

2008 MORaine PARK



ENVIRONMENTAL SCAN

"The best way to see beyond the horizon is to 'Scan' it."

**Final Report
August 2008**

Institutional Research



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NOTE: Detailed 2008 Environmental Scanning Sector Quarterly Reports can be found under the Environmental Scanning link on Park Place.

Article summaries are stored both electronically and in files at Institutional Research-FDL.

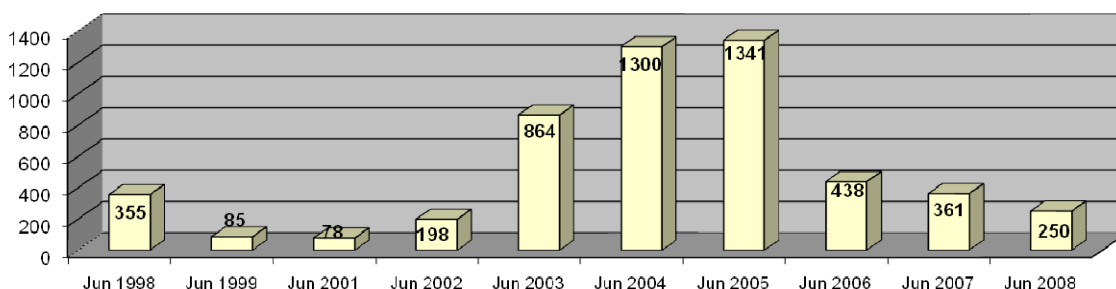
Environmental Scanning

is a necessary tool for planning the long-term strategic direction of Moraine Park Technical College. The process can help proactively define the opportunities, potential threats, or areas of change that will impact the college from internal and external environmental factors. This timely, actionable trend information can help the college overall, as well as individual teams, develop and implement goals and strategies. Encouraging employee participation in scanning not only broadens the scope of information sources, but also provides employees with a sense of ownership in contributing to the future organizational direction.

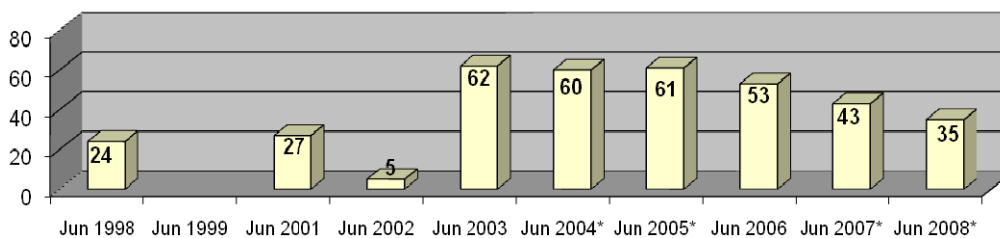
Moraine Park Technical College 10 Year Scanning Stats

Article submissions have been down the past few years. A restructuring of teams, less time to devote to scanning trends, and fewer reminders to scan could be some factors for the lower numbers.

**Environmental Scanning History--
of article summaries submitted**

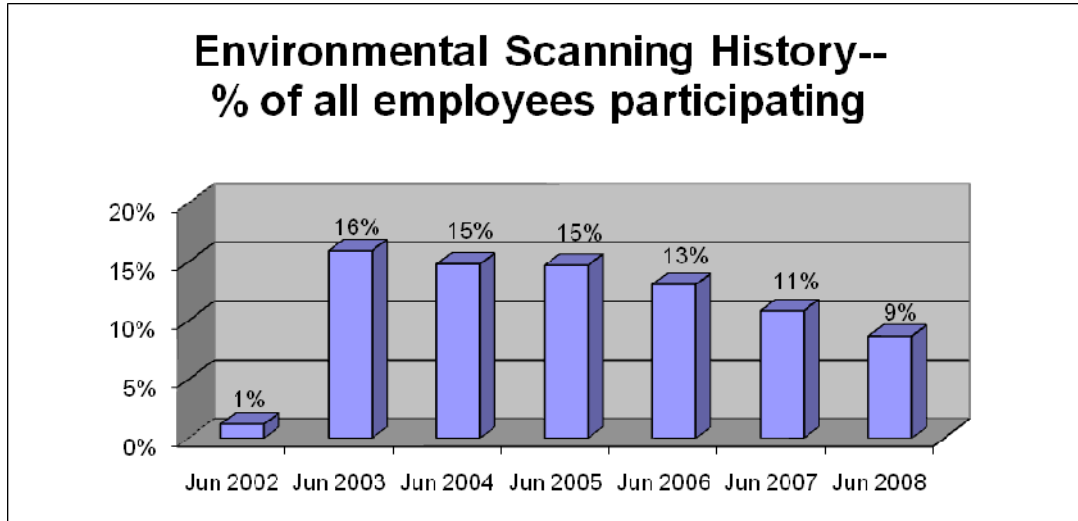


**Environmental Scanning History--
of employees participating**



*Several work teams submit as a team vs. individually. In 2008, 23 articles were unassigned or un-highlighted when submitted.

Moraine Park Technical College 2008 Scanning Stats (con't)



*# of employees submitting scanning information
divided by total number of college employees
(excluding call staff)

6 out of the 8 Primary and Support Systems contributed articles in 2008

21 Work Teams contributed articles in 2008 (46% of teams in database)

(50% of the work teams participated in 2007; 63% in 2006; 67% in 2004 & 2005)



ENVIRONMENTAL SCANNING AND EMERGING TRENDS

Key assumptions, trends or events identified through the 2007-2008 environmental scanning process are listed below.

NOTE: The implications listed for each trend or event are initial impressions and can be used as discussion points. Many more opportunities and challenges can be evaluated and added for each trend/event. **ASK:** How will these trends impact the College overall, our enrollments, marketing, technology, programs, students, funding, etc.?

Trend/Event	Implication
POPULATION/DEMOGRAPHICS/SOCIETAL SECTOR	
DEMOGRAPHICS/POPULATION	
<p>Among workers nationally aged 55 or older, a substantial 38 percent do not expect to retire until age 66 or older, according to the Employee Benefit Retirement Institute's 2006 Retirement Confidence Survey. Ten years ago, only 20 percent planned to delay retirement into their late sixties. However, once Boomers reach this age, many will be "retooling" vs. "retiring" in the traditional sense. This retooling could lead to opportunities to retrain the retired Baby Boomers:</p> <ul style="list-style-type: none"> • By 2014, the number of workers age 55 and older will equal the number of workers ages 35 through 44 and will surpass the number of workers ages 16 through 24, according to the U.S. Bureau of Labor Statistics. • The American Association of Community Colleges is developing a nationwide program to retrain the crush of adults who will want-and need-to find new work after traditional retirement age. The organization, which represents 1,200 community colleges across the USA, received a \$3.2 million grant from the Atlantic Philanthropies to develop programs to retrain adults 50 and over so they can re-enter the workforce or find volunteer opportunities doing something new. • The research shows that this generation does not want to retire in the traditional sense. They want to prepare for second careers or volunteer activities. About 79% of Baby Boomers plan to pursue some kind of work after the traditional retirement age of 65, a survey by the AARP shows. Not only will they want and need to find work that provides income and benefits, but they also will want meaning and fulfillment. • A whole new breed of business owner is emerging. They're alternately called retired-preneurs or senior-preneurs. As many as 1 million "seniorpreneurs" - men and women between the age 55 - 64 may be starting up each year, reports the University of North Florida. Plus, AARP reports that as many as 40% of American entrepreneurs are over the age of 50. • According to the Fond du Lac Retirement and Departures Intentions Survey, twenty-five percent of the respondents who are retiring within the next five years plan to train for a new field. <p>Source: #4525, ui.moderndonor.com, 2007; #4632, <i>The Employment Guide</i>; #4577, <i>USA Today</i>, 12/26/07; #4719, <i>Corporate Report</i>, 5/08</p>	<p>Per an article in <i>The Employment Guide</i>, community colleges are anticipating the need and beefing up existing programs and creating new ones, for both young students and Baby Boomer career switchers. For example, health care is a field in dire need of more skilled workers. As Boomers retire, the shortage-- as well as the demand for health care services from Boomers--is expected to grow. Homeland security and first responders are two other fast-growing fields that can benefit from Boomers' exploring new careers. Also, the growth in "seniorpreneurs" may create a growing demand for MPTC's small business classes as they start new companies.</p> <p>This trend shows that there is a need to design educational programs specifically designed with the Boomer in mind.</p>

POPULATION/DEMOGRAPHICS/SOCIETAL SECTOR
DEMOGRAPHICS/POPULATION (con't)

On the opposite end of the age pendulum, there is a declining young population in Wisconsin:

- Due to the aging of the Baby Boomer generation out of prime childbearing years, the number of births in Wisconsin was relatively few in the 1990s compared to the 1980s. Subsequently, the number of kindergarteners enrolling in school in recent years has not been enough to replace the number of graduating high school seniors.
- Models suggest that enrollment decline at the state level will continue for another 2-3 years. Beginning in about 2010, K-12 enrollment should begin to increase, due mostly to recent increases and projected increases in births and the growing Hispanic population.
- Projections by race/ethnicity point to the growing influence of the Hispanic population on Wisconsin's schools. Non-Hispanic white enrollment is projected to decline significantly over the next five years, then to level off, while Hispanic enrollment is projected to continue to increase rapidly over the next decade.
- Rural and urban districts are projected to decline for another 3-4 years, then to rebound to current levels. Suburban districts, on the other hand, are projected to experience continued enrollment growth over the next several years.
- Per present enrollments in Public Schools, in the 2011 school year, there will be approximately 10,000 fewer seniors than the 2009-2010 year throughout the state (a decrease of about 15%).
- Wisconsin High School enrollments peaked around 2006-07 and will drop quickly until 2012-13 and start climbing again per future models.

Source: #4633, *Applied Population Laboratory*, Fall 07

Because of this decrease, WTCS colleges will be competing against each other and with the UW System and private colleges to capture a larger share of the decreasing Gen Y population in order to just maintain current FTE levels of the traditional age student population.

High school recruitment efforts may have to be increased, enhanced, or revamped.

Other growing markets will also need to be explored and targeted such as the minority population and non-traditional market to help boost enrollments.

POPULATION/DEMOGRAPHICS/SOCIETAL SECTOR
DEMOGRAPHICS/POPULATION (con't)

The current workforce includes four unique generations which have different attitudes toward work. Divergent views can cause all kinds of problems in the workplace. Understanding the different generation's goals and what motivates them will hopefully make career paths, rewards and training easier to navigate. The book entitled, "When Generations Collide" highlights the following generational differences in the workplace:

CLASHPOINTS AROUND CAREER GOALS

Traditionalists... "Build a legacy."

Baby Boomers... "Build a stellar career."

Generation Xers... "Build a portable career."

Millennials... "Build parallel careers."

- "Job security" is the model followed by most Boomers and Traditionalists. Their goal is to work for the same company for a long time by working their way up, becoming vested and secure in their accomplishments.
- On the flip side, "career security" is the model embraced by Generation Xers. Skeptical Xers have seen too many American institutions crumble to believe any of them will be around for the duration, let alone that they'll reward loyalty with lifetime careers. The career security model says you should build a portfolio of skills and experiences that guarantees that no matter what cataclysmic event occurs, you'll be able to land on your feet. For Xers, this can make job changing seem like a necessity. The Millennials also want to build a portfolio of skills, not to change jobs, but to be cross-trained in several areas in order to "fit in" the changing world and job market.

CLASHPOINT AROUND REWARDS

Traditionalists... "The satisfaction of a job well done."

Baby Boomers... "Money, title, recognition, the corner office."

Generation Xers... "Freedom is the ultimate reward."

Millennials... "Work that has meaning for me."

- Traditionalists value job security above all else. Companies should reinforce the value of benefits they have that promote future health and security. Also reward them with recognition.
- Boomers are a generation of strivers and are very competitive. Companies should reward with compensation, promotions, travel rewards, etc. Today's Boomers are also valuing "time" more as they are sandwiched between taking care of children and their parents.
- Gen Xers want freedom and balance in their lives. Perks include tuition reimbursement, transferable/convertible retirement plans, continuous training, flexible leave policies, extra vacation days, on-site childcare, accelerated career pathing, relaxed dress code, etc.

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Research indicates that people communicate based on their generational backgrounds. Learning how to communicate with the different generations can eliminate many of the conflicts and misunderstandings in the workplace, say experts.

The tools necessary to retain workers from the various generations are different. The College may need to think cutting edge to provide an appropriate work atmosphere.

- Millennials want to know their work is making a difference. They want to know what the work actually does for a client/customer or what the client/customer will be doing with it. They also like a fun environment, ability to work in teams, and being allowed to participate in work decisions. They also enjoy tangible perks that they can use right away like gift certificates, free meals, and tickets to events.
- Experts recommend that companies should do Rewards a'la Carte, providing a range of options tailored to the individual needs of the generations. To keep it fair, everything should be tied as closely as possible to performance.

CLASHPOINT AROUND TRAINING

Traditionalists... " I learned it the hard way; you can, too!" They view younger learners as spoiled.
 Baby Boomers... " Train them too much and they'll leave." Training was also a way to show you were getting ahead.
 Generation Xers..." The more they learn, the more they stay." Xers need to feel they are constantly learning new skills—developing a portfolio.
 Millennials... " Continuous learning is a way of life." They will expect to retool themselves to fit in the changing world and job market—first true generation of lifetime learners.

Source: #4639-4644, *When Generations Collide*, 2002

Trend/Event	Implication
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EDUCATIONAL/ENROLLMENTS SECTOR

EDUCATION OVERALL

Women will surpass men in educational attainment.

- Among people aged 25 or older, women are more likely than men to be high school graduates. They are also more likely than men to have some college experience.
- Among women under age 45, an impressive 33 percent have a college degree compared with a smaller 28 percent of men.
- According to the College Board, since 1988, the proportion of female high school graduates enrolling in a postsecondary institution immediately after graduation has exceeded that of male high school graduates. In 2005, 67 percent of male high school graduates and 70 percent of female high school graduates enrolled immediately in postsecondary education. In 1967, the enrollment rates were 58 percent for males and 47 percent for females.

Source: #4528, ui.moderndonor.com, 2007 & #4669, College Board, 2007

A higher concentration of female students in higher education could impact the type, variety and delivery of services offered to students by the college.

As the demand for healthcare occupations remains high, more women will likely be enrolling in these popular programs, keeping the gender gap wide at the 2-year level. The challenge will be to find effective ways to recruit and retain more male students. As more skills are required to work in the trades and manufacturing industries, for example, men may have to obtain additional training or retraining to continue earning competitive wages.

EDUCATIONAL/ENROLLMENTS SECTOR

EDUCATION OVERALL (con't)

The adult learning market is one of the fastest growing segments of higher education. In fact, today only a little more than 16% of the higher-education population in the United States is traditional 18 to 22 year olds, says Eduventures, the leading research and consulting firm for the education industry. According to the College Board, the enrollment rate of 30-to 34-year-olds rose from 4.2 percent in 1970 to 6.9 percent in 1977 and has fluctuated between 5.7 percent and 6.9 percent since. Since the year 2000, the enrollment rates of all groups of individuals under age 30 have been higher than at any time in the past.

Source: ID #4460, *CD Publications*; #4670, College Board, 2007

More minority students are enrolling in college, and they're increasingly choosing two-year institutions, according to a new report by the Government Accountability Office. The report found that:

- Enrollments of Hispanic students at American colleges and universities grew by 25 percent between the 2000-01 and 2006-07 academic years, while enrollment among African-American students and Asian and Pacific Islander students both increased by 15 percent. The enrollment growth for white students was less than 3 percent.
- African-American and Hispanic college students were more likely to attend two-year colleges in 2006-07 than they had been 12 years earlier. Between the 1995-96 academic year and the 2006-07 academic year, the number of Hispanic students enrolled in four-year institutions declined by two percentage points, while the number enrolled in two-year colleges increased by four percentage points. Over the same period, African-American students' enrollment in four-year institutions fell by three percentage points, while their enrollment in two-year colleges grew by the same amount. By 2006-07, 60 percent of all Hispanic college students were enrolled in two-year colleges, as were 50 percent of African-American, Asian/Pacific Islander and Alaskan Native students, and 43 percent of white students.

Participation and success rates in higher education of minority students according the College Board, Trends in Higher Education Series are:

- White and Asian high school graduates enroll in postsecondary education at significantly higher rates than Black and Hispanic high school graduates, and the gaps are not closing.
- Even among those who enroll in postsecondary institutions, degree completion is correlated with demographic characteristics. White and Asian students are more likely to earn degrees than Black and Hispanic students.

Source: #4607, *The Chronicle of Higher Education*, Dec 21, 2007 & #4666, College Board, 2007

With an increasing population of non-traditional age students there will be continued opportunities to serve this market in new and innovative ways. Adapting to this population's needs may be critical to long-term sustainability, especially since the traditional age enrollments will be decreasing for a number of years in WI.

Two-year colleges are the affordable choice for all students. While tuition and fees among all institutions increased over the last 12 years, tuition and fees at two-year public colleges increased by the smallest dollar amount and tuition and fees at two-year private colleges increased by the smallest percentage. Minority populations, especially Hispanic and Asian, are target markets to explore further for recruitment. This could help increase enrollments since the traditional age white enrollments in WI will be decreasing for some time.

As we target more of the minority populations, our diversity relations services may need to be expanded to help retention of these students.

EDUCATIONAL/ENROLLMENTS SECTOR

EDUCATION OVERALL (con't)

Even among students with very high test scores, college enrollment and degree completion rates are significantly lower for those from lower socioeconomic backgrounds according to the College Board:

- High school graduates from affluent families are much more likely than those from lower-income backgrounds to enroll in college. Even among those with similar levels of academic achievement, students from families with lower incomes and lower levels of education are much less likely than more privileged students to continue their education after high school. Among those who do enroll, low income students are overrepresented in two-year public colleges, while affluent students are more likely than others to attend private four-year colleges and universities.
- Eight years after their scheduled high school graduation date, 74 percent of the eighth-graders in 1988 who were high math achievers from the lowest socioeconomic background had enrolled in college, but only 29 percent had earned bachelor's degrees.
- Among students from the highest socioeconomic quartile with similar high levels of achievement in mathematics in eighth grade, 99 percent had enrolled in college and 74 percent had earned bachelor's degrees by the year 2000.
- Among students from the middle socioeconomic quartiles with similar high levels of achievement in mathematics in eighth grade, 91 percent had enrolled in college and 47 percent had earned bachelor's degrees by the year 2000.

Source: #4666 & 4672, College Board, 2007

Nationally, family incomes are declining and college costs are increasing. As a result, fewer and fewer individuals from poorer families will choose a 4-year college, perhaps even a 2-year college.

How can we target this group and get the message to them that achieving a college degree from Moraine Park can be attainable?

EDUCATIONAL/ENROLLMENTS SECTOR

EDUCATION OVERALL (con't)

Nearly two out of three people recently polled think the typical American has only a moderate opportunity to no opportunity to get a higher education, although they are most likely to view higher education as the path to a more globally competitive workforce, according to a survey commissioned by the Career College Association (CCA). The CCA is a voluntary membership organization of accredited, private postsecondary schools, institutes, colleges and universities. More specifically, the findings show:

- Most Americans realize and accept that a degree from a four-year university is not the right choice for all young people, and they see career colleges as better alternatives for skills development than community colleges. By a nearly 3 to 1 margin, respondents said the best alternative to a four-year college degree was career or technical school (45%) over community colleges (17%). Career colleges also beat out on-the-job training by employers (23%) by an almost two to one margin. Plus, according to the Department of Education's National Center for Education Statistics, career college students are nearly 70 percent more likely to graduate than their counterparts in public community colleges.
- When asked which measure would most ensure the American workforce is competitive with the workforces of other countries, the top response at 36% was that access to higher education should be expanded compared with 28% who said tougher laws to prevent hiring illegal immigrants was the solution.

Source: #4731, *Career College Association report* & #4681, *Small Business Times*, 2-8-08

How can we change this "perception"?
For image marketing, Moraine Park will need to keep promoting the value of a technical education (see next entry).

EDUCATIONAL/ENROLLMENTS SECTOR

EDUCATION OVERALL (con't)

A college education is a good investment based on these recent statistics:

- During their working lives, typical 4-year college graduates earn over 60 percent more than typical high school graduates, and those with advanced degrees earn two to three times as much as high school graduates.
- In addition to widespread productivity increases, the higher earnings of educated workers generate higher tax payments at the local, state, and federal levels. Consistent productive employment reduces dependence on public income-transfer programs and all workers, regardless of education level, earn more when there are more college graduates in the labor force. Reduced poverty increases material standards of living and improves the overall well-being of the population.
- Adults with higher levels of education are more likely to engage in organized volunteer work, to vote, and to donate blood. In 2006, about 27 percent of adults volunteered through an organization. Among college graduates, the volunteer rate was 43 percent, over twice the 19 percent rate for high school graduates.
- At every age and income level, higher levels of education are correlated with better health. For example, 83 percent of four-year college graduates with incomes between \$55,000 and \$74,999 in 2005 reported being in excellent or very good health, compared to 75 percent of associate degree recipients, 74 percent of those with some college but no degree, 73 percent of high school graduates, and 66 percent of those who did not complete high school.
- College-educated adults are more likely than others to be open to differing views of others, and the young children of adults with higher levels of education have higher cognitive skills and engage in more extracurricular, cultural, athletic, and religious activities than other children.

Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005 (per the CollegeBoard) are:

- Not a High School Graduate--\$23,400 with after tax income of \$18,800.
 - High School Graduate--\$31,500 with after tax income of \$24,900.
 - Some College, No Degree--\$37,100 with after tax income of \$29,000.
 - Associate Degree--\$40,600 with after tax income of \$31,500.
 - Bachelor's Degree--\$50,900 with after tax income of \$39,000.
- Median lifetime earnings for individuals with associate degrees are 28 percent higher than median lifetime earnings for high school graduates.
 - For the typical student who borrows to cover tuition and fees and earns an associate degree two years after high school graduation, total earnings net of educational expenditures exceed the total earnings of high school graduates by age 29, after nine years of full-time work.

Participation in postsecondary education improves the quality of the local, state and national society.

It is obvious that earning a college degree, at any level above high school, increases one's earning potential. Stressing the Return on Investment for a technical college education to parents and high school counselors may help increase enrollments.

Source: #4657,4658, 4659, 4662, 4664, 4665 College Board, 2007

EDUCATIONAL/ENROLLMENTS SECTOR
ENROLLMENT MANAGEMENT

More and more, schools are turning to data mining to improve the way they handle recruitment, admissions, enrollment, and retention. Case Examples include:

- In 2003, the University of Alabama announced a plan to grow enrollment to 28,000 students from 20,000. The university turned to a number of solutions, including predictive analytics from SAS (www.sas.com), to help the university achieve its goals. The school uses the Enterprise Miner tool from SAS to find out which prospective applicants are most likely to want to attend the university. Data is captured for college preference, financial aid and scholarship awards, ACT and SAT scores, and in-or out-of-state residency status. This information helps the university segment students in a variety of ways so that the school can find out how best to market itself in a particular area (geographical region or demographic). Focus-group testing helps confirm what the analytics reveal. The result: a 40% increase in the size of the freshman class over three years.
- At Florida State University, officials are using tools from tech vendor Business Objects (www.businessobjects.com) to achieve similar results. There, to make the enrollment management effort more strategic, the school deployed a business intelligence solution. Specifically, the matrix determines which students have the greatest probability of succeeding at the school, identifies applicants who need specific correspondence, analyzes course availability and demand, and provides workflow documents that enable officials to keep tabs on all aspects of the process.

Source: #4592, *Campus Technology*, Sept 2007

Data mining and database marketing has been used successfully for years in business and industry. The same principles can be applied to higher education to produce results. Institutional Research will be experimenting with analytics in 2008-09.

Gen Y, our traditional age student population, is very tech savvy according to the statistics in the following three bullets:

- A recent report from Forrester Research found that 18- to 26-year-olds spend 28 percent more time online than 27- to 40-year-olds, read blogs twice as often and are 50 times more likely to instant message.
- A Pew Center study of social networks such as My Space and Face book found that 55% of teenagers online use social networks. Few of them used these networks to look at colleges, but those who did apparently found the results satisfying. An E-Expectations survey by Noel-Levitz, James Tower and the National Research Center for College and University Admissions looked at whether college-bound teens use these social networks to investigate colleges and universities. Of more than 1,000 high school seniors who responded:
 - 20% have looked for a school on MySpace or Facebook, and 92% of them would do so again.
 - 33% have used one of these sites to connect with students at a college on their list, and 96% of them would do so again.
 - 27% have read a blog written by a current student at a college on their list, and 91% of them would again.

Continued on next page...

These tech-savvy young adults are digital natives and expect others to use these technologies to communicate with them. This will impact curriculum (delivery formats) and how we market our college, programs and services to this market.

<p>The survey also found that of these college-bound teens:</p> <ul style="list-style-type: none"> • 57% would rather look at a college Web site than read a brochure. • 81% have used an online form to request more information. • 55% have viewed a virtual tour of the campus. <ul style="list-style-type: none"> • Although teenagers are interested in receiving information through social networking Web sites and blogs, the majority prefer to get their information about financial aid from a good old fashion Web site. According to the E-Expectations survey, obtaining financial aid information, finding the total cost of college, and completing a financial aid form are the top activities that college students want to handle online. Even though only about half of all students surveyed said they had actually completed a portion of their financial aid online, 80 percent said they would do so if they could. The majority of students also said they preferred online access to materials via the school's Web site as opposed to print materials. <p><i>Source: #4507, Customer Relationship Management, Nov 2006; #4543, EDTECH, Nov/Dec 2007; #4499, National Assoc of Student Financial Aid Administrators, 8-28-07</i></p>	
<p>Colleges, catching on to the evolving online habits of their prospective students are making their online presence more appealing to Facebook-surfing high schoolers. As universities and colleges start to unveil the next generation of college Web sites, their efforts include a mix of approaches that tend to overlap. Experts note several trends:</p> <ul style="list-style-type: none"> • Blogs and more blogs. One way universities have found to more directly reach applicants is to find current students to blog about their lives on campus. The University of Texas at Austin, one of the first to experiment with the idea, has a site called Longhorn Confidential that features a "behind-the-scenes" look at student life through the eyes of several bloggers. The site design boasts a deliberate "unauthorized" feel. • Bringing lectures to your iPod. With iTunes U, institutions can post audio and video content at customized portals for anyone to download for free. With YouTube, they can create their own pages with streaming video. • The Facebooking of college Web sites. Colleges are looking toward variations on social networking to keep in touch with students after they graduate and maintain databases for fund raising. How do you keep in touch with alumni when they leave? Experts say develop a presence for them so they keep coming back. Focus groups expressed a preference for more "showing" and less "telling"; in other words, less text and more photos and video. • Leaving room for improvement. Administrators are realizing that along with surface improvements, the content management systems underlying them need to be rebuilt from the ground up as well. As they design the foundations of their online platforms, the emphasis is on flexibility to make room for future additions. <p><i>Source: #4517, Inside Higher Ed, 9-17-07</i></p>	<p>Properly researched and implemented blogs and social networks could serve as a wonderful marketing, recruitment, and market research tool.</p> <p>The proliferation of educational technology, such as podcasting, allows students to be more selective in their choice of educational institutions.</p> <p>Many faculty members, however, are still more comfortable in the administrative and record-keeping uses of technology than in its learning applications.</p>

EDUCATIONAL/ENROLLMENTS SECTOR
ENROLLMENT MANAGEMENT (con't)

Many community college students begin slipping through the cracks at school as soon as they first set foot on campus, a report says. The report released by the Community College Survey of Student Engagement urges colleges to be "deliberate and aggressively create opportunities to involve students" in their studies, beginning with a student's first interaction on campus. Results include:

- Students see a value in advising and educational planning, the report suggests. 61% say such services are very important, and 89% say they are at least somewhat important. Yet just 43% say they met with an academic adviser to discuss goals by the end of the first four weeks of school. And 36% say they did not take a placement test in that time to determine which reading, writing and math courses they should be taking.
- Faculty involvement is key to student success, yet only 15% of students say they discussed ideas about class, grades or assignments with instructors outside of class often or very often; 47% never had such conversations.
- 60% of students say financial aid advising is very important, yet 32% say they rarely or never used it.

Some colleges like Northeastern University's School of Professional and Continuing Studies (Boston) use personal coaches to advise students on everything from academic progress to finances and health. They hired InsideTrack, a private, California-based coaching firm. In a pilot program launched during the spring of 2007, the school tracked the performance of the 200 students with coaches and 200 without. University officials found that students with coaches were 15 percent more likely to return for their second year. Students and InsideTrack coaches meet weekly, either in person, by phone or via the Web, to set goals, develop study skills and discuss the student's finances, health and overall progress. High-risk students, those from low-income backgrounds, students with less academic preparation and first-generation college students disproportionately benefit from personalized coaching, but the program is also designed to assist high-performing students as well.

Source: #4552, *USA Today*, 11/13/07 & #4622, www.diverseeducation.com, 2-15-08

Factors such as degree aspirations, educational level of parents (1st generation college student), family issues, receptivity to college support/assistance, etc. can impact college survival. Faculty and staff need to be on the lookout for all of these factors among our learners and refer them to the appropriate counseling or supportive services as soon as possible to help retention of learners. To increase students' level of engagement, it is important that instructors remain actively involved as advisors, that teamwork and collaborative learning is practiced inside and outside of class time, and that our facilities are welcoming and promote social interaction.

EDUCATIONAL/ENROLLMENTS SECTOR
ENROLLMENT MANAGEMENT (con't)

A report released by the U.S. Education Department provides a detailed look at the characteristics of part-time college students. Results include:

- Compared to full-time students, part-timers are more likely to be older, female, Hispanic, financially independent of their parents, first-generation college students, and to lag in graduation and retention rates.
- About 25 percent of part-time students can be identified as those who "looked like typical full-time students" demographically. They are 23 or younger, they are financially dependent on their parents and receive parental help with college costs, and they received regular high school diplomas. Compared to other part-time students, this group is more likely to be white, to come from wealthy families, and to expect to eventually earn an advanced degree. Compared to full-time students, this group is more likely to be Hispanic, less likely to be Black, and more likely to come from families with college degrees.
- In terms of enrollment patterns, part-time students are much more likely than full-time students to attend community colleges and to not ever receive a degree. Those in the "looked like full-time student" category are in the middle in terms of where they enroll.
- The data in the report also show that students who are part-timers with full-time characteristics are significantly more likely than other part timers to earn a degree. The following table is based on highest degree earned through 2001 by students who started their post secondary programs in 1995-06.

Degree Attainment by Enrollment Status

<i>Enrollment Status</i>	<i>Earned Bachelor's</i>	<i>Earned Associate</i>
<i>Exclusively full-time</i>	43.7%	8.3%
<i>Part-timers who look like FT</i>	25.0%	13.6%
<i>Other part-timers</i>	6.9%	9.7%

More PT stats on next page...

Source: #4565, www.insidehighered.com, 6/28/07

The Community College Survey of Student Engagement (CCSSE) recommends that community colleges better address the needs of part-time students by integrating engagement opportunities into their day-to-day activities--either by making the engagement mandatory or by building it into the classroom experience.

Other recommendations to enhance engagement, per experts, include requiring advisement for part-time students, providing mandatory study groups, and building class schedules and support services around the schedules of part-time students.

EDUCATIONAL/ENROLLMENTS SECTOR
ENROLLMENT MANAGEMENT (con't)

The 2007 report from the Community College Survey of Student Engagement (CCSSE) highlights the importance of part-time students in the community college and notes that they are not adequately addressed in efforts by those institutions to improve student engagement. Results include:

- Close to two-thirds of community college students attend college part-time according to the U.S. Department of Education National Center for Education Statistics (NCES). Only 15 percent of part-time students completed a degree or certificate six years after enrolling in college, and 73 percent left college without earning a degree.
- Part-time students report lower levels of engagement behaviors than their full-time peers.

Other Part-time Student Retention Rates Figures by the U.S. Department of Education: Three years into their college careers, more than two-thirds of part-time students who started college the 2003-04 academic year had left the higher-education system without a degree, according to a report called Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After Three Years (published by the U.S. Department of Education). By June 2006, about 69 percent of part-time students who had started at four-year institutions and 70 percent of those who had started at public two-year institutions had left without a degree, according to the report. By contrast, only 17 percent of full-time students at four-year colleges and 40 percent of those at public two-year colleges left without a degree.

Source: #4496, *The Chronicle of Higher Education* & #4684, *NEA Higher Education ADVOCATE*, Dec 2007

EDUCATIONAL/ENROLLMENTS SECTOR
STUDENT RECORDS

A new voluntary electronic transcript system for community colleges rolling out in California is expected to streamline sending student records and make the process more secure. Developers already plan to market the system to the other states as well. CCCTran allows community colleges to share transcripts electronically with other participating public two-and four-year higher education institutions. These closely tracked transactions are encrypted and secure, eliminating errors and reducing the possibility of fraud inherent in accepting and re-entering paper transcripts. CCCTran will also send e-mail updates to students, from request through delivery.

Source: #4518, *Community College Times*, 9-14-07

The new system is expected to reduce the cost of fulfilling transcript requests and exchanges. California Community Colleges System Office (CCCSO) estimates costs will drop from an average of \$7 per transcript to less than 50 cents a transcript. Participating colleges will pay about \$5,000 annually for the service, but there are discounts for small colleges and multi-college districts.

EDUCATIONAL/ENROLLMENTS SECTOR
FINANCIAL AID

Private student loan borrowing has soared in the past decade. In 2007, private loans accounted for 29% of all loans taken out by undergraduates, according to a report released by the College Board. Why the increase? Here are some reasons why:

- The amount of federal money that students can borrow is limited, and those limits haven't kept up with increases in college costs. As a result, some students rely on private loans to pay for expenses not covered by their federal loans.
- An analysis by the American Council on Education found that one in five undergraduates with private loans didn't first take full advantage of federal loans. So why do borrowers take out higher-cost loans? Marketing probably plays a role. Many lenders advertise private loans on television and over the Internet.
- Recent cuts in government subsidies have made federal loans less profitable for lenders. Consequently, lenders may become even more aggressive in marketing their private loans. Many ads for private loans also claim that loan applicants can get their money in less than a week. By contrast, Stafford loan borrowers must fill out a Free Application for Federal Student Aid, which is eight pages long and contains more than 100 questions.

Source: #4576, *USA Today*, 12/28/07

Applying for financial aid can be intimidating for students and their families. As a college, we are in the position to help ease that experience through more informative, easy to understand brochures, workshops, electronic services, or face-to-face meetings. We may also need to learn how to promote the benefits of financial aid, grants, and scholarships in new and creative ways in order to reach potential students so they don't borrow through expensive private loans.

EDUCATIONAL/ENROLLMENTS SECTOR
DELIVERY OPTIONS

ONLINE DELIVERY REMAINS A GROWING TREND

High school students are becoming more accustomed to online delivery formats and will expect colleges to offer these options. About 700,000 public school students nationally in grades K-12 were enrolled in at least one online course during the 2005-06 school year, according to a 2007 survey by the Sloan Consortium. Most of those, the survey found, were in high school. Although those numbers represent just 1.5% of the nation's 48 million public school students, the figures mark a tenfold increase over the past six years.

Continued on next page...

As online education matures, the toughest obstacles to widespread usage reflect the same challenges that have troubled distance education since it began. According to the Sloan survey, the challenge is "the need for more discipline" among students. That's because some don't thrive in an environment where no one is around to check up on them. Special

<p>Nearly 3.5 million college students (about 20% of total) enrolled in online classes during the fall of 2006-07, according to the 2007 Sloan Survey of Online Learning, which surveyed more than 2,500 schools. Over the past five years, the survey found, online enrollments have grown by an annual average of 21.5%. More than two-thirds of all U.S. colleges and universities offer online courses, and 35% of schools offer programs that are entirely online, according to the Sloan survey.</p> <p>Source: #4580, <i>USA Today</i>, 11/28/07 & #4581, <i>USA Today</i>, 11/28/07</p>	<p>attention should be paid to ensure continued service to those students who prefer a face-to-face experience or who do not fit well with the online model of learning.</p> <p>The second-biggest obstacle is faculty resistance. Just 33% of respondents to the Sloan survey said faculty at their institutions support the value and legitimacy of online learning; that's up from 28% in 2002. Offering more courses online helps colleges stay competitive.</p>
Trend/Event	
Implication	
ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR	
OVERALL WORKFORCE TRENDS	
<p>The SHRM Workplace Forecast is published every two years by the Society for Human Resource Management (SHRM). Top Trends in the workforce include:</p> <ol style="list-style-type: none"> 1. Rising health care costs. 2. Increased use of outsourcing (offshoring) of jobs to other countries. 3. Threat of increased health care/medical costs on the economic competitiveness of the U.S. 4. Increased demand for work/life balance. 5. Retirement of large numbers of Baby Boomers around the same time. 6. New attitudes toward aging and retirement as Baby Boomers reach retirement age. 7. Rise in the number of individuals and families without health insurance. 8. Increase in identity theft. 9. Work intensification as employers try to increase productivity with fewer employees. 10. Vulnerability of technology to attack or disaster. <p>Though a number of different issues made it to the top of the list of trends, three key ongoing themes appeared to underlie the majority of the top trends:</p> <ul style="list-style-type: none"> • Rising cost of health care. • The implications of increased global competitiveness. • Demographic changes, especially the aging of the workforce and the impending mass retirement of the Baby Boom generation. <p>Source: #4550, <i>SHRM Workplace Forecast</i>, 2006-07</p>	<p>In the past, working conditions were characterized by stability, predictability and security. That is no longer the case. Current and future conditions include variety, choice, risk, technological advancement, tension and change. Some employees will embrace this shift while others are and will feel very uncomfortable. According to the authors of the <i>New American Workplace</i>, companies need to develop systems and practices that attract, retain and develop skilled, trained and talented employees in order to be successful. (#4212 & 4213)</p>

**ECONOMIC/BUSINESS/OCCUPATIONAL/LABOR FORCE SECTOR
EMPLOYMENT/JOBS**

THE REAL BRAIN DRAIN:

For the past decade, analysts and commentators have cited the "brain drain" as a symptom and cause of what ails the Wisconsin economy. Recent studies, though, shed a more refined light on the alleged drain.

- The real drain is the Wisconsin graduates 22 to 29 years old. Wisconsin gains graduates in the 30-39 and 40-49 categories. Those are the fully trained professionals who can step right in and drive companies and the economy. From 1995-2000, we picked up a net of 3,000 in the 30-39 bracket and 4,000 in the 40-49 bracket. The loss in the 22-29 bracket does not have as much impact as the offsetting gain of the fully trained, mid-career adult.
- The state also loses graduates 50 and above, many in the retirement mode. That spells a loss of talent and wealth, and certainly it would be better to keep those seasoned veterans around as mentors and angel investors.
 - According to the Fond du Lac Retirement and Departures Intentions Survey, seventy-one percent of the respondents planning to retire within five years will reside within 20 miles of their current residence (within Fond du Lac county).

Source: #4531, *Milwaukee Journal Sentinel*, 10-21-07

A two-year study conducted by Business Development Directives on behalf of marketing and public relations firm Productive Knowledge Inc., of Elm Grove, concludes that **brain drain of college grads may primarily be a problem of perception**. Seventeen hundred college-age students were polled over the past two years for the College Students' Career Preference Survey. Results included:

- While the survey found that 70% of college students and recent grads believe career prospects in Wisconsin are good, the majority believe jobs outside the state pay better.
- Many students do not conduct research on job opportunities. Only 32% of freshmen said they conduct any amount of research, while only 63% of seniors said they did.
- The top responses for the most important factors in making a career decision were, opportunity in my field, affordable housing, and low crime. Respondents said the size of a community is important, with 61% saying they preferred a city of more than 100,000 people.

Source: #4597, *Corporate Report Wisconsin*, Oct 2007

One of the keys to economic development is the creation of a thick labor market, per experts. They say that Wisconsin has to think on a regional level to create the kind of variety, diversity, and job opportunities that draws people to our communities and keeps them there.

The WTCS colleges have a good track record regarding grads staying in Wisconsin and contributing to the state's economy. According to the 2007 WTCS Statewide Graduate Follow-up Report, 84% of employed graduates who responded to the survey are working in Wisconsin with only 7% employed out-of-state (9% were not reported).

ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR
JOB SKILLS/SKILL SHORTAGES

There is a "Talent War" in the marketplace:

- Because Generation X is just a little over half the size of the Baby Boomers, there will be a talent war according to experts. Regardless of what happens with the economy, fewer workers will be available in the age group that's currently poised to move into the management ranks. At the same time, a large number of Boomers will become eligible to retire over the next few years, leaving a leadership gap in the upper echelons of organizations.
- In their recent 'war for talent' study, McKinsey and Company estimated that over the next thirty years, the demand for bright, talented thirty-five-to-forty-five-year-olds will increase by 25 percent, while the supply is predicted to decrease by 15 percent.

Source: #4634, *When Generations Collide*, 2002

Per experts, the result is that businesses will have to fight harder to recruit and retain the best and brightest employees. Companies have to start preparing for a mass exodus of know-how and experience that they're going to have to replace from a much smaller pool of talent that comes with a very different set of values and expectations.

The U.S. Bureau of Labor Statistics says U.S. manufacturing and supporting sectors can expect a skilled worker shortage of 8 million by 2010 and 14 million by 2020. The media have been filled with talk of downsizing, at a time when companies are crying for skilled workers. For every 41 production workers, there are 59 workers in engineering, sales, customer service, technology, industrial design and other back-office duties. Currently, the typical production worker is about 55 years old, and the generation that follows the 90 million Baby Boomers consists of only about 60 million people. Already for many companies, it is impossible to find welders.

(The manufacturing category will see a 10-year departure rate of 29% in Fond du Lac County per the Fond du Lac Retirement and Departures Intentions survey.)

Source: #4598, 12-7-07; 4655, *The Chicago Tribune*, 1-6-08; #4750 Fond du Lac Retirement & Departures Intentions survey

Experts say that the challenge for industrial companies is to provide a broader appeal to younger workers. Young people who will be entering the work force have had little exposure to manufacturing due to tight school budgets squeezing out shop classes at the high school level.

The current cluster of high-tech manufacturing programs at Moraine Park should help revitalize the pool of skilled workers in our district. Continual promotion of our manufacturing programs, even to middle school students, will be needed to attract students.

ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR

JOB SKILLS/SKILL SHORTAGES

THE RISE OF MIDDLE SKILL JOBS:

" Middle-skills jobs," are positions that require more than a high school education, but less than a bachelor's degree.

- According to the U.S. Bureau of Labor Statistics (BLS), about 45 percent of all jobs created over the next several years will be "middle skills" occupations--jobs like electronics technicians, medical assistants and nursing aides, hotel managers, welders, pipe fitters and air conditioning mechanics.
- Eight of the 10 fastest-growing occupations through 2014 don't require a bachelor's degree. And these jobs, which include health technology, plumbing, firefighting and automotive repair, are less vulnerable to outsourcing.
- Federal officials project that the number of health-care jobs demanding less than a baccalaureate degree will rise by up to 1.5 million by 2014.
- Wages, too, are on the rise for middle-skills jobs. Pay for radiological technicians, for example, jumped 23 percent between 1997 and 2005, according to a report by The Workforce Alliance. Pay for electricians jumped by 18 percent. That compares to a 5 percent increase for the average American worker, according to a November 1997 Workforce Alliance report.

Source: #4609, Jobs.aol.com & #4652, Community College-www.ccweek.com, 2-25-08

These statistics create both an opportunity and a dilemma for technical colleges. Education leaders say these institutions are well-positioned to fill the void by offering training that responds to the needs of local economies. Yet many technical colleges feel underappreciated since the perception of some consumers is that we are still little more than trade schools.

Jobs requiring the marketable skills and degrees we train people for are, and will continue to be in demand; thus helping our enrollments. These trends could also be creatively interwoven into marketing and PR messages in order to educate potential students about the advantages and high wage opportunities provided by a technical college education.

ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR

JOB SKILLS/SKILL SHORTAGES (con't)

A recent survey of over 400 employers across the United States was conducted to identify the skills needed by recently hired graduates from high school, two-year colleges or technical schools, and four-year colleges to succeed in the workplace. When asked to rank skills in terms of their importance in the workplace, employers put professionalism, team-work, and oral communication at the top of the list.

- **Professionalism:** High School Grads - 80.3%; Two Year College Grads - 83.4%; Four Year College Grads - 93.8%
- **Teamwork:** High School Grads - 74.7%; Two Year College Grads - 82.7%; Four Year College Grads - 94.4%
- **Oral Communication:** High School Grads 70.3%; Two Year College Grads - 82%; Four Year College Grads - 95.4%

Respondents were also asked to project changes in necessary skills over the next five years. The findings include:

- Foreign language is the most important basic skill students will need;
- Critical thinking & creativity/innovation are expected to increase substantially in importance;
- Over three-quarters of respondents reported that making appropriate choices concerning health and wellness is the No. 1 emerging content area, reflecting the growing challenge of rising health care costs.

Two and four-year college graduates will be hired in increasingly larger numbers than high school graduates, making it imperative for young people to seek higher education.

Source: #4498, *Society for Human Resource Mgmt*, Aug 2007

In a different survey of 301 business leaders nationwide, executives suggest that colleges need to find ways to assess a student's ability to apply college learning to real-world settings. The surveyed business leaders want faculty assessment in internships, senior projects or community-based work. The survey conducted by Peter D. Hart Research Associates, was released by the Association of American Colleges and Universities, a non-profit national organization. It builds on a survey last year in which business leaders said 63% of graduates are not prepared for the global economy. Among survey details:

- 57% said half or fewer of today's college graduates have the full set of skills and knowledge necessary to advance in today's workplace. Although most say graduates are reasonably well-prepared in a variety of areas, they are not exceptionally strong in any.
- 40% said a faculty supervisor's assessment of a student's internship in a real-world setting would be "very useful."
- 14% said a score showing how an applicant's college compares with others in advancing students critical-thinking skills would be "very useful".
- 13% said college transcripts are "very useful."

Source: #4610, *USA Today*, 1-23-08

Per the studies, the business community overwhelmingly identified educators as the sector most responsible for creating a workforce ready to compete. Moraine Park offers the services and training that can help students gain the skills needed to be successful and productive in the workplace. More education to students might be needed to get the message across—to be marketable and to obtain the lifestyle you desire, you'll need to learn and acquire these skills.

To determine the need locally for more coursework on foreign languages, critical thinking, and health literacy, we may need to explore and review these concepts further with our business community (advisory committees).

One advantage to a technical college education vs. a four year college education is that we already assess learning based on what employers are looking for such as internships, capstone projects, portfolios, etc.

ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR
HUMAN RESOURCES—BENEFITS/WELLNESS/POLCIES

Employees who are dissatisfied with their jobs aren't sticking around, which is leading to higher turnover in current positions.

- The 2006 U.S. Job Retention Poll, which was released in December 2007 by the Society for Human Resource Management and The Wall Street Journal's CareerJournal.com, showed that, on average among survey respondents, 75% of employees are looking for new jobs.
- The top three reasons people voluntarily leave their organizations are for better compensation elsewhere, career opportunity elsewhere, and dissatisfaction with the potential for career development.

Source: #4494, *Corporate Report Wisconsin*, June 2007

Per experts, offering competitive salaries is important to employees; however, compensation alone is not sufficient for a complete retention strategy. They say that career-development opportunities and work/life balance are also important, and employers must consider these types of benefits in their retention practices if they want to maintain or increase retention at their organizations.

Companies also need to deal with generational differences that impact turnover, according to the authors of "When Generations Collide". Every industry is reporting higher turnover. The costs include tangible expenses like those of recruiting, hiring, and training new workers, as well as intangibles like reduced morale, decreased efficiency, and brain drain that occur when the most skilled employees walk out the door. What companies must realize is that culture clashes among the generations directly affect turnover. A culture that has been shaped by the values, standards and policies of one generation isn't necessarily going to be compatible with the next generation that comes through the door. When generation gaps open up at work, employees who don't feel they "fit" decide to leave. Organizations that can understand and bridge generation gaps have a real competitive edge in the retention game.

Source: #4634.

ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR
HUMAN RESOURCES—BENEFITS/WELLNESS/POLICIES (con't)

Stress needs to be a serious concern for employees and employers alike. The American Psychological Association estimated the cost of stress to businesses could be as much as \$7,500 per worker per day depending on the loss in hours and productivity. That does not include the cost in turnover or increases in health insurance premiums.

Source: #4678, *Lake Winnebago Business to Business*, July 2007

Although the obesity rate is leveling off for some populations, the U.S. is still left with a staggering public-health problem say experts.

- Overall, about 34% of adults in the USA were obese in 2005-2006, according to data from the National Center for Health Statistics. (Obesity is defined as a body mass index of 30 or greater, which is roughly 30 or more pounds over a healthy weight.)
- The obesity rate among U.S. women seems to be leveling off, continuing a trend that began in 1999, government data reports. Before then, obesity rates had been skyrocketing for both women and men since 1980.
- Specifically, 33.3% of men and 35.3% of women were obese in 2005-2006. The National Center for Health Statistics indicates that among men, however, the U.S. has seen an increase since 1999.
- The latest data from the National Health and Nutrition Examination Survey shows: Obesity was highest in people ages 40 to 59, with 40% of men and 41% of women this age falling into the obese category. By comparison, 28% of men ages 20 to 39 and 30.5% of women that age were obese.

Obese employees file more workers' compensation claims, have higher health care costs, and miss more workdays than their non-obese counterparts per a Duke study. Other studies indicate the following impacts of obesity:

- Drastically increases rates of diabetes and cardiovascular disease
- Linked to chronic lower back pain, joint deterioration, respiratory problems, depression, and certain cancers, translating into higher health care costs for employers- about \$13 billion per year in medical expenses and loss of productivity.

Source: ID #4453, *Human Resources Report*, 5/14/07; #4473, *2007 Local Indicators for Excellence Report*; #4574, *USA Today*, 11-29-07

Stress management courses (such as 809-130) and more de-stress days could be promoted through the Welltech Committee to help employees deal with this increasing concern.

Communities, schools, health insurance companies and employers need to do more and work together to address the obesity problem.

Statistics show that companies can save money in health-care costs in the long-run simply by encouraging employees to exercise a little bit. A return of \$3 for every \$1 invested in wellness is an average widely accepted by researchers.

As employees become "healthier", smarter health consumers, experts say employers will be able to better control premium increases and productivity losses also.

The College's Welltech committee sponsors many activities to help promote healthier lifestyles.

**ECONOMIC/ BUSINESS /OCCUPATIONAL/LABOR FORCE SECTOR
HUMAN RESOURCES—RECRUITMENT**

Increasingly, companies are finding social networking sites invaluable for recruitment, retention, and even for landing new business. Many companies already use such popular social networks as Linked In, inCircle Pro, and QuietAgent to recruit new hires. A new twist is the rise of internal social networks designed to help employees connect with co-workers, alumni, and potential clients. Vendors such as SelectMinds and Visible Path offer these networks. Employees create personal profiles that include education, work history, current projects, personal interests, and other data, and can then link to those who share something in common. Such communication takes place over a closed network, ensuring that, for example, sensitive information about job openings or business plans is restricted to approved parties. These networks can help companies get new hires “on-board” by providing them with a quick way to learn about their co-workers and the company's goals and culture.

Source: #4519, *CEO*, Sept 2007

Not only can colleges use social networking sites to recruit students, but they can also use them to recruit employees. Perhaps there is an opportunity at Moraine Park to use social networking for the mentoring program for new employees – another way to help them connect and be engaged with peers.

Trend/Event

Implication

POLITICAL/LEGAL SECTOR

This taxonomy generates some uncertainty with legislators, taxpayers, and our stakeholders. Since updates to regulations or potential laws can change daily, weekly, or monthly, specific details about such laws have not been included in this report. Please refer to the Legislative News section on Park Place for current information.