Mid Michigan Community College

Vision 2020

Strategic Plan 2016-2020
Mid Michigan Community College sets forth Vision 2020, our Strategic Plan for 2016-2020. It is a plan based on evidence and it is built on the foundation of the College’s first 50 years. The Vision 2020 aspirations and objectives will build a bridge to the College’s place in the 21st century. For each of the next four years, we identify specific measurable targets that are ambitious but achievable.

Vision 2020 integrates the recommendations of many individuals and groups. Input from advisory councils, academic and administrative departments, and the committees and councils of our shared governance system broadened the vision. The Plan was further enhanced by the thoughtful contributions of more than 200 individuals who participated in focus groups related to the 2015 Campus Master Plan.

Vision 2020 reinforces our commitment to the College’s four enduring goals:

- Encouraging Student Success
- Engaging the Community
- Enhancing Employee Impact
- Ensuring Institutional Effectiveness

Our Strategic Plan is based on evidence. It acknowledges our strengths. It sets forth our vision of the College we aspire to be. It identifies objectives that will make us a stronger College over the next four years.

Recognizing that we are wiser collectively than we are individually, we invite you to work with us as we continue to build this very special place called Mid.
A Vision Based on Evidence and Experience

Mid Michigan Community College (MMCC or “Mid”) bases its vision for the future on evidence and experience at the national, state, and local levels.

In 2014 and 2015 members of the MMCC community reflected on the College’s achievements in its first fifty years and laid the foundation for its future. In college committees, academic and administrative departments, welcome-week workshops, and professional development days, we considered research that places the College in today’s political, economic, and social context. We launched the Office of Institutional Research, incorporated data into the shared governance system, and gathered for monthly Data Discussions to gain a greater understanding of our strengths and challenges at MMCC.

Through these efforts, we have come to recognize the critical role that community colleges like Mid play in the future of our state and nation. We have come to see student success as an imperative for each of our students and for the well-being of our communities.

Through a reconstituted shared governance system, we have gained greater respect for the contributions of everyone at MMCC in creating a vision for the College’s future.

Our 2020 Vision remains true to our values, our mission, and our enduring goals. Our plan builds on our strengths in each area, expresses Vision 2020 aspirations, and identifies objectives. In each of the coming years, faculty and staff will set targets by which we can measure and report our results.

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1 Verch, Ronald. *The History of Mid Michigan Community College.* 2014
2 Find resources related to Vision 2020 at https://drive.google.com/a/midmich.edu/folderview?id=0B5RM-fdgVmFVE9KZ1Q2NGd5aTA&usp=sharing
ENCOURAGING STUDENT SUCCESS

Vision 2020 Aspiration: Mid Michigan Community College will increase skill-based certificate and degree attainment in each of the next five years.

What the Evidence Tells Us

At no time in history has the attainment of a postsecondary credential been more important – to individual citizens and to our state and nation. Education is a key driver of economic prosperity.3

For individuals, we know that a college education reduces the likelihood of unemployment and raises the graduate’s standard of living. An Associate’s degree increases average annual income by $8900.4

By 2018, an estimated 66% of all jobs will require a skill-based certificate or college degree. In addition to technical expertise, employers report critical needs for talented individuals who are effective listeners and critical thinkers.5 The U.S. has fallen behind other developed nations in college degree attainment, a gap with serious economic ramifications. Our national goal to have 60% of American workers hold a college degree by 20206 is likely to fall five million degrees short. Nationally, approximately 40% of working age adults hold a college degree. In Michigan, that number drops to 38.4%.7 In Clare and Gladwin counties, the number is below 12%.8

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4 Georgetown University Center on Education and the Workforce, McCourt School of Public Policy, https://cew.georgetown.edu (accessed November 18, 2015).
Armed with this knowledge and motivated to contribute to the prosperity of our students, our region, and our state, MMCC is committed to student success by increasing skill-based certificate and degree attainment.

**Building on Strengths**

We know that Mid Michigan Community College has a long-standing commitment to student success. As an open access institution, the College welcomes students from all walks of life. For the past four years (2011-2015), MMCC student responses to the Noel-Levitz Survey of Student Satisfaction strongly indicate that they feel welcome and that being a Mid student is an enjoyable experience. Mid students feel that the campus is safe and secure. They report that the admissions representatives are knowledgeable, the academic advisors and registration staff are approachable, and the faculty are available to them.


Mid’s Title III grant (2011-2015) from the U.S. Department of Education enabled Mid to build its existing strengths in student support services. The Grant initiatives resulted in improved retention rates, higher grade-point averages, and increased transfer rates. The use and effectiveness of tutoring services also increased. Given national research on the importance of creating clear academic pathways for completion, it is especially noteworthy that the number of undeclared students dramatically dropped as a result of the Title III initiative.

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11 HLC 2014. The HLC 2014 Reaffirmation Report includes 4 areas of significant strength, 39 areas of strength, 66 opportunities for improvement, and 12 outstanding opportunities.

Organizing Our Objectives

While MMCC can take pride in its long-standing commitment to student success and to its documented achievements, much work remains. Challenges to student success can be found, and must be addressed, throughout the student experience. Opportunities for improving student success can be organized in a five-part spectrum – Enrollment, Developmental Education, Progress, Transfer and Completion, and Workforce Readiness.13

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Objectives For Area 1: Enrollment

1.1. Continue to strengthen relationships with K-12 partners to increase the percentage of high school graduates who attend college and who attend MMCC. Mid’s Recruitment Plan\textsuperscript{14} lays out operational objectives for maximizing this opportunity.

1.2. Diversify the enrollment profile across locations, gender, age, and targeted populations. Mid’s Marketing Plan\textsuperscript{15} identifies initial approaches for maximizing this opportunity.

1.3. Proactively increase and manage Mid’s enrollment by improving its prospect-to-enrolled student yield, encouraging full-time enrollment, and identifying and responding to emerging educational markets.

1.4. Analyze and adjust our enrollment, orientation, and advising processes, remembering that Mid is more about how students experience the College than it is about how the College processes its students.

1.5. Expand the outreach to nontraditional students through approaches like distance education, competency-based education, summer course offerings, and short-term certificates.

1.6. Continue to identify and reach out to special-target markets such as international students, non-traditional students, those enrolling through Michigan Colleges Online (MCO), and guest students from state universities.

1.7. Reinforce our commitment to affordable higher education through tuition and financial aid strategies, student employment opportunities, and the pursuit of lower textbook costs. For further discussion of this opportunity, see Enduring Goal #4.

\textsuperscript{14} MMCC Recruitment Plan, 2015: https://drive.google.com/a/midmich.edu/file/d/0B5RM-mfdgVmFTnkweDVTUlybW8/view?usp=sharing

\textsuperscript{15} MMCC Marketing Plan, 2015: https://drive.google.com/a/midmich.edu/file/d/0B5RM-mfdgVmFa2JPVWWiZnZHR0U/view?usp=sharing
Objectives For Area 2: Placement and Developmental Education

We know that many community college students, including some at Mid, arrive with test scores and grades below average. They are at high risk when colleges fail to find the appropriate course sequence and support services for them. Some have not yet experienced a passion for learning. Evidence shows that no single metric can predict student success. MMCC has already moved to a more holistic approach for student placement in order to maximize student success in developmental coursework. This work must continue as we pursue the following objectives:

2.1. Identify and implement multiple measures, both cognitive and non-cognitive, to provide students and faculty with the information they need to maximize student success.

2.2. Identify and implement measures that build on the strengths of each student to progress beyond developmental coursework.

2.3. Continue the successful strategies identified through the Title III grant and implement the Student Services Success (SSS) Grant from the Department of Education, providing particular support for first-generation, high-risk students.

2.4. Continue to identify and implement ways to shorten the developmental pipeline and promote enrollment in college-level coursework.
Objectives For Area 3: Progress

Enrollment in courses is necessary but not sufficient for student success. Success is achieved when students progress to a broader and deeper understanding of increasingly complex material. In our society such learning is documented by the award of a grade, a skill-based certificate, or an Associate’s degree. The acquisition and verification of knowledge and skills combine to give students the maximum return on their educational investment. Nationally, fewer than 30% of community college students complete an Associate’s degree within 6 years of enrollment. At Mid, the percentage is below 20%. In its 2014 Reaffirmation Report, the Higher Learning Commission called upon Mid to improve its persistence and completion rates.

Over the last four years of the Noel Levitz survey, students have told us that they need greater support to achieve their goals and that they are concerned about the accuracy and effectiveness of academic advising. Our students report the need for more timely feedback about their programs and a need for early alerts when their efforts fall short of the mark. They report concerns about the quality of instruction. And, as is the case at many community colleges, students report concerns about the course schedule. As it looks to the future, MMCC must strengthen the student experience through the following objectives:

3.1. Analyze and adjust the course schedule for greater effectiveness and efficiency on both the Harrison and Mt. Pleasant campuses.

3.2. Improve student course evaluation mechanisms and classroom observations to provide useful feedback on instructional quality.

3.3. Improve feedback to students regarding their progress by using Moodle and Early Alerts.

3.4. Foster student engagement through co-curricular activities and active learning strategies.

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3.5. Advance Mid’s work with the Degree Qualifications Profile (DQP) and Tuning\(^\text{18}\) as well as the T-Shaped Professional\(^\text{19}\) strategies to ensure that learning intensifies across the curriculum.

3.6. Use assessment results to assist instructors in improvements to the structure and delivery of course material.

3.7. Determine what level of proficiency students should obtain in the use of technology and develop learning outcomes to achieve that goal.

3.8. Monitor achievement results for all demographic subsets of Mid’s population to ensure equity in all educational programs.

3.9. Maintain and improve the quality of Mid’s academic programs by meeting accreditation standards for its career-focused programs.

3.10. Identify and implement opportunities for undergraduate research, honors programs, and other best-practice strategies to enhance the academic quality of the student experience.


Objectives For Area 4: Transfer and Completion

As is the case at many community colleges, students find themselves in an academic maze with too many choices and too little direction. An analysis of course enrollment patterns shows that 75% of MMCC enrollment occurs in 67 of the more than 400 course offerings. Of these, too many do not transfer to Michigan’s universities. Through its participation in the Michigan Community College Association (MCCA) Guided Pathways Project, Mid has already embarked on a shift from a course-centered focus to a more coherent curriculum. In doing so, the College recognizes that today’s college students often swirl from college to college, requiring that our transfer policies reflect both transfer from and transfer to MMCC. MMCC has identified the following strategies to support student completion and transfer:

4.1. Continue and complete Mid’s work with the Guided Pathways initiative.

4.2. Identify courses in the curriculum with limited transfer value and take steps to address the situation.

4.3. Continue to work with Mid’s primary university partner, Central Michigan University, to strengthen academic collaboration.

4.4. Identify new courses and programs that could contribute to bachelor degree completion opportunities.

4.5. Identify momentum points and milestones to program and degree completion and provide recognition and reinforcement to students along the way in order to incentivize completion.

4.6. Analyze and address the situations of those students who earn 45 or more credits at Mid but who do not complete their degrees.

4.7. Analyze and address enrollment and completion by academic program area. See Strategic Goal #4.

4.8. Build laddered non-credit and customized training programs that lead to certificates and degrees.

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Objectives For Area 5: Workforce Preparation and Employment Opportunities

MMCC plays a leading role in preparing local residents for jobs in our communities and across the state. Workforce preparation incorporates both credit and non-credit offerings such as customized corporate training and community education. Whether they remain in our region or seek employment in national or international settings, MMCC graduates must be equipped with the knowledge and skills to achieve their goals.

As a part of Michigan’s eight-county Prosperity Region 5, the College has participated in a strategic planning process for regional economic development. The strength of higher education in the region (including MMCC, Central Michigan University, Delta College, Saginaw Valley State University, Alma College, and Northwood University) has been identified as a key asset for the region. The East Michigan Council of Governments (EMCOG) report highlights five areas for economic growth in the coming decade:

- Advanced Materials Technologies for the automotive industry, including plastics
- Clean energy technology including biomass, solar, wind, battery storage, and oil and gas
- Agricultural logistics and processing
- Health sciences
- International workforce training and higher education services

Mid Michigan Community College is also a part of the Great Lakes Bay Regional Alliance (GLBRA). The STEM Impact Findings identified by GLBRA focus on the key process elements that will be required to build the talent pipeline for these career areas. These elements include:

- Driven by employer demand
- Powered by career-ready and college-ready students
- Focused on strengthening technical skills needed for the economy
- Sustained by a culture of STEM

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MMCC has identified the following objectives to support workforce preparation and employment opportunities:

5.1. Provide students with recommended course selections that are relevant to each area of study.
5.2. Construct academic advising guides that integrate general education and program-focused courses.
5.3. Develop a system of skill-based certificates that ladder to academic degrees.
5.4. Develop experiential learning options for students in each academic program. Such options include but are not limited to internships, apprenticeships, service-learning, and clinical coursework.
5.5. Undertake an analysis of the role that technology and distance education should play in the academic curriculum and adopt appropriate strategies to fulfill that role.
5.6. Be more intentional about Mid’s use of competency-based education.
5.7. Ensure that Mid’s laboratory settings and equipment enable students to develop the skills needed for future careers.
5.8. Develop a career center to support student exploration and pursuit of meaningful careers after graduation.
5.9. Develop academic programs that align with the region’s economic development and anticipated workforce needs.
5.10. Expand Mid’s customized corporate and community-education offerings.
5.11. Find ways to be ahead of the curve on emerging trends and technologies.
ENGAGING THE COMMUNITY

Vision 2020 Aspiration: Mid Michigan Community College will engage with the communities in our region to form effective alliances, leverage resources, expand educational opportunities, and provide services to more citizens in each of the next five years. In doing so, MMCC will make a significant impact on the communities it serves.

What the Evidence Tells Us

Mid Michigan Community College is centrally located in a geographic region\(^23\) of more than 2500 square miles. Its original service district included the five school districts in Clare and Gladwin counties. However, Mid’s outreach to other counties occurred very early in the College’s history and it has been expanding its educational impact from 1968 to the present.

The recent economic recession has been difficult for most Michigan residents. According to the Business Leaders of Michigan, our state ranks 36\(^{th}\) in per capita income nationally, 31\(^{st}\) in the nation in the percentage of the population that holds an Associate’s degree or higher, and 26\(^{th}\) in the nation in the production of technical degrees or certificates. Yet we also know that jobs requiring an Associate’s degree are growing at a rate two-times higher than other credentials in Michigan.\(^24\) Our region has been hit especially hard with a lower average hourly rate of pay and a slower growth in private sector employment than the rest of the State.\(^25\)


Low rates of educational attainment contribute to slow economic growth. Approximately 11 percent of Clare/Gladwin citizens hold an Associate’s degree or higher and, while Isabella and Gratiot counties’ attainment rates are somewhat higher, they are still significantly lower than the state average.26

The recent analysis by TIP Strategies for Prosperity Region 5 reveals that most people live and work in the region. We are neither importing nor exporting significant numbers of workers. However, transportation continues to be an issue for individuals across the region as the high cost of fuel and long commuting times present barriers to those who want to travel to campus for additional training or take a new job to better their economic prospects. In addition, the Region’s population is aging. Regionally, 16.7 percent of the population is over the age of 65, compared with 14.6 percent in the state as a whole.27

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27 Michigan Department of Management, Technology, and Budget. http://www.michigan.gov/cgi/0,4548,7-158-54534-305736--.00.html
Building on Strengths

MMCC serves multiple geographic regions through its participation in various networks. It is a part of the eight-county Region 5 of the Michigan Prosperity Zones and also participates in Region 3 and Region 7B. The College also participates in the East Michigan Council of Governments which spans 14 counties. In addition, the College is a network hub for the STEM Initiative of the Great Lakes Bay Regional Alliance. As described in its annual report to the State of Michigan, MMCC provides local strategic value to citizens on and off campus.

As the economy strengthens, there are more calls for a more robust talent pipeline. This requires greater collaboration between the College and organizations like the Central Michigan Manufacturers’ Association, Saginaw Chippewa Indian Tribe, the CMU Research Corporation, the Middle Michigan Development Corporation, various economic development entities, and Chambers of Commerce.

The College’s leadership role in economic development is further evidenced by the presence of the Small Business Development Center (SBDC) on both the Harrison and Mt. Pleasant campuses and the long-standing collaborations between MMCC’s workforce development programs and several branches of MiWorks!

MMCC also works with its K-12 partners to foster educational attainment in the region. The Harrison campus is home to the Clare/Gladwin Regional Educational Service District (RESD) and provides Career and Technical Training to high school students. The College offers dual enrollment, concurrent enrollment, and early college opportunities to more than 900 high school students in the region. The College’s Students of Promise and Talent Search, both housed at and supported by MMCC, motivate younger students to broaden their horizons and see the benefits of a college education. While Mid supports the communities it services, it is also true that those communities support the College. This was demonstrated when more than 100 donors contributed to the College’s Capital Campaign. More than $5,000,000 was

30 MMCC Recruitment Plan, 2015: https://drive.google.com/a/midmich.edu/file/d/0B5RM-mfdgVmFTnkweDVJUlybW8/view?usp=sharing
donated to support campus infrastructure on both campuses. The new facilities in Mt. Pleasant have drawn additional community involvement as a preferred venue for meetings and area non-profit events.

Recognizing the challenges that face our region but proud of our past and future contributions, Mid Michigan Community College is committed to providing leadership for the economic, personal, and social development of our citizens.

**Our Objectives**

MMCC seeks to be a significant organization within the communities it serves. The following objectives will help to make the College a force for good within our region:

6.1. Identify, engage with and support existing community governments, non-profits, schools, and social service agencies.

6.2. Provide educational opportunities across the lifespan.

6.3. Connect Mid’s talented students to regional employers.

6.4. Lead in supporting community development at the local and the global level.

6.5. Act as a strategic partner with the Michigan Community College Association (MCCA), with other state and national entities, and in Mid’s local communities to leverage resources.

6.6. Convene and connect leaders in the region for collaborative decision-making and collective impact.

6.7. Leverage the Small Business Development Center to foster future business growth.

6.8. Assist in ownership transitions to provide greater stability and continuity in the business arena.

6.9. Work with the MMCC Foundation to ensure that fundraising priorities align with the College’s goals.

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ENHANCING EMPLOYEE IMPACT

Vision 2020 Aspiration: Mid Michigan Community College will recruit, attract, challenge, support, and retain talented and dedicated faculty, staff, and administrators to educate our students and serve our communities.

What the Evidence Tells Us

Mid Michigan Community College has seen significant growth in the number of employees in the last seven years as shown below. Today, with more than 400 employees, Mid Michigan Community College is among the largest employers in the region.32

<table>
<thead>
<tr>
<th>Classification</th>
<th>2008</th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>49</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>39</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>149</td>
<td>216</td>
<td>174</td>
</tr>
<tr>
<td>Full-time Hourly</td>
<td>74</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>Part-time Hourly</td>
<td>---</td>
<td>61</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>311</td>
<td>444</td>
<td>429</td>
</tr>
</tbody>
</table>

32 MMCC Personnel PowerPoint: https://drive.google.com/a/midmich.edu/file/d/0B5RM-mfdgVmFM0JQdFVYU1VlbTg/view?usp=sharing
MMCC is able to effectively retain its employees – most have been with the College for at least 6 years, as indicated below.

<table>
<thead>
<tr>
<th>Years of Service As of 2014</th>
<th>Adjunct Instructors</th>
<th>Full-time Faculty</th>
<th>Administrators</th>
<th>Hourly</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1 year</td>
<td>17%</td>
<td>0%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>1-2 years</td>
<td>20%</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>22%</td>
<td>14%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23%</td>
<td>20%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>8%</td>
<td>25%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2%</td>
<td>11%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>&gt; 20 years</td>
<td>8%</td>
<td>25%</td>
<td>11%</td>
<td>16%</td>
</tr>
</tbody>
</table>

The unique nature of the College’s workforce makes compensation comparisons to other regional employers difficult. In comparison to state and regional data, MMCC full-time salaries are above average, as shown in the chart below. U.S. census data from 2009-13 puts the median household income for Clare County at $32,668, for Gladwin County at $37,626, and for Isabella County at $36,372. The State of Michigan puts annual average earnings across the state in 2014 at $46,458.88.

<table>
<thead>
<tr>
<th>2014-15</th>
<th>FT Faculty</th>
<th>Administrators</th>
<th>Hourly Staff</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>$67,312</td>
<td>$54,343</td>
<td>$34,934</td>
<td>$3,785</td>
</tr>
</tbody>
</table>

33 http://quickfacts.census.gov/qfd/states/26/26073.html
MMCC employees are highly skilled, with the vast majority holding an Associate’s degree or higher. However, new requirements on Faculty Qualifications, promulgated by the Higher Learning Commission for implementation in 2017, will require careful consideration by the College. Under the new requirements, faculty teaching most courses must hold a Master’s degree or higher in the discipline to which they are assigned. As shown below, 40% of the adjunct instructors at MMCC have not yet completed their Master’s degrees.

The importance of maintaining instructional continuity has been cited as a significant dimension of student success and completion. MMCC relies heavily on its adjunct instructors. Working conditions for adjunct instructors in community colleges, nation-wide, and at MMCC, have gained greater attention in recent years. The Affordable Care Act has limited

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the number of hours any part-time employee (including adjunct instructors) can work. Thus a limited pool of instructors is available to meet the curricular demands of a wide range of course offerings in different locations and at times that are convenient for students. These forces are converging and will require greater attention. The development of new instructional models may be required.

Campus growth in Mt. Pleasant, both in enrollment and in facilities, adds a new dynamic to employee interactions. In 2005, almost all employees worked primarily in Harrison, with satellite offices in Mt. Pleasant. In 2015, while the College’s main location remains in Harrison, approximately 20% of all employees are primarily located on the Mt. Pleasant campus. Many travel between campuses on a weekly and sometimes daily basis.

As is true for many organizations today, four generations work at MMCC. Each generation – The Silent Generation, The Baby Boom Generation, Generation X, and the Millennial Generation – brings its own set of values and expectations to the workplace. And, like many other organizations, Mid is preparing for a generational shift as more than 20 faculty and staff members are expected to retire from the college in the next five years. The face of the College in 2020 is likely to be significantly different than it is today.

The rising cost of health insurance has been a major concern: Employees saw a 22% jump in their employee premium contributions in 2014-15. While the recent decision to adopt a self-funded insurance model reduced the monthly premium amount for employees in 2016, broader strategies for promoting health, managing chronic conditions, and reducing prescription drug costs are best avenues for minimizing future claims and increases.
Building on Our Strengths

Students recognize and appreciate the work of faculty and staff at MMCC. In the Noel Levitz Student Satisfaction survey, students have consistently expressed the view that MMCC faculty are knowledgeable in their fields. Students also recognized the work of our physical-plant staff, consistently acknowledging that the campus is well-maintained.

To ascertain employee perspectives on the campus working environment, the College used the Personal Assessment of the College Environment (PACE) questionnaire in 2009, 2011, and 2015.37

The results of the 2011 PACE Survey indicated a healthy campus climate, yielding an overall 3.71 mean score (on a 4.0 scale) or what PACE defines as a high Consultative system. (2015 Results are not yet available.) When respondents were classified according to Personnel Classification at MMCC, the composite ratings were as follows: Administrator (3.85), Full-time Faculty (3.65), Adjunct Faculty (3.67), Staff (3.64), and Part-time hourly Staff (3.80).

Of the 46 standard PACE questions, employees gave top scores to the following 11 items:

- The extent to which I feel my job is relevant to this institution's mission.
- The extent to which my supervisor expresses confidence in my work.
- The extent to which I am given the opportunity to be creative in my work.
- The extent to which this institution prepares students for further learning.
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.
- The extent to which students receive an excellent education at this institution.
- The extent to which this institution prepares students for a career.

37 PACE Survey Results. https://drive.google.com/a/midmich.edu/file/d/0B5RM-mfdgVmFUFVTNIE3cmxBNjA/view?usp=sharing
● The extent to which the actions of this institution reflect its mission.
● The extent to which student needs are central to what we do.
● The extent to which there is a spirit of cooperation within my work team.
● The extent to which non-teaching professional personnel meet the needs of the students.

Employee responses on the PACE survey identified the following 10 items as needing further attention:
● The extent to which I have the opportunity for advancement within this institution.
● The extent to which information is shared within this institution.
● The extent to which I am able to appropriately influence the direction of this institution.
● The extent to which this institution is appropriately organized.
● The extent to which decisions are made at the appropriate level at this institution.
● The extent to which my work is guided by clearly defined administrative processes.
● The extent to which open and ethical communication is practiced at this institution.
● The extent to which a spirit of cooperation exists at this institution.
● The extent to which institutional teams use problem-solving techniques.
● The extent to which this institution has been successful in positively motivating my performance.

In its 2014 reaffirmation report, the Higher Learning Commission commended MMCC for providing multiple means for employees to have input into decisions and for its commitment to improving its valuing of employees. However, in the same report the HLC urged the College to strengthen the articulation of its freedom of expression and truth in teaching and learning and to implement, evaluate, and improve the shared governance system at MMCC.
The new shared governance system has been launched but will require on-going support and evaluation. The Commission also identified the need for the College to carefully consider the ratio of full-time and adjunct faculty and to develop and implement succession planning.

**Our Objectives**

MMCC has identified the following objectives to strengthen the impact and effectiveness of our work:

7.1. Appropriately respect and recognize the contributions of all employees.

7.2. Promote continuous learning, wellness, and personal and professional growth in our organizational culture.

7.3. Clarify and publish Mid’s administrative policies so that all employees have shared and consistent expectations.

7.4. Prepare people for leadership roles in academic and non-academic settings.

7.5. Clarify the compensable factors by which positions at the College are defined and evaluated.

7.6. Position Mid as an optimal working environment.

7.7. Leverage technology to foster efficiency and creativity.

7.8. Improve Mid’s support of adjunct faculty members to ensure the highest possible quality of instruction.

7.9. Create new models for hiring faculty and staff to leverage resources and maximize employee satisfaction.

7.10. Take thoughtful and intentional steps to provide succession planning in Mid’s workforce.
ENSURING INSTITUTIONAL EFFECTIVENESS

Vision 2020 Aspiration: Mid Michigan Community College will establish policies and practices that promote educational access and affordability for all members of the community who have the ability to benefit from its programs.

Vision 2020 Aspiration: Mid Michigan Community College will develop systems for monitoring and sharing its progress on key federal, state, and institutional metrics.

Defining and measuring Institutional Effectiveness is multi-faceted. The Higher Learning Commission describes institutional effectiveness in HLC Criterion Five: Resources, Planning, and Institutional Effectiveness:

*The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

*Access, Affordability, Accountability, and Transparency* have been identified as the areas by which the U.S. Department of Education measures and reports institutional effectiveness.³⁸ Discussions have begun in the State of Michigan to tie community college appropriations to performance in certain similar key metrics.³⁹

What the Evidence Tells Us

**Access** incorporates the College’s open admission policies but also speaks to the importance of making sure that the College is within reach of the various sub-populations within our communities (e.g., location, gender, ethnicity, first-generation, etc.).

Mid’s heavy reliance on student tuition and fees requires it to be very attentive to shifts in enrollment and pricing models. The College is committed to open access, affordability, and accountability. Nowhere is the tension between these three competing goals seen more clearly than in college costs.

**Affordability** incorporates the College’s cost of attendance, financial aid accessibility, loan and loan default rates, and return on investment, both for students and for our communities. The cost of higher education has shifted from public investment to private responsibility in the last fifteen years. State appropriations to higher education declined in the first decade of this century while costs continued to rise. In 2014, MMCC’s state appropriation is only nearing what it was in 2001. Today, Michigan spends 9 times more per prisoner than it does per college student. Spending in corrections increased 10% more than spending in higher education between 2004 and 2014.

This shift in funding has placed a burden on students and their families. College costs in Michigan in 2014 averaged 35.6% of family income. Tuition and fees account for approximately one-third of college costs while housing, food, transportation, books, and other expenses make up two-thirds of the cost calculation. The rising cost of textbooks and

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43 Ibid.
course materials has placed an additional burden on students. According to the College Board, the average student spends $1,774 each year on books and supplies.\textsuperscript{44}

**Accountability** incorporates the effective use of College resources to attract, retain, and graduate our students so they will be successful in their careers and future studies. It also includes maintaining College resources in order to serve our local communities. Resources for Mid Michigan Community College come from three primary sources: property tax revenue (8%), state appropriations (20%), and tuition and fees (72%).\textsuperscript{45}

MMCC faces additional challenges in an aging infrastructure on the Harrison campus, which has a dated look and feel. The recent Campus Master Plan\textsuperscript{46} identifies an estimated $12,000,000 in infrastructure repairs and $13,350,000 in site and facilities renovations in the next five years for the Harrison campus. In contrast, infrastructure estimates for the Mt. Pleasant campus total $250,000 with an additional $2,050,000 in recommended improvements.

Accountability is also maintained through compliance with Federal and State requirements in a variety of areas related to a Student’s Right to Know.\textsuperscript{47} This includes the deployment of resources for student success. It is not sufficient to provide access to education without the likelihood that students will be able to complete a skill-based certificate or degree.

Not all aspects of accountability are within the College’s immediate control. MMCC students report that they feel the campus is safe and secure. However, the all-too-frequent incidents of campus violence across the nation warn us to be assertive and vigilant in maintaining campus safety and security.\textsuperscript{48} Considerable work has been done in the last year but vigilance is required in this important area.


\textsuperscript{46} Mid Michigan Community College Campus Master Plan. https://www.midmich.edu/application/files/5114/4614/8502/Attachment_A_MMCC_2016_Master_Plan.pdf

\textsuperscript{47} Mid Michigan Community College. Student Right to Know. https://www.midmich.edu/student-resources/financial-aid/forms-policies/student-right-know

Transparency refers to the ability of internal and external stakeholders to know about the College, particularly about its effectiveness in fulfilling its core mission.

Building on Strengths

Mid Michigan Community College has numerous strengths in its operations.

Student responses to the Noel Levitz Student Satisfaction Survey consistently say that Mid’s reasonable costs make it an exceptional value. Our student loan default rates have remained constant and within the acceptable federal parameters at a mid-level of about 17%. While the average debt for bachelor’s degree graduates is $26,000, it is only $7,000 for those who earn an Associate’s degree. Not surprisingly, the majority of those who default on their loans after MMCC did not complete a degree. Efforts to increase degree completion should also decrease the College’s loan default rate.

The College has established an Office of Institutional Research and a data repository that is easily accessed on the MMCC website. Data Discussions sharpen our focus on evidence-based decision making. Using data more effectively was a significant recommendation for improvement by the Higher Learning Commission in its 2014 Reaffirmation Report.

The College’s financial profile is strong with $55,853,239 in total assets as of 2014. Funds have been reserved for building and site improvements, new program development, and technology.

The College’s 2016 Campus Master Plan incorporated input from more than 200 internal and external stakeholders through more than 20 focus groups. With the benefit of the expertise of Neumann/Smith Architects, the resulting document provides detailed specifications for infrastructure maintenance and improvement as well as site and facility improvements at each location for the next five years and beyond.

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In the Noel Levitz survey, students report that the campus feels safe and secure, that it is well-maintained, and that labs are up-to-date. The integration of technology remains a key component of all higher education institutions. MMCC has taken several important steps to secure and back-up its data.

To maintain its commitment to Access, Affordability, Accountability, and Transparency, the College has set forth the following objectives:

**Objectives for Area 8: Access.**

8.1. Assess, monitor, and expand Mid’s current level of service throughout the region and identify underserved populations.

8.2. Work with Mid’s K-12 partners and community leaders to promote college enrollment.

8.3. Expand Mid’s distance learning options to serve those whose attendance is constrained by geography or schedule.

**Objectives for Area 9: Affordability.**

9.1. Keep the cost of attendance below 35% of median household income for counties in the region.

9.2. Implement strategies to support low-income students.

9.3. Ensure that the structure of student tuition and fees incentivizes and supports certificate and degree completion.

9.4. Leverage technology to reduce the cost of textbooks and course materials.
Objectives for Area 10: Accountability.

10.1. Implement and utilize an effective course evaluation system to promote academic quality.
10.2. Work with public university partners to ensure the maximum transferability of MMCC courses.
10.3. Evaluate and improve the student experience from application through graduation.
10.4. Ensure that the course schedule is predictable, reliable, and efficient at both of Mid’s campus locations.
10.5. Evaluate and improve Mid’s buildings and sites in ways that will invite students and community members to come to campus more often and stay longer when they do.

Objectives for Area 11: Transparency

11.1. Create and maintain a data dashboard and repository with institutional research that is accurate, relevant, and useful.
11.2. Publish on the MMCC website an updated course description, master course syllabus, and set of student learning outcomes for each course offered.
11.3. Implement a budget-building model that allows input from all members of the campus community.
CONCLUSION
Mid Michigan Community College has identified its strengths, aspirations, and objectives for the future. In responding to these opportunities, the College commits itself to continuous quality improvement and **aspires** to be a stronger institution in 2020. Using the HLC-AQIP model, we have already begun to identify those action projects that will move us toward that goal. In the winter 2016 semester, campus committees will be asked to develop the metrics by which our success will be measured.

**Vision 2020** is meant to be just that – a vision for the future. It is a future that we have already begun to shape through dedication and diligence. Our vision will become clearer and more focused as we move forward together. Join us!
## Encouraging Student Success

**Vision 2020 Aspiration:** Mid Michigan Community College will increase skill-based certificate and degree attainment in each of the next five years.

## Engaging the Community

**Vision 2020 Aspiration:** Mid Michigan Community College will engage with the communities in our region to form effective alliances, leverage resources, expand educational opportunities, and provide services to more citizens in each of the next five years. In doing so, MMCC will make a significant impact on the communities it serves.

## Enhancing Employee Impact

**Vision 2020 Aspiration:** Mid Michigan Community College will recruit, attract, challenge, support, and retain talented and dedicated faculty, staff, and administrators to educate our students and serve our communities.

## Ensuring Institutional Effectiveness

**Vision 2020 Aspiration:** Mid Michigan Community College will establish policies and practices that promote educational access and affordability for all members of the community. MMCC will develop systems for monitoring and sharing its progress on key federal, state, and institutional metrics.