

DRAFT 4/13/09

Organizational Overview Mott Community College

O1 Goals for Student Learning, Academic Climate, Key Systems and Programs. As a comprehensive community college with strong ties to the surrounding community, Mott Community College (MCC) has served adult learners in Genesee County, Michigan for over 80 years. In recent years, MCC has consciously placed student learning at the center of its policies and processes. The President and the Board systematically engaged in a study of the principles outlined in Christine Johnson McPhail's *Establishing & Sustaining Learning-Centered Community Colleges*, and efforts to place student learning at the center of all College operations is beginning to take hold. Principles from this text are embedded in MCC's mission statement:

The mission of Mott Community College is to provide high quality, accessible and affordable educational opportunities and services—including programs focused on university transfer, technical and lifelong learning, as well as workforce and economic development—that promote student success, individual development, and improve the overall quality of life in a multicultural community.
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Figure O-1 MCC Mission Statement

In addition to its mission, MCC operates under a 5-year strategic plan that outlines goals for student learning, academic climate, as well as key systems and programs. "The college's strategic planning for 2007-2012 began with a foundation built on a Board initiated desire for a learning-centered college, the cultural shift associated with the Academic Quality Improvement Program (AQIP) and Continuous Quality Improvement (CQI), and MCC's previous 2001-2006 Strategic Plan." The strategic planning process is described in detail below in 8P1. Some of the 2007-2012 key goals for student learning and academic climate are represented in Fig. O-2 below:

Utilize research and development to proactively enhance curriculum to meet the demands of students and employers [1-1].
Focus, align and integrate organizational efforts across academic, student service, continuing education and workforce development, to support student learning [1-2].
Coordinate curriculum and services across all sites to create learning-centered environments that offer all students an opportunity to succeed [1-3].
Maintain state of the art technology that enhances student learning and supports faculty/staff productivity in order to maximize student success and organizational effectiveness [2-1].
MCC programs and services will be directly related to the labor market needs of our region and we will continuously analyze and prepare for emerging economic challenges and opportunities [4-1].

Figure O-2 MCC 2007-2012 Overarching Goals for Student Learning (selected)

The 2007-2012 strategic plan is the second five-year planning process conducted by MCC's current CEO, Dr. M. Richard Shaink, who assumed the role of President in 2000. MCC has enjoyed a high degree of continuity in executive leadership during Dr. Shaink's tenure; there has been a great deal of consistency in organizational planning, leadership, and strategic direction.

In addition to the goals outlined in the current strategic plan, the President and executive cabinet wrote "enabling objectives" for each of the overarching goals. These objectives were also approved by the

MCC Board of Trustees; selected objectives related to student-learning and academic climate are reprinted in Fig. O-3 below:

Research and develop alternative delivery methods to allow students access to education in a variety of formats [1-1-a].
Utilize program review processes to assess program and department course offerings for currency and relevancy [1-1-b].
Explore opportunities for creative curriculum development to better serve a diverse student population [1-1-c].
Increase and support collaboration opportunities across divisions to create inter-disciplinary curriculum offerings [1-1-d].
Collaborate with Student Services to create flexible systems that allow seamless processing of non-traditional students [1-2-a].
Develop a systematic approach to better serve the under-prepared student population [1-2-b].
Focus and align proactive counseling and advising for students who are at risk of not succeeding academically and undecided on a program of study [1-2-c].
Provide opportunities for students to give input on issues related to curriculum and student services by continuing to schedule/conduct open forum sessions with students [1-2-d].
More fully integrate examples of student learning into board communications and presentations to allow more staff and students the opportunity to engage the board about learning-centered activities at the college [1-2-e].
Support activities for students and faculty that focus on diversity and inclusiveness and how the classroom and collegiate environment can affect student success [1-2-f].
Standardize the delivery of course content by part time and full time faculty to ensure consistent learning outcomes [1-3-a].
Continue to develop evaluation and prioritization of academic space needs [1-3-b].
Develop a systematic approach to better serve the under-prepared student population [1-3-c].
Analyze literature and best practices in classroom technology in order to design and purchase technology, which will be utilized to increase student learning [2-2-a].
To provide a non-credit certificate program in the health related fields for students entering into the workforce [4-1-a].
Solicit input from all employees on ways in which the College can continue to cut costs and conserve resources via open forum sessions, email communications, etc[7-1-a].

Figure O-3 MCC 2007-2012 Enabling Objectives for Student Learning (selected)

MCC’s key academic programs include training in occupations such as manufacturing simulation design, sign language interpreter training, criminal justice, culinary arts, graphic design, business, and nursing. The full list of programs and courses may be found here:

http://www.mcc.edu/3_academics/acad_index.shtml.

- Educational programs are sponsored by academic divisions: Business, Educational Technology, Fine Arts, Health Sciences, Humanities, Math and Science, Social Science and Technology.
- The Counseling and Student Development Division and The Learning Center provide supportive services to all students.

O2 Key Non-Instructional Services and Programs. As a comprehensive community college, MCC provides a full range of appropriate higher education services for students and external stakeholders

with the exception residence life. Among these programs and services are academic advising, athletics, a career resource center, counseling & student development, disability services, financial aid, student support services, student employment services, student life, Upward Bound, and workforce development. An extensive list of non-instructional services appears in figure 2-1 Below.

MCC also operates four Community Technology Centers (CTCs), which use technology as a tool for assisting people who need technical skills and educational opportunities. Created with funding from the United States Department of Education and the United States Department of Commerce, the CTCs offer technology-based programs focusing on bridging the “Digital Divide” and to provide hands-on learning opportunities leading to career development for under-served communities. Services include free training and practice using a computer, computer-based training and tutorials, access to community resources, mentoring for career development.

O3 Short- and Long-Term Requirements and Expectations of Students and Stakeholders. MCC’s culture and structure consciously manage the requirements and expectations of students and stakeholders. A brief look at short- and long-term requirements and expectations appears below:

	Short-Term	Long-Term
Students	Affordable, available classes Appropriate services	Degrees, certificates, & awards Well paying jobs
Stakeholders	Current and responsive programs of study of high quality Participation in community projects and initiatives	Workforce development Increased skill and knowledge base Positive impact on local economy Service and cultural opportunities

Figure O-4 Requirements and Expectations of MCC Students and Stakeholders

MCC serves both occupational and transfer students, as well as participants in workforce development and corporate services programs. Figure O-4 below describes MCC’s basic student demographics:

The average age is 27
61% female, 39% male
17% African American, 72% White, 2% Hispanic, 1% Native American, 1% Asian American
36% are under 21; 37% are 22 to 30; 27% are over 30

Figure O-5 Basic Student Demographics

Detailed demographic information on MCC’s current student population can be found here:

http://mccfact.mcc.edu/PDF%20Files/08_03FallDemographicProfile.xls.htm

MCC competes with a number of public and private higher education institutions in its geographic area. In addition, MCC also competes with a variety of distance-learning colleges and universities, as well as proprietary and technical institutions. Chief among the geographic competitors are:

- **Baker College of Flint.** Baker College is a for-profit institution with campuses in Allen Park, Auburn Hills, Cadillac, Clinton Township, Flint, Jackson, Muskegon, Owosso, and Port Huron. Baker offers a range of traditional and occupational programs ranging from certificates through graduate degrees.
- **University of Michigan—Flint.** UM-Flint is affiliated the University of Michigan-Ann Arbor. UM-Flint offers approximately 100 undergraduate programs and 27 graduate programs. The

majority of MCC's 2-year transfer students attend UM-Flint. In August of 2008, UM-Flint opened residence halls for the first time in its 50-year history. Approximately 300 students live on campus.

- **Delta College.** A comprehensive community college of similar size, Delta College serves the communities of Bay City, Midland, and Saginaw. Delta is approximately 50 miles north of MCC's main campus and approximately 35 miles north of MCC's Northern Tier Center in Clio. Delta College is also an AQIP institution.

Despite competition, MCC also coordinates and partners with these same institutions on numerous projects, articulation and transfer agreements, and community partnerships. Additional community college and state university competitors are located within an hour's travel distance of MCC, including Lansing Community College, Oakland Community College, St. Clair County Community College, Michigan State University, Oakland University, and Saginaw Valley State University.

O4 Administrative, Faculty, and Staff Human Resources. MCC has a total of 885 employees.

Employee Group	Full-Time	Part-Time	Total
Faculty	144	350	494
Executive/Administrative/Managerial	49	2	51
Other Professionals (Support/Service)	28	41	69
Technical and Paraprofessionals	71	51	122
Clerical and Secretarial	56	23	79
Skilled Crafts	7	0	7
Service/Maintenance	33	30	63
TOTAL	388	497	885

Figure O-6 Employees by Assigned Position (IPEDS 2008-09)

The College faculty/staff are represented by six employee groups with separate collective bargaining agreements. Both full-time and part-time faculty are represented by the MCCEA, an affiliate of the Michigan Education Association (MEA). Professional staff are represented by the Professional/Technical union, also an affiliate of MEA. Supervisors and managers are represented by the United Auto Workers. Facilities and custodial staff are represented by the Service Employees International Union (SEIU), as are the secretarial and clerical employees and public safety staff. Executive administrators and senior administrative assistants, referred to as "exempt employees," are non-union positions at MCC. Employee group information, including collective bargaining agreements for all unionized employees, may be found here:

http://www.mcc.edu/hr/hr_employeeinfo.shtml

O5 Alignment of Processes and Mission/Policies/Requirements. The primary mechanism for alignment of leadership, decision-making, and communication at MCC is the President's Executive Cabinet (EC) and its relationship to the Board of Trustees. The President and EC manage under the mission and policies set by the Board and fulfill the legal, ethical, and social responsibilities of the college on a day-to-day basis. Members of the EC include the President, the Vice President for Academic Affairs (VPAA), the Chief Financial Officer, the Vice President of Student and Administrative Services (VPSAS), and the Chief Human Resources Officer (CHRO). The members of EC meet weekly at a minimum; all are present at subcommittee meetings of the Board of Trustees, as well as its regular monthly workshop and meeting of the whole.

Alignment of processes under a unified mission has been a key concern at MCC since becoming an AQIP institution in 2005. In our quality efforts at MCC, we have consciously made use of the stages of quality development outlined in the AQIP publication *Systems Portfolio Guide: A Resource For Creating Your Systems Portfolio*. In addition to being helpful in crafting the present document, this publication has been helpful in understanding where we are in our quality journey. This AQIP publication can be accessed here:

http://www.aqip.org/index.php?option=com_docman&task=doc_download&gid=144&Itemid=128

The table below outlines the stages as described by AQIP:

Reacting Approaches	The organization sees its operations as activities rather than processes. Operations primarily respond to immediate needs or problems and don't concentrate much on anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. There are lots of "informal" procedures and processes. "Putting out fires" seems more important than preventing them.
Systematic Approaches <i>(we believe MCC is here)</i>	The organization is at the beginning stages of conducting its operations by repeatable, consistent processes that it can evaluate and improve. It has begun to see the value of making explicit the goal of every activity, procedure, and process and of designing "proactive" processes that prevent rather than discover problems. There are early signs of closer coordination among organizational units, with effective processes being deployed across the organization. Strategy and quantitative goals are being defined. The walls between organizational "silos" are beginning to erode.
Aligned Approaches	The organization groups and manages operations as processes that are repeatable and regularly evaluated for improvement. It strives to make sure that what is learned is shared among organizational units. Its processes address the organization's key goals and strategies. Coordination among units, divisions, and departments is a major emphasis. People see "the big picture" and relate what they do to organizational goals and strategies.
Integrated Approaches	Operations are characterized by processes that are repeatable and regularly evaluated for change and improvement in collaboration with other affected units. Efficiencies across units are sought and achieved through analysis, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the organization is so successful.

Figure O-7 Stages in Organizational Quality Development (from AQIP web)

While MCC spent a number of years using "reacting" approaches, we feel the systems and processes outlined in this Portfolio provide evidence that we are now beginning to function in the early stages of a "systemic" approach. We understand that the aligned and integrated approaches are attained after years of concerted effort in cultivating a culture of continuous improvement. MCC views this Systems Portfolio as a further step to identify areas that can help us move toward the "aligned/integrated" stages of quality development.

O6 Alignment of Administrative Support and Mission. The strategies that align administrative support goals are also outlined in the 2007-2012 strategic plan referenced above. The strategic goals and enabling objectives of the plan are directly linked to MCC’s mission. Some of the key goals for administrative support are reprinted below:

Maintain state of the art technology that enhances student learning and supports faculty/staff productivity in order to maximize student success and organizational effectiveness. [2-2]
Develop comprehensive cross-functional improvement processes that enable us to respond quickly to changes in the external environment while simultaneously making existing operations faster, smarter, cheaper, and of the same or higher quality. [3-1]
Using AQIP principles and practices ensure that improvement processes and communication between all sectors of the college start with community and student needs and end with student success. [3-2]
Establish measures that provide the foundation to become more efficient in our use of resources. [3-3]
MCC programs and services will be directly related to the labor market needs of our region and we will continuously analyze and prepare for emerging economic challenges and opportunities. [4-1]
Expand our capacity to be involved and responsive to local, regional and state plans for economic growth and align our resources and assets to enhance the viability of the community. [4-2]
Maintain stringent selection, professional development, and performance standards for faculty and staff and guide human resource planning to ensure high quality effective teaching and service delivery. [5-1]
Ensure a solid foundation for organizational success by supporting an agile organizational culture focused on service to students and the community; developing leadership excellence and strengthening employee skills, productivity and accountability. [5-2]
Continue to have a positive presence in the community by engaging community partners to better meet area educational needs. [6-1]
Communicate and emphasize quality of programs and services as well as our leadership role in the community, to ensure continued support of the college. [6-2]
Focus on controllable revenues and costs to sustain our current reputation and facilities and provide funding for strategic priorities. [7-1]
Establish short and long-term budget and finance priorities that provide a balanced approach to the needs of a learning organization with the flexibility to realign resources. [7-2]
Implement a comprehensive strategy to address the long-term deficit, which enables us to continue to provide affordable high quality education. [7-3]

Figure O-8 MCC 2007-2012 Overarching Goals for Administrative Support (selected)

In support of the overarching goals above, MCC maintains appropriate equipment and technological support for all instructional and administrative processes. MCC has five locations: the main campus in Flint; Southern Lakes Branch Center in Fenton; Lapeer Extension Center; MCC Northern Tier Center in Clio and Livingston Regional M-TEC in Howell. MCC’s newest campus building, the Regional Technology Center (RTC), was built 7 years ago and is a designated Michigan Technical Education Center for high-technology education.

O7 Collection and Distribution of Data/Information. MCC utilizes Datatel as its primary college transaction database, or Enterprise Resource Planning system. In the past, we have utilized only

selected modules of the Datatel platform to manage college systems. Recently the President and Executive Cabinet made the strategic decision to move away from third party platforms and more fully utilize the Datatel product. To that end, MCC has contracted with Datatel using their Action Planning process to bring previously unused modules online and improve the efficiency of modules already in use. A detailed list of the Action Planning projects underway may be found in Figure 8-3 below.

MCC has used two AQIP Action Project teams to bring unused Datatel modules online: Degree Audit and Faculty Assignments. In addition to Datatel, MCC maintains a data warehouse and Cognos business intelligence software to aid in strategic decision making based on college data. For more detail about data collection, storage, and accessibility see 7P2 and 7P3 below.

O8 Commitments, Constraints, Challenges and Opportunities. In preparation for this Systems Portfolio, the President and Executive Cabinet (EC) met to discuss and identify the key constraints, challenges, and opportunities for MCC. What follows is a list of the current view held by senior management concerning these key issues that must align with MCC's short- and long-term plans and strategies.

Commitments. MCC's primary commitment is to make a difference in the lives of students consistent with the institution's mission (see Figure O-1 above). In the minds of senior management, this entails making students' lives better than before they came to our institution. In addition, EC identified the following commitments to the following: changing institutional culture, openness to new ideas, the AQIP/quality improvement process, building a strong senior management team, integration of credit and non-credit instruction, workforce development, a long-term and transparent approach to budgeting, maintaining the respect and support of taxpayers, a balanced and long-term approach to planning, and ensuring current and effective technology for students, faculty, and staff.

Challenges. The primary challenge faced by MCC relates to recent developments in the current economic environment and sources of revenue. MCC is reliant on tax base revenue for a significant portion of its budget, and therefore vulnerable to area population shift, changing demographics, and rapid loss of manufacturing sector employment. This loss of employment—particularly in the automobile industry—has accelerated sharply in the recent past. On the state level, appropriations to community colleges have been flat or reduced for several years with no indication of improvement. MCC has become increasingly dependent upon student tuition. There exist imitations on the College's ability to raise additional revenue through tuition increases. In addition to economic challenges, EC identified the following: declining high school graduation rates, outmigration, aging population, legislative turnover due to term limits in the State legislature, a shrinking employment base, declining academic preparedness among incoming students.

Constraints. MCC faces a number of constraints above the standard requirements of State and Federal laws and statutes; we are increasingly accountable to outside entities—including policy makers, accrediting bodies, and organized stakeholder groups—for measurable outcomes, particularly related to student needs. In addition, both MCC and the community it serves have a unique culture rooted in the auto industry, labor history, and institutional memory. These cultures are sometimes prone to fear and can be resistant to change. As reported in our 2006 *Strategy for Action Workbook*, Board Governance continues to be a challenge faced by MCC. The length of service and age of MCC Board members indicates a potential for turnover in the next few election cycles. Institutions with factious or conflict-ridden Boards are limited in their ability to be effective for the stakeholders they serve.

Opportunities. A number of opportunities exist for MCC to grow and improve. Chief among these are new employees; due to the number of employees eligible to retire, recently hired individuals continue to bring a changed attitude and freshness to MCC. In addition to the infusion of new people and renewed enthusiasm, a renewed commitment to professional development holds great promise for the institution. The recently completed AQIP Action Project on Professional Development resulted in making employee growth and development a primary priority for the institution. In addition to opportunities focused on MCC employees, the increasing role of higher education in community development is a critical opportunity. Increasingly, the State of Michigan and other entities look to MCC for leadership to build community capacity. Finally, the ability to develop new and innovative curriculum is a key opportunity for MCC.

O9 Key Partnerships and Collaborations. MCC has a wide variety of articulation, transfer, and partnership agreements with high schools, universities, and other outside entities that serve as evidence of our commitment to leveraging available community resources to benefit our stakeholders, including:

- Kettering University in the Engineering discipline
- University of MI – Flint in Nursing Program Retention
- Genesee Intermediate School District in Interactive Classroom Utilization
- Community Opportunity Partnership Center (COPC).
- Tech-Prep program with area K-12 schools.
- MCC was a pioneer in the Middle College concept, and we have housed the Mott Middle College (a 9-12 grade alternative high school program) on our campus since its inception.
- A variety of partnerships with area employers are evident in all occupational programs.

These partnerships are examples of our commitment to leveraging available community resources to benefit our stakeholders.

Individual employees, executives and departments have official partnerships with state-wide and national organizations, commissions and committees. In particular, MCC is a member of MiTQIP, the state-wide organization of Michigan colleges and universities participating AQIP.

