Strategic Goals

Goal One: Improved Research

We will improve our capacity to research, collect and utilize data to support the college’s mission.
1. Determine and identify need for college to research and collect data.
2. Prepare a statement of purpose and seek administrative and Board of Trustee support for the establishment of a College Research Administrator.
3. Prepare a job description and qualifications including reporting responsibility and relationship to other staff.
4. Seek funds and resources for addition of the position to the college’s budget.
5. Seek office space and determine equipment needs.
6. Determine support staff needs.
7. Market and share data with stakeholders.

Goal Two: Non-Traditional Studies

We will develop more programs to meet student and community needs.
1. Analyze and define what is a non-traditional student.
2. Analyze and define community needs for non-traditional students.
3. Identify the employment and educational issues of the community.
4. Identify the societal and demographic trends in the community.
5. Survey non-traditional students to determine needs and issues.
6. Prioritize the needs and issues.
7. Determine staffing, time, facilities and resources needed to implement programs.
8. Assess impact on budget.
9. Market programs to students and community.
10. Implement programs.

Goal Three: Employee Assistance Program

We will create an environment that supports an employee assistance program that assures confidentiality to foster working relationships.
1. Investigate various employee assistance programs.
2. Provide awareness to staff of employee assistance programs.
3. Discuss employee assistance program with union and staff leaders.
4. Create appropriate policies for referral, confidentiality and atmosphere of trust.
5. Identify areas of employee needs for assistance.
6. Seek funds to include in budget.
7. Develop contract with employee assistance agencies.
8. Market assistance program to staff.

Goal Four: Service to Students

We will improve and streamline our ability to serve our students outside the classroom.
1. Investigate and determine student needs for services such as childcare and counseling.
2. Seek administrative support for implementation of program to service students outside the classroom.
3. Determine staffing, space and facility issues.
4. Seek funds and resources to implement programs and assess impact on budget.
5. Investigate collaboration possibilities with outside agencies.
6. Provide training and preparation for necessary staff.
7. Market services to students and community.

Goal Six: Reorganization

Goal Seven: Quality Instruction

Goal Eight: Innovation

Goal Nine: Financial Stability and Integrity
Vision Statement
Building our community's gateway to opportunities... creating the first and best choice for success.

Goal Five:
K-12 Relationships
We will continue to foster relationships with K-12 institutions focusing on younger students.
1. Define the purpose of fostering relationships with K-12 institutions. Share purpose and need with college staff.
2. Identify the current partnerships and programs with K-12 institutions and effectiveness of these programs.
3. Encourage staff and faculty involvement in planning and implementation.
4. Meet with K-12 leaders to determine needs and potential services.
5. Identify additional services and programs, including College Success Seminar Program, to younger K-12 students.
6. Expand current partnerships to elementary and middle school students.
7. Communicate and market new services to schools and parents.

Goal Seven:
Quality Instruction
We will continue to support and improve quality instruction.
1. The Instructional Affairs Council will define quality education and instruction.
2. Seek presidential and administrative support and advocacy.
3. Develop and present to faculty a Quality Instruction Process.
4. Expand and relocate technology to support Instructional Center for Teaching and Learning Excellence.
5. Establish plan, timeline and budget for staff development in Quality Instruction Process.
6. Research and identify curricular changes for instructional improvement, remedial focus and development of new curricular offerings.
7. Increase library materials for instructional support.
8. Assess budget implications.
9. Evaluate and assess student achievement and instructional success.
10. Prepare for NCA accreditation audit.

Goal Six:
Reorganization
We will continue to use the long range planning process to reorganize the campus facility.
1. Present strategy to Long Range Planning Committee.
2. Create Board of Trustees awareness and support.
3. Communicate the process to all staff.
4. Involve four-year partners in the planning for use of Higher Education Center.
5. Complete construction of new library and plan for relocation of staff.
6. Design master facility reorganization plan.
7. Implement facility upgrades, renovations and reorganization plan.
8. Develop budget and seek funds through grants, bonding and state appropriations.

Goal Eight:
Innovation
We will reward and encourage innovation supporting institutional needs.
1. Create a projective program to celebrate the success of individuals, departments and the college.
2. Develop program to feature staff involved in innovative programs.
3. Develop process for seeking ideas and suggestions from staff for celebration.
4. Seek foundation grants to support the celebration activities.
5. Prepare annual report of successes, staff innovations and accomplishments.
Goal Nine: Financial Stability and Integrity

We will maintain, and continually seek to enhance our sound financial condition and fiscal integrity.

1. Generate revenues sufficient to reach and maintain a General Fund balance equal to 15% of our operating budget (the “standard of excellence” for general fund balance).

2. Seek alternative funding sources to develop and sustain educational programs and facilities.

3. Present a balanced budget to the Board of Trustees prior to the start of each fiscal year, and periodically adjust expenditures as economic conditions warrant.

4. Provide, as part of the budgeting process, for adequate funding of our deferred maintenance and replacement funds for facilities (“3R”) and technology.

5. Maximize the relationship of revenues to expenses on the sale of college services and operations.

6. Maintain cost-effective internal controls in all departments to assure that expenditures are properly authorized, within budget parameters, and, if applicable, consistent with restricted grant requirements.

7. Receive an unqualified audit opinion on our financial statements each year from the external auditors.

8. Comply with all laws, regulations, contractual requirements, and Board policies pertaining to financial accounting/reporting, the investing and other use of taxpayer funds, the awarding of student assistance, and other operational activities.

9. Receive favorable reports on compliance audits by federal and state agencies (e.g., Michigan Auditor General, U.S. Department of Education, Civil Rights Commission, etc.).

10. Where appropriate, utilize the Activities Classification Structure database to benchmark with other Michigan community colleges and support its use in determining operating appropriations.
Strengths

- Affordable
- Excellent support services
- Quality education
- Experienced, dedicated, & friendly faculty & staff
- Beautiful facility and great parking
- Fiscally stable
- Close to home
- Small personalized classes
- Diverse offerings
- Higher Education Center
- Clean, inviting, learning environment
- Excellent bookstore
- Supportive leadership
- Safe environment
- Something for everyone
- Expanding tax base
- Community support and pride
- Willingness to change
- Affordable conferencing -- one stop shop
- Up-to-date technology
- Excellent ancillary services
- Strong transfer programs
- Financial aid & scholarship options
- Strong reputation among transfer institutions & employers
- Variety of student organizations
- Second change opportunity
- Open door policy
- Elected board officials
- Diverse student body and staff
- Financial support of business/industry
- Community outreach and resource
- NCAS approved/accredited
- Remedial/readiness program
- Positive relationship with ISDs & local K-12s
- Distance learning opportunities
- Positive relationships with legislators
- Flexible scheduling
- Internship opportunities
- Business/industry training
- Transition between high school & 4 year college
- Free tuition for seniors
- Employment Resource Center
- Staff development
- Fund service
- Student/staff relationships
- Strong career programs
- Athletic program
Major Trends

- Older population
- Diversity
- Non-traditional families
- Students with disabilities
- Create new educational institutions
- Tax cuts and State funds down
- Business/industry influence
- Conservative
- Unemployment up
- Two income and single parent families
- Cost of tuition increasing faster than inflation
- Stock market down
- Turnover rate/multiple careers
- High paying jobs
- Inequality of wealth
- Distance learning/on-line classes
- Instructional delivery
- Home and charter schools
- Dual enrollment
- Multi-enrollment (lack of allegiance)
- Accountability
- Teamwork in all aspects of work
- For-profit education

Mission Statement

Muskegon Community College, an Associate Degree granting institution of higher education, is a center for lifelong learning which provides persons the opportunity to attain their educational goals by offering programs that respond to individual, community and global needs.

To fulfill its mission and vision, Muskegon Community College is committed to:

- Prepare students for successful transfer to four-year colleges and universities, and enable students to pursue higher-level degree opportunities through our local partnerships with university programs.
- Develop technical and vocational skills necessary to enter and/or advance in the technologically sophisticated workplace of the 21st century.
- Provide for the assessment and/or improvement of learning skills and attitudes necessary for a successful educational experience.
- Meet the unique educational, cultural and societal needs in the community through special courses, seminars and exhibits.
- Respond in a rapid fashion to the ever-changing educational and training needs of local and regional business and industry.
- Stimulate intellectual curiosity, promote humanitarian values and enhance the general educational experiences necessary for persons to function as effective citizens.
- Create an atmosphere where diversity is acknowledged and encouraged.
- Provide comprehensive student services that are conducive to student learning and satisfaction in all facets of the college experience and appropriate to an open-door community college.

Muskegon Community College is an equal opportunity, affirmative action institution and does not discriminate on the basis of race, color, religion, sex, national origin, marital status, sexual orientation, political persuasion, disability, height, weight, or age in any of its educational programs, activities, and employment. Any questions concerning Title IX, which prohibits discrimination on the basis of sex, or on Section 504, which prohibits discrimination on the basis of disability, should be directed to:

Diana Osborn
Dean of Administrative Services
Muskegon Community College
221 S. Quarterline Road
Muskegon, MI 49442
(231) 777-0350
MUSKEGON COMMUNITY COLLEGE

STRATEGIC PLAN

Building Our Community’s Gateway To Opportunities, Creating The First And Best Choice For Success.

2002
MISSION STATEMENT

Muskegon Community College, an Associate Degree granting institution of higher education, is a center for lifelong learning which provides persons the opportunity to attain their educational goals by offering programs that respond to individual, community and global needs.

VISION STATEMENT

Building our community’s gateway to opportunities . . . creating the first and best choice for success.

TO FULFILL ITS MISSION AND VISION, MCC IS COMMITTED TO:

1. Prepare students for successful transfer to four-year colleges and universities, and enable students to pursue higher-level degree opportunities through our local partnerships with university programs.

2. Develop technical and vocational skills necessary to enter and/or advance in the technologically sophisticated workplace of the 21st century.

3. Provide for the assessment and/or improvement of learning skills and attitudes necessary for a successful educational experience.

4. Meet the unique educational, cultural, and societal needs in the community through special courses, seminars and exhibits.

5. Respond in a rapid fashion to the ever-changing educational and training needs of local and regional business and industry.

6. Stimulate intellectual curiosity, promote humanitarian values and enhance the general educational experiences necessary for persons to function as effective citizens.

7. Create an atmosphere where diversity is acknowledged and encouraged.

8. Provide comprehensive student services that are conducive to student learning and satisfaction in all facets of the college experience and appropriate to an open door community college.
STRATEGY NO. 1:

We will improve our capacity to research, collect and utilize data to support the college’s mission.

Action Plans:

1. Determine and identify need for the college to research and collect data.
2. Prepare a statement of purpose and seek administrative and Board of Trustee support for the establishment of a College Research Administrator.
3. Prepare a job description and qualifications including reporting responsibility and relationship to other staff.
4. Seek funds and resources for addition of the position to the college’s budget.
5. Seek office space and determine equipment needs.
6. Determine support staff needs.
7. Market and share data with stakeholders

Person Responsible: Dr. Frank Marczak
Timeline: To be completed by Winter 2003

STRATEGY NO. 2:

We will develop more programs to meet student and community needs (non-traditional studies).

Action Plans:

1. Analyze and define what is a non-traditional student.
2. Analyze and define community needs for non-traditional students.
3. Identify the employment and educational issues of the community.
4. Identify the societal and demographic trends in the community.
5. Survey non-traditional students to determine needs and issues.
6. Prioritize the needs and issues.
7. Determine staffing, time, facilities and resources needed to implement programs.
8. Assess impact on budget.
9. Market programs to students and community.
10. Implement programs.

Person Responsible: Dr. Dennis Wilson
Timeline: To be completed by July 2003
STRATEGY NO. 3:

We will create an environment that supports an employee assistance program that assures confidentiality to foster working relationships. (Fitness/Wellness).

Action Plans:

1. Investigate various employee assistance programs.
2. Provide awareness to staff of employee assistance concept.
3. Discuss employee assistance program with union and staff leaders.
4. Create appropriate policies for referral, confidentiality and atmosphere of trust.
5. Identify areas of employee needs for assistance.
6. Seek funds to include in budget.
7. Develop contract with Employee Assistance agencies.
8. Market assistance program to staff.

Person Responsible:  Diana Osborn
Timeline: To be completed by July 2003

STRATEGY NO. 4:

We will improve and streamline our ability to service our students outside the classroom. (Childcare, counseling, one-stop shop).

Action Plans:

1. Investigate and determine student needs for services such as childcare and counseling.
2. Seek administrative support for implementation of program to service students outside the classroom.
3. Determine staffing, space and facility issues.
4. Seek funds and resources to implement programs and assess impact on budget.
5. Investigate collaboration possibilities with outside agencies.
6. Provide training and preparation for necessary staff.
7. Market services to students and community.

Person Responsible:  Janie Brooks
Timeline: To be completed by July 2004
STRATEGY NO. 5:

We will continue to foster relationships with K-12 institutions focusing on younger students.

Action Plans:

1. Define the purpose of fostering relationships with K-12 institutions. Share purpose and need with college staff.
2. Identify the current partnerships and programs with K-12 institutions and effectiveness of these programs.
3. Encourage staff and faculty involvement in planning and implementation.
4. Meet with K-12 leaders to determine needs and potential services.
5. Identify additional services and programs, including College Success Seminar Program, to younger K-12 students.
6. Expand current partnerships to elementary and middle school students.
7. Communicate and market new services to schools and parents.

Person Responsible: Charles Abasa-Nyarko
Dennis Wilson
Bob Ferrentino

Timeline: To be completed by Fall 2003

STRATEGY NO. 6:

We will continue to use the long range planning process to reorganize the campus facility.

Action Plan:

1. Present strategy to Long Range Planning Committee.
2. Create Board of Trustees awareness and support.
3. Communicate the process to all staff.
4. Involve four-year partners in the planning for use of Higher Educational Center.
5. Complete construction of new library and plan for relocation of staff.
6. Design master facility reorganization plan.
7. Implement facility upgrades, renovations and reorganization plan.
8. Develop budget and seek funds through grants, bonding and state appropriations.

Person Responsible: Dr. Frank Marczak
Diana Osborn

Timeline: To be completed by Fall 2004
STRATEGY NO. 7:

We will continue to support and improve quality instruction.

Action Plans:

1. The Instructional Affairs Council will define quality education and instruction.
2. Seek presidential and administrative support and advocacy.
3. Develop and present to faculty a Quality Instruction Process.
4. Expand and relocate technology to support Instructional Center for Teaching and Learning Excellence.
5. Establish plan, timeline and budget for staff development in Quality Instruction Process.
6. Research and identify curricular changes for instructional improvement, remedial focus and development of new curricular offerings.
7. Increase library materials for instructional support.
8. Assess budget implications
9. Evaluate and assess student achievement and instructional success.
10. Prepare for NCA accreditation audit.

Person Responsible: Charles Abasa-Nyarko
                  Dennis Wilson
                  Bob Ferrentino

Timeline: Ongoing through 2008

STRATEGY NO. 8:

We will reward and encourage innovation supporting institutional needs.

Action Plans:

1. Create a proactive program to celebrate the success of individuals, departments and the college.
2. Develop program to feature staff involved in innovative programs
3. Develop process for seeking ideas and suggestions from staff for celebration.
4. Seek foundation grants to support the celebration activities.
5. Prepare annual report of successes, staff innovations and accomplishments.

Person Responsible: Dr. Frank Marczak
                    William Loxterman

Timeline: Annually
STRATEGY NO. 9:

We will maintain, and continually seek to enhance our sound financial condition and fiscal integrity.

Action Plans:

1. Generate revenues sufficient to reach and maintain a General Fund balance equal to 15% of our operating budget (the “standard of excellence” for general fund balance).
2. Seek alternative funding sources to develop and sustain educational programs and facilities.
3. Present a balanced budget to the Board of Trustees prior to the start of each fiscal year, and periodically adjust expenditures as economic conditions warrant.
4. Provide, as part of the budgeting process, for adequate funding of our deferred maintenance and replacement funds for facilities (“3R”) and technology.
5. Maximize the relationship of revenues to expenses on the sale of college services and operations.
6. Maintain cost-effective internal controls in all departments to assure that expenditures are properly authorized, within budget parameters, and, if applicable, consistent with restricted grant requirements.
7. Receive and unqualified audit opinion on our financial statements each year from the external auditors.
8. Comply with all laws, regulations, contractual requirements, and Board policies pertaining to financial accounting/reporting, the investing and other use of taxpayer funds, the awarding of student assistance, and other operational activities.
9. Receive favorable reports on compliance audits by federal and state agencies (e.g. Michigan Auditor General, U.S. Department of Education, Civil Rights Commission, etc.).
10. Where appropriate, utilize the Activities Classification Structure database to benchmark with other Michigan community colleges and support its use in determining operating appropriations.

Person Responsible: Dr. Frank Marczak
President’s Staff

Timeline: Annually, Ongoing
APPENDIX

The items in the appendix were generated during the planning sessions by the planning team.

Hopes, Fears and Priorities ............................................. 1 – 3

Strengths Assessment ................................................... 4 – 5

Competing in the Future ............................................... 6 – 8
  Ideas for enhanced programs, services, delivery
  Approaches and staff capabilities

Social Trends Assessment ............................................. 9 – 11
  Social Trends
  Political Trends
  Economic Trends
  Education/Technology Trends

Competition ................................................................. 12

Indicators of Success ................................................... 13 – 16
HOPES

- EFFECTIVELY COMMUNICATE SERVICES TO COMMUNITY
- REPRESENTATIVE OF DIVERSITY
- LEADER ON THE CUTTING EDGE
- REPUTATION AS FIRST CHOICE
- COMPREHENSIVE INSTITUTION
- STUDENT-CENTERED ORGANIZATION
- IMPROVE STUDENT LEARNING
- KEEP UP WITH TECHNOLOGY
- GROW WITH FUTURE TRENDS – EXPECTATIONS
- ACCOMMODATE STUDENT LEARNING STYLES & NEEDS
- FOCUS ON STUDENT SUCCESS
- ONE-STOP SHOP – STUDENT SERVICES
- STRONGER RELATIONSHIP WITH CONSORTIUM PARTNERS
- BUILD ON PEOPLE RELATIONSHIPS
- STUDENTS ATTRACTED TO MCC – CONCERN FOR TOTAL PERSON
- SUPPORT FOR ARTS/HUMANITIES
FEARS

- TERRITORIAL THINKING WILL OVERRIDE CREATIVE THINKING
- TRADITION & HABIT
- SETTLE FOR LESS WE CAN BE
- COMPLACENT/STAGNATION
- LACK OF RESOURCES TO ACHIEVE GOALS
- FUTURE DOMINATION OF 4 YEAR INSTITUTIONS
- LOSE FOCUS OF MCC VISION
- LAGGING BEHIND IN TECHNOLOGY
- TECHNOLOGY – HAVE/HAVE NOT – FEAR
- PRESSURE TO NOT PRESERVE ENVIRONMENTAL RESOURCES
- FAIL TO PURSUE NEW OPPORTUNITIES
- FINANCIAL CONDITIONS OF 70/80'S
- LOSS OF COMMUNITY SUPPORT
- GROWTH/EXPANSION – AT A COST OR EXPENSE OF CURRENT ATMOSPHERE
- DO NOT CHANGE THE THINGS WE NEED TO CHANGE
- NO COMMON VISION/GOALS
- BOARD TURNOVER
PRIORITIES

- STUDENT FIRST – STUDENT-CENTERED ENVIRONMENT
- KEEP CURRENT!!
- BROADEN OUR THINKING
- BE A MAJOR PLAYER IN COMMUNITY
- ADEQUATE FACILITIES FOR INSTRUCTION & STUDENT SERVICES
- IMPLEMENT MASTER PLAN
- ASSURE ADEQUATE MONEY
- OUTREACH TO THOSE WHO FEEL UNWELCOME
- EXCELLENT INSTRUCTION
- KINDNESS & RESPECT
- CURRENT & CORRECT INFORMATION
- ASSESS EFFECTIVENESS OF CURRENT STATE OF AFFAIRS
- INSTITUTIONAL RESEARCH DEPARTMENT
- GOOD COMMUNICATION
- POSITIVE FIRST EXPERIENCE FOR STUDENTS
- PRIORITIZE THE PRIORITIES
- DEVELOP INTERNATIONAL LEADERSHIP
STRENGTHS

- AFFORDABLE
- SUPPORT SERVICES ARE EXCELLENT
- QUALITY EDUCATION
- EXPERIENCED FACULTY
- BEAUTIFUL FACILITY
- Fiscally STABLE
- Close TO HOME
- SMALL PERSONALIZED CLASSES
- DIVERSE OFFERINGS
- HIGHER EDUCATION CENTER
- CLEAN, INVITING, LEARNING ENVIRONMENT
- FRIENDLY PEOPLE
- EXCELLENT BOOKSTORE
- SUPPORTIVE LEADERSHIP
- DEDICATED FACULTY & STAFF
- SAFE ENVIRONMENT
- SOMETHING FOR EVERYONE
- EXPANDING TAX BASE
- COMMUNITY SUPPORT & PRIDE
- WILLINGNESS TO CHANGE
- AFFORDABLE CONFERENCING – ONE-STOP SHOP
- UP-TO-DATE TECHNOLOGY
- EXCELLENT ANCILLARY SERVICES
- STRONG TRANSFER PROGRAMS
- FINANCIAL AID & SCHOLARSHIP OPTIONS
- STRONG REPUTATION AMONG TRANSFER INSTITUTIONS & EMPLOYERS
- VARIETY OF STUDENT ORGANIZATIONS
- SECOND CHANGE OPPORTUNITY
- OPEN DOOR POLICY
STRENGTHS (cont.)

- ELECTED BOARD OFFICIALS
- DIVERSE STUDENT BODY
- FINANCIAL SUPPORT OF BUSINESS/INDUSTRY
- COMMUNITY OUTREACH
- COMMUNITY RESOURCE
- NCA APPROVED/ACCR
- REMEDIAL/READINESS PROGRAM
- POSITIVE RELATIONSHIP WITH INTERMEDIATE SCHOOL DISTRICTS & LOCAL K-12'S
- LEARNING OPTIONS – DISTANCE LEARNING
- DIVERSE TEACHING STAFF
- ADJUNCT STAFF – VERY PROFESSIONAL
- POSITIVE RELATIONSHIPS WITH LEGISLATORS
- FLEXIBLE SCHEDULING
- SUPPORT SERVICES FOR SPECIAL POPULATIONS
- INTERNSHIP OPPORTUNITIES
- BUSINESS/INDUSTRY TRAINING
- TRANSITION BETWEEN HIGH SCHOOL & 4 YEAR COLLEGE
- FREE TUITION FOR SENIORS
- STUDENT FRIENDLY
- FEW FEES
- EMPLOYMENT RESOURCE CENTER
- GREAT PARKING
- STAFF DEVELOPMENT
- FUND SERVICE
- STUDENT/STAFF RELATIONSHIPS
- STRONG CAREER PROGRAMS
- ATHLETIC PROGRAM
COMPETING IN THE FUTURE

PROGRAMS

1. MORE CAREER PROGRAMS, MARINE/BOAT REPAIR, TEACHER PREPARATION, PHARMACY, HUMAN SERVICE, GERIATRICS, ENVIRONMENTAL, E-BUSINESS, GRAPHIC & GLOBAL INFORMATION (183)

2. INSTITUTIONAL RESEARCH & ASSESSMENT PROGRAM (129)

3. DANCE PROGRAM (0)

4. MORE CERTIFICATION PROGRAMS – TECHNICAL (14)

5. NEW PROGRAMS IN HEALTHCARE (17)

6. TUITION SAVING PROGRAM – WITH BUSINESS (20)

7. ACCELERATED DEGREE (34)

8. FUTURE TRENDS ANALYSIS – NON-OCCUPATIONAL (27)

9. GRANDCHILD REFERRAL PROGRAM (9)

10. STRUCTURED HONORS SOCIETY (30)

11. INTER-DEPARTMENT PROGRAMS (16)

SERVICES

12. STUDENT INFORMATION ACCESS (13)

13. STUDENT DEBIT CARD – TRACKING (27)

14. TUITION PAYMENT PLAN (28)

15. MORE MULTI-MEDIA CLASSROOMS (43)

16. CHILD CARE (49)

17. COLLEGE SUCCESS SEMINAR – HIGH SCHOOL STUDENT (29)

18. MENTAL HEALTH COUNSELING (9)

19. ARTICULATION – HIGH SCHOOL & 4 YEAR (51)

20. 24-7 CAPABILITY – SERVICES (90)

21. STAFF RESOURCE TO COMMUNITY AGENCIES

22. FITNESS CENTER (16)

23. STAFF INVOLVEMENT – RECRUITING (2)

24. INTERNET CAFÉ (19)
SERVICES (cont.)
25. INTEGRATION OF COMPUTER SYSTEMS (24)
26. ONE-STOP SHOP – STUDENT SERVICES (97)
27. HOME E-MAIL ACCOUNTS
28. MORE USE OF SERVICES/FACILITIES (5)
29. LINKAGE TO GRAND VALLEY WATER RESOURCE CENTER (7)
30. ONLINE COURSES SUPPORT (9)

DELIVERY APPROACHES
31. OUTREACH PROGRAMS TO INNER CITY, SPARSELY POPULATED AREAS (34)
32. EARLIER RECRUITING EFFORTS (66)
33. WEEKEND OFFERINGS, MORE CONDENSED OFFERINGS (40)
34. FACULTY INVOLVEMENT IN COUNSELING (1)
35. MOBILE VAN CLASSROOM (9)
36. ENVIRONMENTALLY-SOUND PRACTICES (23)
37. STRESS MCC UNIQUENESS IN COMMUNITY (13)
38. CROSS TRAINING, STAFF DEVELOPMENT (49)
39. PROMOTE TRANSFER PROGRAMS (15)
40. EXPANDED COURSE LENGTHS
41. INTERNET CAPABILITIES – LABS/CLASSROOMS (21)
42. TECHNOLOGY MANAGEMENT PROGRAMS (1)
43. MOBILE COMPUTER LAB (8)
44. HANDICAP ACCESSIBILITY (31)
45. OPEN ENTRY, OPEN EXIT (16)
46. RE-ORGANIZATION OF CAMPUS (102)

STAFF CAPABILITIES
47. SUPERVISORY TRAINING (7)
48. FAST TRACKING/IDEA SYSTEM
49. TECHNOLOGICAL ABILITIES FOR CLASSROOM/OFFICE (15)
STAFF CAPABILITIES (cont.)
50. GREATER STAFF DIVERSITY (14)
51. MULTI-DISCIPLINED STAFF
52. EXIT GREETER – FIRST TIME STUDENT (18)
53. SKILLS IN TEACHING PRESENTATION & SUBJECT MATTER EXPERTISE (23)
54. BILINGUAL SKILLS (15)
55. RECEPTIONIST - GENERAL SKILLS - NO PHONES (8)
56. OPENNESS TO CHANGE (58)
57. RELATIONSHIP WITH 4 YEARS - TRACKING (4)
58. DEVELOP INDIVIDUAL COMPETENCIES FOR CLASSES & ASSESSMENT
59. EMPLOYEE ASSISTANCE PROGRAM (79)
60. LIBRARY STAFF – CROSS-TRAINED (4)
61. CUSTOMER SERVICE TRAINING (3)
62. STAFF AWARENESS PROGRAM – SERVICES/PROGRAMS (22)
63. BETTER PAY - ADJUNCTS (40)
64. CUSTOMER FEEDBACK (38)
# TRENDS

## SOCIAL TRENDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact on MCC</th>
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<tr>
<td>Older Population</td>
<td>Continuous career/skills retraining</td>
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<tr>
<td>DIVERSITY</td>
<td>Need for support services</td>
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<td>Race</td>
<td>Diversity awareness/sensitivity</td>
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<td>Ethnicity</td>
<td>Need for additional training</td>
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<td>Religion</td>
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<td>Language</td>
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<td>Non-Traditional Families</td>
<td>Need for child care services</td>
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<td>Financial aid/scholarships</td>
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<td>Creative/flexible scheduling</td>
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<td>Multiple Careers</td>
<td>Career counseling (need to lifelong learning)</td>
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<td></td>
<td>More certificate programs</td>
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<td>Short/focused courses</td>
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<td>Students with Disabilities</td>
<td>Need for special tech. (often costly)</td>
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<td>Special services - increased demand</td>
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<td>Physical plant considerations</td>
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## POLITICAL TRENDS

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<th>Category</th>
<th>Impact on MCC</th>
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<tbody>
<tr>
<td>Create new educational</td>
<td>Less financial support/funding</td>
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<tr>
<td>Uncertain institutions</td>
<td>Traditional recruitment may not with diverse college preparation</td>
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<td>Government demanding</td>
<td>Need assessment, data, institutional research</td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
</tr>
<tr>
<td>More diversity</td>
<td>Need to diversify staff, students, contracts</td>
</tr>
<tr>
<td>Tax cuts</td>
<td>Less financial support</td>
</tr>
<tr>
<td>Business/industry influence</td>
<td>Need to cooperate with MAISD, business for career training</td>
</tr>
<tr>
<td>Conservative</td>
<td>I.E.S.S. value on liberal arts, more on career/tech/basic skills</td>
</tr>
</tbody>
</table>
TRENDS (cont.)

**ECONOMIC TRENDS**
- STATE FUNDS DOWN
  - IMPACT ON MCC: LOSE FUNDS OR FINANCIAL STABILITY
- UNEMPLOYMENT UP
  - IMPACT ON MCC: ENROLLMENT UP
- TWO – INCOME FAMILIES
  - IMPACT ON MCC: TRADITIONAL CLASSES ARE NOT FLEXIBLE TO MEET THEIR NEEDS
- SINGLE PARENT
  - IMPACT ON MCC: TRADITIONAL CLASSES ARE NOT FLEXIBLE TO MEET THEIR NEEDS
- COST OF TUITION INCREASING AT FASTER RATE THAN INFLATION
  - IMPACT ON MCC: STUDENTS NEEDING FINANCIAL AID UP
- STOCK MARKET DOWN
- TURNOVER RATE
  - IMPACT ON MCC: RETRAINING UP
- HIGH PAYING JOBS (PHARM)
  - IMPACT ON MCC: GO TO 4 YEAR COLLEGES FOR TRAINING
- INEQUALITY OF WEALTH
  - IMPACT ON MCC: ACCESS TO EDUCATION

**EDUCATION/TECHNOLOGY TRENDS**
- DISTANCE LEARNING
  - IMPACT ON MCC: COST
- ON-LINE CLASSES
  - IMPACT ON MCC: STAFF TRAINING
- INSTRUCTIONAL DELIVERY
  - IMPACT ON MCC: TUTORING
- MULTI-MEDIA OPTIONS
  - IMPACT ON MCC: COUNSELING/ADVISING
- HIGH SCHOOL STUDENTS
  - IMPACT ON MCC: SERVICE NEEDS: FOOD, BOOKS, PHYSICAL PLANT, STUDENT SERVICES
- TECHNOLOGICALLY SAVVY
- HOME SCHOOLS
- CHARTER SCHOOLS
  - IMPACT ON MCC: COMPLICATIONS
  - IMPACT ON MCC: NEED SOCIAL SKILLS
  - IMPACT ON MCC: ADDITIONAL MONIES
<table>
<thead>
<tr>
<th>TRENDS</th>
<th>IMPACT ON MCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUAL ENROLLMENT</td>
<td>BETTER CUSTOMER SERVICE NEEDED</td>
</tr>
<tr>
<td>MULTI-ENROLLMENT (LACK OF ALLEGIANCE)</td>
<td>RETENTION IMPROVEMENT</td>
</tr>
<tr>
<td>ACCOUNTABILITY</td>
<td>NEED FOR BETTER SERVICE</td>
</tr>
<tr>
<td>TEAMWORK IN ALL ASPECTS OF WORK</td>
<td>NEED IMPROVED KNOWLEDGE AND TEACHING APPROACH</td>
</tr>
<tr>
<td>ACCOMMODATING DISABILITIES</td>
<td>COST</td>
</tr>
<tr>
<td>FOR-PROFIT EDUCATION</td>
<td>COST</td>
</tr>
</tbody>
</table>
COMPETITION

MCC ADVANTAGE

- LESS EXPENSIVE
- LOCAL
- BETTER TEACHERS
- NO TEACHER ASSISTANTS
- MORE HELP IN LIBRARY
- CLOSER PARKING
- BETTER ENVIRONMENT/SETTING
- UNIONIZED
- SMALLER CLASSES

GVSU ADVANTAGE

- REAL UNIV WITH ON-CAMPUS L
- 4YR/GRADUATE PROGRAMS
- MORE FACULTY WITH PH.D.
- MORE ACADEMIC
- OPPORTUNITIES TO STUDY ABROAD
- CHILD CARE
- FUNDING (DEVOS)
- NCAA TEAMS
- EBERHARDT & PEW CENTERS
- INTERNET ACCESS FOR STUDENT
- AGGRESSIVE VISIONARY

MCC ADVANTAGE

- LESS EXPENSIVE
- EASIER TO TRANSFER
- BETTER LIBRARY
- BETTER FOLLOW THRU AFTER RECRUITING
- MORE EXTRA-CURR. ACT. (ATHLETICS)
- BETTER ENVIRONMENT/SETTING
- UNIONIZED
- KIDS KARE
- MORE FULL TIME FACULTY
- AUDITORIUM/PERFORMING ARTS
- MORE HUMANITIES/ARTS
- CAN BRING KIDS TO CLASS

BAKER ADVANTAGE

- OWNS ‘CAREER COLLEGE’
- MORE FINANCIAL AID
- EXCELLENT RECRUITMENT
- MARKETING
- DORMS
- ‘HOT PROGRAMS’-
  CULINARY, SURGICAL, TECHNOLOGICAL
- ADVANCE DEGREES
- INTERNET ACCESS FOR STUDENTS
Muskegon Community College
Indicators of Success

1. Retention of Students

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of returning students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>47.4% Returned</td>
<td>Increase annually</td>
<td>Janie Brooks</td>
</tr>
<tr>
<td>Fall to Winter</td>
<td>65.4% Returned</td>
<td>Increase annually</td>
<td></td>
</tr>
<tr>
<td>Student Goal Attainment</td>
<td>% Completing Career/Educational Goal (2000 – 90% Graduates 60% Current Students)</td>
<td>Increase annually</td>
<td>Janie Brooks</td>
</tr>
</tbody>
</table>

2. Market Share

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of high school seniors attending MCC</td>
<td></td>
<td></td>
<td>Janie Brooks</td>
</tr>
<tr>
<td>Muskegon County</td>
<td>33%</td>
<td>Increase annually</td>
<td></td>
</tr>
<tr>
<td>Other Counties</td>
<td>5%</td>
<td>Increase annually</td>
<td></td>
</tr>
</tbody>
</table>

3. Career Skill Development

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer satisfaction</td>
<td>95% Satisfaction</td>
<td>100% Satisfaction</td>
<td>Bob Ferrentino</td>
</tr>
<tr>
<td>Work Keys assessment</td>
<td>To Be Determined (Stats not yet available)</td>
<td>To Be Determined</td>
<td>Bob Ferrentino</td>
</tr>
<tr>
<td>Certification Testing Nursing</td>
<td>95.2% Passing Cert. Tests</td>
<td>90% is “standard” pass rate</td>
<td>Bob Ferrentino</td>
</tr>
</tbody>
</table>
4. Student Success At 4-Year Institutions

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Michigan</td>
<td>To Be Determined</td>
<td>GPA at Institution</td>
<td>Jamie Brooks</td>
</tr>
<tr>
<td>Grand Valley</td>
<td>2.95 GPA (140)</td>
<td>Average or Above</td>
<td></td>
</tr>
<tr>
<td>Cornerstone</td>
<td>3.39 GPA (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSU</td>
<td>2.85 GPA (126)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMU</td>
<td>2.84 GPA (52)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of Michigan</td>
<td>3.38 GPA (82)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan Tech.</td>
<td>3.02 GPA (8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Drop-out Rate

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students completing classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Students</td>
<td>80 % Completion Rate</td>
<td>1% Increase Over Current Status</td>
<td>Charles Abasa</td>
</tr>
<tr>
<td>General Students</td>
<td>81% Completion Rate</td>
<td></td>
<td>Bob Ferentino</td>
</tr>
</tbody>
</table>

6. Reputation Among Citizens

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-year community survey</td>
<td>1997 Survey: 97% Satisfaction</td>
<td>90% plus Satisfaction community scan done every 5 years.</td>
<td>Bill Loxterman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dennis Wilson</td>
</tr>
<tr>
<td>Student Scan (Given every 3 years)</td>
<td>Above normative standards. (clarus)</td>
<td>Maintain + status</td>
<td>Bill Loxterman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dennis Wilson</td>
</tr>
<tr>
<td>Seminar Program Review</td>
<td>94% “expectations were met”</td>
<td>90+% Satisfaction 90+% Satisfaction</td>
<td>Bill Loxterman</td>
</tr>
<tr>
<td></td>
<td>96% “would recommend others”</td>
<td></td>
<td>Dennis Wilson</td>
</tr>
</tbody>
</table>
7. Student Satisfaction

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROE Analysis</td>
<td>95% of students rate program quality good or excellent</td>
<td>95% Satisfaction</td>
<td>Janie Brooks, Bob Ferrentino, Charles Abasa</td>
</tr>
<tr>
<td>Graduate Survey</td>
<td>995 college experience good or above</td>
<td>95% good/excellent</td>
<td>Janie Brooks, Bob Ferrentino, Charles Abasa</td>
</tr>
<tr>
<td>Class Evaluations</td>
<td>To be determined</td>
<td>Class evaluations should average a 4.0 on a 5.0 scale</td>
<td>Janie Brooks, Bob Ferrentino, Charles Abasa</td>
</tr>
<tr>
<td>Placement Survey</td>
<td>94% occupational students in a field related to studies</td>
<td>95% placement in a related field</td>
<td>Janie Brooks, Bob Ferrentino, Charles Abasa</td>
</tr>
<tr>
<td>Student Support Services Survey</td>
<td>83% of students would recommend MCC</td>
<td>90% of students would recommend MCC</td>
<td>Charles Abasa, Janie Brooks, Bob Ferrentino</td>
</tr>
<tr>
<td>Transfer Student Survey</td>
<td>To be determined</td>
<td>To be determined</td>
<td>Charles Abasa, Janie Brooks, Bob Ferrentino</td>
</tr>
<tr>
<td>Library Services Survey</td>
<td>To be determined</td>
<td>To be determined</td>
<td>Charles Abasa, Janie Brooks, Bob Ferrentino</td>
</tr>
<tr>
<td>College Success Center Services Survey</td>
<td>To be determined</td>
<td>To be determined</td>
<td>Charles Abasa, Janie Brooks, Bob Ferrentino</td>
</tr>
</tbody>
</table>

8. Learning Environment/Facilities

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community use</td>
<td>Satisfaction with Facilities-98%</td>
<td>High Satisfaction</td>
<td>Diana Osborn</td>
</tr>
<tr>
<td>Staff/Student/Focus Groups</td>
<td>Satisfaction with Facilities-95%</td>
<td>High Satisfaction</td>
<td>Diana Osborn</td>
</tr>
<tr>
<td>Safety Standards</td>
<td>Safety Audit-not in full compliance</td>
<td>Full Compliance</td>
<td>Diana Osborn</td>
</tr>
</tbody>
</table>

9. Fund Balance

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of budget</td>
<td>12.6%</td>
<td>15%</td>
<td>Jim Peterson</td>
</tr>
</tbody>
</table>
10. Placement rates

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Job Placement Rate</td>
<td>94% Employment in Occupational Areas</td>
<td>95% Placement</td>
<td>Janie Brooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bob Ferentino</td>
</tr>
</tbody>
</table>

11. Articulation Agreement

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Agreements</td>
<td>34 Agreements</td>
<td>Increase Annually</td>
<td>Bob Ferentino</td>
</tr>
<tr>
<td>College/University Agreements</td>
<td>6 Agreements</td>
<td>Increase Annually</td>
<td>Bob Ferentino</td>
</tr>
<tr>
<td>Consortium Agreements</td>
<td>3 Agreements, 24 Programs</td>
<td>Maintain current Increase Annually</td>
<td>Diana Osborn</td>
</tr>
</tbody>
</table>

12. Academic Profile

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic assessment ACT</td>
<td>To Be Determined</td>
<td>Increase Academic Performance Annually</td>
<td>Charles Abasa</td>
</tr>
</tbody>
</table>

13. Accreditation

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Current Status</th>
<th>Standard of Excellence</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Learning Commission NCA Review</td>
<td>Accredited</td>
<td>Maintain</td>
<td>Frank Marczak</td>
</tr>
</tbody>
</table>
STRATEGIC PLANNING PARTICIPANTS

Charles Abasa-Nyarko
Kathy Beachum
Carol Briggs-Erickson
  Janie Brooks
  Craig Brown
  Kelly Conrad
  Joe Doyle
  Judy Eistedt
Bob Ferrentino
Lynda Ferry
Trynette Harps
Diane Krasnewich
Teresa Lauber
Bill Loxterman
Lisa Makin
Ann Oakes
Jim Peterson
Jean Roberts
Dave Seith
Stephen Schmidt
Tim Trainor
Sheila Wahamaki
Dennis Wilson
Diana Osborn, Chairman
Frank Marczak, Ex-Officio