



MCC

MUSKEGON **COMMUNITY** COLLEGE

STRATEGIC PLAN

2026–2029

PATHWAYS TO SUCCESS

Approved July 15, 2026





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LETTER FROM THE PRESIDENT

Dear Students, Alumni, Colleagues, and Community Partners:

As we mark our centennial, we pause to honor a century of lives changed through education, and we look ahead with confidence and purpose.

For 100 years, Muskegon Community College has been a place where opportunities begin. Generations of students have come through our doors seeking knowledge, skills, and a better future for themselves and their families. This Strategic Plan is grounded in that legacy and guided by a clear commitment to **advance excellence in outcomes for all MCC students and to prepare them for success after college.**

The foundation of this plan is a belief that every student, regardless of background or starting point, deserves access to high-quality education, relevant programs, and the support needed to achieve their goals. We help students bring out something special that already lives inside them...their talents, skills, desires, dreams, and futures through distinguished quality and affordability. As the needs of our students, communities, and workforce evolve, MCC will do more than respond—we will lead with innovation and accountability.

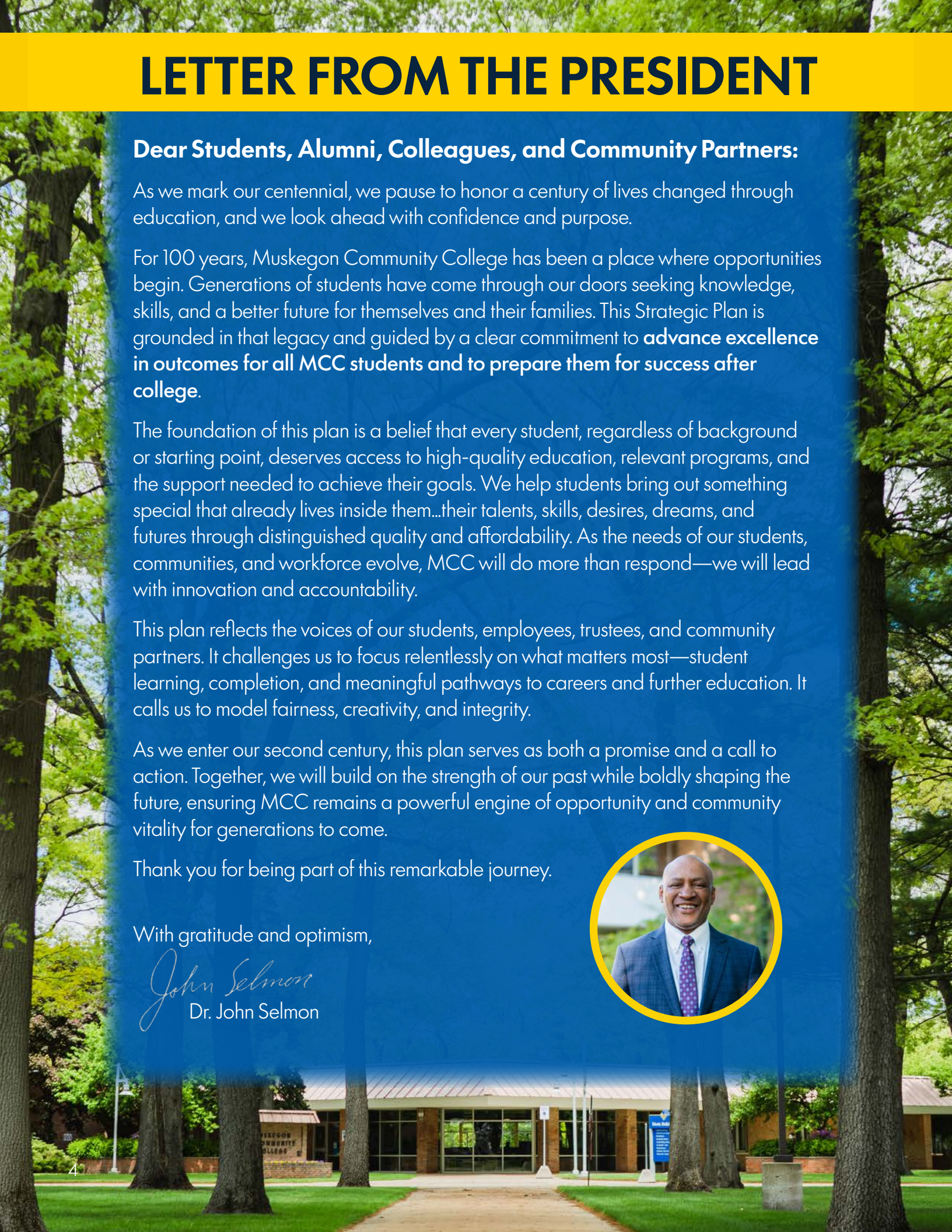
This plan reflects the voices of our students, employees, trustees, and community partners. It challenges us to focus relentlessly on what matters most—student learning, completion, and meaningful pathways to careers and further education. It calls us to model fairness, creativity, and integrity.

As we enter our second century, this plan serves as both a promise and a call to action. Together, we will build on the strength of our past while boldly shaping the future, ensuring MCC remains a powerful engine of opportunity and community vitality for generations to come.

Thank you for being part of this remarkable journey.

With gratitude and optimism,

John Selmon
Dr. John Selmon





BOARD OF TRUSTEES STATEMENT

Approved June 29, 2026

The Board of Trustees of Muskegon Community College proudly affirms its full support for the College's strategic plan and the vision it represents for the future of our institution, our students, and the broader Muskegon community.

At the heart of this plan is our strategic imperative: **to advance excellence in outcomes for all MCC students and to prepare them for success after college.** This commitment reflects our shared dedication to student achievement, equitable access to opportunity, and the long-term success of every learner we serve.

The strategic plan provides a clear and thoughtful roadmap that positions the College to respond to evolving educational and workforce needs while remaining grounded in our mission of accessible, high-quality learning opportunities for all. The plan's priorities establish a strong framework for advancing student success and institutional excellence.

The Board recognizes and appreciates the collaboration of faculty, staff, administrators, students, and community stakeholders whose insight and leadership helped shape this plan. Their contributions ensure that the strategic priorities are both ambitious and actionable.

As Trustees, we are committed to supporting the successful implementation of the strategic plan through effective governance, responsible stewardship of resources, and continued advocacy for the College and its mission. We believe this plan will further strengthen Muskegon Community College's role as a catalyst for opportunity, economic vitality, and lifelong learning throughout our community.

MUSKEGON COMMUNITY COLLEGE

PROFILE

A Legacy of Access. A Future of Opportunity.

For 100 years, Muskegon Community College has been a cornerstone of education, workforce development, and community vitality along Michigan's lakeshore. Founded in 1926, MCC was built on a simple but powerful premise: that higher education should be accessible, practical, and transformative for all who seek it. Today, that promise continues to guide the institution as it prepares students not only for careers and transfer, but for meaningful lives.

With a main campus in Muskegon, an applied technology center in downtown Muskegon, and extension sites in Ottawa and Newaygo counties, MCC reaches across the region—meeting learners where they are through in-person, online, and hybrid learning options. The College serves as an entry point to higher education, a launching pad for economic mobility, and a valued resource for lifelong learning.

Mission, Vision, and Values That Shape Impact

MCC's mission is **to prepare students, build communities, and improve lives**. This is more than a statement; it is a daily commitment reflected in classrooms, partnerships, and services for students. The College's vision of **an educated, thriving community** underscores its belief that individual success and community vibrancy are deeply interconnected.

Guided by the values of **learning, integrity, excellence, collaboration, and kindness**, MCC is a place where students are supported as holistic learners and where employees and partners work collectively toward shared goals.



Academic Excellence with Purpose

MCC offers more than 70 degree and certificate programs designed to respond to evolving workforce demands while maintaining strong transfer pathways to four-year institutions. Programs span six broad areas:



**Arts, Humanities,
& Communication**



**Business &
Information
Technology**



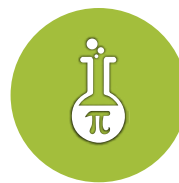
**Engineering/
Manufacturing &
Industrial Technology**



Health Services



Human Services



Math & Science

From health care and advanced manufacturing to business, technology, and the liberal arts, MCC prepares students for careers, transfer, and lifelong learning through rigorous and meaningful educational experiences. Dual enrollment, Early College, and workforce development programs further strengthen the College's role as a bridge between K-12 education, higher education, and regional employers.



Students at the Center

MCC is no ordinary community college. For 100 years, it has provided opportunities to better the lives, careers, and the community with recognized outcomes and excellence. It's done so by being student-focused, attracting and equipping expert faculty, and keeping class sizes small.

“Students of all ages and backgrounds are empowered at MCC to pursue their goals and dreams without being encumbered by barriers...”

MCC serves approximately 5,500 students each year, representing a diverse mix of high school students, recent high school graduates, adult learners, first-generation college students, and working professionals. Many attend part-time, balancing education with family and employment responsibilities, making flexibility, affordability, and student support essential to their success. About 600 of these students graduate annually ready to enter their fields or transfer on.

Because of incomparable convenience, cost, and choices, MCC students are free to seek out ways to maximize their talents, interests, and potential. From a broad array of collegiate and skilled trades programs to participating in sports, clubs, or the arts, MCC's comprehensive variety and quality is unrivaled. It truly is a place to experiment, improve, change, and play.

Students of all ages and backgrounds are empowered at MCC to pursue their goals and dreams without being encumbered by barriers that inhibit exploration and discovery. MCC sees removing roadblocks to learning and advancing as a primary purpose, so it has dedicated resources to connect students to partners and programs that help meet their academic and non-academic needs.

Recognized nationally through professional organizations such as Achieving the Dream and Ellucian, MCC has been a leader in making smart, data-informed decisions to serve the community equitably and advance student achievement. The College is particularly strong in supporting transfer students and those with financial need, helping remove barriers that too often limit opportunity.

A Community Anchor and Regional Partner

Occupying over 100 acres in Muskegon, a downtown applied technology facility and regional extension sites, MCC is more than an educational institution—it is a community hub. Through partnerships with school districts, four-year colleges, businesses, and civic organizations, MCC aligns its programs with regional economic and educational priorities. The College hosts public events, collaborates closely with local employers, and plays a key role in workforce development across the Lakeshore region.



Muskegon Community College demonstrates a powerful economic impact on the Lakeshore region each year, contributing significantly to local income, employment, and long-term community benefits. Annually, MCC contributes \$249.9 million to the local economy. This total economic impact can also be expressed as 3,426 jobs supported. Without MCC, this economic impact would not exist. This impact is created through operational spending, student spending, and alumni impact (MCC's Economic Impact Report, published by Lightcast in 2025).



OUR PLANNING PROCESS

- **One strategic imperative** guides this plan: to advance excellence in outcomes for all MCC students and to prepare them for success after college. Grounded in MCC's mission, vision, and values, the imperative reflects the College's long-held belief that education should invite students into a life of curiosity and purpose and equip them with knowledge and skills for continuous growth.
- **Six goals, each within a focus area**, were adopted from the Aspen Institute's College Excellence Program. The focus areas and goals were adopted because they align with the College's commitment to invest where our efforts can make the greatest difference for students and for the region we serve.
- Clear, measurable **objectives** for each of the six goals move the work from aspiration to action. They are the result of careful study, brave discussion, and thoughtful reflection.
- The deliberate steps, timelines, measures, and accountability defined by **action plans** are how the college will meet objectives and achieve goals.
- Once the plan is in action, faculty, staff, college leadership, and the Board of Trustees will align efforts across focus areas and track progress on the objectives using a clear, visual, online **dashboard**. This will make it easy to understand data, identify trends, and take action with continuous but flexible attention to the realities of a live strategic plan.

GUIDED BY PEOPLE WHO KNOW MCC

The development of this strategic plan was guided by people who know MCC well, care deeply about its future, and understand the responsibility the College holds in the lives of its students and the wider community.

- The **Board of Trustees** provided steady oversight throughout the process, offering guidance on priorities and speaking from a deep and genuine commitment to the College's central role in the region's educational, social, and economic well-being. Through regular conversations with President Selmon, the Executive Team, and focus area leaders, the Board helped ensure that the direction of the strategic plan remained true to the College's mission, vision, and values. Their involvement brought continuity, accountability, and a clear sense of stewardship to the process.
- **MCC's faculty and staff** developed and shaped the action plans that bring these objectives to life, recognizing that the true power of the strategic plan lies not in the document itself, but in the shared, daily efforts over the next three years in service of an important and aspirational imperative. In today's rapidly changing environment, action plans will continue to evolve as conditions and circumstances change. The College's strategic imperative—to advance excellence in outcomes for all MCC students and to prepare them for success after college—will remain constant.
- The **broader MCC community** also played an essential role. Area employers and industry partners, K-12 educators, community leaders, local organizations, alumni, current and prospective students, and families shared their experiences, expectations, and hopes for the future. They did so by serving on existing advisory boards, participating in open forums and focus groups, and responding to a community-wide survey and a survey specifically for adult learners. Their voices ground the strategic plan in both the needs and the aspirations of the people MCC exists to serve.

- Internally, the **President's Cabinet**—comprised of the President; the Provost & Chief Student Services Officer; the Chief Officers of Finance, Human Resources, Advancement, Information, Compliance & Title IX, and Marketing & Communications; and the Dean of College Services & Athletics—established the overall framework of the plan by adopting the Aspen Institute's six focus areas and accompanying goals. They then appointed members to the six focus area teams, lending institutional knowledge and day-to-day leadership to the work.
- The **six focus area teams** were each led by members of the President's Extended Cabinet (Cabinet members, deans, directors). Comprised of 10 to 15 faculty members, staff, and students, each team was tasked with articulating measurable objectives that would lead to the achievement of their focus area goal. Drawing on their professional knowledge, daily experiences, and understanding of MCC's culture and strengths, they helped translate aspirational visions into measurable objectives.
- Guidance throughout the process was provided by **MCC's Achieving the Dream Coaches**, who facilitated group sessions, met with focus area teams, consulted regularly with the president and his executive team, and reviewed and provided valuable feedback on goals, objectives, and action plans.

FOCUS TEAM LEADS AND MEMBERS

Many individuals generously contributed their time, insight, and expertise throughout this strategic planning effort. Collaboration, thoughtful engagement, and commitment to shared goals helped shape a plan that reflects both vision and purpose. We are especially grateful for the leadership and participation of those listed in Appendix A of this document.

2026-2029 STRATEGIC PLAN PATHWAYS TO SUCCESS

STRATEGIC IMPERATIVE

To advance excellence in outcomes for all MCC students and to prepare them for success after college.

Focus Areas & Goals

Access

Ensure that the College's service area is reflected in enrollment and programs with strong post-grad outcomes.

Transfer

Help MCC students transfer and earn bachelor's degrees.

Teaching and Learning

Through excellent teaching, ensure that students effectively learn what is taught in courses and programs.

Workforce

Ensure that students have the necessary skills and knowledge to secure a good job.

Completion

Strengthen graduation rates so students earn a degree or credential that has post-college value.

Leadership and Capacity

Strengthen institutional capacity and empower MCC's leaders to drive policies, practices, and innovations that result in strong student outcomes.

STRATEGIC PLAN FRAMEWORK

Focus Areas, Goals, and Objectives

Focus Area 1: Access

Goal: Ensure that the College's service area is reflected in enrollment and programs with strong post-grad outcomes.

- Objective 1: Establish a method for measuring personal connections with admitted students before registration by the end of the summer semester of 2027. Increase the number of conversions of these students from academic year 2028 (baseline) to academic year 2029.
- Objective 2: Increase the number of adults age 25+ enrolled in MCC from 959 in Fall 2025 to 1,037 by Fall 2029.
- Objective 3: Increase enrollment from selected zip codes in the Muskegon area that are less proportionally represented at MCC from 12 students per 1,000 residents in the 2024-25 academic year to 18 in 2028.

Focus Area 2: Teaching and Learning Excellence

Goal: Through excellent teaching, ensure that students effectively learn what is taught in courses and programs.

- Objective 1: Increase the percentage of faculty who implement at least six of the nine evidence-based teaching practices focused in the areas of promoting higher-order thinking and using assessment to improve instruction, from 62% in the 2025-26 academic year to 79% by the end of the summer semester of 2029.
- Objective 2: Implement at least one college-wide tool to promote responsible AI use by the end of the summer semester of 2029.
- Objective 3: Increase the number of adjunct faculty participating in professional development each year from 43 to 86 by the end of the summer semester of 2029.
- Objective 4: Review and revise Course Learning Objectives (CLOs) beginning in year one of the strategic plan and completing by Fall 2028. Map CLOs to the Institutional Learning Outcomes by the end of the summer semester of 2029.

Focus Area 3: Completion

Goal: Strengthen graduation rates so students earn a degree or credential that has post-college value.

- Objective 1: Increase the number of students who earn a degree or certificate in MCC's top ten programs identified through a combination of post-college employment value, sustaining-wage outcomes, successful transfer, and/or bachelor's degree attainment from 122 in the 2024-25 academic year to 134 by the end of the summer semester of 2029.
- Objective 2: Increase the percentage of students who earn a C or better in 100% of their attempted credits from 52% in the 2024-25 academic year to 58% by the end of the summer semester of 2029.
- Objective 3: Increase the percentage of first-time, full-time MCC students who see an academic advisor twice before the start of their second semester from 77% in Fall 2024 to 82% in Fall 2028.

Focus Area 4: Transfer

Goal: Help MCC students transfer and earn bachelor's degrees.

- Objective 1: Increase the percentage of students who transfer from MCC to a four-year institution from 31% at the end of the summer semester of 2025 to 38% by the end of the summer semester of 2030.
- Objective 2: Better prepare students to transfer to a four-year institution by increasing the number of students completing the Michigan Transfer Agreement from 288 in the 2024-2025 academic year to 400 by the end of the summer semester of 2029.
- Objective 3: Increase the number of students awarded a reverse transfer degree or certificate from 0 in the 2024-2025 academic year to 20 by the end of the summer semester of 2029.

Focus Area 5: Workforce

Goal: Ensure that students have the necessary skills and knowledge to secure a good job.

- Objective 1: Increase employer partners from 73 in the 2024-25 academic year to 102 by the end of the summer semester of 2029.
- Objective 2: Increase the number of students who use career preparation services annually from 325 in the 2024-25 academic year to 775 by the end of the summer semester of 2029.
- Objective 3: Add a new section for each program in the academic catalog clearly defining how it leads to gainful employment or transfer by the end of the summer semester of 2029.
- Objective 4: Add at least three new workforce academic programs leading to in-demand jobs by the end of the summer semester of 2029.
- Objective 5: Increase the number of students enrolled in MCC's top ten programs identified through a combination of post-college employment value, sustaining-wage outcomes, successful transfer, and/or bachelor's degree attainment from 744 in the 2024-25 academic year to 863 students by the end of the summer semester of 2029.

Focus Area 6: Leadership and Capacity

Goal: Strengthen institutional capacity and empower MCC's leaders to drive policies, practices, and innovations that result in strong student outcomes.

- Objective 1: Champion, support, and increase academic and student support initiatives to maximize student success.
- Objective 2: Optimize organizational structure and resources to improve student outcomes.
- Objective 3: Cultivate a learning and workplace environment that exemplifies a culture of resiliency, compassion, and kindness.
- Objective 4: Reinforce and strengthen MCC's presence in the community.

LOOKING AHEAD

Strategic planning at Muskegon Community College is grounded in collaboration, transparency, and measurable outcomes, ensuring that goals translate into real progress for students and the community.

As the College looks to the future, it remains steadfast in its role as a driver of educational attainment, workforce readiness, and regional vitality. By aligning mission, strategy, and partnerships, MCC is positioned to continue transforming lives, one student, one credential, and one community at a time.

Appendix A:

Focus Team Leaders and Members

Access Team

Co-Leads:

Ken James, Chief Compliance & Title IX Officer
Sarah Luker, Director of Admissions

Kristin Tank, Chief Marketing & Communications Officer

Members:

Cole Halterman, Early College Mentor
Dr. Mick Kilburn, Faculty, Math & Physical Sciences
MacKinzie Lamore, Student
Richard McPherson, Director of Development
Emily Merten, Associate Director of Student Success
Elizabeth Ripple, Student

Erin Strauts, Director of Institutional Effectiveness
Dr. Andy Wible, Faculty, Arts & Humanities
Jordan Wolfe, Counselor, Disability Support Services
Jamie Wright, Faculty, English

Teaching and Learning Team

Co-Leads:

Dr. Ed Breitenbach, Dean of Instruction & Assessment

Lisa Gatti-Arnold, Dean of Nursing & Health Programs

Members:

Hollie Benson, Faculty, Department Chair, Academic Support
Dr. Tom Henry, Faculty, English
Heather Johnson, Faculty, Medical Assistant
Camille Lewis, Faculty, Computer Information Systems
Dr. Meg Lockard, Coordinator of Teaching & Learning /Instructional Designer

Kathy Pollock, Faculty, Biology
Sue Samaniego, Chief Advancement Officer
Erin Strauts, Director of Institutional Effectiveness
Rebecca Sytsema, Faculty, Nursing
Alixandria Thomas, Student
Christopher VanOosterhout, Faculty, Business/Computer Information Systems

Completion Team

Co-Leads:

Dr. Patti D'Avignon, Dean of Student Services

Dr. Steve Sanocki, Director of Student Success

Members:

Irene Church, Faculty, Department Chair, Business
Stacey DeBrot, Director of Auxiliary Services
Paula Halloran, Executive Assistant to the President & Board of Trustees Liaison
Dr. Jon Meeuwenberg, Faculty, Academic Support
George Sharp, Counselor, Department Chair,

Counseling & Advising Center
Erin Strauts, Director of Institutional Effectiveness
Jacob Weisz, Student
Lori Wisniewski, Course and Extension Centers Coordinator
Jody Zerlaut, Director of Financial Aid

Transfer Team

Co-Leads:

Cheryl Flannery, Director of Academic Operations

April Shirey, Registrar

Members:

Justin Brownlee, Admissions Representative

Trefny Chelesvig, Counselor

Brian Houts, Director of Physical Plant

Jon Larson, Faculty, Department Chair, Applied
Technology

Ashleigh Little, Multimedia Graphic Design
Specialist

Dr. Shawn Macauley, Faculty, Department Chair, Life
Sciences

Candy Pickard, Director of User Services

Les Rorick, Faculty, Theater

Valarie Shelby, Dean of Early College

Alexis Springer, Student Success Navigator

Erin Strauts, Director of Institutional Effectiveness

Workforce Team

Co-Leads:

Dan Rinsema-Sybenga, Dean of Academic Affairs

Dr. Steve Wilson, Chief Information Officer

Members:

Robin Bazzett, Department Support, Education

Dr. Stephanie Briggs, Associate Dean of Workforce
Training & Internship Services

Jason Cooper, Dean of College Services & Athletics
Director

Bruce Duff, Director of Finance

Derrick King, Director of Upward Bound

Donielle Nichols, Director of Human Resources

Dawn Platt, Faculty, Medical Assistant

Lisa Ribbe, Counselor

Elizabeth Ripple, Student

Erin Strauts, Director of Institutional Effectiveness

Leadership and Capacities Team

Co-Leads

Kristine Anderson, Chief Human Resources Officer

Dr. Tucker Brown, Provost & Chief Student Services
Officer

Beth Dick, Chief Financial Officer

Dr. John Selmon, President

Appendix B:

Glossary

Academic year consists of Fall, Winter, and Summer semesters, and the number indicates the end of the cycle. For example, the academic year 2029 includes Fall 2028, Winter 2029, and Summer 2029.

Course Learning Objectives (CLO) are statements that clearly describe what students will know and be able to do upon the successful completion of a course.

Evidence-based teaching practices are proven teaching strategies that have been shown to improve student grades, course completion, and retention. (Source: The Association of College and University Educators).

A first-time, full-time college student is a student who has never attended postsecondary education before and is enrolled full-time (12+ credits at MCC) in their first semester. This includes students enrolled in academic or occupational programs at the undergraduate level; students who entered in the fall semester but attended college for the first time in the prior summer session; and students entering with advanced standing (college credits or recognized postsecondary credentials earned before high school graduation). Students with prior postsecondary enrollment (even if they transfer) are not first-time students. Students still in high school or earning a diploma while taking college courses are not first-time postsecondary students unless they have completed high school or its equivalent.

Graduation within 150% of time is the number and percentage of students in a starting cohort (for-credit students only) who graduate with the credential sought within 150% of intended program length (e.g., three years for a two-year, associate degree program).

Institutional Learning Outcomes (ILO) are statements that clearly describe what all students will learn by completing a degree program at Muskegon Community College.

MCC's top ten programs are determined by a combination of factors, including expected wages after completion, workforce demand, and education level required for entry into the field. The top ten programs, identified in 2026, for the duration of this strategic plan are:

- Accounting and Bookkeeping Services Associate in Applied Science
- Automotive Technician Certificate
- MI Transfer Business Pathway Associate in Science and Arts
- Computer Aided Design/Computer Numerical Control Associate in Applied Science
- MI Transfer Mechanical Engineering Pathway Associate in Science
- Networking and Cybersecurity Associate in Applied Science
- Nursing Associate in Applied Science
- Respiratory Therapy Associate in Applied Science
- Software Development Associate in Applied Science
- Welding Technology Associate in Applied Science

The Michigan Transfer Agreement is an agreement designed to help students transfer from one of Michigan's community colleges to a four-year college or university in the state. Students may complete the Michigan Transfer Agreement as part of an associate degree designed for transfer or as a stand-alone program at MCC.

MUSKEGON COMMUNITY COLLEGE

MCC BOARD OF TRUSTEES

Diana Osborn
Chair

Roy J. Portenga
Vice Chair

Kathy Moore
Treasurer

Nancy Frye
Secretary

Shon Cook
Trustee

Donald Crandall, M.D.
Trustee

Asaline Scott
Trustee

MCC LEADERSHIP

Dr. John Selmon
President

Dr. Tucker Brown
*Provost & Chief Student
Services Officer*

Beth Dick
Chief Financial Officer

Kristine Anderson
*Chief Human Resources
Officer*

Sue Samaniego
*Chief Advancement
Officer*

Dr. Steven Wilson
*Chief Information
Officer*

Ken James
*Chief Compliance &
Title IX Officer*

Kristin Tank
*Chief Marketing &
Communications Officer*

Jason Cooper
*Dean of College
Services & Athletics*

LOCATIONS

Muskegon County

221 S. Quarterline Road
Muskegon MI 49442

Carolyn I. and Peter Sturuss

Technology Center
388 W. Clay Ave.
Muskegon MI 49440

Ottawa County

Ottawa Center
16777 Lincoln Street
Grand Haven MI 49417

Coopersville Community Services Building

182 East Street
Coopersville MI 49404

Newaygo County

Newaygo County RESA

4747 W. 48th Street
Fremont MI 49412

Grand Traverse

Respiratory Therapy Program

1105 Sixth Street
Traverse City MI 49684
(in Munson Medical
Center)

MCC SOCIAL MEDIA

 MCC's official Facebook page highlights campus life and events
facebook.com/muskegoncc

 News and opportunities for MCC alumni
facebook.com/mccalumni

 MCC's official Instagram account featuring campus life
[muskegon_cc](https://instagram.com/muskegon_cc)

 MCC's official LinkedIn account
[@muskegoncommunitycollege](https://linkedin.com/company/muskegoncommunitycollege)