



MONROE COUNTY
COMMUNITY COLLEGE

enriching lives

2020 – 2025 Strategic Plan

GOALS, OBJECTIVES, TACTICS AND TIMELINES

*Goals and objectives adopted by the Board of Trustees on Feb. 24, 2020;
plan extension from 3 to 5 years adopted by the Board on Nov. 23, 2020.*

Tactics/timelines established Nov. 23, 2020; updated Jan. 28, 2021

Tactics/timelines updated and the addition of Objective 3.5 adopted by the Board on May, 24, 2021.

www.monroeccc.edu/strategic-plan

MISSION

Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences.

VISION

Monroe County Community College will be recognized for our student-focused service, academic excellence, affordability, innovation, community responsiveness and student success.

CORE VALUES

These core values form our attitudes and guide our behavior:

Student-focus

Excellence

Accessibility

Affordability

Diversity and Inclusion

Respect

Stewardship

Outreach and Engagement

Relevance

GOAL 1

Student Access and Success

OBJECTIVE 1.1

Improve Academic Advising

1.1a Implement a 30-hour degree audit communication system for current students.

- **Tactic 1.1a** Implement a 30-hour degree audit communication system for current students by the end of Winter 2021.

1.1b Create a task force to analyze the current advising process and make recommendations for improvement.

- **Tactic 1.1b** Create a task force to analyze the current advising process and make recommendations for improvement by Winter 2021.

OBJECTIVE 1.2

Student-driven Scheduling

1.2a Conduct class schedule efficiency reporting to determine the best class scheduling times by division, program, etc.

- **Tactic 1.2a** Conduct class schedule efficiency reporting to determine the best class scheduling times by division, program, etc. each semester beginning in Fall 2021.

1.2b Expand class delivery options by promoting the blended class modality to current faculty.

- **Tactic 1.2b** Expand class delivery options by promoting the blended class modality to current faculty by: 1. Collecting baseline data and then comparison, 2. Promoting definitions of the blended modality internally and externally each semester beginning in Fall 2021.

1.2c Develop a new class option entitled “student choice” defined as: Students can choose to complete a course completely online or choose to attend scheduled meetings with the instructor.

- **Tactic 1.2c** Develop a new class option entitled “student choice (see definition)” by 1. Collecting baseline satisfaction data and comparison, 2. Promoting the definitions of the “student choice” modality internally and externally each semester beginning in Fall 2021.

1.2d Create a task force to explore offering more “late start” courses that start after the normal add period of the semester.

- **Tactic 1.2d** Create a task force to explore offering more “late start” courses that start after the normal add period of the semester by Winter 2021.

1.2e Develop structured online program pathways.

- **Tactic 1.2e** Develop structured online program pathways and create an institutional definition of an online program by Fall 2021.

OBJECTIVE 1.3

Improve Academic and Non-academic Support Services

1.3a Explore offering mental health crisis counseling services.

- **Tactic 1.3a** *Develop a task force to support and assist with college-wide and community assessment of mental health services and its implementation with on-going input by the beginning of Winter 2021.*

1.3b Streamline and expand academic boot camp offerings including the development of a reading and writing boot camp.

- **Tactic 1.3b** *Create a Boot Camp Task Force by Fall 2020 to evaluate current offerings and to identify and develop future boot camps based on student needs and opportunities, such as reading and writing by Fall 2021.*

1.3c Make Brightspace shells available for all MCCC courses instead of current request-only process and strongly encourage the use of Brightspace for all courses.

- **Tactic 1.3c1** *Develop and implement required orientation and schedule for Brightspace training for all faculty and adjuncts by the end of Winter 2021.*
- **Tactic 1.3c2** *Develop standardized, minimum elements (as defined by the Office of E-Learning) to be included in Brightspace by Fall 2021.*

GOAL 2

Relevant and Innovative Education

OBJECTIVE 2.1

Relevant Programming

2.1a Conduct a comprehensive needs assessment of current and potential programming to establish employer, industry, and student preferences in planning future strategic instructional endeavors.

- **Tactic 2.1a1** *Conduct a comprehensive assessment of regional, industrial, and business partner needs by using existing primary and secondary source and labor market data to determine alignment and gaps in MCCC programming by Fall 2021.*

- **Tactic 2.1a2** *Create and conduct a student survey about programming preferences driven by divisions and faculty by Fall 2021.*

2.1b Put forward a data-supported recommendation for programming that reflects industry and student preferences/needs.

- **Tactic 2.1b** *Based on assessment analysis, identify relevant programming that is in line with industry, employer, and student preferences, including recommendations for new programming not currently offered by MCCC and programs that should be deactivated based on this analysis by Winter 2022.*

OBJECTIVE 2.2

Experiential Learning

2.2a Formalize an “experiential learning coordinator” position aimed at creating, organizing, and managing experiential learning opportunities.

- **Tactic 2.2a** Hire or designate through structural reorganization of duties an experiential learning program coordinator by Fall 2021.

2.2b Increase the number of experiential learning opportunities for students that meet employer, industry, and student needs and expectations.

- **2.2b1** Conduct a comprehensive needs assessment of experiential learning to establish employer, industry, transfer-partner institution, and student needs for planning future strategic instructional endeavors by Fall 2021.
- **2.2b2** Expand on, and develop new experiential learning programming including but not limited to internships, apprenticeships, clinicals, practicums, field placement experiences and Study Abroad. This shall include virtual, time-based, hybrid, or competency-based programs by the end of Fall 2022.

OBJECTIVE 2.3

Collaboration and Civility

2.3a Develop a Campus Collaboration Committee charged with organizing a regular calendar of events/activities aimed at promoting employee collaboration and cohesiveness.

- **Tactic 2.3a1** Develop a Campus Collaboration Committee to organize and schedule events/activities each semester beginning in Fall 2020.
- **Tactic 2.3a2** The new Employee Engagement Committee will plan events to improve collaboration and civility among employees each semester beginning in Winter 2021.

2.3b Explore the use of a consultant to conduct a civility/incivility assessment and provide recommendations based on the findings.

- **Tactic 2.3b1** Explore a consultant to assess climate by the end of Winter 2021.

2.3c Complete a comprehensive review and revision of applicable college policies that guide employee interactions and behavior.

- **2.3c1** Review college policies that specifically guide employee behavior regarding civility and write a new policy regarding employee conduct and civility by the end of Fall 2020.
- **2.3c2** Complete a comprehensive review of college policies that guide employee interactions and update relevant policies to reflect ethics, expected conduct, and harassment, etc. by the end of Fall 2021.

2.3d Engage campus in civility and team-building training.

- **2.3d** Engage campus in civility and team-building training each semester beginning in Fall 2020.

OBJECTIVE 2.4

Shared Governance

2.4a.1 Delineate targeted strategies for improvement of the shared governance model based on the governance model survey results.

- **Tactic 2.4a.1** The Governance Evaluation Committee (GEC) will delineate targeted strategies for improvement of the shared governance model based on the primary themes from the 2019 Council Model of Shared Governance Evaluation Survey Report by the beginning of Winter 2021.

2.4a.2 Implement targeted strategies for improvement of the shared governance model based on the governance model survey results.

- **Tactic 2.4a.2a** The GEC will have a plan for the implementation of the targeted strategies for improvement of the shared governance model based on the primary themes from the 2019 CMSG Evaluation Survey Report by the beginning of Winter 2021. (This plan will include a timeline.)
- **Tactic 2.4a.2b** The GEC will implement the identified/modified targeted strategies by the end of Winter 2022.

2.4b Increase employee satisfaction with the college's shared governance.

- **Tactic 2.4b1** The GEC will administer a 2022 Council Model of Shared Governance Evaluation Survey Report to measure employee satisfaction with the college's shared governance by the beginning of Winter 2023.
- **Tactic 2.4b2** The GEC 2022 CMSG Evaluation Survey report will demonstrate an improvement of employee satisfaction* by the end of Winter 2023.

*Based on employees' level of agreement that our shared governance model is an effective method of promoting open communication on our campus.

OBJECTIVE 2.5

Portability of Courses

2.5a Conduct an inventory of courses, programs, and opportunities for articulation and transfer, followed by a gap analysis to identify areas of opportunity.

- **Tactic 2.5a1** Inventory existing formal and meaningful articulation/transfer agreements with four-year institutions by the end of Winter 2021.
- **Tactic 2.5a2** Analyze existing course transfer inventory for our top four-transfer partners by the beginning of Fall 2021.
- **Tactic 2.5a3** Conduct a gap analysis to identify areas of opportunity to increase both academic program articulation/transfer agreements and individual course transferability by the end of Fall 2021.

2.5b Increase opportunities for students to transfer courses and programs to university partners.

- **Tactic 2.5b1** Establish standardized academic program transfer/articulation guidelines and protocols, including centralization of recordkeeping, evaluation and renewal by the end of Winter 2022.
- **Tactic 2.5b2** Establish individual course transfer guidelines and protocols including centralization of recordkeeping by the end of Winter 2022.
- **Tactic 2.5b3** Identify and act on opportunities for increasing and/or expanding meaningful program-based transfer/articulation agreements with university partners by the end of Winter 2023.
- **Tactic 2.5b4** Identify and act on opportunities for increasing individual course transferability. (As appropriate given that acceptance of transfer credit is at the discretion of the university partner by the end of Winter 2023).
- **Tactic 2.5b5** Review and align General Education Requirements to the Michigan Transfer Agreement (MTA) where possible. Increase MTA achievement by students by the end of Fall 2021.

OBJECTIVE 2.6

Coordinated Partnerships

2.6a Formalize a coordinator position to oversee articulations, direct college and dual enrollment opportunities.

- **Tactic 2.6a** Formalize and hire/restructure existing position(s) as a coordinator to oversee articulations, direct college and dual enrollment opportunities by the end of Fall 2021.

2.6b Strengthen collaborative relationships with educational partners.

- **Tactic 2.6b1** *Generate a list of current and potential partnerships/relationships related to articulation, direct college and dual enrollment opportunities by the end of Winter 2022.*

- **Tactic 2.6b2** *Create a plan for building/retaining relationships with the partnerships listed in 2.6b1 (e.g., high school articulation coordinators, principals, counselors, superintendents, industry, secondary CTE) by the end of Fall 2022.*

2.6c Conduct a comprehensive assessment of current courses and curricula that support coordinated partnerships, looking for opportunities to expand programming and create new opportunities.

- **Tactic 2.6c1** *Conduct a comprehensive assessment of current courses and curricula that support coordinated partnerships, looking for opportunities to expand programming and create new opportunities by the beginning of Summer 2023.*

- **Tactic 2.6c2** *Explore workflow software to streamline and market high school articulation agreements by the end of Fall 2022.*

- **Tactic 2.6c3** *Develop comprehensive procedures for requesting direct college course and dual enrollment registration to be shared with partners by the beginning of Summer 2023.*

GOAL 3

Create a Student-focused Environment

OBJECTIVE 3.1

Comprehensively Assess the Campus from a Student-focused Perspective

3.1a Comprehensively assess the campus from a student-focused perspective.

- **Tactic 3.1a** *Select the method for process mapping the student experience through multiple and diverse lenses to identify key services, processes and physical environments to ensure that they are student focused by the beginning of Winter 2021.*

3.1b Process map the student experience to identify key services, processes and physical environments to ensure that they are student-focused.

- **Tactic 3.1b** *Complete the process mapping process by the beginning of Winter 2022.*

3.1c Collect data and devise an intervention plan that supports a more student-focused environment. Part of the plan will include redesigning spaces to optimize human resource capital and processes to better support student needs and preferences.

- **Tactic 3.1c** *Develop an intervention plan that supports a more student-focused environment. This plan would include spaces to optimize human resources capital and processes to better support student needs and preferences by the end of Winter 2022.*

OBJECTIVE 3.2

Align Organizational Structure

3.2a.1 Analyze existing employee skills.

- **Tactic 3.2a.1a** Select a tool for an employee skills inventory by the end of Summer 2020.
- **Tactic 3.2a.1b** Skills assessment is incorporated in performance evaluation process along with job description review by the end of Fall 2020.
- **Tactic 3.2a.1c** Prepare and train employees and supervisors for the evaluation process that includes the skills inventory by the beginning of Summer 2021.

3.2a.2 Determine organizational needs.

- **Tactic 3.2a.2** Determine the organizational needs based on findings from the skills assessment and check-in conversations with supervisors by the end of Winter 2022.

3.2b Build a plan to align human resources with the college's strategic direction.

- **Tactic 3.2b** Build a plan to align human resources with the college's strategic direction, according to the results from process mapping the student experience and the results from employee evaluations by the end of Fall 2022.

3.2c Transition people to meet the current and future needs of MCCC students.

- **Tactic 3.2c** Based on the recommendations from Human Resources in the plan (Tactic 3.2b), Cabinet will transition people to meet the current and future needs of MCCC students by the beginning of Summer 2023.

OBJECTIVE 3.3

Develop New Training and Professional Development Practices

3.3a Incorporate individual development plans into a formal campus-wide employee evaluation process that supports realignment of skills.

- **Tactic 3.3a1** Incorporate a development plan section into the performance review by the end of Fall 2021.
- **Tactic 3.3a2** Incorporate a review of skills and abilities into evaluation process as part of the individual development plan (IDP) by the end of Fall 2020.

3.3b Support skills development based on recommendations from the individual development plans.

- **Tactic 3.3b1** Supervisors create a plan to develop employee skills as recommended by the IDP by the end of Fall 2021.
- **Tactic 3.3b2** Create a process for cross-training and mentoring by the end of Winter 2022.

3.3c Build an inclusive culture with regular, mandatory and engaging training opportunities for all employees.

- **Tactic 3.3c** Schedule regular, mandatory and engaging training opportunities for all employees to promote a more inclusive culture each semester beginning in Fall 2020.

OBJECTIVE 3.4

Adapt the Physical Environment

3.4a Alter the physical environment to support student-focused learning.

- **Tactic 3.4a** Incorporate recommendations from the intervention plan (Tactic 3.1c) to alter the campus's physical environment to support student-focused learning by the end of Fall 2022.

3.4b Provide dedicated spaces throughout campus that foster inclusion, equity and celebrate cultural diversity.

- **Tactic 3.4b** Make recommendations on spaces, items and/or virtual experiences throughout campus to be developed to foster inclusion, equity and celebrate cultural diversity by the end of Fall 2021.

OBJECTIVE 3.5

Diversity, Equity, and Inclusion: Create a culture of Diversity, Equity, and Inclusion to assure that everyone (students, employees, visitors) who comes on campus feels a sense of belonging.

3.5a Review past efforts and take inventory of diversity initiatives and numbers to see trending and to establish a baseline.

- **Tactic 3.5a** Review past efforts and take inventory of diversity initiatives (i.e., previous institutional surveys) to establish a baseline by the beginning of Winter 2021.

3.5b Hire a consultant to develop a comprehensive Diversity, Equity, and Inclusion (DEI) Plan.

- **Tactic 3.5b** Hire a consultant to develop a comprehensive DEI Plan by the end of Winter 2021.

3.5c Utilize the Internal Diversity Committee and the County-Wide Committee to further develop plans that embrace diversity, equity, and inclusion.

- **Tactic 3.5c** Utilize the Internal Diversity Committee and the County-wide Committee to further develop steps in the execution of a comprehensive DEI Plan by the end of Summer 2021.

3.5d Tie in DEI efforts with the DEI Space.

- **Tactic 3.5d** Tie in work from the DEI committee to the planned DEI space (refer to Tactic 3.4b) by the beginning of Summer 2021.

3.5e Engage the community to support MCCC diversity, equity, and inclusion initiatives and adopt community-wide.

- **Tactic 3.5e** Engage the community to support MCCC diversity, equity, and inclusion initiatives community-wide and adopt community-wide by the end of Fall 2021.

Strategic Planning Committee

Leadership Team

Quri Wygonik, Strategic Planning Task Force Co-Chair and Director of Institutional Research, Planning, and Accreditation

Joe Verkennes, Strategic Planning Task Force Co-Chair and Director of Marketing and Communications

Kimberly Lindquist, Strategic Planning Task Force Vice-Chair, Dean of Health Sciences, and Director of Nursing

Nicole Garner, Professor of Nursing

Valerie Culler, Director of Financial Aid

Linda Torbet, Director of Human Resources

Full Membership

Joe Verkennes, Director of Marketing and Communications, Co-Chair

Quri Wygonik, Director of Institutional Research, Planning and Accreditation, Co-chair

Kim Lindquist, Dean of Health Sciences and Director of Nursing, Vice Chair

Kojo Quartey, President, Ex-officio

Ann Gerweck, Administrative Assistant to the Vice President of Enrollment Management and Student Success, Secretary

Parnella Baul, Associate Professor of Accounting

Scott Behrens, Vice President of Enrollment Management and Student Success

Parmeshwar Coomar, Dean of the Applied Science and Engineering Technology Division

Kevin Cooper, Dean of the Science/Math Division

Valerie Culler, Director of Financial Aid

Rachel Eagle, Administrative Assistant to the Dean of Humanities and Social Sciences

Nicole Garner, Professor of Nursing

Tracy Giacomini, Associate Professor of Nursing

Kelly Heinzerling, Director of Purchasing and Auxiliary Services

Will Hilliker, Associate Professor of Computer Information Systems

Laurel Johnston, Administrative Assistant to the Dean of the Science and Math Division

Paul Knollman, Dean of the Business Division

Barry Kinsey, Director of Workforce Development

Edmund LaClair, Assistant Professor of History

Laura Manley, Library Director

Steve Mapes, Associate Professor of Counseling

Josh Myers, Executive Director of The Foundation at MCCC

Jeff Peters, Coordinator of E-Learning and Instructional Support

Ryan Rafko, Director of Admissions and Guidance

Robin Smith, Adjunct Instructor, Humanities

Lisa Schendel, Administrative Assistant to the Dean of the Business Division

Linda Torbet, Director of Human Resources

Tracy Vogt, Registrar

Suzanne Wetzel, Vice President of Administration

Grace Yackee, Vice President of Instruction

Strategic Planning Committee

Subcommittees

Improve Academic Advising/Academic and Non-academic Support

Subcommittee: Co-chair (VACANT), Co-chair Ryan Rafko, Valerie Culler, Kessie Drouillard, Kris Gerlach, Tracy Giacomini, Melissa Grey, Beth Kamprath, Mary Kinsey, Kim Lindquist, Steve Mapes, Barbara Mauter, Lauren Pillarelli, Scott Wang, Daniel Wood, Patrick Wise

Student-driven Scheduling Subcommittee: Co-chair Kevin Cooper, Co-chair Nicole Garner, Tracy Giacomini, Kelly Heinzerling, Will Hilliker, Amy Ockerman, Rachel Lehr, Jeff Peters, Tracy Vogt

Relevant Programming and Experiential Learning Subcommittee: Co-chair Edmund LaClair, Co-chair Lisa Schendel, Cameron Albring, Parmeshwar (Peter) Coomar, Troy Elliot, Barry Kinsey, Paul Knollman, Kim Lindquist, Joe Verkennes

Collaboration and Civility Subcommittee: Co-chair Robin Smith, Co-chair Linda Torbet, Ann Gerweck, Kelly Heinzerling, Linda Marsh, Josh Myers, Linda Roberts, Linda Torbet, Patrick Wise

Shared Governance Subcommittee: Co-chair Quri Wygonik, Co-chair Lisa Schendel, Lori Biggs, Matt Bird-Meyer, Penny Dorcey, Edmund LaClair, Wendy Wysocki

Portability of Courses Subcommittee and Coordinated Partnerships

Subcommittee: Tri-chair Paul Knollman, Tri-chair Rachel Eagle, Tri-chair Tracy Vogt, Cameron Albring, Will Hilliker, Andy McCain, Ryan Rafko, Daniel Wood

Student-focused Campus Assessment/Adapt the Physical Environment

Subcommittee: Co-chair Josh Myers, Co-chair Joe Verkennes, Melissa Grey, Peggy Jacob, Mary Kinsey, Laura Manley, Sue Wetzel, Quri Wygonik

Align the Organizational Structure Subcommittee: Co-chair Valerie Culler, Co-chair Quri Wygonik, Penny Dorcey, Kris Gerlach, Mary Lyons, Linda Marsh, Josh Myers, Ryan Rafko, Linda Torbet, Joe Verkennes, Sue Wetzel

New Training and Professional Development Practices Subcommittee:

Co-chair Laurel Johnston, Co-chair Linda Torbet, Nicole Garner, Ann Gerweck, Barry Kinsey, Jack Larmor, Linda Marsh, Jeff Peters, Sue Wetzel, Patrick Wise



MONROE COUNTY COMMUNITY COLLEGE

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Main Campus

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The college's Equal Opportunity Officer and Title IX and Section 504/ADA Coordinator and Compliance Officer for discrimination and sexual harassment is the Director of Human Resources,
Monroe County Community College, 1555 South Raisinville Road, Monroe, Michigan 48161, 734.384.4245.