The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Early Mission Statements

Since the creation of Mott Community College in 1923, its mission statements have stressed the value of serving the community by providing affordable, accessible educational and cultural experiences. The College has placed an emphasis on university parallel curricula for its transfer students, occupational curricula based on community manpower needs, and an emerging recognition of the benefits of continuing education. The focus has been on the College’s role in serving individual student needs while assisting community development through intellectual and social growth.

Revised periodically, the college mission statements of the 1970’s and 1980’s introduced a commitment to serving residents of diverse backgrounds, ages, and income levels. Promised were varied campus and community programs and resources that would enable people to define their educational objectives and achieve success in meeting their goals. In addition, support services such as guidance and counseling, library, financial aid, and job placement were listed as vital to our college mission.

Charrette Process

The most rigorous and all-encompassing reexamination of the college’s mission statement took place in November 1993. Dr. Allen D. Arnold, in his first year as President of Mott Community College, organized a two-day workshop for college staff and community members and asked them to assess the then-current mission statement. Held at Flint’s Autoworld (torn down in 1997), the sessions attracted nearly 150 participants representing both public and private educational institutions, government and business leaders, the MCC Board of Trustees, and members of the community-at-large.

The participants were divided into small groups, and each group was given an individual topic to discuss and form into a mission statement or purpose with a focus on the needs of the community. A jury of five individuals representing community, staff, and student interests reacted while each statement was
critiqued and refined before the entire assembly. Finally, an editing team crafted the final product for the campus community.

On March 28, 1994, the Board of Trustees of Charles Stewart Mott Community College adopted a resolution, which states that the Board “approves the Mission Statement, and authorizes the President of the College to carry out the goals outlined in the Mission Statement.” Earlier, participants were invited to “celebrate” the success of the effort and were asked to sign the official document, which hangs near the President’s office at the College. Copies can also be located on the college website, in the college catalog, in several handbooks, and are given to new employees at orientation.

Mott Community College Mission Statement

The mission of Charles Stewart Mott Community College is to provide quality higher education for the people in Genesee and surrounding counties. Mott Community College reflects the cultural, ethnic, and gender diversity of the community, anticipating and responding to its varied needs and aspirations by providing learning opportunities for all who want to identify and develop their abilities and interests. Mott Community College will provide a sound general and liberal arts education and train a well-prepared workforce that can successfully compete in the global community. The college is a catalyst for sharing technologies and facilitating technology transfer by effectively using resources and building and sustaining community alliances. College faculty and staff are committed to equal access and opportunity for all students. The college’s strength lies in promoting excellence in teaching and eliminating barriers to learning.

To carry out its mission, Mott Community College will:

- Attract potential learners by reaching out to community groups and leaders so the college can work with them to determine the community’s educational needs and respond in a timely manner.

- Assess students’ needs upon admission and then throughout their stay at MCC so that the college can provide academic advising, counseling, and other essential services to ensure student success. The college will continue to change as students’ needs change.

- Create a smooth transition for students from high school to the community college and then to other educational institutions or the work place. The college’s programs will lead to advanced educational opportunities that
encourage students to broaden their vision of their life long goals and potential.

- Develop and implement innovative, culturally integrated approaches that build and strengthen multicultural diversity by welcoming and encouraging individuals regardless of race, ethnicity, gender, age, socio-economic status, sexual orientation or disability.

- Support and encourage formal and informal lifelong learning to satisfy the needs and goals of the population we serve.

- Maintain its campuses, state-of-the-art equipment, and other physical resources that support quality higher education. The college will provide the appropriate services, programs, and facilities to help students reach their maximum potential.

- Commit the necessary time and finances to provide educational, professional, and/or promotional opportunities for all college personnel in order to enhance their abilities and recognize their worth.

- Collaborate with business, labor and government to create and maintain a highly-trained work force to attract and sustain businesses that contribute to the community’s economic well-being and quality of life.

- Marshal community-wide human and financial resources through an appropriate balance of taxes, tuition, donations and government support—all of which will be managed with prudence and integrity.

Through academic, work-based and cultural programs, Mott Community College will build the community it serves by helping individuals achieve their academic and occupational goals.

**Mission Statement Analysis**

The NCA subcommittee analyzed the mission statement in two ways. Each sentence in the first paragraph was studied to determine how it complies with the NCA definition of mission. The NCA describes a mission statement as “broad, general statements of mission that are relatively brief.” For the purpose of this analysis, sentences from our mission statement were numbered and comments were recorded. The NCA defines “purposes” as “multiple and specific ends the institution intends to achieve.” Our mission statement
bulleted points (goals/objectives/purposes) were assigned letters to distinguish them from the numbered sentences. Following NCA Handbook suggestions (page 33), the committee examined the bulleted points for their connection to the mission statement and their measurability.

First Paragraph: Statement of Mission

1. The mission of Charles Stewart Mott Community College is to provide higher education for people in Genesee and surrounding counties.

Comment: “Surrounding counties” is probably now too limited because it does not include all distance learning students. State statutes indicate the primary purpose of a community college is to serve those within commuting distance, and they will always be MCC’s primary constituency, but distance learning offerings also reach some students out of our area, especially through the College in the Workplace programs. These courses and programs are no different from what is available locally, but they do provide challenges and opportunities for those outside our area who share similar curricular needs. Further, by adding distance learning students, MCC can offer courses that might otherwise not have sufficient local enrollment to make them viable.

2. Mott Community College reflects the cultural, ethnic, and gender diversity of the community, anticipating and responding to its varied needs and aspirations by providing learning opportunities for all who want to identify and develop their abilities and interests.

Comments: This sentence seems to be a description rather than a mission statement; with some rewording it could be made a goal/objective, or it could be part of the mission statement if “strives to” or “will provide” language is included.

3. Mott Community College will provide a sound general and liberal arts education and train a well-prepared work force that can successfully compete in the global community.

Comment: The verb “will provide” makes this sentence a mission statement.

4. The college is a catalyst for sharing technologies and facilitating technology transfer by effectively using resources and by building and sustaining community alliances.
Comments: This statement seems descriptive; words such as “strives to be” could be used to make it state a mission.

5. College faculty and staff are committed to equal access and opportunity for all students.

Comment: This needs clarification; it should be revised to clearly state the college’s commitment to providing service to all students, including those with disabilities, which was the statement’s original intent.

6. The college’s strength lies in promoting excellence in teaching and eliminates barriers to learning.

Comments: This is the strongest statement of MCC’s mission and could stand as an all encompassing statement of our mission under which everything else falls. The print should be bold, and it should occur earlier in the mission statement to show its high priority.

Goals/Objectives/Purposes

A. Attract potential learners by reaching out to community groups and leaders so the college can work with them to determine the community’s educational needs and respond in a timely manner.

1. Reference to sentences 1 and 4
2. Measurable through focus groups, community feedback, advisory committees, department heads, recruitment statistics.

B. Assess students’ needs upon admission and then throughout their stay at MCC so that the college can provide academic advising, counseling, and other essential services to ensure students success. The college will continue to change as students’ needs change.

1. Reference to sentences 1, 2 and 6
2. Measurable through assessment process, program assessment and curricular review and development.

C. Create a smooth transition for students from high school to the community college and then to other educational institutions or the workplace. The college’s programs will lead to advanced educational opportunities that encourage students to broaden their vision of their lifelong goals and potential.
1. Reference to sentences 2, 3 and 6
2. Measurable through demographics, transfer data, advanced educational opportunities, high school outreach, exit interviews.

D. Develop and implement innovative, culturally integrated approaches that build and strengthen multicultural diversity by welcoming and encouraging individuals regardless of race, ethnicity, gender, age, socio-economic status, sexual orientation, or disability.

1. Reference to sentences 2 and 5
2. Measurable through demographics, multicultural courses offering opportunity for growth, numbers of PELL grant students, ADA accessibility, budget for student activities.

E. Support and encourage formal and informal lifelong learning to satisfy the needs and goals of the population we serve.

1. Reference to sentences 1, 2 and 4
2. Measurable through Continuing Education schedule of classes, Gold Card Program, Alumni Organization involvement, non-candidate for degree status, College in the Workplace enrollment/graduates.

F. Maintain its campuses, state-of-the-art equipment, and other physical resources that support quality higher education. The college will provide the appropriate services, programs, and facilities to help students reach their maximum potential.

1. Reference to sentences 1 and 3
2. Measurable through library automation, computer labs, tutoring, new programs, planning new Regional Technology Center, vocational education reports.

G. Commit the necessary time and finances to provide educational, professional, and/or promotional opportunities for all college personnel in order to enhance their abilities and recognize their worth.

1. Reference to sentences 1, 5 and 6
2. Measurable through professional development funds, Committee for Excellence in Teaching and Learning (CETL) activities, faculty sabbaticals, speakers budget, conference support, faculty salary schedule with educational incentives.
H. Collaborate with business, labor, and government to create and maintain a highly-trained workforce to attract and sustain businesses that contribute to the community’s economic well being and quality of life.

1. Reference to sentences 3 and 4
2. Measurable through Continuing Education, apprenticeship program, employer surveys, licensure/advisory groups, QUEST Center.

I. Marshal community-wide human and financial resources through an appropriate balance of taxes, tuition, donations, and government support— all of which will be managed with prudence and integrity.

1. Reference to sentence 1
2. Measurable through bond issue elections, grants (National Science Foundation, Library Services and Technology Act, Title III, Pell), property taxes, MCC Foundation.

J. Through academic, work-based, and cultural programs, Mott Community College will build the community it serves by helping individuals achieve their academic and occupational goals.

1. Reference to sentences 1, 2, 3, 4, 5, and 6
2. Measurable through program review, granting of degrees and certificates, apprenticeship program, articulation agreements, maintaining transfer curricula.

Survey Analysis

The committee felt it was important to get answers to some basic questions regarding awareness and understanding of our mission statement. Selected areas of the college were polled with a four-question survey distributed both on paper and through electronic mail. Responses came from faculty, students, and staff, including secretarial, supervisory/managerial, exempt staff/administration, and professional/technical. (See Comprehensive Employee Summary, Student Summary, and individual group responses in the appendices.) The following is an analysis of the responses to the survey questions. Because of the nature of the questions, responses were subjective and needed to be “reduced” to observable similar/dissimilar reactions.
Question 1 – Where can a copy of the MCC Mission Statement be found?

Out of 112 employee responses, 89% knew where the mission statement could be found. Only 11% answered that they did not know.

Eighty-nine percent of employees knew where the mission statement could be found.

Of the 106 student responses, the majority (58%) did not know where to find a copy of the mission statement. The remaining number 42% knew that copies were available in various locations.
Question 2 – What does it say?

Employee responses varied according to the individual’s own perspective and responsibilities at the college. From a total of 116 responses, 54% recognized that the mission statement identifies MCC as an institution of higher education, speaks to educating the community, and states the college’s purpose for existence. While 11% summarized that it says “a lot,” 8% said that it focused on promoting teaching and learning. Others (13%) included comments such as: “removing barriers,” “professional development,” “everything,” “to attract potential learners,” and “we are the best.” A small number, 5%, pointed out that there was too much educational jargon used or not enough emphasis on the College’s commitment to developing ways to use technology. Only 9% admitted to not being at all familiar with the statement.

Only 9% of employees felt they were not at all familiar with mission statement.
Out of 106 responses, 65% of the students stated overwhelmingly that they did not know what the mission statement says. However, 27% stated that it described the purposes and goals of the institution. The remaining 8% gave various answers.
Question 3 – Do you agree?

Seventy-three percent of the 79 employees who answered this question said they agreed with the statement, and some commented “how can you disagree with a document that says it all?” “Don’t change a thing.” “It’s good that it’s all inclusive.” Others (19%), while agreeing with the essence of the statement, consider it too long, too wordy, not memorable, too all inclusive, redundant, not measurable, ignored, or just plain pompous. Only 8% disagreed or did not commit to an answer.

Out of 105 students, 49% did not answer the question, 47% declared agreement, while only 4% said they did not agree.
Question 4 – What would you add or change?

Of the 103 employees who answered this question, the greatest number (44%) suggested specific inclusions such as: strengthen the relationship [with] public schools to help benefit underprivileged youth; help students recognize their needs/goals that they might be unaware of when they enter college; put more emphasis on the quality/variety of the learning experience; expand [the statement] to include more than just the community; show more implementation; encourage a smooth transition for older students; encourage professional development; emphasize the need for available funds and resources; add more beliefs and values; help students; make it more personal/people friendly; help region improve economically; add bullet regarding bringing technology to the community; include information about our transfer degrees; and, that everyone should read and live by it. Nearly one-third (31%) specifically supported changes that included editing and shortening to make the statement more memorable. Several (19%) feel it is fine and wouldn’t change a thing. Six percent did not respond to the question.

Most of the above comments specifically address the words in our mission statement. Many are observations about what the College means to that individual and the person’s desire to have his/her portion of the College included. Some reactions appear to address points of omission, or what the statement does not say rather than what it does say.

From a total of 105 student responses, most (55%) did not give an answer, while one-third (34%) thought that it was fine and would not change anything. Again, specific comments from students (11%) addressed areas of personal
concern, such as requesting extended hours in student services areas, suggesting that the college place more emphasis on teaching and learning, and complementing existing services.

![Pie chart showing responses to survey]

**Conclusion**

In spite of some individuals who may have misinterpreted the task that was set for them, the responses to the survey were revealing. Many feel the statement is too long and all-inclusive, but many of the suggestions for change would incorporate additions to an already lengthy document.

It appears that the mission statement is also written more for the institution than for the students it is obligated to serve. It says what the college will "provide to and for" the students, but little about student learning, learning outcomes, and assessment of the abilities that students need in order to be successful in the world now and in the future. How will the institution ensure that students are able to perform in the workplace through demonstrated skills and critical thinking? Because the college is a student-centered, learning organization, the mission statement should reflect that commitment more clearly.

Another weakness is in its presentation. A more concise, general but inclusive, statement of mission should be separated from the specific goals/objectives/purposes. It is possible to work with the ideas in the statement we already have, but we need to reorganize and prioritize them. Additional points addressing the problem of appealing to the larger community, technological advancement, transfer programs, and other suggestions could be included in that revised list of goals/objectives/purposes. While not everyone will agree on the order of priority, an examination of how the statements are laid out could be beneficial.
The committee’s analysis of the mission statement and responses to the survey includes both positive and negative reactions. The statement itself is good. It reflects the philosophy of the College as well as sets the standards/goals that are needed to fulfill the philosophy. Measurability is included and mechanisms are in place to do the measuring. We do have a working document that reflects what Mott Community College stands for and, because of its comprehensiveness, it speaks to all areas and interests in the community.

**Strengths**

- It is an all encompassing document.
- It addresses many of the interests of diverse groups at the College.
- It addresses important issues pertaining to open admission for all students, including students with disabilities.
- It shows pride in the institution.
- It incorporates sound ideals.
- It is widely disseminated throughout the College.

**Weaknesses**

- It does not prioritize students as learners or emphasize teaching and learning first.
- It does not place importance on student outcomes/assessment.
- It sometimes loses its focus in bureaucratic terminology/educational jargon.
- It may be too long and cumbersome.
- It does not address issues of the global community including distance learning programs/offerings.
- It does not reflect an institutional commitment to the use of technology.

**No Opportunities or Threats Identified**