore Community College  
Scottville, MI**

**MEMORANDUM**

**TO:** Board of Trustees 1.7

**FROM:** James Jensen, Chairman of the Board

**DATE:** October 15, 2012

**SUBJECT:** Board Retreat

I am recommending that we schedule our Board Retreat for Thursday, December 6, 2012, beginning at 8:00 a.m. and finishing around 4:00 p.m. on the campus of West Shore Community College.

A formal agenda will be developed and distributed at a later date.

**Recommended Motion:**

**Approve Thursday, December 6, 2012, beginning at 8:00 a.m. for the Board of Trustees Board Retreat.**

**West Shore Community College  
Scottville, Michigan**

**MEMORANDUM**

**TO:** Board of Trustees 5.1

**FROM:** Charles T. Dillon

**DATE:** October 15, 2012

**SUBJECT:** Quarterly Investment Report – September 30, 2011

Attached to this memorandum and for your information is the Quarterly Investment Report for September 30, 2012, which is required by board policy number 6022.

The Quarterly Investment Report fulfills one of our strategic plan goals and, in particular, advances:

- **Strategy 5.2: Invest our financial resources to drive our vision.**

This report was favorably reviewed by the Board Administrative Committee at their meeting held on October 10, 2012.

Dillon/Ward

Investment Report by Bank  
For Quarters Ended September 30, 2012 & June 30, 2012

Bank	Type	Account No.	Term	Maturity	(09/30/12) Balance	(09/30/12) Rate	(06/30/12) Balance	(06/30/12) Rate
West Shore Bank	Checking & Overnight Investment	703001	Liquid	NA	1,992,808	0.25%	1,723,040	0.25%
West Shore Bank	Money Market	549460	Liquid	NA	1,004,383	0.25%	1,503,446	0.25%
West Shore Bank	Certificate of Deposit	86625	36 months	3/25/2014	290,874	2.25%	289,234	2.25%
West Shore Bank	Certificate of Deposit	91116	18 months	11/4/2012	260,667	1.25%	259,848	1.25%
West Shore Bank	Certificate of Deposit	91153	12 months	2/27/2013	214,279	0.90%	213,794	0.90%
West Shore Bank	Certificate of Deposit	91154	18 months	2/27/2013	258,236	1.50%	257,586	1.50%
West Shore Bank	Certificate of Deposit	91155	24 months	2/27/2014	312,602	1.25%	311,620	1.25%
West Shore Bank	Certificate of Deposit	91156	36 months	2/27/2013	321,263	2.75%	319,051	2.75%
West Shore Bank	Certificate of Deposit	91168	24 months	3/5/2014	270,262	1.25%	269,413	1.25%
West Shore Bank	Certificate of Deposit	91169	36 months	3/5/2013	267,779	2.75%	265,936	2.75%
West Shore Bank	Certificate of Deposit	91173	24 months	3/22/2014	267,980	1.25%	267,139	1.25%
West Shore Bank	Certificate of Deposit	91174	36 months	3/22/2013	267,779	2.75%	265,936	2.75%
West Shore Bank	Certificate of Deposit	91186	36 months	6/13/2013	262,973	2.25%	261,490	2.25%
West Shore Bank	Certificate of Deposit	91335	24 months	11/27/2012	247,450	1.75%	246,363	1.75%
West Shore Bank	Certificate of Deposit	91336	36 months	12/5/2013	249,630	2.25%	248,222	2.25%
West Shore Bank	Certificate of Deposit	91470	18 months	9/25/2012	-	1.50%	254,741	1.50%
West Shore Bank	Certificate of Deposit	91472	24 months	3/25/2013	289,786	2.00%	288,333	2.00%
West Shore Bank	Certificate of Deposit	91491	24 months	4/23/2013	258,200	1.40%	257,302	1.40%
West Shore Bank	Certificate of Deposit	92240	36 months	12/16/2014	252,836	1.50%	251,884	1.50%
West Shore Bank	Certificate of Deposit	92241	48 months	12/16/2015	253,406	1.80%	252,261	1.80%
West Shore Bank	Certificate of Deposit	92242	36 months	12/30/2014	252,836	1.50%	251,884	1.50%
West Shore Bank	Certificate of Deposit	92243	48 months	12/30/2015	253,406	1.80%	252,261	1.80%
West Shore Bank	Certificate of Deposit	92296	36 months	3/29/2015	251,894	1.50%	250,945	1.50%
West Shore Bank	Certificate of Deposit	92297	48 months	3/29/2016	252,274	1.80%	251,134	1.80%
West Shore Bank	Certificate of Deposit	92313	48 months	6/13/2016	263,831	1.80%	262,639	1.80%
West Shore Bank	Certificate of Deposit	92333	36 months	9/28/2015	250,000	1.50%	-	0.00%
West Shore Bank	Certificate of Deposit	92334	48 months	9/25/2016	250,000	1.80%	-	0.00%
West Shore Bank	Certificate of Deposit	92335	48 months	9/28/2016	250,000	1.80%	-	0.00%
<b>Total West Shore Bank</b>					<b>9,567,433</b>		<b>9,275,502</b>	
PNC Bank	Money Market	42-5619-9859	NA	NA	167,550	0.25%	167,492	0.25%
<b>Total PNC Bank</b>					<b>167,550</b>		<b>167,492</b>	
Northwestern Bank	Certificate of Deposit	450030072	8 months	5/5/2012	51,557	0.50%	51,557	0.50%
Northwestern Bank	Certificate of Deposit	450034658	13 month	2/8/2013	202,001	0.50%	202,001	0.50%
<b>Total Northwestern Bank</b>					<b>253,559</b>		<b>253,559</b>	
Flagstar Bank	Public Funds	342395697	Liquid	NA	5,323	0.65%	5,316	0.65%
<b>Total Flagstar Bank</b>					<b>5,323</b>		<b>5,316</b>	
Fifth Third Bank	Certificate of Deposit	110-0607094859	11 months	2/22/2013	52,003	0.20%	52,003	0.20%
Fifth Third Bank	Certificate of Deposit	124-0607041458	24 months	3/15/2014	53,602	0.50%	53,602	0.50%
Fifth Third Bank	Certificate of Deposit	136-0607041466	36 months	3/15/2013	52,026	2.25%	52,026	2.25%
Fifth Third Bank	Certificate of Deposit	136-060760501	24 months	6/16/2014	52,125	0.65%	52,125	0.65%
Fifth Third Bank	Certificate of Deposit	136-0607060528	36 months	6/16/2013	54,053	1.75%	54,053	1.75%
<b>Total Fifth Third Bank</b>					<b>263,809</b>		<b>263,809</b>	

Page 2 Continued (Investment Report by Bank)

Huntington Bank	Certificate of Deposit	7154485778	24 months	12/16/2012	200,000	1.15%
Huntington Bank	Public Funds	01-15-3000516	Liquid	NA	19,784	0.50%
Total Huntington Bank					219,784	
Honor State Bank	Certificate of Deposit	4000000535	30 months	6/15/2014	130,000	1.09%
Honor State Bank	Certificate of Deposit	4000000536	42 months	6/15/2015	130,000	1.34%
Honor State Bank	Savings	81064403	Liquid	NA	-	0.00%
Total Honor State Bank					260,000	
Shelby State Bank	Savings Account	1431956	Liquid	NA	56,364	0.75%
Shelby State Bank	Savings Account	81064403	Liquid	NA	9,256	1.00%
Shelby State Bank	Certificate of Deposit	200087868	36 months	12/29/2014	106,675	1.10%
Shelby State Bank	Certificate of Deposit	200088347	17 months	8/8/2013	100,405	0.70%
Total Shelby State Bank					272,699	
West Michigan National	Certificate of Deposit	7328	1 year	4/13/2013	104,109	0.35%
West Michigan National	Certificate of Deposit	7331	1 year	4/13/2013	155,008	0.35%
Total West Michigan National Bank					259,117	
Members Credit Union	Savings	4104238 100	Liquid	NA	101	0.24%
Members Credit Union	Certificate of Deposit	4104238 100	12 months	12/30/2012	265,446	0.50%
Total Members Credit Union					265,546	
Filer Credit Union	Savings	99608-000	N/A	NA	103	1.00%
Filer Credit Union	Certificate of Deposit	99608-025	6 months	12/30/2012	261,822	0.60%
Total Filer Credit Union					261,924	
Grand Valley Co-Op	Savings	147583-9-0	NA	NA	503	0.25%
Grand Valley Co-Op	Certificate of Deposit	3281	12 months	6/22/2013	262,888	0.85%
Total Grand Valley Co-Op Credit Union					263,392	
Safe Harbor Credit Union	Savings	50608-330	N/A	NA	101	0.50%
Safe Harbor Credit Union	Certificate of Deposit	50608-331	60 months	1/6/2017	131,154	2.15%
Safe Harbor Credit Union	Certificate of Deposit	50608-332	48 months	1/6/2016	131,469	1.75%
Total Safe Harbor Credit Union					262,724	
Lake Osceola State Bank	Certificate of Deposit	820253	NA	NA	3,001	0.25%
Lake Osceola State Bank	Certificate of Deposit	9714833	36 months	12/27/2014	201,203	1.10%
Total Lake Osceola State Bank					204,204	
GRAND TOTAL INVESTMENTS - GENERAL FUND					12,527,064	1.21%
WEIGHTED AVERAGE					12,235,468	1.16%



**West Shore Community College  
Scottville, MI 49454**

**MEMORANDUM**

**TO:** Board of Trustees

**6.1**

**FROM:** Charles T. Dillon

**DATE:** October 15, 2012

**SUBJECT:** Articles

Attached are the following articles for your review:

- *Why MOOCs won't replace traditional instruction (essay),*
- *Publishers See Online Mega-Courses as Opportunity to Sell Textbooks,*
- *International educators consider the future of the field,*
- *Focusing on students' financial need to hasten completion; and*
- *SAT, ACT: Most high school kids lack skills for college.*

I have also attached a news release from the Michigan Community College Association regarding our shared efforts to increase the completion of associate degrees.



(<http://www.insidehighered.com>)



## Why MOOCs won't replace traditional instruction (essay)

Submitted by Jonathan Marks on October 5, 2012 - 3:00am

As a politics professor, I feel I should know something about health policy, but it is mostly dread that made me sign up for Ezekiel Emanuel's class, Health Policy and the Affordable Care Act, through Coursera. Word is that higher education is about to be disrupted <sup>[1]</sup> by online providers, like Coursera and Udacity, and their MOOCs (massive open online courses). If students can take political philosophy with Harvard's Michael Sandel for free, why will they pay to take it with me?

Have you seen Professor Sandel's course <sup>[2]</sup>? I bet I am not alone in wanting to take his more than I want to take mine. Sebastian Thrun, co-founder of Udacity, predicts that in 50 years there will be no more than 10 higher education institutions. Thrun isn't quietly waiting for his prediction to pan out, either. Pearson VUE recently contracted to administer proctored final exams for some of Udacity's courses, an important step toward offering credit that most colleges will find hard to reject <sup>[3]</sup>.

But the "college credit monopoly" may have been the only thing protecting me from Sandel. Dean Dad explains <sup>[4]</sup> that students who can get college credits for free will have more incentive than ever to max out the transfer credits they are allowed and less incentive than ever to buy my college's expensive products, including, I cannot help emphasizing, me. It is just my luck that, amid what some are calling a great stagnation <sup>[5]</sup>, one of the few big advances in the offing wants to eat my job. I signed up for Health Policy and the Affordable Care Act, then, half-hoping for a bad experience.

But at first, the course seemed alarmingly good. Emanuel, as health policy adviser to the director of the OMB, helped craft the Affordable Care Act. An oncologist, author and food critic, he is disgustingly accomplished <sup>[6]</sup>. No wonder that over 30,000 students wanted to be in a virtual room with Emanuel, now a vice-provost and professor at the University of Pennsylvania. A wry and engaging lecturer, Emanuel delivered. Though he did not hide his affection for the Affordable Care Act, he also revealed some of the cynical calculations that went into the law.

Had we paid any money, we would have gotten our money's worth: an insider's account of the challenges the American health care system faces, of how the Affordable Care Act seeks to meet them, and of obstacles to the new law's success. Professor Emanuel's lectures were supplemented by informative readings <sup>[7]</sup> that covered in depth the very topics, like malpractice reform, cost control, and innovation, that a health policy novice wants to know more about.

After completing the eight-week course, however, I am optimistic that this kind of MOOC will not eat my job because it and I are not really in the same business. At Ursinus College <sup>[8]</sup>, where I teach, the faculty and administration work individually and collectively to help our students cultivate judgment, the capacity to decide what to think or how to act in areas, like health policy, where no formula can generate the right answer. While we cannot help our students without demanding that they take an active role in their education, we also assume that they do not come in with their judgments already cultivated. College should be a transformative experience for them, and they will need guidance.

For all its virtues, Health Policy and the Affordable Care Act offered almost no guidance, and I now think, as I will explain later, that this absence of guidance is not a temporary defect that tweaks will soon correct, but rather a built-in feature of the Coursera model. Dean Dad advises <sup>[9]</sup> colleges that plan to survive the coming age of free credits to "focus more clearly on what they can offer that MOOCs can't." Our present focus should therefore be our continuing focus. While one cannot know the future of MOOCs without knowing the future of information technology and artificial intelligence, what we know so far suggests this motto for the bricks and mortar college of the future: "guidance does not scale."

Our potential guide, Professor Emanuel, was not really in the virtual room. Our lectures were excerpts of lectures he had previously given at Penn. If lectures merely transmitted information, Emanuel's absence would not have mattered. But good lecturers do more than transmit information. An adept teacher can try to read the expressions on the faces of her students, and invite a student to share his thoughts or objections when he seems to have something on his mind. An adept lecturer can allow her students to test her, test them in turn, and convey the sense that they are engaged in a high-stakes enterprise together. In this way, students not only weigh competing ideas but also acquire or further develop a taste for weighing them with the help of others. I know, thanks to Will Oremus <sup>[10]</sup>, that MOOCs are now "streamed in real time" and "increasingly interactive," allowing a professor "to pause and instantly poll the students to see if they understand what she's just said." But that's not the same, and how could it be in a course whose reason for being is to put a superprofessor in front of a massive number of students, more than even a superprofessor can meaningfully attend to?

Our syllabus underscored that such attending to was not to be expected by providing no contact information for Emanuel or his staff. Occasionally a staff member would pop up in the discussion forums to answer an administrative question. But more representative was the "Peer Review Not Credited" thread, consisting of some 222 variations on the theme that one should not be penalized 20 perfect for not doing peer reviews when one has actually done them. No staff member commented on this thread. I thought that was funny, until the final week, when *my* peer review was not credited. It is no surprise, given our numbers, that course staff neglected such details, but if one could not hope to hear from a professor or TA about being docked 20 perfect, the message on guidance about

substantive health policy questions was clear: you people are on your own. Guide yourselves.

For this, we had the discussion forums, but they felt, to me anyway, nothing like a class discussion. Being in a discussion forum was like visiting a loud, very crowded public place, in which you could pick up snippets of conversation: "thank you Dr. Emanuel!"; "anyone else docked a point for 'social security?' "; "does masturbating daily improve our health?" That's a tough place to get your bearings in. The discussion forums are Coursera's equivalent of the sections typically attached to university lecture courses, but the forums are immense, and there is no teacher in the room, though there does seem to be someone in charge of deleting salty language.

To assess our knowledge, we had, as I have already indicated, peer grading. In a classroom setting, peer review can work wonders. With a teacher's guidance, students learn to evaluate complex material, to criticize and to benefit from criticism, and to participate in a community that takes ideas and their expression seriously. But "peer assessment in a class of thirty is very different than peer assessment in a class of several thousand." <sup>[11]</sup> in which a teacher cannot oversee the difficult transformation of a student into a critic and of a class into an intellectual community. In our MOOC, no such transformation was needed because "essay" questions called for brief, simple answers, easily checked against a key, and we were not required to explain the grades we assigned.

In a non-MOOC setting, peer review is typically one part of a pedagogical strategy. For Coursera, peer grading is the "answer to the challenge of running a course with tens of thousands of students and only one professor." <sup>[12]</sup> But the same scale that forces this answer on Coursera means that comparing Coursera's peer grading to real peer review is comparing a bug — the inability to provide guidance — to a feature.

"Guide yourselves" could be Coursera's motto, and there is nothing wrong with that. Coursera and similar products are, for the most part, not designed to replace the kinds of undergraduate institutions that catch students during a period of momentous change in their lives, and respond to their need to discover and bring to completion their best mature selves. The strongest such institutions feature a faculty and staff who have deliberated about how to respond to that need, and who marshal the resources of the college, inside and outside of the classrooms, to fulfill their missions. Coursera offers, instead, classes and teachers united by nothing apart from its platform to students who are expected to know what they want and to pursue it with minimal guidance. In this sense, while Coursera's mission of open access is democratic, its education is elitist, designed for those who already possess the judgment, independence, and discipline to teach themselves well. One thing I learned from Professor Emanuel's course is that colleges like mine have little to fear from Coursera and its cousins. They are in the self-improvement business. We are in the self-formation business.

*Jonathan Marks, author of Perfection and Disharmony in the Thought of Jean-Jacques Rousseau (Cambridge University Press, 2005), is associate professor of politics at Ursinus College.*

**Source URL:** <http://www.insidehighered.com/views/2012/10/05/why-moocs-wont-replace-traditional-instruction-essay>

**Links:**

- [1] [http://www.wired.com/wiredscience/2012/03/ff\\_aiclass/all/1](http://www.wired.com/wiredscience/2012/03/ff_aiclass/all/1)
- [2] <http://www.justiceharvard.org/>
- [3] <http://chronicle.com/article/Into-the-Future-With-MOOCs/134080/>
- [4] <http://www.insidehighered.com/blogs/confessions-community-college-dean/competing-%E2%80%999Cfree%E2%80%99D-part-one>
- [5] <http://www.amazon.com/The-Great-Stagnation-Low-Hanging-ebook/dp/B004H0M8QS>
- [6] [http://articles.philly.com/2012-08-06/news/33049779\\_1\\_zeke-emanuel-staff-and-current-mayor-health-care](http://articles.philly.com/2012-08-06/news/33049779_1_zeke-emanuel-staff-and-current-mayor-health-care)
- [7] <http://theincidentaleconomist.com/wordpress/what-ezekiel-emanuel-wants-you-to-read/>
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- [11] <http://www.insidehighered.com/blogs/hack-higher-education/problems-peer-grading-coursera>
- [12] <http://www.insidehighered.com/news/2012/08/30/first-humanities-mooc-professors-road-test-courseras-peer-grading-model>

# THE CHRONICLE

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think

September 17, 2012

### **Publishers See Online Mega-Courses as Opportunity to Sell Textbooks**

*By Jennifer Howard*

Colleges aren't the only enterprises interested in the possibilities of free, online courses. Publishers have begun to investigate whether so-called MOOC's, or massive open online courses, can help them reach new readers and sell more books.

For the moment, providers of the classes encourage professors not to require students to buy texts, in order to keep access as open as possible. So publishers can't count on MOOC's to generate a course-adoption sales.

But online courses do have recommended-reading lists, and enrollments in the tens of thousands. If even a small percentage of those online students buy books, the sales could add up to a nice boost for a textbook.

"We are actively tracking the development of MOOC's and believe they do represent a promising market for university-press titles," said Ellen W. Faran, director of the MIT Press.

**More on MOOC's**



It's the year of the mega-class—and *The Chronicle* is making sense of all the buzz. We've collected all our coverage of MOOC's here:

#### **What You Need to Know About MOOC's**

Her press has already enjoyed what appears to be one MOOC-related sales bounce. A course taught in spring 2011 by Daphne Koller, a co-founder of the online provider Coursera, featured an MIT Press book as recommended reading: *Probabilistic Graphical Models: Principles and Techniques*, written by Ms. Koller and Nir Friedman. The course had an enrollment of 44,000, Ms. Faran recalled. "We saw a dramatic spike in the sales of this upper-level text last spring," she said.

From her perspective, online courses have another advantage: They attract many international students, a group that university presses are trying harder to reach.

Some publishers already operate with business models well-suited to new experiments in free online education. Flat World Knowledge Inc., for instance, bills itself as "the world's largest publisher of free and open college textbooks."

Jeff Shelstad, the company's founder and chief executive, says he hopes that some MOOC providers will look to the publisher as a source of course reading. That has already happened with an edX

course scheduled to start in October, "Introduction to Solid State Chemistry." Taught by Michael J. Cima, a professor at the Massachusetts Institute of Technology, the course features a Flat World textbook as recommended reading.

The publisher gives away online access to all of its 75 or so titles, counting on some students to add a paid option, such as a printed copy, a downloadable version, or flashcards and other supplements. Mr. Shelstad said. Flat World will be in some 7,500 traditional classrooms this academic year, he said; a typical class size is about 65 students. "So if the MOOC is bringing in 13,000, that's a big deal for us."

In traditional classroom courses, "generally we convert 40 percent of students to a paid experience at around \$30," Mr. Shelstad said. "If we could get that in a MOOC, that would be awesome."

MOOC students may not behave like traditional students, though. Many sign up for the free courses but don't keep up with lecture videos or assigned homework.

At least one company, Morgan & Claypool Publishers, has experimented with special pricing for texts in free online courses. With a focus on science, engineering, and computer science, the company specializes in works that are 100 to 125 pages in length—longer than journal articles but shorter than most traditional textbooks—delivered online to colleges that license them. It also sells titles individually.

Michael B. Morgan is president and CEO of Morgan & Claypool. Several of his authors teach online courses. When one called him to talk about using his book as a companion volume, Mr. Morgan decided to try an experiment. Normally a PDF download would cost



\$20, he said, "but we thought that the price was probably too high, especially given the broad spectrum of students taking this and how many of them are in countries where \$20 is a lot to spend." So the price was set at \$5.

"It went quite well," Mr. Morgan said. "We had a substantial number of downloads"—more than 5,000. The books "are easily downloadable, and we're willing to price them in a way that would work" for students taking free courses online, he said.

#### **Resistance to Buying**

The publishing experiments that take shape around online courses will have to emphasize affordability, many experts say. Online-course providers continue to draw the line at required reading, and instructors—including those with books to sell—have abided by such guidelines, at least so far.

"We do strongly urge instructors not to require any textbooks that cost money, since we want the courses to remain accessible even to students that cannot afford to purchase a textbook, including the many that don't even have a credit card," said Ms. Koller, of Coursera, in an e-mail interview.

Some instructors dig up public-domain versions of texts. Some suggest textbooks for students to rent or buy. "In some cases, that's their own book, which is not surprising given that we have been fortunate to offer a number of courses from instructors who literally 'wrote the book' in their discipline," Ms. Koller said.

One instructor who happens to be an author is Jeremy Adelman. A professor of Spanish civilization and culture at Princeton University, he will teach "A History of the World Since 1300" for Coursera this fall. Some 70,000 students have signed up. He'll simultaneously

offer a version of the course to Princeton undergraduates, who will be required to buy the textbook, *Worlds Together, Worlds Apart: A History of the World: From 1000 CE to the Present*, published by W.W. Norton. The book was co-written by Mr. Adelman and fellow members and former members of the history department at Princeton.

Unlike their on-campus colleagues, the Coursera students won't have to buy the book. But Mr. Adelman said they would get a lot more out of the course if they did the reading.

"My own view is that if you're going to take a course, you've got to read," he said. "These are not TED talks. TED talks are great, but if you want to do a course, you've got to study." The reading is especially important, he added, if a student intends to do the writing assignments offered as part of the course.

The recommended edition of the book sells for \$85 on Amazon, a price point likely to put off many students taking free courses. But "there are lots of options," including cheaper e-book editions to rent or buy, Mr. Adelman said. "Access is what this is all about."

He's been working with Norton to produce a stripped-down electronic version aimed at international students. Publishers are "very aware now that we've moved into a new universe of what defines a student or what makes a book," he said.

Mr. Adelman has watched the discussion in an online forum in which Coursera students share strategies on how to get their hands on some form of the book, or on other material that might help them in the course. He's even seen reports of a loose-leaf version that's going to be available in Europe.

Students, he said, "have found all kinds of intrepid ways of getting access to the material in ways I'd never imagined."

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**Matt Arnold** 4 days ago

I do not like where this is going. Even if the costs are substantially lower than the cost of a full text at a University what about the people who still can not afford these texts?

Yes, the courses can be made "self-contained" where the need for a book is not required, but this some courses you can only get so much out of videos and you need some sort of text. That text should be free and open to everyone. This also brings up a issue where professors might just make a MOOC to push their book and try to make a few bucks from the publisher sort of like a "kickback".

I personally liked how MIT handled the book situation with 6.002x: Circuits and Electronics where Anant Agarwal went to the publisher and got the rights to his book back so he was allowed to distribute the book to everyone in the class for free via the edX platform. I think the people who run the MOOC platforms need to take a look at this cause once you let the publishers in and they start making tons of money they won't want to lose that source of income. To me MOOC's were a breath of fresh air, getting away from the publishers proprietary platforms and locked down content.

I would hate for this education revolution to lose what is truly revolutionary about it. Which is a world class education for everyone for free.

(Edited by author 4 days ago)

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**mgozaydin** 4 days ago in reply to Matt Arnold

So . The cost of ebooks is 10 % of the regular price.

Therefore I ask publishers to set the price as 10 % of the regular price since they will sell by



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## International educators consider the future of the field

Submitted by Elizabeth Redden on September 17, 2012 - 3:00am

DUBLIN, Ireland – Leaders in international higher education discussed the trends they expect to inform the future of the field last week at the European Association for International Education conference.

"We are in a period of very big change," said Gudrun Paulsdottir, an international strategist at Sweden's Mälardalen University, who completed her term as the association's president on Friday. She summed up the key question of the conference as this: "Where are we headed?"

A panel on Friday that took up this question considered a wide range of topics, including the potential of massively open online courses (MOOCs), asymmetries in international exchange, the link between university education and employment, and the rise of research universities in Asia.

### MOOCs

Simon Marginson, a professor of higher education at the University of Melbourne, described MOOCs as the "big game-changer" in the international higher education landscape. "Students are going to look very seriously at this option in the future," he said – in that they will contrast the many thousands of dollars they would spend on education in America, Australia or Europe with the opportunity to take online courses for free from some of the world's most prestigious institutions, such as Harvard and Stanford Universities. In fact, many of those flocking to these massive courses are from outside the United States <sup>[1]</sup>.

The outstanding question, Marginson said, is whether employers will recognize MOOCs. Increasingly, educators are experimenting with pathways <sup>[2]</sup> through which students can convert MOOC certificates of completion into the currency of college credit.

"I think it's likely that it's going to have an impact on the labor market," Marginson said of MOOCs. "It would be unrealistic to argue otherwise."

Other experts were more cautious in their assessments. Gordon Cheung, president of the Asia-Pacific Association for International Education and a professor of business at the Chinese University of Hong Kong, pointed out that Internet penetration throughout Asia remains low, at only 26 percent. And Jordi Curell Gotor, director of lifelong learning for the European Commission, said that while he agreed that MOOCs have potential, "We should be aware of the fact that they are still at the beginning. By putting too many expectations on it, we might kill the animal."

### **Asymmetries**

Also during the discussion of MOOCs, speakers pondered the outsized role that global brand-name universities play in international education. What with the most elite universities leading the way on MOOCs, is there room for anybody else? Will MOOCs only serve to perpetuate the elite universities' advantage in identifying and recruiting the world's most talented students?

"We need to find some way of pluralizing the environment," said Marginson, who suggested that universities could design MOOCs in areas of particular academic strength. A Hong Kong university, for example, could offer courses on China's relations with the West.

The more longstanding problem of brain drain also came up on Friday. One audience member from South Africa spoke of Harvard, Stanford and Yale Universities recruiting the country's best high school students and offering scholarships. "That's not even a fair competition for us," she said.

Hugh Brady, president of the University College Dublin, shared some insight on this problem: "It's been the experience of many of our countries that if you can keep the students for the undergraduate experience, even though it will be in their best interests in many cases to take their postgraduate education abroad, they tend to have developed a homing instinct. But if you lose them after high school, they won't come back. That's certainly been the Irish experience." Brady suggested that the development of foreign branch campuses in South Africa could be an effective solution (if not the whole solution), in that they would allow South Africans to access global university brands while staying at home.

Marginson considered another implication of the problem: he said that it may be the case that nations will have to move toward more hierarchical university systems in order to compete. He said that the Swiss or Nordic model of higher education – in which there are many high-quality universities, but no single elite institution – is under tremendous pressure. "It's really high-brand value, high-prestige institutions that offer national systems the best chance of competing with the Ivy League," he said. Marginson added, however, that such a hierarchical strategy creates resource problems for the non-elite universities in the system, and noted that the more equitable model is attractive for building a country's research capacity.

### **Employment and the Labor Market**

Another key theme at last week's conference was the link between higher education and economic development. The unemployment rate <sup>[3]</sup> exceeds 10 percent across Europe, and youth (ages 15-24) unemployment is double that.

Nevertheless, speakers at the EAIE conference pointed to data from the Organization for Economic Cooperation and Development (also released last week <sup>(4)</sup>) showing that college-degree holders had lower rates of unemployment from 2008-10 than their counterparts who had only completed a secondary education. The data also show that the wage premium for tertiary degree holders increased during the recession. Higher education arguably remains a good bet, but how can universities do a better job preparing students for scarce jobs?

Brady spoke of the need for a balance between institutions that prepare students to go straight into the workforce and others that engage in broader, liberal education. He advocated moving professional specializations to the postgraduate level, akin to the U.S. model. (European approaches to higher education generally encourage specialization at an early age.)

"On the one hand we're always going to need ready-to-work graduates, but you also need a large number of students coming out who are deliberately trained to be lifelong learners," Brady said.

Gotor said that it's not only about universities training students in the right skills. "It's about the right skills shaping the labor market."

### **Rise of Asia**

It's no surprise that the importance of engaging with Asia came up at last week's conference. Sessions featured such titles as "Engaging with Asia: Proven Practices and Strategies" and "Sino-EU Double Degrees: How to Overcome the Differences Between Systems." Experts focused Friday on the potential for collaborative research.

"The good thing now is that the Asian universities are investing more into R&D," said Cheung, "creating very good opportunities for collaboration between institutions in Asia, institutions in Europe and institutions in the States."

"Asia as a whole spends as much on R&D as North America, but East Asia alone spends as much on R&D as the UK and Europe, already," Marginson said. "It's a race against time to get involved."

Marginson also drew attention to other emerging hubs of research. He referenced National Science Foundation data showing the number of countries whose scholars publish more than 1,000 scientific papers per year: in 1995 <sup>(5)</sup>, there were 37 countries in that category, and in 2009 <sup>(6)</sup>, 49. "The newcomers included countries like Serbia, Tunisia, Iran and Chile," he said. "These are the new kids on the block."

Other challenges and trends discussed during the international education conference include maintaining quality as Asian higher education systems undergo massification, the declines in public support for higher education and the corresponding introduction or increase of tuition fees throughout many countries in Europe, and the protection of international student rights. Paulsdottir, the EAIE president, pointed out that the move toward higher tuition has made international students a commodity in a way they haven't historically been in Europe.

The EAIE has adopted a new charter for international students' rights <sup>(7)</sup>, which calls, among other things, for the portability of national scholarships and loans, the introduction

of safeguards against “arbitrary withdrawal of study rights or temporary visitor rights,” and the creation of independent authorities, essentially ombudsmen, to which international students can turn. Last month, 2,600 international students at London Metropolitan University <sup>[8]</sup> found out they’d have to transfer to another institution – and quickly – when the UK Border Authority revoked their institution's license to host students from abroad.

More than 4,300 international educators attended this year's EAIE conference.

**Source URL:** <http://www.insidehighered.com/news/2012/09/17/international-educators-consider-future-field>

**Links:**

[1] <http://www.insidehighered.com/news/2012/06/05/early-demographic-data-hints-what-type-student-takes-mooc>

[2] <http://www.insidehighered.com/news/2012/09/07/site-based-testing-deals-strengthen-case-granting-credit-mooc-students>

[3] [http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Unemployment\\_statistics](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics)

[4] <http://www.insidehighered.com/news/2012/09/11/oecd-releases-report-global-education-trends>

[5] <http://www.nsf.gov/statistics/seind10/c5/tt05-14.htm>

[6] <http://www.nsf.gov/statistics/seind12/c5/c5s4.htm#s1>

[7] <http://www.eaie.org/blog/eaie-pioneers-a-global-charter-for-students-rights/>

[8] <http://www.insidehighered.com/news/2012/09/06/british-higher-education-faces-tension-over-foreign-student-immigration>



ccTimes > Focusing on students' financial need to hasten completion

# Focusing on students' financial need to hasten completion

By Times Staff, Published September 11, 2012

With backing from the nation's leading foundations, seven community and technical colleges have announced that they will pilot an initiative testing innovative approaches to increase the number of students who earn postsecondary credentials.

Benefits Access for College Completion (BACC) is a three-year, \$4.84-million initiative funded by the [Ford Foundation](#), the [Kresge Foundation](#), [Lumina Foundation](#) and the [Open Society Foundations](#), and managed by the Center for Law and Social Policy and the [American Association of Community Colleges](#) (AACC). The [Annie E. Casey Foundation](#) is also contributing to the initiative.

BACC will help low-income students connect to coordinated income supports including child care subsidies and food assistance. The initiative will be evaluated to see if low-income students who receive coordinated income supports stay in school longer and complete their studies more quickly.

Public supports and refundable tax credits can help low-income students—who now comprise 40 percent of the student population—fill the gap between financial aid and the resources needed to attend college. The initiative's aim is to help students complete their studies swiftly and successfully and move into jobs earning family-sustaining wages so they will be less likely to need such supports in the future.

According to the [College Board](#), the average full-time community college student had more than \$6,000 in unmet need in 2011-2012. The result is that 66 percent of young community college students work more than 20 hours per week to help pay for school and their home and family obligations, and 58 percent attend college part-time to accommodate work.

## Comprehensive help

During the project's planning phase, each college created its own blueprint to integrate screening and application assistance for public benefits with the services and supports that colleges already provide, such as financial-aid counseling. The colleges are partnering with local human services agencies to better provide these integrated services. Each one took into account local resources and policy contexts to develop strategies that will substantially assist students.

"We applaud these colleges for taking an informed and proactive look at how they can help those students most in need of financial and public support to pursue their college and career goals while dealing with work and family pressures," said AACC President Walter Bumphus. "These benefits, including health insurance, food and child care, as well as financial aid, can help them to complete credentials and get into well-paying jobs."

By the end of the grant period, the initiative will serve low-income students through these plans, which include:

- Developing new campus centers and expanding existing ones that focus on helping students access the financial resources they need to complete college.
- Identifying innovative financing strategies to fund benefits screeners and facilitators on campus.
- Building information about publicly available supports into financial aid conversations.
- Partnering with state and county human services agencies to better serve students.
- Integrating existing online benefits screening tools into on-campus activities.
- Informing students about publicly available supports through existing meetings with college advisors.
- Raising awareness among faculty, staff and students of the existence of these supports.
- Helping counselors and other direct service staff provide technical support to students.

The colleges participating in the implementation phase of the project are:

- [Cuyahoga Community College](#) (Ohio)
- [Gateway Community and Technical College](#) (Kentucky)
- [LaGuardia Community College](#) (New York)
- [Lake Michigan College](#)
- [Macomb Community College](#) (Michigan)
- [Northampton Community College](#) (Pennsylvania)
- [Skyline College](#) (California)

The pilot period will last from fall 2012 through 2014, after which BACC will share the most successful strategies and lessons learned with policymakers and other community colleges nationwide to improve retention and credential completion.



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# SAT, ACT: Most high school kids lack skills for college

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More than half of 2012 high school graduates who took a college entrance exam did not have all of the skills they will need to succeed in college, or a career, a pair of recent reports conclude.

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Findings released Monday by the non-profit College Board show that 57% of 2012 graduating seniors who took the SAT, which it owns, earned a combined score below what it says is necessary to show that students can earn a B-minus or better in the first year at a four-year college.

A report released last month by the Iowa City-based ACT found that at least 60% of 2012 high school graduates who took its test are similarly at risk of not succeeding in college.

The tests measure different skills, but colleges that require standardized admissions tests generally accept scores from either test. Among details:

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Bob Schaeffer, spokesman for FairTest, the National Center for Fair & Open Testing, said Monday that the dip in SAT scores show that high-stakes testing programs such as the federal No Child Left Behind law "have been a colossal failure."

The SAT and ACT reports attribute the relatively flat scores partly to an increasingly diverse pool of students taking their tests. The College Board, for example, reports a 61% increase since 2008 in the number of low-income test takers, based on requests for fee waivers.

College Board Vice President Jim Montoya said Monday that average scores can increase if more students have access to a rigorous college-prep curriculum. "This report is a call to action," Montoya said.

The increased participation also reflects a growing emphasis among states on preparing students for college. Nine states require high school students to take the ACT. Two states require the SAT; a third will require it starting next year.

Moreover, by the 2014-15 academic year, 46 states will have put into place some or all of a set of common core state standards developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices.

"The expectation will no longer be just to graduate students but to really be preparing students for college," says Chris Minnich, senior membership director of the council. "We don't think every student is going to be going to college, but we do think students should have the opportunity, have the option."

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**Phone:** (517) 372-4350  
**E-mail:** aphelan@mcca.org

**FOR IMMEDIATE RELEASE OCTOBER 11, 2012**

## **Michigan Community Colleges and Universities Partner in Grant to Expand Associate Degree Completion**

Lansing, MI (October 10, 2012) – Five national foundations announced the recipients of \$6.4 million in grants supporting a multi-state initiative to help more students who have transferred from community colleges to four-year colleges and universities complete their associate degrees. The Bill & Melinda Gates Foundation, Helios Education Foundation, Kresge Foundation, Lumina Foundation, and USA Funds have joined forces in the initiative, “Credit When It’s Due: Recognizing the Value of the Quality Associate Degree.”

The initiative is designed to encourage partnerships of community colleges and universities to significantly expand programs that award associate degrees to transfer students when the student complete the requirements for the associate degree while pursuing a bachelor’s degree. This approach is commonly known as “reverse back” or “reverse transfer.” The funding will support expansion of programs in 12 states: Arkansas, Colorado, Florida, Hawaii, Maryland, Michigan, Minnesota, Missouri, New York, North Carolina, Ohio and Oregon.

The Kresge Foundation is supporting Michigan’s initiative, which will create a statewide reverse transfer consortium that will implement consistent approaches to awarding associate degrees to students who transfer from community colleges to 4-year institutions without an associate degree. The Michigan consortium includes the 28 public community colleges and 15 public universities in the state, and will be administered by the Michigan Center for Student Success. The Center, also supported by The Kresge Foundation, operates under the umbrella of the Michigan Community College Association and serves as a hub for connecting leadership, administrators, faculty, and staff in efforts to improve student success.

Caroline Altman Smith, Senior Program Officer for The Kresge Foundation’s Education Program, underscored the importance of this initiative, “the Kresge Foundation is delighted to support the launch of a major reverse transfer initiative in Michigan. There are a large number of students in our state who transfer out of community colleges without receiving an associate degree, and then stop out of four-year institutions without graduating. They may have earned enough credits to qualify for the associate degree, but instead leave empty-handed. We know that college degrees change lives, and this is a great opportunity for Michigan’s two- and four-year institutions to partner to ensure that they identify these students and award them the degrees they deserve.”

Michael Hansen, President of the Michigan Community College Association, added “there is national momentum regarding the need to increase college attainment in this country. Credit When It’s Due’ is an exciting partnership between the community colleges and public universities in Michigan to help students get a valuable credential on the path to a bachelor’s degree.”

“Michigan’s public universities are pleased to participate in the Lumina and Kresge grant to improve reverse transfer agreements with our community college counterparts. It is an important step in helping students with credentialing and pointing out to the public the importance a degree makes in today’s knowledge driven economy,” said Michael Boulus, executive director, Presidents Council State Universities of Michigan.



The Michigan Center for Student Success, funded by The Kresge Foundation and operating under the umbrella of the Michigan Community College Association, provides state-level support to Michigan’s 28 community colleges by serving as a hub connecting leadership, administrators, faculty, and staff in their emerging and ongoing efforts to improve student outcomes, emphasizing linkages between practice, research, and policy. For more information, please visit the Center website: [www.mcca.org](http://www.mcca.org)



The Michigan Community College Association (MCCA) provides leadership and advocacy on issues affecting the 28 member community colleges. Since 1914, community colleges have striven to provide affordable and quality higher education to Michigan residents. The community college mission is one of access and success to both traditional and nontraditional students. Furthermore, community colleges also play an integral role in the preparation and development of the state’s workforce. For more information, please visit the MCCA website: [www.mcca.org](http://www.mcca.org)



The Presidents Council, State Universities of Michigan serves as a forum for the presidents and chancellors of Michigan’s 15 public universities to discuss and frame positions on key higher education finance and policy issues. Among its major activities, the Presidents Council serves as an advocate in the state capitol by monitoring and providing analysis on public policy issues and legislation affecting Michigan’s 15 public universities. In cooperation with policymakers, trustees, students, faculty and campus administrators, the Presidents Council plays an active role in developing and proposing state higher education policy to better serve Michigan’s citizens and the public good. For more information, please visit the PCSUM website: [www.pcsu.org](http://www.pcsu.org)

#### THE KRESGE FOUNDATION

Based in metropolitan Detroit, The Kresge Foundation is a \$3.1 billion private foundation that seeks to influence the quality of life for future generations through its support of nonprofit organizations working in its seven program areas: Arts and Culture, Community Development, Detroit, Education, the Environment, Health, and Human Services. Fostering greater access to and success in postsecondary education for low-income, minority and first-generation college students is the focus of Kresge’s Education grantmaking. In 2011, Kresge awarded more than \$22 million in grants to support higher education in the United States and South Africa, with half benefiting U.S. community colleges. For more information, please visit the Foundation website: [www.kresge.org](http://www.kresge.org) or follow @kresgedu.

# # #

**West Shore Community College  
Scottville, MI**

**MEMORANDUM**

**TO: Board of Trustees 8.1**

**FROM: Charles T. Dillon**

**DATE: October 15, 2012**

**SUBJECT: September 30, 2012 Financial Statement**

Attached to this memorandum for your information and approval is the September 2012 Financial Statement of General Fund Expenditures of \$924,644.36 and Auxiliary Fund Expenditures of \$213,207.21.

The financials were favorably reviewed by the Board Administrative Committee at their meeting held on October 10, 2012.

**Recommended Motion:**

**Approve the General Fund Expenditures of \$924,644.36 and Auxiliary Fund Expenditures of \$213,207.21.**

Dillon/Ward

**West Shore Community College  
Scottville, MI  
Variance Report & Forecast  
Analysis of September 2012 Revenues and Expenditures**

**General Fund**

**Revenue**

Tuition & Fees	Tuition and Fee revenue is slightly higher than last year with lower enrollment off-set by higher tuition and fee rates. Enrollment is a little higher than budgeted leading to a slight improvement in the percent of budget, 55.2% compared to 54.5% received at this point the previous year.
----------------	--

**Expenditures**

In September 2011 there were three pay dates and in September 2012 there were two. Year-to-date amounts provide a more accurate comparison of the two years compared to a month-to-month comparison.

Instruction	With equal pay cycles Instruction expenditures are lower than the previous year. The two years have the almost equal expenditures as a percent of budget, 19.5% for FY13 and 19.6% for FY12. Student computer labs were budgeted in Business and Public Service last year and have been moved to Instructional Administration this year accounting for the lower expenses in Business compared to the previous year. Health Occupations has lower expenditures than the previous year including approximately \$45,000 less in payments for contracted instruction.
-------------	---

Public Service	Cultural Arts recorded the annual donations from the Foundation fund raiser earlier this year and a more cost effective summer production account for the difference in the two years.
----------------	--

Economic Development has higher expenditures than the previous year when there was a vacancy within the department.

Instructional Support	Overall Instructional Support expenditures are higher than the previous year when the Nursing Director position was vacant.
-----------------------	---

Student Services	Student Personnel has higher expenditures than the previous year when grant funding covered approximately \$25,000 of personnel costs. Student Financial Aid has awarded \$9,500 more in scholarships than the previous year.
------------------	---

President & Public Info.	Year-to-date expenditures are lower due to a vacancy.
--------------------------	---

Business Services	Business Services has lower expenditures year-to-date compared to the previous year mainly due to a position vacancy.
-------------------	---

Physical Plant	Energy Services expenditures are higher for the year due to expenses being accrued which spreads the expenses more evenly throughout the year.
----------------	--

### Auxiliary Fund

Bookstore	The Bookstore has lower net income than the previous year due to slightly higher revenue offset by higher expenditures. Both revenue and expenditures are higher as a percent of budget compared to the previous year.
Food Services	Food Services year-to-date expenditures are lower than the previous year which follows the budget with both years at slightly over 20% of budget expended through September. With the changes made in Food Services the net income improved by \$5,750 through the first quarter of the year compared to the previous year. The change in Vending Services to a contract with Pepsi provided earlier commission revenue than previous years helping boost the revenue.
Ice Arena	The Ice Arena expenditures increases over the previous year include maintenance expenses incurred during the summer shut-down.
Recreation Services	Recreation Services expenditures are lower than the previous year as a result of a vacant position and the renovations completed last year.



**West Shore Community College**  
**Detailed Financial Statements**  
**Three Months Ended September 30, 2012 and September 30, 2011**

	FY2013					FY2012		
	Month 9/30/12	Year to Date 7/1/12012-9/30/2012	Amended Budget	%	Month 9/30/11	Year to Date 7/1/2011-9/30/2011	Final Budget	%
<b>GENERAL FUND</b>								
<b>REVENUE</b>								
Tuition and Fees	\$ (15,753.39)	\$ 1,792,807.33	\$ 3,246,329	55.2%	\$ (20,704.03)	\$ 1,773,535.38	\$ 3,256,979	54.5%
Property Tax	284,694.85	877,531.29	5,824,296	15.1%	271,071.75	817,566.73	6,052,753	13.5%
State Aid	-	-	2,322,000	0.0%	-	-	2,248,900	0.0%
Federal Aid	-	-	6,260	0.0%	-	225.00	5,860	3.8%
Other Income	6,925.63	91,976.34	151,500	60.7%	5,367.57	91,831.68	153,500	59.8%
<b>Total Revenues</b>	<b>\$ 275,867.09</b>	<b>\$ 2,762,314.96</b>	<b>\$ 11,550,385</b>	<b>23.9%</b>	<b>\$ 255,735.29</b>	<b>\$ 2,683,158.79</b>	<b>\$ 11,717,992</b>	<b>22.9%</b>
<b>EXPENDITURES</b>								
<b>Instruction:</b>								
General	\$ 233,199.97	\$ 484,498.22	\$ 2,591,103	18.7%	\$ 215,995.50	\$ 439,952.14	\$ 2,495,865	17.6%
Business and Public Service	87,921.90	184,212.51	\$ 952,394	19.3%	100,094.51	240,613.73	1,141,576	21.1%
Trade, Industrial and Technical	19,509.81	42,347.53	\$ 276,913	15.3%	21,628.68	28,977.46	275,430	10.5%
Health Occupations	52,532.43	179,208.49	\$ 741,436	24.2%	114,137.10	202,970.82	741,360	27.4%
<b>Total Instruction</b>	<b>\$ 393,164.11</b>	<b>\$ 890,266.75</b>	<b>\$ 4,561,846</b>	<b>19.5%</b>	<b>\$ 451,855.79</b>	<b>\$ 912,514.15</b>	<b>\$ 4,654,231</b>	<b>19.6%</b>
<b>Public Service:</b>								
Cultural Arts Program	\$ 10,420.83	\$ (5,420.04)	\$ 81,649	-6.6%	\$ (11,668.14)	\$ 6,604.40	\$ 94,274	7.0%
Community Services	3,878.33	10,059.05	41,384	24.3%	5,991.39	16,073.92	38,034	42.3%
Economic Development	15,714.99	44,606.44	147,043	30.3%	20,084.48	29,304.46	105,796	27.7%
<b>Total Public Service</b>	<b>\$ 30,014.15</b>	<b>\$ 49,245.45</b>	<b>\$ 270,076</b>	<b>18.2%</b>	<b>\$ 14,407.73</b>	<b>\$ 51,982.78</b>	<b>\$ 238,104</b>	<b>21.8%</b>
<b>Instructional Support:</b>								
Instructional Media Center	\$ 25,707.87	\$ 57,939.59	\$ 293,121	19.8%	\$ 27,984.26	\$ 57,146.08	\$ 325,149	17.6%
Instructional Administration	60,451.21	190,050.45	946,238	20.1%	65,525.84	168,678.05	741,122	22.8%
<b>Total Instructional Support</b>	<b>\$ 86,159.08</b>	<b>\$ 247,990.04</b>	<b>\$ 1,239,359</b>	<b>20.0%</b>	<b>\$ 93,510.10</b>	<b>\$ 225,824.13</b>	<b>\$ 1,066,271</b>	<b>21.2%</b>

**West Shore Community College**  
**Detailed Financial Statements**  
**Three Months Ended September 30, 2012 and September 30, 2011**

	FY2013				FY2012			
	Month 9/30/12	Year to Date 7/1/12012-9/30/2012	Amended Budget	%	Month 9/30/11	Year to Date 7/1/2011-9/30/2011	Final Budget	%
<b>GENERAL FUND</b>								
<u>Student Services</u>								
Student Personnel	\$ 41,150.92	\$ 145,919.93	\$ 728,080	20.0%	\$ 59,571.59	\$ 129,651.82	\$ 648,517	20.0%
Student Financial Aid	39,812.16	113,309.96	\$ 349,015	32.5%	44,119.76	101,950.33	380,697	26.8%
Total Student Services	\$ 80,963.08	\$ 259,229.89	\$ 1,077,095	24.1%	\$ 103,691.35	\$ 231,602.15	\$ 1,029,214	22.5%
<u>Institutional Administration</u>								
Institutional	\$ (135.29)	\$ 40,132.97	\$ 83,750	47.9%	\$ (1,493.44)	\$ 36,409.27	\$ 91,000	40.0%
President & Public Information	44,111.27	144,623.58	642,279	22.5%	73,614.87	172,514.60	715,277	24.1%
Business Services	146,561.79	360,578.29	1,986,647	18.2%	177,011.54	398,266.74	1,828,495	21.8%
Total Institutional Administration	\$ 190,537.77	\$ 545,334.84	\$ 2,712,676	20.1%	\$ 249,132.97	\$ 607,190.61	\$ 2,634,772	23.0%
<u>Physical Plant Operations</u>								
Physical Plant	\$ 101,722.84	\$ 309,681.19	\$ 1,178,290	26.3%	\$ 115,653.18	\$ 276,078.29	\$ 1,153,049	23.9%
Energy Services	42,083.33	126,249.99	\$ 505,000	25.0%	34,273.19	104,881.49	547,000	19.2%
Total Physical Plant Operations	\$ 143,806.17	\$ 435,931.18	\$ 1,683,290	25.9%	\$ 149,926.37	\$ 380,959.78	\$ 1,700,049	22.4%
<u>Transfers</u>								
Transfers	\$ -	\$ -	\$ -		\$ -	\$ -	\$ 284,000	
Total Transfers	\$ -	\$ -	\$ -		\$ -	\$ -	\$ 284,000	
Total Expenditures	\$ 924,644.36	\$ 2,427,998.15	\$ 11,544,342	21.0%	\$ 1,062,524.31	\$ 2,410,073.60	\$ 11,606,641	20.8%
Operating Balance (Deficit)	\$ (648,777.27)	\$ 334,316.81	\$ 6,043		\$ (806,789.02)	\$ 273,085.19	\$ 111,351	

**West Shore Community College**  
**Detailed Financial Statements**  
**Three Months Ended September 30, 2012 and September 30, 2011**

	FY2013			%	FY2012			%
	Month 9/30/12	Year to Date 7/1/12012-9/30/2012	Amended Budget		Month 9/30/11	Year to Date 7/1/2011-9/30/2011	Final Budget	
AUXILIARY FUND								
Bookstore Operations								
Revenue	\$ 152,610.69	\$ 408,503.09	\$ 820,714.00	49.8%	\$ 101,785.08	\$ 399,965.13	\$ 854,080	46.8%
Expenditures	127,597.54	342,792.96	815,002.00	42.1%	91,348.83	329,006.64	792,340	41.5%
Net Income (Loss)	\$ 25,013.15	\$ 65,710.13	\$ 5,712		\$ 10,436.25	\$ 70,958.49	\$ 61,740	
Food Service Operations								
Revenue	\$ 25,344.52	\$ 35,950.27	\$ 216,475.00	16.6%	\$ 22,014.14	\$ 37,346.19	\$ 265,915	14.0%
Expenditures	22,171.12	51,079.91	253,192.00	20.2%	28,021.29	58,226.18	280,662	20.7%
Net Income (Loss)	\$ 3,173.40	\$ (15,129.64)	\$ (36,717)		\$ (6,007.15)	\$ (20,879.99)	\$ (14,747)	
Ice Arena Operations								
Revenue	\$ 9,613.46	\$ 20,199.82	\$ 199,500	10.1%	\$ 9,395.18	\$ 16,769.61	\$ 208,300	8.1%
Expenditures	13,925.77	47,468.43	\$ 218,483	21.7%	15,395.83	37,706.80	231,491	16.3%
Net Income (Loss)	\$ (4,312.31)	\$ (27,268.61)	\$ (18,983)		\$ (6,000.65)	\$ (20,937.19)	\$ (23,191)	
Recreation Services								
Revenue	\$ 20,211.68	\$ 90,778.46	\$ 264,590.00	34.3%	\$ 16,183.25	\$ 85,639.33	\$ 268,590	31.9%
Expenditures	20,603.99	72,973.76	305,646.00	23.9%	31,886.51	84,910.06	328,421	25.9%
Net Income (Loss)	\$ (392.31)	\$ 17,804.70	\$ (41,056)		\$ (15,703.26)	\$ 729.27	\$ (59,831)	
Auxiliary Fund Net Income (Loss)	\$ 23,481.93	\$ 41,116.58	\$ (91,044)		\$ (17,274.81)	\$ 29,870.58	\$ (36,031)	

**West Shore Community College  
Summary Financial Statement  
September 30, 2012**

	(a) 9/1/12 TO 9/30/12	(b) 7/1/12 TO 9/30/12	(c) FY2013 Amended Budget	(d) Over (Under) Budget	(b/c) Actual % of Budget
<b>General Fund Revenues</b>					
Tuition and Fees	\$ (15,753.39)	\$ 1,792,807.33	\$ 3,246,329	\$ (1,453,521.67)	55.2%
Property Tax	284,694.85	877,531.29	5,824,296	(4,946,764.71)	15.1%
State Aid	-	-	2,322,000	(2,322,000.00)	0.0%
Federal Aid	-	-	6,260	(6,260.00)	0.0%
Other Income	6,925.63	91,976.34	151,500	(59,523.66)	60.7%
<b>Total Revenues</b>	<b>\$ 275,867.09</b>	<b>\$ 2,762,314.96</b>	<b>\$ 11,550,385</b>	<b>\$ (8,788,070.04)</b>	<b>23.9%</b>
<b>Expenditures</b>					
Instructional	\$ 393,164.11	\$ 890,266.75	\$ 4,561,846	\$ (3,671,579.25)	19.5%
Public Service	30,014.15	49,245.45	270,076	(220,830.55)	18.2%
Instructional Support	86,159.08	247,990.04	1,239,359	(991,368.96)	20.0%
Student Support	80,963.08	259,229.89	1,077,095	(817,865.11)	24.1%
Institutional Administration	190,537.77	545,334.84	2,712,676	(2,167,341.16)	20.1%
Physical Plant	143,806.17	435,931.18	1,683,290	(1,247,358.82)	25.9%
Transfers	-	-	-	-	
<b>Total Expenditures</b>	<b>\$ 924,644.36</b>	<b>\$ 2,427,998.15</b>	<b>\$ 11,544,342</b>	<b>\$ (9,116,343.85)</b>	<b>21.0%</b>
<b>Operating Balance (Deficit)</b>	<b>\$ (648,777.27)</b>	<b>\$ 334,316.81</b>	<b>\$ 6,043</b>	<b>\$ 328,273.81</b>	
<b>Auxiliary Fund</b>					
<b>Bookstore Operations</b>					
Revenue	\$ 152,610.69	\$ 408,503.09	\$ 820,714	\$ (412,210.91)	49.8%
Expenditures	127,597.54	342,792.96	815,002	(472,209.04)	42.1%
<b>Net Income (Loss)</b>	<b>\$ 25,013.15</b>	<b>\$ 65,710.13</b>	<b>\$ 5,712</b>	<b>\$ 59,998.13</b>	
<b>Food Service Operations</b>					
Revenue	\$ 25,344.52	\$ 35,950.27	216,475	\$ (180,524.73)	16.6%
Expenditures	22,171.12	51,079.91	253,192	(202,112.09)	20.2%
<b>Net Income (Loss)</b>	<b>\$ 3,173.40</b>	<b>\$ (15,129.64)</b>	<b>\$ (36,717)</b>	<b>\$ 21,587.36</b>	
<b>Ice Arena Operations</b>					
Revenue	\$ 9,613.46	\$ 20,199.82	\$ 199,500	\$ (179,300.18)	10.1%
Expenditures	13,925.77	47,468.43	218,483	(171,014.57)	21.7%
<b>Net Income (Loss)</b>	<b>\$ (4,312.31)</b>	<b>\$ (27,268.61)</b>	<b>\$ (18,983)</b>	<b>\$ (8,285.61)</b>	
<b>Recreation Services</b>					
Revenue	\$ 20,211.68	\$ 90,778.46	\$ 264,590	\$ (173,811.54)	34.3%
Expenditures	20,603.99	72,973.76	305,646	(232,672.24)	23.9%
<b>Net Income (Loss)</b>	<b>\$ (392.31)</b>	<b>\$ 17,804.70</b>	<b>\$ (41,056)</b>	<b>\$ 58,860.70</b>	
<b>Auxiliary Fund Net Income (Loss)</b>	<b>\$ 23,481.93</b>	<b>\$ 41,116.58</b>	<b>\$ (91,044)</b>	<b>\$ 132,160.58</b>	

**West Shore Community College  
Scottville, MI**

**MEMORANDUM**

**TO:** Board of Trustees 8.2

**FROM:** Charles T. Dillon

**DATE:** October 15, 2012

**SUBJECT:** Reverse Transfer Agreements

Last month, the Board approved three reverse transfer agreements – with Grand Valley State University, Ferris State University and Lake Superior State University. This month, the College forwards two additional college agreements for your consideration.

Reverse transfer agreements are those agreements between a community college and a four-year institution which agree to identify students who transferred before achieving the associate degree, and who have subsequently earned credits that can be transferred back to the community college toward degree attainment. This model helps both students currently at the four-year institution in fostering future success, and those students who have left college by giving them a credential that can be taken to the job market.

West Shore Community College staff have been in discussion with our regional institutions of higher education, and I recommend that we enter into agreements with Central Michigan University and Davenport University, as follows:

- This initiative applies to West Shore students who have completed at least 32 credits at WSCC but who transferred before earning an associate's degree.

The Reverse Transfer Agreements fulfill two of our strategic plan goals and, in particular, advances:

- **Strategy 1.2:** Design our services, access to staff, facilities and hours of operation around the needs of our students and our community.
  - **Strategy 1.5:** Develop and strengthen relationships with other academic institutions that assure that transitions for students are as seamless as possible.
- Each party agrees to:
    - Appoint a contact person
    - Follow legal and accreditation guidelines, with specific emphasis on FERPA compliance.
    - Track the success of the initiative and report results annually

- Develop systems and process to support the effort, through technological means as possible
- Outline student procedures, and communication and advising strategies to assist students to complete degree requirements
- Meet periodically to monitor agreement progress.

**Recommended motion:**

**Approve reverse transfer agreements with Central Michigan University and Davenport University.**

**West Shore Community College  
Scottville, MI 49454**

**MEMORANDUM**

**TO: Board of Trustees** **8.3**

**FROM: Charles T. Dillon**

**DATE: October 15, 2012**

**SUBJECT: Facilities Master Plan and Project Priority**

The most recent update of the College Facilities Master Plan was completed in November 2011. Since that time the College's capital outlay plans and needs have changed, but only in relatively minor ways, and we have received no additional State Capital Outlay funding.

The Facilities Master Plan is due at the State by November 1, 2012, and is a prerequisite to the opportunity for State capital outlay funding. The plan that we will continue to include the Law Enforcement Training Facility in the Recreation Center as our priority #1.

A goal of the master plan is to develop methods of satisfying needs identified by students, faculty, and staff and to direct the physical development of the College in ways that reflect its vision and mission for the future. Additionally:

1. As stated above, the State of Michigan requires a Board approved Master Plan as a prerequisite to receiving State funding for any building projects;
2. The plan helps us package capital outlay requests to the State of Michigan; and
3. The plan gives us a logical, structured approach and allows us to prioritize the work so it can be done in small pieces.

With regard to the priorities as listed in the plan, it should also be recognized that the order of actual projects does not always follow the stated order of priority, due to factors of funding sources and availability, timing, disruption, and coordination with other ongoing projects.

The State of Michigan Budget Office requests that Colleges submit their top priority for consideration for the 2014 Capital Outlay Request. The priority must also be a priority within the College Master Plan. The college administration is recommending that the 1<sup>st</sup> priority of the updated Facilities Master Plan be submitted to the State as the College Capital Outlay request priority, **Law Enforcement Training Facility**, which is a remodeling and renovation of approximately 29,900 square feet within the Recreation Center.

If approved by the State, the College could receive 50% funding from the State. The other 50% could be funded from the College's capital improvement fund.

The Facilities Master Plan fulfills two of our strategic plan goals and, in particular, advances:

- **Strategy 4.2:** Develop facilities that are attractive, inviting, functional and green; and
- **Strategy 5.3:** Maintain the facilities and grounds at an exceptional level

The Facilities Master Plan and Project Priority submission to the State Budget Office were favorably reviewed by the Board Administrative Committee at their meeting held on October 10, 2012.

**Recommended Motion:**

**Approve the Facilities Master Plan and submitting to the State Budget Office, the Law Enforcement Training Facility as the West Shore Community College priority request for 2014 Capital Outlay funding.**

Dillon/Ward