Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

The Mott Community College of 2000 is considerably different in many ways from the MCC of 1990, and there seems to be little question but that the MCC of 2010 will be even more different. The changes to be wrought by the coming decade will occur more rapidly and have greater impact on higher education than during any previous ten year span. Mott Community College is planning for the future and trying to identify the challenges and needs ahead, but the College also is avoiding the adoption of a rigid agenda. To do so would eliminate the flexibility so essential to making the types of changes necessary to meet unexpected or unforeseen needs.

The main goal is to anticipate, to recognize, and to be fully prepared to address needs as they arise in order to ensure that the College will not only continue to serve its students and community but will also enhance its effectiveness in doing so. MCC is a strong, stable institution in the throes of change; change will undoubtedly continue, and the College will be made stronger by how well it adapts. The previous sections of this self-study report have focused largely on analyzing and evaluating how effectively the College fulfills its mission, identifying strengths, weaknesses, opportunities, and threats. Also included in much of the report has been information on how the College is facing challenges and its means of dealing with current and future requirements and responsibilities. This chapter draws on all that has come before it, and so it is a review, but it is also a projection of where MCC is going and how it is planning to get there.

Institutional Stability

As community colleges go, Mott Community College is a venerable institution, having been created over 76 years ago. As Chapter Two on institutional change points out, the College has evolved and grown tremendously over the decades. Without embracing change, the College would have become stagnant and could have disappeared long ago. In the midst of major change now, MCC has a solid base. Enrollment in 1998 in terms of contact hours is essentially the same as it was in 1988, but the building of the RTC and major curricular changes that are in the offing point toward probable enrollment growth. Further, as the Fall 1998 Student Survey demonstrated, the vast majority of students are well satisfied with the education they are receiving at MCC and would recommend MCC to others.
The College is experiencing a presidential change, but two strong vice presidents remain, as does the rest of the administration. The Board had its first election ever with incumbents running unopposed, thus assuring Board consistency and reflecting community satisfaction with how the College is being run. External relationships have been improved considerably since 1990, and although there has never been a rift between the College and the community, the bonds that exist now appear to be the strongest in the College’s history. The faculty is experienced and committed to the school. The fiscal base for the College’s operations is sound, as evidenced in Chapter Five, and although there is probably no college anywhere that doesn’t feel the need for more revenue, MCC’s financial resources are certainly adequate to permit the College to continue to fulfill its mission. Collective bargaining agreements are settled in a timely fashion, and as the Fall 1998 survey reflected, employees rate the College as a good place to work.

**Significant Planning Events Since the 1990 NCA Visit**

The first major planning initiative since the last NCA site visit was the Mission Charrette held in 1993 (discussed at length in Chapter 4) wherein representatives of the College, industry, other educational institutions, and the community at large came together to forge a consensus on the purposes and goals of Mott Community College. That mission statement has driven the College’s decision making and priority setting ever since.

The Alfred/Carter Strategic Planning Process began in October of 1994 under the direction of Richard Alfred (University of Michigan) and Patricia Carter (Community College Consortium). A task force steering committee comprised of faculty, staff, and administrators provided direction and support for a number of multidisciplinary work teams that were assigned to scrutinize various areas of the college. The process was extensive in scope, inviting input from all personnel throughout the college, credit and non-credit students, high school students, high school teachers and guidance counselors, and regional employers. The Alfred/Carter Strategic Planning Process was unquestionably the most extensive planning effort ever carried out by MCC. *The Pathway to the Future: Comprehensive Educational Plan 1995-2005* (This report is available in the Resource Room) was delivered to the college in late 1995, complete with 55 recommendations intended to direct MCC’s efforts to address the community’s educational needs. The Strategic Planning Task Force continued to meet into 1996 to establish priorities and implementation plans for the recommendations. Since then, most of the 55 recommendations have been implemented or are in the process of implementation, and Alfred/Carter remains a guiding force for College planning.
Several of the 55 recommendations dealt with the College’s handling of student services, particularly intake and registration but also numerous other issues related to enrollment management and student support. The College retained the services of consultants Nicholas D. Gennett and Melvin L. Gay of Central Piedmont Community College, Charlotte, North Carolina. Drs. Gennett and Gay determined that MCC student services were often “disjointed, disconnected and reported to be confusing and frustrating to students and the external community.” It was clear that MCC lacked consistent and user-friendly processes for maintaining an integrated, welcoming system for incoming students. The Gennett and Gay Report is available in the Resource Room.

Massive changes took place, and others are being weighed in an ongoing effort to serve students more effectively. Almost all student services – registration, advising, counseling, the cashier’s office, admissions, and various other activities – were centralized in one location, the Prahl College Center, and the administration of these services was reorganized and centralized. The PER-SIST (Planning to Enhance Retention and Success in Students) committee continues to meet regularly, study data, and make changes to improve student services and retention.

The Mott 2005 initiative was launched in the fall of 1997 at a regularly scheduled board meeting. Participation was solicited College-wide, with members from the College’s community being invited to take an active role in shaping the direction of the College through brainstorming and roundtable discussions. From this gathering, separate workgroup assignments were made. The work plan for this initiative evolved around three themes: priorities, processes, and preparation. From this time forward, the College Board of Trustees agreed to set aside time at its regularly scheduled meetings to explore current and future educational issues and at the same time brainstorm community economic development opportunities and their implications for the college and its programs and services. Extensive scanning takes place regularly, and the chairs of the various 2005 roundtables report back at subsequent Board meetings. The Mott 2005 Resource Book can be found in the Resource Room.

Providing a Basis for Decision Making

Brainstorming, as in the 2005 Initiative, and formulating a vision of the future are important, but it is equally important to develop a solid foundation of reliable data and be able to analyze that data analyzed effectively. It was critically important to develop the strategic planning practices and address the recommendations that were made. However, it also became apparent that
institutional research was not as effective as it needed to be. During the mid-90s, the College’s data gathering was somewhat piecemeal beyond that which was required for reports to the State of Michigan, but that situation has changed. In 1998 an Executive Director of Institutional Research position was re-established and filled. The director immediately began reorganizing the College’s data gathering and reporting methods. Key research people from Academic Affairs and Information Systems were reassigned, along with the relocation of the person responsible for reporting material related to the Perkins Funds. Further, a new group, the Data Collectors Network was established, and it has taken a leadership role not only in gathering information but also in analyzing and disseminating it and assisting others in determining their data needs.

Institutional Research (IR) coordinates and documents a massive amount of data related to institutional life and educational effectiveness. The College’s greatly enhanced computing capabilities and the staff’s ready access to networked PCs and the Lotus Notes Network help facilitate the communication of important information as well as gather it. As evidence of this, there are numerous databases on Lotus Notes regarding many aspects of the College’s operation. Further, IR is already addressing issues and data that will be pertinent to performance based funding, soon to be a reality in Michigan. MCC is being pro-active in recognizing and preparing for these requirements. (The ten performance indicators mandated by the state are listed in Chapter 5.)

Academic and Instructional Planning

MCC uses several traditional methods to validate its educational programs and their content. Indicators such as numbers of transfer students, program-level accreditations, graduates who successfully pass certification examinations, advisory committees’ and boards’ reviews and recommendations, course embedded assessments, graduate employment statistics, and assessment of student learning all yield data relating to programmatic and student success. However, MCC, like all community colleges, is faced with a growing need to design, update, and assess academic programs to meet the emerging demands of higher education and the workplace.
Program Review

During the 1996/97 academic year, the College instituted an academic program/discipline review process to analyze program performance, student enrollment, retention rates, program strengths and weaknesses, and planning concerns related to emerging needs, potential curriculum revisions, upcoming equipment purchases, etc. For the first three years, this annual review process addressed all certificate programs, Associate Degree programs, and academic disciplines at the institution. Beginning in 1999/2000, all programs/disciplines will be reviewed once every three years with one-third of the areas being done annually. Data collected will allow all parties to review the growth or decline in related course enrollments, retention rate improvement or decline, successful completion rates, demographics and diversity issues relating to gender and ethnicity, and contact hour generation on a yearly basis to establish benchmarks and trends. The major reason for the review process is to generate action plans throughout to improve educational effectiveness and success.

This review is intended to drive several processes that support student success. First and foremost, considerations related to needs assessments, curriculum development, numbers of faculty, equipment acquisition, and programmatic space requirements are highlighted and addressed in the budgetary process. Advisory committees for occupational/technical programs are surveyed to determine curricular content, and retention statistics provide input related to student services that might be needed. Graduation rates and placement statistics provide direction for marketing strategies and potential employment sites. Student surveys identify the level of student satisfaction in a number of functional areas within the college, particularly course content, support services, career planning, and instructor knowledge and preparation. In addition, the program review process identifies those programs with ongoing challenges and results in a reflective review to determine the causes of those challenges. The root causes might be influenced by changing demands in the workplace or higher education environment, insufficient advisory committee support, students who require excessive amounts of remediation, lack of marketing, or that a program is no longer viable.

In addition to the internal College program/discipline review process, occupational programs continue to undergo an additional program review process (PROE) required by the Perkins legislation.
Curriculum Design and Development

In today’s rapidly changing environment, institutions are constantly reacting to and anticipating necessary changes in programs, equipment, and delivery strategies. MCC is located in a community undergoing massive restructuring as General Motors closes production facilities, health care providers consolidate services, educational institutions face large numbers of retirements, and neighboring communities look to Genesee county residents to fill high-tech jobs. The demand to provide high quality transfer programs, two-year occupational programs, certificate programs, and workforce development credentials requires MCC to be able to quickly determine appropriate competencies, develop educational programs, and assess both programmatic effectiveness and student learning. The following examples demonstrate some of the projects and tools adopted to allow us to respond to community needs.

- In 1998, the College purchased a site license for the Wisconsin Instructional Design System (WIDS) and hired an instructional designer to support the faculty in developing new courses and programs. Significant levels of curriculum development are ongoing as MCC strengthens its on-campus programs and Distance Learning offerings using the WIDS framework of competency-based, assessed curricula. Approximately 42 faculty and staff have received WIDS training, and four have completed the train-the-trainer program. Additional seminars and professional development opportunities are planned.

- MCC has worked closely with Sinclair Community College in Dayton, Ohio to develop the Regional Technology Center (RTC). Sinclair received a NSF grant and “Center of Excellence” designation in advanced integrated manufacturing in 1995. Existing MCC technology programs are being revised to model the curriculum architecture developed at Sinclair’s AIM (Advanced Integrated Manufacturing) Center. Several faculty and staff have visited Sinclair, participated in curriculum development workshops, and attended special train-the-trainer workshops. Mott received a NSF/Phi Theta Kappa grant in 1997-8 that provided an extensive mentoring relationship with Sinclair and led to the development of an action plan designed to move the RTC project forward. Sinclair held their biannual NSF visiting team meeting in Flint in February 1998 to highlight the partnership between the two colleges.

- As part of the RTC project, MCC is developing two new programs based upon the changing needs of both higher education and business/industry. The Manufacturing Technology program will address the need for multifaceted manufacturing specialists. Flint has endured a reduction in large
scale General Motors manufacturing jobs that once stood at nearly 80,000 jobs in 1978 to only 25,000 to 30,000 today, with forecasts of further downsizing. This new program addresses the skills required by 21st Century agile manufacturers. The Manufacturing Simulation Technology program adds computer-based simulation to a strong core of fundamental manufacturing skills. MCC’s developing simulation program responds to the emerging demands of business, industry, and government for simulation technicians and will receive “project” support from the National Science Foundation.

- MCC recently enhanced the Culinary Arts program and relocated it in the Prahl College Center. A large refurbishing project completely re-designed an existing college cafeteria and transformed it into the Applewood Café featuring murals of Mr. and Mrs. Mott’s estate. The Culinary Arts program serves not only the college community by providing a working laboratory for students, but the community as a whole by providing open access during the lunch hour and by providing food service to numerous community events.

- In 1997, the College created a new division, Information Technology (IT), to address the growing demands of the computer field. This division currently offers three Associate Degree programs and has other programs under consideration. Programs in Computer Information Systems prepare students for entry into the computer programming field, and the Computer Occupations Technology program allows students to combine IT courses with another academic specialties such as marketing, business, or health services. The Computer Networking Technology program was recently approved and addresses the design and maintenance of high-end computer networks.

- Microsoft certification programs were introduced in 1997 through the Business and Industry arm of Continuing Education. These programs provide a Microsoft certification in several areas such as systems administration, network services, and database management.

- A project begun by the Health Sciences Division takes health education into the community. Working in conjunction with local school, community, and faith based health organizations, MCC nursing instructors and students work with community members to help them adopt and implement good health habits. Additional health related curriculum projects are being considered.
• Discussions are underway with Saginaw Valley State University to develop a pre-education program for students pursuing a career in teaching. The development of this proposal includes the identification of a certificate program or other beginning level education credential. Plans include offering an SVSU Baccalaureate Degree in education on MCC’s campus through the existing University Center.

Several mechanisms are in place to accommodate these curricular updates. The College Professional Study Committee (CPSC) provides a seminar designation to quickly initiate and test new courses/modules. A new course can be proposed by any faculty member, and with the approval of his or her division, that course can be offered on a trial basis twice before going through the formal curricular approval processes, thus allowing for revision and refining as well as allowing for immediate offering. Curriculum design tools and expertise are now available to faculty, and studies are underway to determine viable compensation strategies for faculty re-assigned to develop new curriculum.

There is, however, some resistance to change, and occasionally faculty do not see the need to revise curriculum, deal with assessment issues, or do things any differently than they have for the past ten or fifteen years. Some also question the college’s ability to support financially the equipment and personnel associated with the innovative programs under review. Some skepticism is to be expected, but on the whole, there is widespread support for innovation and for the RTC.

**Academic Organization and Leadership**

The past ten years have been marked by frequent changes in the administrative organization at MCC. Mott has had six different VP’s of Academic Affairs during the 1990’s and is now beginning a search for a new President. This constant turnover in academic leadership may have somewhat impeded continuity in academic direction and in the CPSC curriculum development process, although the faculty co-chair has held that position for over 11 years. In addition, there have been numerous reorganizations and name changes for academic divisions and schools and various organizational and reporting hierarchies. The Dean of Liberal Arts and Sciences and the Dean of Career and Occupational Education positions were eliminated in 1998 and the Associate Deans given additional responsibilities. After operating for several months as interim VP of Academic Affairs, the Dean of Educational Systems, was given the permanent position, and he has more than 30 years of service at the College.

While the College recently learned that its President since 1992 is leaving the institution, we have a strong vice presidents and a unified Board of Trustees to
lead the College until a new president can be identified. The new president is expected to be in position in early 2000.

An additional element in Mott’s plan to address ongoing curricular updates includes a Dean of Curriculum position. This new position identifies a person whose primary responsibility is ongoing curricular leadership. The Dean of Curriculum will also support curriculum research and development, assessment, course scheduling, and budget. Programs with ongoing concerns will have an advocate to support additional learning resources, professional development, etc. needed to satisfy program expectations.

Assessment of Student Learning

Mott Community College is committed to the assessment of student learning and will continue to enhance its assessment efforts. Several significant changes in recent years document the College’s commitment. In January 1997, a full-time faculty member was appointed as assessment coordinator and chair of the Committee on Assessment of Student Learning (CASL). In Winter, 1998, an Executive Director of Institutional Research was hired, and the IR Office was re-established. In July 1997, a psychometrist was hired to run the assessment center and to help with the analysis and interpretation of entry level assessment data. And most recently, starting in June 1998, a new committee, called the MCC Data Collectors Network, was formed. The purpose of this new committee is to ensure the use and dissemination of all data collected on campus. This committee was started by the Vice President for Academic Affairs, the Assessment Coordinator, and the Director of IR. These recent changes place MCC in a good position to continue and to strengthen its commitment to measuring and improving student learning.

In Winter, 1999, the MCC Assessment Plan was revised and rewritten. This will be done on a three year cycle. CASL meets monthly to continuously monitor and improve assessment activities on campus. CASL has the following goals: to better inform faculty about assessment techniques, to increase the number of faculty participating in assessment, and to continually increase the number of ways assessment results are used to improve student learning at MCC. In pursuing these goals, CASL will join with CETL to hold the first annual MCC Assessment Expo in November, 1999 and plans to review the ETS assessment tool, Tasks in Critical Thinking, for possible adoption in Winter, 2000.

Assessment at MCC will continue to be molded and shaped as needed to enable the College to best meet the learning needs of its students.
Distance Learning

MCC has an extensive distance learning program that dates back to the early 1980’s. Today’s program includes telecourse production and delivery, interactive television classroom delivery, a College in the Workplace program that covers several states, and on-line courses. Since 1992, MCC has had NCA approval to offer degree programs via telecourses. One of the purposes of this self-study is to apply for approval by NCA for the offering of Associate Degree programs via other distance learning modalities. MCC’s involvement with distance learning has been cautious and methodical. Development of curricular materials and offerings has been parallel with the implementation of student services for distance learning students. Steady, gradual growth has occurred because the College has proceeded responsibly. MCC recently implemented an innovative and nationally recognized “Intellectual Property Rights” agreement that lays the groundwork for future growth in the distance delivery arena. This collaboratively-bargained agreement deals with issues of ownership, reproducibility, and consulting related to course development, teaching/learning privileges, costs, and related issues. A copy of the “Intellectual Property Rights” agreement is in the Resource Room. By offering courses and programs via distance learning, MCC is able to offer a greater variety than would have been viable were enrollment limited to on-campus students, thus benefiting both local as well as out of district students. Indeed, the vast majority of students enrolled in distance learning live in MCC’s region.

The Educational Systems Department supports faculty in the development of courses designed for distance delivery and also sponsors workshops on assessment, competency-based design, WIDS, courseware development, computer use, and various other instructional topics. The following five committees all support distance learning initiatives and ensure the appropriateness of distance education curricula.

Distance Learning Advisory Subcommittee

First, the Distance Learning Advisory Subcommittee (DLAS) provides oversight regarding distance learning at Mott Community College. This committee, composed of faculty and academic administrators, has been meeting since the inception of distance learning at Mott in 1981. The committee’s charges include reviewing course formats, approving new courses, fostering improvement in the quality of programs, and generally guiding the College’s distance learning efforts. The DLAS has been instrumental in the implementation of professional development in distance learning for faculty, quality improvement in the program (Standards and Practices document), and assessment of distance learning courses and programs by faculty and students. The DLAS plays an
instrumental role in the Intellectual Property Rights process in “certifying” faculty to teach distance learning courses and arbitrating disagreements over various intellectual property rights. Any courses or programs offered through distance learning have gone through the CPSC approval process and have the same academic rigor as those offered on campus or at extension sites. The DLAS is a standing subcommittee of the CPSC.

Academic Computing Subcommittee

Second, the Academic Computing Subcommittee was originally formed in February 1995 as an ad hoc subcommittee of CPSC, but it is now a standing committee. The committee meets once a month to review academic computing services and makes recommendations regarding specific services. This committee is composed of faculty, administration, and staff members who discuss upcoming changes, hardware/software problems and/or installations, and physical room changes, as well as addressing distance learning issues.

Courseware Development Committee

Third, the Courseware Development Committee meets to oversee and discuss the on-going development of new distance learning courses. Committee members are able to monitor progress of courses currently under development, coordinate the activities of production staff, and review curriculum to ensure that competencies and assessment criteria are being considered. This committee functions within the Educational Systems Department.

Manufacturers’ Courseware Development Committee

Fourth, the Manufacturers’ Courseware Development Committee (MCDC) first met in January 1995 and consists of a group of representatives from the manufacturing community and MCC faculty and staff. The group began with the collaborative development and textbook selection for a drafting course in blueprint reading. Since then, the committee has collaboratively reviewed several courses such as Introduction to Quality Assurance (QUALITY 101), Technical Writing (ENGLISH 105), and Technical Mathematics (PHYSICAL SCIENCE AND MATH 120). The group meets regularly on a bimonthly or quarterly basis depending upon need. The committee meets to determine course content and textbook selection for new distance learning courses. Generally, the members of the committee are the Dean of Educational Systems, the Manager of Instructional Development and Television Services, the College in the Workplace Coordinator, faculty presenting new courseware, and representatives from several area manufacturing companies such as General Motors, Ford Motor Company, Detroit Diesel Corporation, and
Professional Development Committee

Fifth, in 1997 a committee was established to evaluate current and future instructional technology and distance learning needs. Their work continues, and each semester they prepare and deliver a number of professional development activities for faculty. Workshop titles include such topics as Digital Imaging, PowerPoint Presentations, Lotus Notes, Designing Your Personal Web Page, Planning Conference Presentations, Syllabus Preparation, and Innovative Uses of the Web to Enhance Learning. Teleconferences such as “Copyright Laws for Educators” and “Privatization of Higher Education” are also planned through this committee.

Recent one or two day events include:
- Interactive Television Faculty Development Workshop taught by Drs. Howard Major and Nancy Levenburg
- Annual Distance Learning Awards Reception
- VITAL (Virtual Interactive Teaching and Learning over the Internet): Creating Web Pages for Courseware taught by MSU staff
- WIDS (Wisconsin Instructional Design System) taught by University of Wisconsin staff
- Practical Assessment Tools for Distance Learning taught by Dr. Howard Major
- Telecourse Production Workshop
- Telecourse Teaching Forum

In addition, a DACUM (Develop a Curriculum) was held at MCC to develop a distance learning courseware and delivery model and was attended by distance learning faculty and staff in 1997. The DACUM allowed faculty and staff to develop a plan for monitoring all aspects of distance delivery of courseware. Core distance learning competencies were established that included interactive television teaching, telecourse teaching, online and multimedia course competencies, and telecourse production competencies. The DACUM provided an organizational plan by which faculty and staff could measure all future activities.

This committee, like Academic Computing, deals with issues beyond just distance learning, and the committee works in cooperation with the Educational Systems Department.
Professional Development

Mott Community College is committed to professional development as an ongoing function of the College, ensuring that those responsible for fulfilling the College’s mission possess requisite up-to-date skills and knowledge. Five sabbaticals per year are available for faculty having at least seven years of service at MCC. Each division has a travel budget to support faculty travel to conferences and professional meetings. A permanent fund provides reimbursement for faculty and staff to upgrade their skills, and the Committee for Excellence in Teaching and Learning (CETL) sponsors professional development activities throughout the year. Ongoing professional development, especially in occupational areas that utilize advanced technology, will be a constant requirement for faculty in meeting learner needs.

CETL has been active since 1991-92 and is a cross-disciplinary committee committed to supporting excellence in teaching and learning. CETL operates under the direction of the Vice President for Academic Affairs and is composed of rotating co-chairs who work with a committee of faculty, staff and administrators to plan and deliver workshops, seminars, retreats, and other professional development activities. Social events are also offered from time to time and are designed to improve collegiality. During the past years, activities have centered on becoming a “learner-centered” institution. CETL’s position and value within the institution is well recognized and accepted. CETL actively campaigns for additional professional development opportunities both on and off-campus and uses both national and in-house experts.

CETL maintains an educational focus and does not subscribe to a particular educational theory or process. Its strengths come from being “faculty-driven” and having campus-wide participation to address the needs of the entire college community.

Professional development opportunities are by no means limited to faculty. MCC provides tuition reimbursement programs for many employee groups, and almost all employees can take MCC credit and non-credit courses free of tuition and fees.

Facility Planning

The college uses three mechanisms to oversee facilities planning. Long range planning addresses major campus additions and/or renovations that relate to instructional programs and courses intended to meet existing and emerging educational needs and projected enrollment needs. Shorter-term capital replacement planning generally addresses projects on a five to seven year
rotation and is developed around bond issue funding approved by area voters. The final mechanism is the daily operational system that responds to smaller scheduled activities as well as unanticipated requests due to mechanical failure, equipment breakdowns, and fluctuations in operating costs, etc.

Long Range Planning

The Campus Master Plan (CMP) provides direction for the College’s long-range initiatives. It is designed with a fifteen to twenty year scope and is developed with input from a variety of college personnel including faculty, administration, and staff. The current Master Plan was revised in 1997 prior to submitting a major bond issue request to voters. The long-range issues identified in the CMP have significant planning and funding cycles and generally require the financial support of the community and state or local government. The current CMP addresses the following seven areas: Regional Technology Center (RTC), Wellness/Fitness Center, Learning Commons, Prahl Center, two-way interactive classroom projects, Kearsley Park Development, and campus signage. These seven topics represent pressing issues with college-wide implications relative to mission and issues related to safety, regulatory compliance, and community needs.

In May 1998, the college successfully passed a $35.9 million bond proposal that focuses principally on increasing MCC’s technological capacity and developing an RTC to service the manufacturing, design, and information technology needs of the region. The RTC is the first new academic building on campus in nearly thirty years. This facility will co-locate most of the Technology Division programs, enhance and expand Information Technology offerings, support the implementation of new academic programs in Manufacturing, Manufacturing Simulation, Communications Technology, and Computer Networking Technology, as well as expand workforce development offerings. In December, 1998, the State of Michigan approved the expenditure of approximately $17 million to fund one half of this 177,000 square foot facility. The RTC project features a three part collaboration between Genesys Regional Medical System, the Mott Foundation, and Mott Community College that includes a major property transfer, infrastructure enhancements, program location, and building construction. The RTC is being constructed on newly acquired property located adjacent to the current campus and will include the new building and a parking structure.

Capital Outlay Process

The Capital Outlay Process guides the expenditure of bond sale dollars authorized by MCC’s bond issue campaigns. Total dollars available for this process
depend on current interest rates and the total amount the college can cover with its voter-approved debt retirement millage of 0.5 mills. Capital Outlay projects include major renovations to campus buildings, ramps and classrooms; replacement or updating of administrative systems; instructional equipment purchases, etc. Total funding allowances are revisited each academic year based upon revenues generated through bond sales. Once the available dollars have been identified, a review process is implemented to prioritize previously identified projects.

Capital outlay dollars are divided into discretionary or non-discretionary funds. Discretionary funds are allocated to the President and each of the three vice presidents. Discretionary funds are dollars that each “cost center manager” may dedicate to projects within his/her domain without the approval of the other managers. Discretionary funds represent a smaller portion of the overall amount (generally 25% or less). Non-discretionary funds constitute the majority of the capital outlay dollars (generally 75% or more). These funds are used to address additional projects and are disbursed after joint approval by the cost center managers. The capital outlay process allows all members of the College (faculty, staff and administration) to provide input in identifying projects and testifying to their importance but not setting the priorities or determining final spending decisions.

**Daily Operational System**

The daily operational system is developed on a yearly basis as part of the college budgetary planning cycle. Known activities and minor equipment replacements, repairs, and routine maintenance are identified by academic departments and other cost center managers and are built into budget requests early in the calendar year. Within the academic arena, curriculum development and assessment study requests are to be identified during the program/discipline review and considered in the budget development process. Other items may include the cost of daily operational supplies, expendable tooling, and laboratory supplies that each area routinely requires for day-to-day operation. Each cost center manager develops and submits budget requests, complete with contingency plans, for consideration.

To support extraordinary unexpected expenses, the Vice Presidents of Academic Affairs and Administration develop their over-arching budget plans with contingency funds to address those items not covered at the department or cost center levels.
Conclusion

Mott Community College is truly encountering a time of opportunity as the community, its economy, technology, and educational needs are changing. Community confidence in the College appears high, and the institution is viewed as a leader. The need for highly skilled workers is increasing rapidly, and the high tech industries of the greater Detroit area and Ann Arbor are steadily moving northward toward Genesee County, and more and more workers who live in the Genesee County area are commuting to secure high tech jobs. The Five County Economic Summit on Workforce Development, held on campus in April 1999, was deemed a great success as government and industry leaders from the region met and explored the challenges and needs of the coming decades. A White House national town meeting on mental health was held June 7, 1999 with only three uplinks nationwide. One was in Atlanta, one in Portland, and the third in Flint on MCC’s campus.

The Alfred/Carter Strategic Planning process is now in place and functioning. Fiscal planning has been, is, and will continue to be sound and prudent. Targeted or focused planning has worked very well at MCC. Extensive attention has been given to careful planning in distance learning and with the development of the RTC, and that planning has proven very successful. The College carries on extensive environmental scanning as it attempts to anticipate and meet future needs.

Wayne Gretsky, the greatest offensive player in the history of hockey, was once asked by an interviewer how he was able to be so productive. The interviewer pointed out that Gretsky was not the biggest, nor the fastest, nor the strongest player in the game. How then could he score so much? Gretsky’s reply was that he knew where the puck was going to go, and he went there. Mott Community College hopes it knows where opportunities and challenges will be and will continue to anticipate them and be ready to deal with them effectively as they occur.

Strengths

- Mott 2005 provides for environmental scanning so the Board and the College can detect and respond to changes in the community while being flexible and allowing for enhancements to planning to take place regularly.

- The Alfred/Carter Strategic Planning Process has proven workable and effective as a tool for continuous improvement.
• Focused planning for the RTC and distance learning has been successful.
• Professional development is intrinsic to MCC’s operation and supports the College’s commitment to meeting its mission.
• Academic planning allows for both careful analysis and quick response to changing needs.
• MCC is committed fully to assessment and appropriate data gathering and analysis.
• MCC is a stable institution that accepts the necessity of change and is identifying and meeting challenges.

Weaknesses

• There was a period, during the middle part of the 1990s, when the College did not do extensive data gathering and analysis, and that resulted in a gap in the school’s ability to assess its effectiveness.

Opportunities

• The service area is changing rapidly and radically, offering the College extensive opportunities for leadership and educational innovation and service.

• Expansion and diversification opportunities related to curricula, delivery of instruction, and use of technology are very extensive throughout the College and especially with the RTC.

• Partnerships with business, industry, and labor can be increased significantly to better serve the changing needs of the community.

Threats

• The College has not had an increase in property taxes since it became a county-wide institution 31 years ago. An increase is imperative in order to equip and operate the RTC fully as well as maintain and increase offerings and services College-wide.