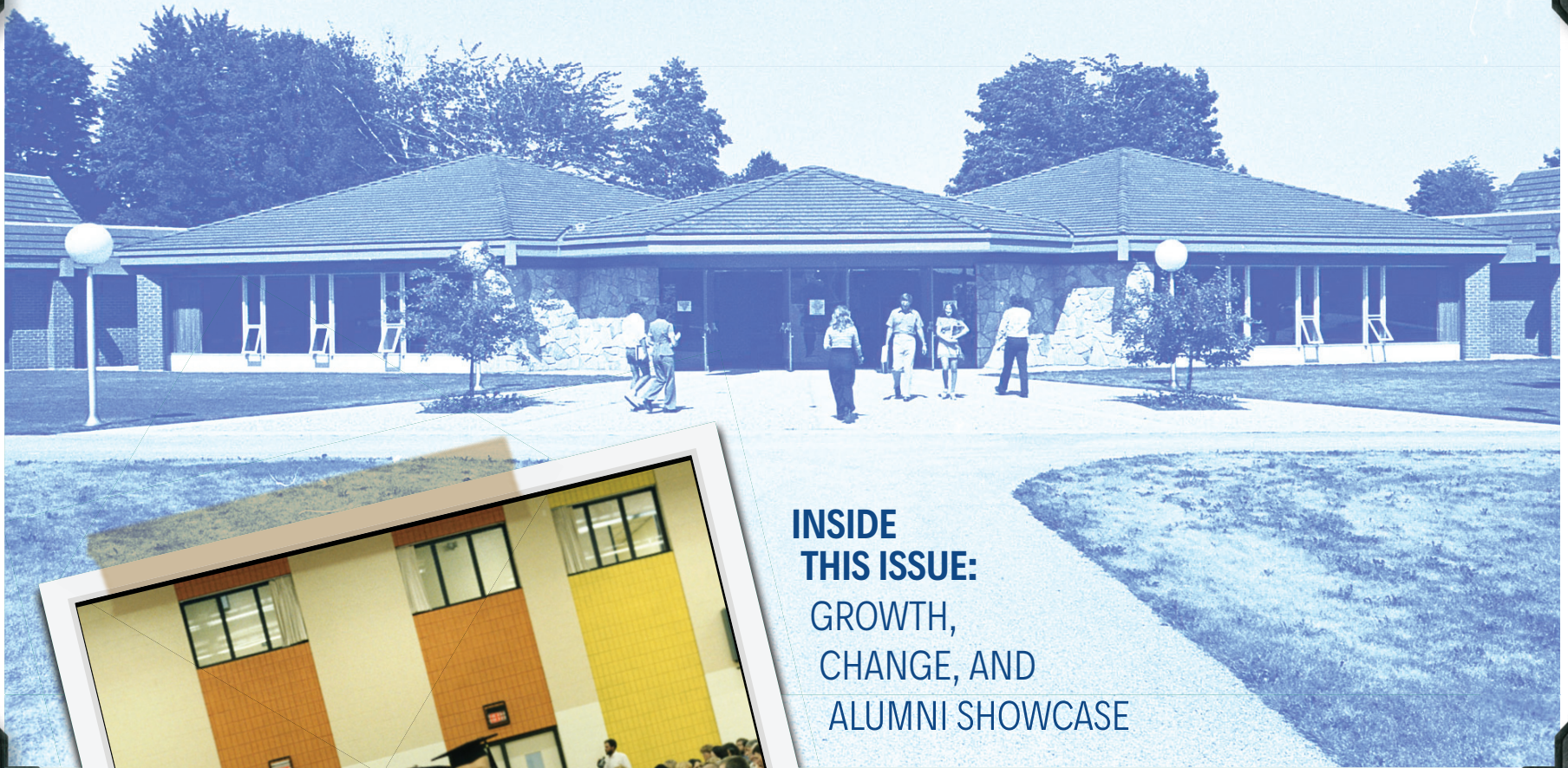


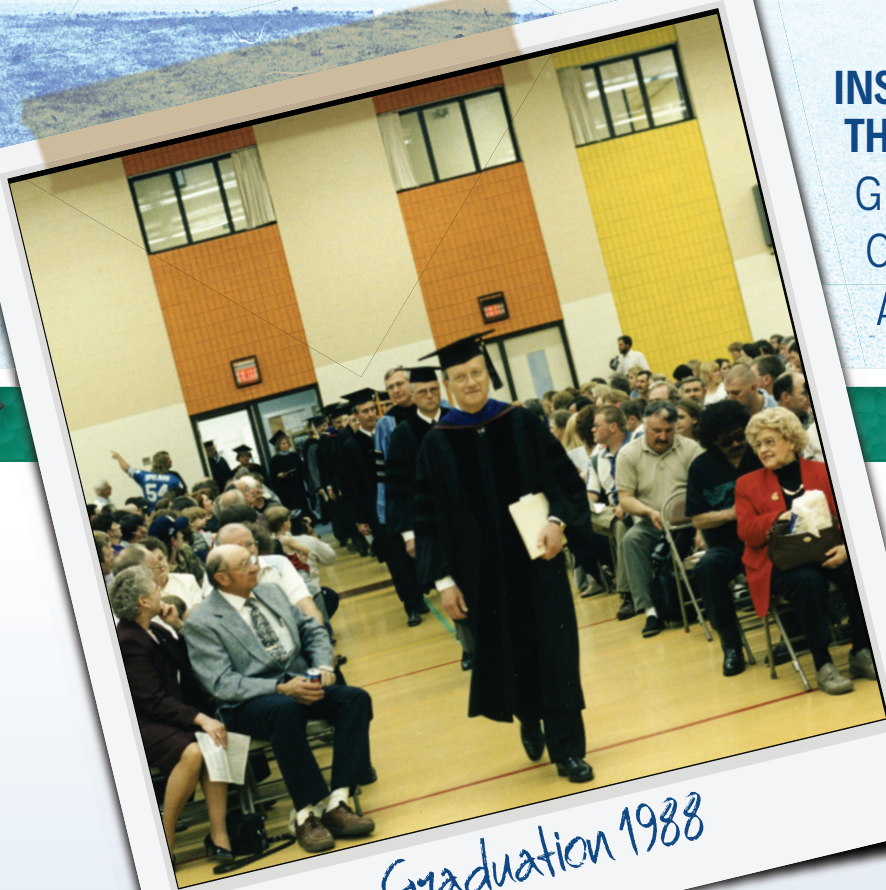
LUDINGTON DAILY NEWS • TUESDAY, JANUARY 31, 2017

THE SECOND OF THREE SPECIAL FEATURE PUBLICATIONS CELEBRATING THE 50TH ANNIVERSARY OF

WEST SHORE COMMUNITY COLLEGE



**INSIDE
THIS ISSUE:**
GROWTH,
CHANGE, AND
ALUMNI SHOWCASE



Graduation 1988



YEARS OF EXCELLENCE

1967-2017

50 years of service

WSCC celebrates five decades of serving Mason, Manistee, Lake and Oceana Counties

BY RILEY KELLEY
DAILY NEWS STAFF WRITER

From its beginnings in 1967, West Shore Community College has evolved and grown with the educational and vocational needs of its students, ex-

panding its program and course offerings and always keeping pace with new educational technologies.

In March of 2017, WSCC will celebrate 50 years of empowering the people of Manistee, Mason, Lake and Oceana counties and beyond through education, service and excellence, and the college is celebrating this milestone with a year of anniversary events on campus and in the community.

"We're very excited about this," WSCC President Dr. Kenneth Urban said of the school's 50th anniversary. "We've been working hard on pulling together a year-long celebration that will run through June 30, 2017."

The events will honor WSCC's tradition of "honoring the past, but building our future," Dr. Urban said.

WSCC's Executive Director of Communications & Community Engagement Thom Hawley

describes the anniversary programming as a journey that the college's administration, faculty, staff and alumni will embark on over the next several months to celebrate five decades of teaching and learning, serving the community and building organizational excellence in western Michigan.

"During that half century of existence, West Shore Community College has grown into one of the premier community colleges in the state," Hawley said.

It's true that WSCC has made amazing strides over the past 50 years. What began as a collection of evening classes taught at Manistee and Scottville high schools is now ranked among Michigan's 10 best community colleges for 2016, offering multiple degree and certification for its diverse student body.



SEE 50 YEARS, PAGE 14

the
CHAMBER
LUDINGTON & SCOTTVILLE
AREA CHAMBER OF COMMERCE



YEARS OF EXCELLENCE

1967-2017

Congratulations on 50 years!

Share Your WSCC
Success Story
Win \$2000
Scholarship
*to your high school
alma mater*



To recognize the important role West Shore Community College serves in the community and to celebrate its 50th anniversary, the College is inviting its alumni to share their student success stories.

The stories WSCC alumni can tell will inspire the next generation of students to accomplish great things making our future even brighter.

Alumni are asked to submit a written testimonial to describe how their West Shore education has helped them to succeed in their career and influenced their impact on the community. One alumnus who submits a story will be honored with a \$2000 scholarship in the alumnus' name to benefit a student from his or her high school alma mater who plans to attend the college in 2017.

Submissions will be accepted throughout the anniversary year and a list of the selected finalists, with input from a panel of six area residents, will be posted on the College's web site at the end of February 2017. The contest winner will be announced in March.

Participants need to have earned at least 45 WSCC credit hours. For more information on the contest or to submit your story, go to the college website, www.westshore.edu, or contact Tasha Dault at tdault@westshore.edu or 231-843-5805.

West Shore Community College
3000 N. Stiles Road, Scottville
231-845-6211 • 800-848-9722 • westshore.edu



Dr. Bill Anderson looks back

BY RILEY KELLEY
DAILY NEWS STAFF WRITER

When it comes to education and culture in western Michigan, few people have been as influential as Dr. William M. Anderson.

Originally from Detroit, Bill Anderson came to Victory Township as a child. Over the course of his long and distinguished career in academia and beyond, Anderson became one of Mason County's favorite sons.

Anderson was the second president of West Shore Community College, where he served from 1983 to 1998.

Picking up where the college's first president, Dr. John Eaton, had left off, Dr. Anderson spent his tenure at WSCC working to unite a district that spanned four counties, securing funding and enrollment and encouraging the development of cultural arts and vocational education programs.

Anderson graduated from Scott-

ville High School in 1956 and earned a bachelor's degree from Michigan State University four years later. A master's degree in history from Central Michigan University followed in 1962, and in 1973, Anderson earned his Ph. D. in higher education administration from Southern Illinois University.

Like his predecessor, John Eaton, Anderson already had experience in community college administration when the board of trustees hired him in May of 1983. He had served as the president of Carl Sandburg College in Galesburg, Illinois, and had been a history instructor and chairman of the social sciences department for Southwestern Michigan College.

Anderson was beloved by students and faculty alike, and helped West Shore Community College achieve a number of milestones during his tenure as the school's president.

In 1998, Dr. Anderson retired from academia to pursue his many other

interests, which include chronicling the history of his favorite baseball team, the Detroit Tigers, and being an advocate for cultural arts and historical preservation.

After leaving the college, Anderson was appointed by Governor John Engler to serve as the founding Director of the Michigan Department of History, Arts and Libraries in 2001. In 2002, when Jennifer Granholm took the office, she retained Anderson to serve as a member of her cabinet.

Today, Dr. Anderson remains active, working with the Mason County Historical Society and helping expand the successful Mason County Heritage and Sculpture Trail.

In honor of the 50th anniversary of West Shore Community College, Dr. Anderson agreed to speak to the Ludington Daily News about his life, his time at WSCC and his hopes and dreams for the continuing success of the college in the years to come.



JEFF KIESSEL | DAILY NEWS

Dr. Bill Anderson, West Shore Community College's second president, talks about the path that led him to Mason County, West Shore, and beyond.

A conversation with WSCC's second president

You spent much of your childhood on a farm in Victory Township. Can you tell me about this time in your life, and how it affected your decision to pursue the position at WSCC?

I started living in Victory Township in 1942 when I was four years old. That happened because my birth mother and father in Detroit divorced when I was 4 years old and my dad got custody, surprisingly, of two of the three children. He got custody of his two sons — my brother was four years older — and I had a sister, seven years older, and my mother got custody of my sister. So from age four on I never lived any longer with my birth parents.

My father operated a gas station in Detroit. And when I say Detroit I'm talking about the inner-city ... I'm sure that as a single man with a son, four, and a son, eight, he must have been challenged by thinking, "How am I going to take care of these two boys when I've got to work long hours running this ser-

vice station?"

So he talked his sister — a dairy farmer's wife in Mason County — into taking us. So we were brought to Victory Township.

My uncle was a full-time farmer, he dropped out of school after the seventh grade. My Aunt Hattie had been a one-room schoolhouse teacher.

So, when the presidency at West Shore Community College came open, I was strongly motivated by the urge to go home. Equally important, my uncle had died by that time, so Aunt Hattie was widowed and living on the farm by herself.

I felt tremendous loyalty to Uncle Lawrence and Aunt Hattie because they became my surrogate parents from age four on. And so those two forces were an extremely strong pull.

I remember when I left Carl Sandburg College, the newspaper editorialized about it, and the editor who wrote it talked about the power of the pull to go home.

It was really good (that) I did from a family standpoint because

six months after I got home my aunt had her first stroke. It was not debilitating, but it was a setback. So when I was president of WSCC I also managed the farm.

Before I left Illinois, every summer we would come home to visit and my wife and I would often dream about "Gosh it would be nice to live here," and we'd always go to the state park and be reminded about how wonderful this community is.

I think the first time I heard that there was going to be a college and that it was going to be located in Mason County, I was kind of surprised because it's a very rural place.

I guess, your recollection of a place and having grown up on a farm, it just seemed pretty amazing that they were going to take some farm land — and when we did come home my aunt and uncle were just blown away by the fact that there was going to be a community college and it was only four miles from our farm.

(Uncle Lawrence and Aunt Hat-

tie) would say, "Hey, do you want to go out there?" There was construction going on and you could at least drive around a little bit and see the work that was going on, and they were in awe, and I was in awe.

How did your childhood experience influence you?

One of the things that's important to me... my great-grandparents, Robert and Maggie Peterson, were Danish immigrants, and ironically in terms of West Shore and my becoming the president, they homesteaded on Stiles Road, about 2 miles south of the campus on the west side of the road.

My Anderson side of the family, they were Swedish, and they homesteaded on Stiles road, maybe two miles north of West Shore Community College.

Where I lived in Victory Township it was called the Danish settlement because there were so many Danish people there, that even the Danish archives in Copenha-

gen knew about the Danish settlement because it was such a cluster. ... I went to one-room schools for nine years, and when I finished the eighth grade and went on to Scottville High School, I was going to Star School, which was at the corner of Sugar Grove Road and Moore Road, which was right across from the campus.

And in the early years, the township library was in my grandfather's home. So if you start thinking about those things, there was a homing pigeon drawing me back, because I was really local in terms of where that campus was located.

I think I had a natural talent to speak but I was naturally shy young, but I got that opportunity through speech class at Scottville and through the FFA. And I really honed my skills because I was runner-up twice in the state finals in both 4-H and FFA as a speaker, so it had a big impact on my life to be able to have pretty strong skills in terms of oral communication.

CONTINUED ON PAGE 4

ANDERSON: The challenges of leadership

FROM PAGE 3

I judged dairy cows at the state level and it had a lot to do with my growing maturity and I had a lot of maturity to grow because I was living in a pretty small world and... it opened up my mind to what could be. Not that I was not sleeping because I was fantasizing, but I wasn't blind either, because of going to Chicago, going to Kansas City, being on the MSU campus.

All of that led to a scholarship to attend Michigan State University and it was in agriculture. All of that led to being recruited out of a speech class at Michigan State to be on the varsity debate team for the Spartans when I was in college, and that meant that I got to travel to all kinds of speech tournaments, and a lot of that is practice and experience. Not just sitting in a classroom but someone telling you how to do it.

It's a great confidence builder. The first times I was scared out of my mind and I got over that.

How did all of this shape the man that you would become later in life?

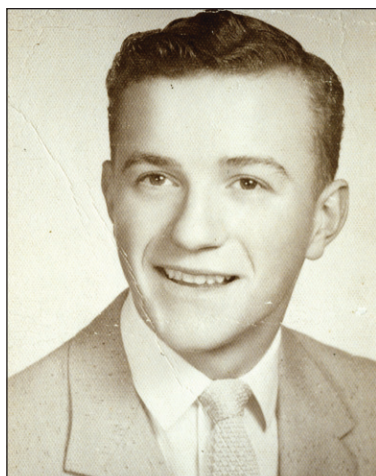
My aunt and uncle were as hard of workers as God ever made. And my uncle judged every human being not on his education, not on his intelligence, not on his sense of humor, but would he work. And he really shaped me up in terms of work ethic, and that has served me so well through life. There's never been anything that a supervisor has asked me to do that would cause me to frown because it seemed like it was too hard.

I was a changed person. I remember when I was young I was kind of lazy, but I didn't end up lazy.

What was the school like when you first became president? In what ways did it change during your tenure?

Sociologists and historians often talk about our generation standing on the shoulders of the last generation. I believe that's the case in the sequencing of presidents.

History tells us that there was a brand new community college be-



Bill Anderson was active in 4-H and Future Farmers of America in Mason County before going to college.

ing created every week. They were coming to the surface like popcorn. And what happened was most of the states had passed a piece of enabling legislation during the '60s ... that committed the state to provide support. And the initial legislation envisioned that 50 percent of the operating regimen would come from the state, 50 percent would be local. In most cases that almost never happened. The state didn't come up with 50 percent, but that's what spawned the community college movement like a fury, and that's the background of West Shore Community College.

From a leadership standpoint, there wasn't a lot of experience when these colleges were springing up all over Michigan, all over Illinois, all over the United States. But this board hired a brand new president named John Eaton who was experienced. He had been a dean at another community college. So he came here understanding fully what a community college was. ... He was well-versed in it.

From a president's perspective, one of the greatest challenges is to foster and maintain a great relationship with the board of trustees. And reaching an understanding with any board of trustees that the board is the policy-making organization, they make the policy, they hire and fire the president, but when it comes to running the institution or managing the institution,



that's the president — and others' — job. And if that relationship and respect can be maintained, the college has a much better chance than if that's blurred.

So I came in and I didn't inherit a mess between the president and the board primarily because John Eaton was an experienced community college professional and president. And (he) got this thing put together the way it needed to be put together. That's an example of that phraseology: you stand on the shoulders of your predecessor.

I inherited a community college that had a wonderful foundation — wonderful foundation of a very effective faculty. When John Eaton came here, I was in the community college movement — not as president, but in other roles at the same time. One of those roles was being the dean of instruction, so I was hiring the faculty almost the same time John Eaton was hiring the faculty.

And John didn't just hire people that applied. I know from talking to him that he traveled all around, looking for the best possible peo-

ple. He went to where those people were, which was a powerful statement. So again, I stood on the shoulders of the foundation because he had put together a very effective faculty at this institution.

What challenges did you face as president of West Shore Community College?

Revenue and student enrollment are universal challenges.

And the two are closely associated. When I first became a college president, "I'm excited about this opportunity, but you need to understand (that) if there's one issue that can get me into a tough situation, it's if I can't manage the finances of the college. And if I can't do that then the board of trustees is going to say, 'We need a new leader,' and I'm going to be unemployed."

Then let's talk about the campus. 360 acres... and one could say how in the world could a community college use so many acres? (But) If John Eaton and the board of trustees would have had a much

smaller footprint, and they weren't certain that township zoning was being handled carefully, they could get some encroachment and you could get some development on the fringes that you would regret.

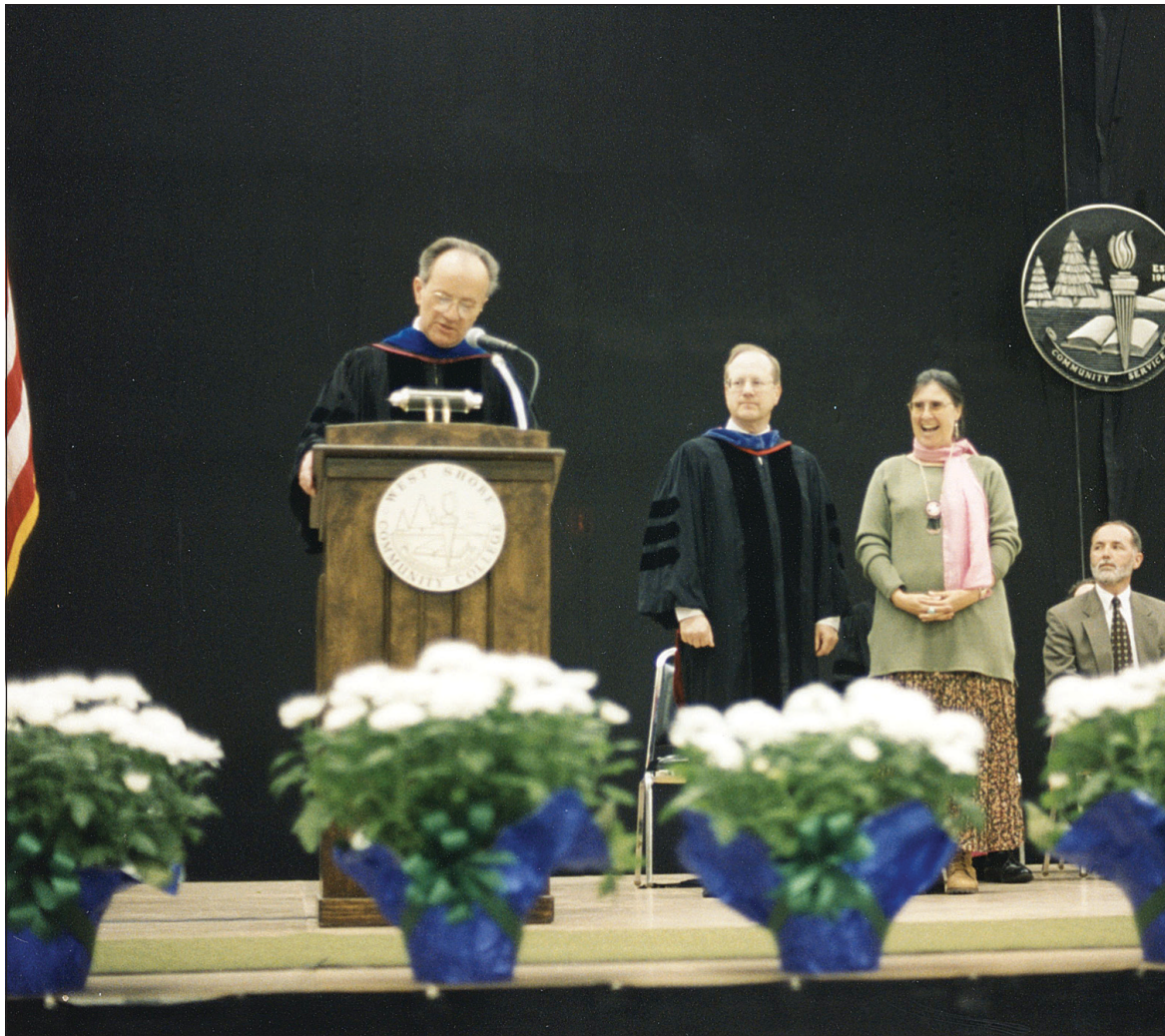
By having a large footprint, it ensured that the campus environment that you're trying to create will be preserved.

And that's what's happened. When I first came here it seemed like coming on the campus was like visiting a state park. It had these wonderful trails and a river was running through it.

Many of the early community colleges built one big building that looked like a big box, and the advantage was that you didn't have to go outside when it was raining or when it was snowing. But what they did here was build what we call a village style campus. So when people saw it they said, "That looks just like a university campus," (while) with a big box, it was, "That looks just like a high school."

So you create a whole different impression.

Back in those days there were a



Dr. Anderson speaks at the 1997 West Shore Community College commencement ceremony.

lot of derisive comments about community colleges.

That's what I inherited, and the best way to describe it was a really strong foundation when I arrived here. And back to the challenge of revenue, this small rural community college had a wonderful tax base, and a lot of it had to do with the pump storage project. ... I think that pumped storage project represented \$250 million of the tax base. I can tell you that community colleges all over Michigan were envious.

So again, on the revenue side, I did not come to a college that was broke.

Back to the enrollment side. West Shore's population then, as it is now, is dispersed. It is a long way, so to speak, from northern Manistee County to our campus, so there's a big, big challenge about how to serve students on the periphery.

And so when I came to West Shore Community College... I

asked the board what was a challenge or an issue that needed to be addressed, they said our relationship with Manistee. And my belief was (that) a significant part of our challenge with our relationship with Manistee was that the electorate was disappointed that the campus was in Mason County. Obviously the board of trustees tried hard to resolve that somewhat... If they'd put the campus in Ludington, there might be an effort to try and disconnect from the district.

But the common ones are revenue and enrollment. Enrollment drives tuition, which is a part of revenue, but enrollment has much more to do with the program and the curriculum you're going to offer.

I was very aware of those issues at the college I was president of in Illinois.

Let's talk about West Shore being all of Mason County, all of Manistee County, Walkerville and Oceana County, a little bit of Hart's dis-

trict, a little bit of Pentwater's district, and a little bit of Lake County. But the heart of that district is Manistee and Mason Counties.

Some people would have said to me, boy this is a pretty large district. And I would have said to them, let me tell you about my experience in Illinois.

Illinois came through with an act in 1974 that said that every part of the state of Illinois had to be part of a community college... as a result of that, this college that I was president of went from 10 school districts to 26. In other words, we tripled the size of our geography overnight after this whole process went through. The geographic imprint of our district was larger than the country of Luxembourg.

So when I came here and people said, "Bill, it's going to be challenging," I said, "Well, not so big — not compared to where I came from."

So I knew what the challenge was of trying to serve people who were somewhat distant from the cam-

pus because (there are) no dormitories, everybody has to drive, and so forth.

I wasn't just bowled over by it, I knew that was a challenge that we had to address.

It's not just a numbers game in enrollment. If the college is small and you don't have enough of a critical mass, it limits the curriculum you can have. Most small colleges will say you have to have at least 10 students in a class or it's cost ineffective. If you have enough of a critical mass then you can have a broader curriculum and offer more opportunities. Instead of (offering) this particular coarse once every two years, and if it doesn't fit where you are then you miss it. If you've got enough of a critical mass, you offer it every year, or maybe you offer two sections, which also allows students opportunity, because all community college students (seem to) work, some are parents and they have multiple personal challenges to deal with, and it allows you do to some things that are frosting on the cake. But if you're really pinched, you can't do any frosting on the cake, you have to stick to the basics so to speak.

Enrollment is a challenge, and at West Shore Community College, enrollment is a challenge.

When community colleges began ... they were called junior colleges and they were tied to the high school. It was grades 13 and 14. That means that you really have to work hard to meet that challenge of revenue by doing a heck of a job on serving local people which may encourage them to vote yes on increasing your operating revenue.

What do you consider your biggest achievement at WSCC?

I believe so much that the role of a community college is to serve students, but I want to talk about its role in serving the community. I knew a lot about the demographics of this college district because I came from here. I knew about Manistee and I knew about the little towns.

So I knew that enrollment was going to be a challenge, but I believed in terms of serving our community that we had to try to give every single person a feeling that they were getting some direct benefit from having a community college here. That we were touching almost everybody's life in some way.

The most important way was through education.

I'm really proud of the fact that we started the cultural arts series. We really made it a significant priority at the college.

When I came here I ended up being not only the president but the director of the foundation, and I asked for that. They were thinking about hiring a half-time person to be the foundation director, and I said, "I want to emphasize the marketing, the public relations." ... The board said fine. So I said, "I'd like to really make cultural arts a strength of our institution, and I'd like to therefore make it the primary fundraising goal of the foundation. No cultural arts program can flourish based only on ticket income. They have to be subsidized. The New York Philharmonic sells out every seat, but the tickets do not pay for the orchestra.

The board was so supportive and in first year we raised \$25,000 to subsidize our cultural and performing arts series. And we did some marvelous things.

People would say, "Are you kidding me, Chet Atkins, member of the Country Western Hall of Fame, is going to perform at West Shore Community College?" Or "B.J. Thomas is going to be here?" And on and on like that.

And that's what we were trying to do. To create an image that we weren't just some flunky little college and just have a barbershop quartet — not that there's anything wrong with barbershop — but you don't get people to write \$5,000 checks for that. You have to raise the profile of it.

During that time, we had 12,000 people that came to our cultural arts series, which was more than Central Michigan University's cultural arts series at the time.

There were a lot of people that were coming to campus and being pretty impressed. I think that in an area that's pretty rural, that some people might say is a cultural void, that it was different now.

They didn't have to drive to Traverse City, they didn't have to drive to Grand Rapids to have this kind of a cultural experience.

Then with strong help from the West Shore ISD we got together on campus and talked about how we could improve the quality of vocational and technical education.

WEST SHORE FACULTY 1988

ALLIED HEALTH

PATRICIA COLLINS, Director of Nurse Education

PATRICIA LARSON, Nursing

KATHLEEN PANGLE, Nursing

MARIALICE SAGAN, Nursing

RUTH THORNLEY, Nursing

WINIFRED TOLEDO, Nursing

EMMA BUCK, Secretarial

JOSEPH JURKOWSKI, Business,

SELINA NEW-WHITAKER, Data Processing

PAUL A. NEZKI, Secretarial

GERALD SVENDOR, Business

JUDITH CALDWELL, Composition

ROSEMARY ST. JOHNS, Composition/Speech

KEVIN WURZ, Theater/Speech

TOM KELLY, Criminal Justice

ROBERT ANDERSON, Science

DENNIS HOUK, Science/Math

JOHN JEFFRIES, Mathematics

RAYMOND MAYER, Science/Math

DALE SUTTON, Sciences

JOSEPH JURKOWSKI, Humanities

LEO TEHOLIZ, Humanities

HARRY CALDWELL, Government

ROBERT MCCANN, Psychology

DAVID MCCULLOUGH, History

ROY BAILIFF, Welding

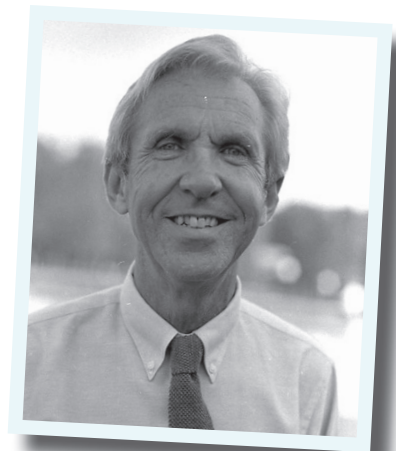
RICHARD BEYER, Diesel

PAUL SCHLAUD, Electronics

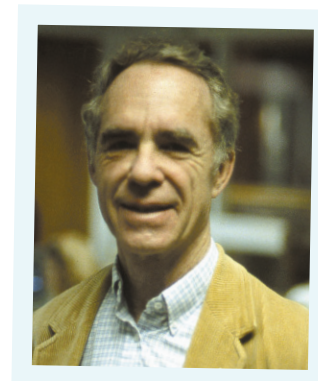
Dale Sutton,
science
professor
from 1971 to
1994 takes
his science
class outside
for some
hands-on
learning



Marialice Sagan, Professor
Emeritus, 1969-2001.



Dave
McCullough,
Professor
Emeritus,
1986-1996



Raymond Mayer, Professor
Emeritus, 1969-1995



From left to right, Frank Tabaczka, Phyllis Tobin, Catherine Szymke, Tom Bell, Irma Hinojosa, Leah Wietecha, Pat Paxton, Kathy Brown, Victoria Oddo, Mary LaDue at the West Shore Student Services Center.

WHERE WSCC STUDENTS LIVED (1985-1986)

Address	No. of Students
Arcadia	7
Baldwin	44
Bear Lake	35
Branch	15
Brethren	16
Copemish	2
Custer	30
Eastlake	8
Filer City	4
Fountain	30
Free Soil	48
Irons	17
Kaleva	21
Ludington	588
Luther	4
Manistee	451
Onkama	47
Pentwater	47
Scottville	148
Thompsonville	3
Walhalla	6
Wellston	20



YEARS OF EXCELLENCE

1967-2017

Congratulations on 50 years!



YEARS OF EXCELLENCE

1967-2017

1983-1998...



1987 Alumni Association Board of Directors.



Auto shop class.

WEST SHORE COMMUNITY
 Scottville, Michigan
 845-6211
 CONTACT: David Yarnell, Assistant to
 DATE: March 1987
 RE: WSCC Alumni Board Establish

1983-1998

Dr. William Anderson is president of WSCC.



1987

Alumni Association Board is established.

1987

Mentors Society established.



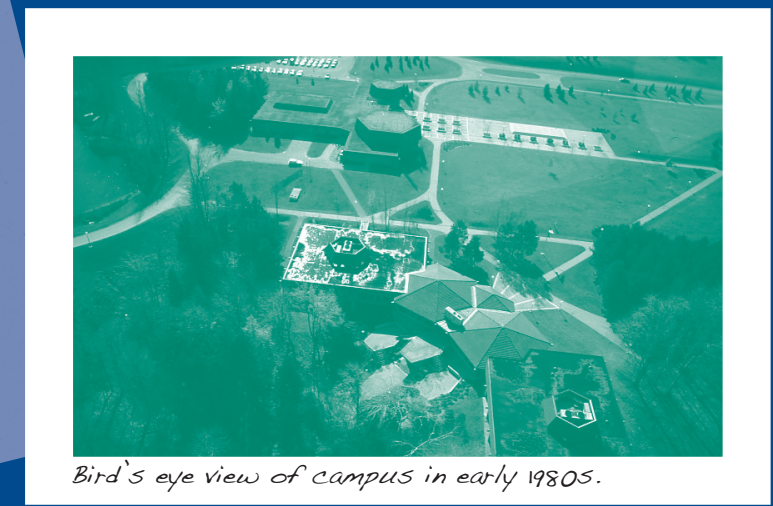
Computer lab is state of the art for its time.

1990

First Alumni Achievement Award presented.

1992

1st Annual The Write People Literary Conference is held on WSCC campus.



Bird's eye view of campus in early 1980s.

To be continued...

College boards and associations

WSCC established Alumni Association in 1986



WSCC Alumni Association board members, from the left, (seated) Barb Bartosiewicz, Thom Hawley, Joanne Dunbar, Kathy Ball, (standing) Mark Dobias, Connie Kuenzer, Ross Kissell, Rene Luomala Skocelas, Dick Wendt, Molly Middleton Perry, Marilyn Evans, Marcia Raven Pehrson and Jim Papes. Not in the photo are David Hawley, Rhea Howells, Bud Reed Jr., John Tipton and Brad Vanderlaan.

West Shore Community College board of trustees
John Bulger,
Ronald M. Wood,
Dr. Charles Keil
(standing), Donald
Clingan, Richard
Bourgault, Beth
McCarthy and
Denis Meikle.



ALUMNI ASSOCIATION IS ESTABLISHED

In 1986, after 20 years of sending graduates into the work world, West Shore Community College established the WSCC Alumni Association.

The purpose of the association was to promote the interests of the college, its alumni, and the communities WSCC serves, and to maintain a link between the college and its former students.

The association's first governing board members included Kathy Ball, Barbara Bartosiewicz, Mark Dobias, Joanne Dunbar, Marilyn Evans, David Hawley, Thomas Hawley, Rhea Howells, Ross Kissell, Connie Kuenzer, James Papes, Marcia Pehrson, Molly Perry, Bud Reed Jr., Rene Skocelas, John Tipton, Brad Vanderlaan and Dick Wendt.

The WSCC Alumni Association has prepared and distribution of alumni newsletters, and participated in the Michigan Department of Transportation's Adopt-A-Highway project.

Each year, the association recognizes a graduate who has exemplified WSCC's ongoing pursuit of academic excellence. Recipients of this honor have their names engraved in a plaque that is displayed in Schoenherr Campus Center. Awards are presented at the college's Founders' Day Banquet in early March.

ANDERSON: The future of West Shore Community College

FROM PAGE 5

With the tech center on campus we deliberately made it one of the front doors to our campus. It was all about design. And every one of those labs were glass so it was almost like a mall. You could look in. So we were practically showcasing. And the principals would say, "I'll tell you, our vocational tech students have a spring in their step when they're on campus, because they're in some of the finest facilities there are, and it was transformational."

We really went after dual enrollment because the transportation was already in place with the high schools bringing their tech students out here. ... Then the superintendents said, "Wow, this is good. How about developing a math and science center?" The smaller schools were not teaching calculus, and if you're going to go into a science field like engineering, calculus is the math.

We had some of the very best high school teachers say, "I want to teach at the Math and Science Center."

So there was a point where, on every given day, four days a week, there would be more than 500 high school students coming out to campus. And of course, that aligned us terrifically to enrollment because many of those people were being taught by college faculty, and we had some pretty darn good faculty here.

Everybody wants to go to a big university where the lights are brighter, but it's pretty good out here too.

It had a profound effect on the opportunity of students in higher learning and the sciences and in vocational technical education.

The next thing I'm really proud of is the relationship with Manistee County. Manistee County is not a part of the Mason Lake ISD, but there were several Manistee school districts that saw what we were doing and said, "We would like to participate, we would like to bus our students down."

So they came as tuition students... that was really wonderful. And our enrollment from Manistee I think really grew.

The next thing I'm proud of — and now I'm bragging — is that



The new Technical Center opened its doors in March of 1993.

West Shore is 50 years old. Only one time have they ever passed a millage to increase their operating budget. That was on my watch. Those are really important in terms of revenue. Voters do not like to raise their taxes. Nobody does. And the more rural you are, I think the more reluctant you are. And I think it's a reflection of how the voters perceive the performance of the college.

Just before I left we passed what's called a bond millage, and that's all about capital. And our bond millage was about facilities and technology, because in today's world, no matter how much money you have to support the learning process and the management of the institution, it's soon going to be out of date. ... We used to replace our PC's at the college every three years. If you're weak on that side of preventative maintenance, you've got a big backlog. Are we going to use our scarce resources to do something else, or are we going to maintain our facilities.

(The millage) has allowed this college to greatly expand its facilities in a major way. Its technology is always up-to-date.

Back to the business of being a community-based institution. The Kellogg foundation was very concerned that many community col-



Bill Anderson and his wife Anna at Bill's retirement party in the June of 1998.

leges were forgetting the word "community" in their name. So they invited six college presidents to come to Battle Creek and talk about that and I was one of them because I think we were perceived as being a very strong example of being community based.

12,000 people were coming to campus not because of instruction but because of the strength of our (cultural arts) program. ... We had a very strong role in economic development. At one time we were a primary player in economic development in Manistee County and Mason County.

We had two full-time economic development directors on our campus and a full-time jobs coordinator on our campus. So we had three people that were all about economic development and about job creation in the two counties. Anybody thinking about expanding or locating a new industry, the economic development people made sure that they brought them out to the campus to see how strong our role was in workforce development.

In the future, and in the coming generations, what are your hopes

for the college that you were such a big part of?

Students come first. That's the most important mission of this community college or any other. So I'm hoping that — and I'm not suspecting that it won't — but I'm hoping that always remains at the forefront.

When I taught, some of my best students were moms. ... They were bright, highly motivated, and they were the cub-busters in the class. ... And then, a good teacher likes to have a dialogue with students. And here you have these older women in particular who have had so many life experiences, and the conversation and thought gets so enriched because they've already had a baby and done all kinds of things. Things these younger students have yet to experience.

Going to a community college graduation is one of the great experiences for anyone, and for a president to feel gratified about the impact of the college because it's a family affair.

And in my own personal case, all three of our children are graduates of West Shore Community College.

Our daughter-in-law is a graduate of West Shore Community College. Three of our grandchildren have graduated from West Shore Community College. So in our immediate family, seven have graduated from West Shore and how they feel about the college and their experience there is tremendous.

In looking at the future, I'm hoping that whoever is leading the community college will never forget that the most important thing is serving students.

When you see people really shine it's so rewarding.

I hope the college in the future has enough resources that it can keep up with the demands of technology. Not just with distance learning, but with the vocational and technical side. We're going to (need) to get into laser technology and all kinds of things that I don't understand and can't even think about, and those things are costly. And I hope we have the resources so we're not deficient in that area.

We do all kinds of things at a community college that I love. We don't have a mission that it's all about research and we have to play at (that) level. We prepare people to go in that direction, but we're at the ground level.

In my opinion we do the best job of teaching people in their freshman and sophomore year. We'll measure up with any university in the country, because we have people whose live mission is to teach. They hold students accountable, and they will do more for a student that's struggling than anyone else.

I love Michigan State, but I am not a good math student. And I was struggling in a course and I went to see the professor and I said, "I'm just not getting it. Here's what I'm struggling with — can you help me?"

And he looked me in the eye and he said, "The problem with you, Anderson, is that you're not working hard enough."

And I left and I never went back because I had been denigrated. I was willing to work hard, but I needed some help.

That would never happen at West Shore Community College.

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Arts and education



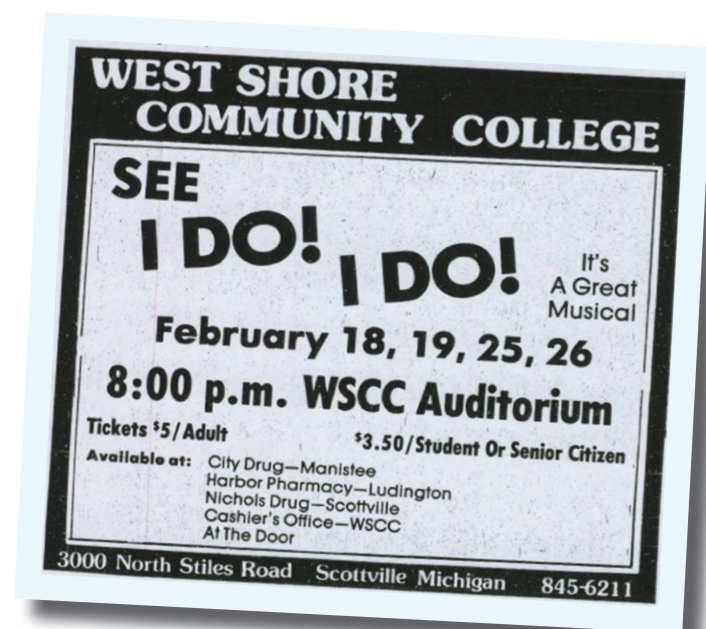
West Shore Community College's 1983 class of nursing graduates.



The Collegiates perform on campus.



Music Director Dan Meyers and the West Shore Community College Collegiates.



A poster for WSCC's 1983 musical, "I Do! I Do!"

West Shore Community College Graduates

Jane Antzack
Richard Decker
Bryan Edmondson
Duane Ely
LaVerne Hansen
Hope Higley
Dixie Howes
Ronald LaPorte
Craig Ledger
Todd Miehke
Heidi Miller
Dale Sheeley
Carol Shypa
David Swanson
Kenneth Tyndall
Kimberly Walker
Kathleen Williams
Penny Abrahamson
Carol Anderson
Sue Anderson
Sarah Bailey
Marc Baker
Susan Baker
Kenneth Baushke
Susan Berndt
Shirley Bezesky
David Bick
Jeffrey Boots
Frederick Bradford
Alexis Bradow
Dan Bradshaw
Mary Britton
Linda Chadwick
Jerry Chansler

Sherri Chmielewski
Kimberly Cogle
Julia Davidson
Todd Davidson
James Engstrom
Mary Erb
William Eyestone
Joseph Fisk
Tod Fraley
Nancy Franklin
Debbie Fredericksen
James Gable
Kevin Gancarz
Paul Gardner
Judith Germaine
AnnMarie Giannola
Michael Gogocha
Sherri L. Golvidis
Jeanne Graczyk
Leann Green
Sara Greiner
Jerome Hand
Kenneth Hansen
Ronda Herbert
Francis Hickie
Francine Holcombe
Carl Horton
Mary Inman
Rick Jankowski
Gerald Jarvi
Joseph Johnson
Robert Johnson
Gregory Kacynski
Gregg Kava

Ward Kelley
Tammy Koon
Kathleen Kubanek
Diana Kuras
Dixie Lagerquist
Leonard Larson
Laura Laude
Sheila Leatherman
Charles Linville
Donald Mahr
John Majchrzak
Stephen Manley
Nancy Messer
Timothy Messer
Franklin Metcalf
William Moore
Oliver Myers
David Nargis
Chris Nelson
Daniel Nelson
Debra Nelson
Muoi Ngo
Gary Overla
Sandra Peralot
Lisa Perry
Jennifer Peterson
Marilyn Phelps
Christine Rakoski
Danielle Reinhoehl
Jeanette Robb
Daniel Ronning
James Rose
Mary Rutledge

Duane Rybicki
Gary Rybicki
Karen Seltzer
Andrea Serrell
Mary Shaw
Rick Shively
Michael Shoup
Lorilee Slagle
Anne Slawinski
William Smith
Robert Sorenson
Chris Sorenson
James Stuck
Robert Talsma
Gywen E. Thomas
Roger Trapp
Mildred Truesdale
Mark Wagner
Kathi Wallager
Lisa Weinert
Gregory Wessendorf
Jean Wheeler
Selina Whitaker
Marshall Wickens
Daniel Wilkosz
Kenneth Wisniski
James Woodman
Leslie Young
Harlin Zarnes, Jr.
Diane Zwyghuizen
Diane Anderson
Judith Bahr
Kathleen Bajtko
Elizabeth Benedict

John Bezesky
Chris Blass
Diane Brown
Lori Cable
Donna Camiller
Pat Carlson
Laura Carter
Linda Christensen
Arthur Collins
James Counahan
Joan Dancz
Leslie Ezdebski
Margaret Foltz
Bethany Furstenberg
Alice Gilbert
Deborah Grant
LaVal Greenlee
Sandra Greiner
John Hansen
Amy Harmon
Christine Heise
Laurie Hinman
Cheryl Hudson
William Hughes
Diane Huller
Yvonne Isham
Delores Johnson
Janice Johnson
Kathleen Kieskowski
Linda Kirker
Dawn Knight
Donna Koon
Kay LaPointe
LoraLee McClellan

Theresa McClellan
Margaret McClure
Denise McGrath
Patricia Marrison
Margaret Merrick
Greta Moloney
Joseph Moloney
Mary Ann Nelson
Judith Nies
Stephanie Olson
Janel Olsson
Bonnie Overla
Jean Phillips
Thelma Pinkerton
Laurie Porter
Kathleen Rakoski
Anne Robbins
Linda Root
Jeanne Schulz
Beverly Senters
Marlene Seymour
Candace Sexton
Leon Sheldon
Sandra Shields
Helen Stewart
Linda Stroup
Nancy Sutherland
Larry Vander Meulen
Lorell Ware
Joanne Willott
Ruth Zwyghuizen

WSCC
graduate
list from
June of
1983.

THE IMPACT OF WEST SHORE COMMUNITY COLLEGE

·During the 1985-86 academic year, 1,821 different persons were enrolled in credit courses. The largest percentage, 59 percent, were female; the average age was 30.9, with the youngest student 15 and the oldest 81; for 41 percent, a four-year degree was the ultimate goal; 34 percent were enrolled in occupational programs and 25 percent had not yet chosen a program; 64 percent were part-time students.

·Of the practical and registered nurses employed in Lake, Manistee, Mason, and Oceana counties, over 40 percent are graduates of West Shore Community College.

·Nearly 25,000 people have enrolled in credit courses since the college was founded.

·During the 1985-86 academic year, a number of groups used campus facilities for various types of meetings and gatherings. There were a total of 8,781 people using the facilities, including groups such as the Michigan Department of Natural Resources, Michigan Press Women's Club, Cooperative Extension Services, Association of Retired School Personnel, Board of Realtors, Mason County Mental Health, and three high school proms.

·In its first two years of existence, between October of 1984 and October of 1986, the WSCC Business and Industrial Development Institute worked with area economic development agencies to help create 162 jobs and retain another 224.

·Nearly 700 people were enrolled in the college's 48 general interest community service classes offered during the 1985-86 academic year.

·The Recreation Center, which is available for use by the general public, received 30,741 usages during the 1985-86 academic year.

FACTS AND FIGURES FROM 1985-86

STUDENT PROFILE

Students enrolled: 1,821
Sex: Female (59%), Male (41 %)
Average Age: 30.9
Age Range: 15 to 81
Residence: 87% In-district

ATTENDANCE

Day Only: 25%
Evening Only: 34%
Both Day and Evening: 40%
Full Time: 36%
Part Time: 64%

PROGRAM

Occupational: 34%
Baccalaureate: 41%
Undecided: 25%

Registration news

50 YEARS: West Shore Community College prepares 50-year time capsule

WEST SHORE COMMUNITY COLLEGE

REGISTRATION NEWS
SPRING EDITION 1984



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What would you like West Shore Community College of 2067 to know about the world we live in today? If you could leave a message for those of the future, what would that message be?

The college and its 50th Anniversary Steering Committee would like your input for memories and messages to include in a time capsule which is to be suspended from the ceiling in the Schoenherr Campus Center later this year.

The dodecahedron-shaped metal time capsule, designed and fabricated by several welding students, will serve as a 50-year time capsule containing a variety of college memorabilia and numerous items of interest.

Among the items under consideration include:

- **WSCC** clothing: T-shirt, hat, hoodie
- **CURRENT** media: blu ray disc, jump drive and a cellular "smart phone"
- **POSTAGE** stamp
- **VARIOUS** college publications
- **TEXT** book
- **AN** academic course syllabus
- **A** currently popular children's toy
- **TELEVISION** listing
- **CIRCULAR** advertisement for new cars, foods and recent movies

"It will be fascinating to see how much of what we use and consider current

today is still relevant in 50 years when the College celebrates its century milestone," said Thom Hawley, executive director of community outreach and member of the 50th Anniversary Steering Committee. "This is an exciting opportunity to share a message or a memory with the future."

HELP WSCC TELL ITS STORY

The college is also creating an archive, the goal of which is to gather, organize, preserve, and make accessible materials relating to the founding, organization, and work of the college. The Director of Library Services, Renee Snodgrass, is asking the public to donate their memories of West Shore for inclusion in the archives.

"We're looking for photos, documents, and physical items that are unique and tell part of the story of our college," Snodgrass said. "I'm excited to gather all of this history and then share these artifacts and items with the public."

Digital photos and documents can be emailed to rsnodgrass@westshore.edu, and items can be brought to the William M. Anderson Library during the library's open hours, which are 8 a.m. - 4:30 p.m. from now until June 3, and then during extended hours for the summer semester.

Due to space limitations, not all items can be accepted. For more information, call Renee Snodgrass at (231) 843-5869.

CONTACT: Thomas A. Hawley, Phone: (231) 843-5803

E-MAIL: tahawley@westshore.edu

WEBSITE: www.westshore.edu



Thom Hawley,
Office of the President

**WEST SHORE
COMMUNITY COLLEGE**
3000 NORTH STILES ROAD SCOTTVILLE
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Are you looking for a Career?
Have you thought about the West Shore
Community College Advantage!

Transfer School

Behavior Sciences (Psychology, Sociology)	Criminal Justice Philosophy	Education (Secondary) Elementary Education Special Education
Biological Science (Biology, Botany)	Physical Sciences & Mathematics (Physics, Chemistry, Mathematics)	Engineering
Business (Administration, Accounting, Marketing)	Preprofessional Program (Law, Medicine, Pharmacy)	Fine Arts (Speech/Theatre, Studio Art, and Art History)
Child Development	Public Services (Public Administration)	Geography
Communications (English, Journalism, and Public Relations)	Social Science (History, Government)	Health Services (Physical Therapy, Occupational Therapy, and Speech Therapy)
Computer Science Technology	Social Services	
Economics		

School of Business

Accounting	Secretarial Studies
Electronic Data Processing	Word Processing
Marketing/Management	

School of Technology

Criminal Justice/Security	Machine Tool Technology
Diesel & Heavy Equipment Repair	Microprocessor Repair
Electronics	Nursing (LPN & RN)
	Welding.

Costs

The cost of tuition to attend WSCC is approximately 46-80% less than that of tuition at most Michigan public/private institutions and business schools.

Information

For more information about WSCC; Programs, Financial Aid, or Costs please feel free to call or visit the campus.

Fall Registration Continues Through September 8

WEST SHORE COMMUNITY COLLEGE FACTS: 1997

The 1997 academic year ran from September to May, operating on a semester schedule. Fall and spring semesters lasted 15 weeks, and the accelerated summer semester lasted eight weeks.

More than 52 percent of the college's students receive financial aid from a variety of federal, state and local programs, including scholarships, grants, student employment, and loans.

Library: The West Shore Community College Library contains approximately 19,000 bound volumes, 1,500 titles on microfilm, nearly 200 periodicals and over 2,000 records, tapes, and CDs. The Learning Enrichment Center, located in the back of the library, provides individualized tutoring services, audio-visual learning programs, and 25 student-use computers.

SPRING 1997 ENROLLMENT STATISTICS

Total Enrollment: 1,373
Full time: 509
Part-Time: 864
Female: 792
Male: 581
Associate of Arts - Transfer: 562
Associate of Science - Transfer: 20
Associate of Applied Arts and Sciences: 373
One-Year Certificate: 147
Two-Year Certificate: 11
Undecided: 260

Congratulations

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WSCC ON 50 YEARS!**

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Putting students first since 1967

West Shore Community College has been part of the community since 1967, and the word “community” is more than just our middle name—it’s our reason for being here. We’re here to serve all our communities with quality educational and instructional programs, job training, cultural arts and enrichment, recreation and wellness, and much more.

