

MICHIGAN COMMUNITY
COLLEGE ASSOCIATION



STRATEGIC PLAN 2022-2026

September 2022



Public Policy Associates is a public policy research, development, and evaluation firm headquartered in Lansing, Michigan. We serve clients in the public, private, and nonprofit sectors at the national, state, and local levels by conducting research, analysis, and evaluation that supports informed strategic decision-making.



Prepared for
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MICHIGAN COMMUNITY COLLEGE ASSOCIATION

Mission: *The unified voice for Michigan's community colleges, empowering members to lead in the areas of student success, talent development, and community vitality.*

Vision: We will be a nationally recognized state association providing effective leadership in talent, community, and economic development. MCCA will:

- Be the state's leading advocate for postsecondary education and talent development.
- Strengthen public awareness and recognition of the role of community colleges.
- Support members in delivering education and training that is responsive to changing labor-market needs.
- Champion the strategies necessary to achieve equitable student success, emphasizing linkages between policy, practice, and research.
- Foster collaboration, connection, and partnerships among community colleges and stakeholders.

Priority Areas

Public Policy and Advocacy

Goal: To be the most influential higher education voice in all areas that impact community colleges.

- Strategy: Execute a policy agenda that is centered on expanding State investment into Michigan's community colleges.
- Strategy: Orchestrate the advocacy strategy on issues affecting member institutions.
- Strategy: Take a more active role in policy development in the areas of workforce development and economic development.
- Strategy: Engage additional voices to advocate to policymakers.

Member Services and Programs

Goal: To provide high-value and demand-driven member benefits.

- Strategy: Provide robust orientation, training, and networking offerings for trustees.
- Strategy: Sustain, improve, and scale effective services and programs such as the New Jobs Training Program, Leadership Academy, and the Association's summer conference.
- Strategy: Amplify the work of community colleges through MCCA communications to raise awareness of member colleges' impact in communities.
- Strategy: Expand the role as a valuable, reliable, and consistent provider of information.

Organizational Structure and Alignment

Goal: To align all operating areas of MCCA to support the mission and vision of the Association and to achieve financial sustainability.

- Strategy: Reorganize Centers of Excellence to better align with mission and to provide services that are best delivered through a consortium of colleges.
- Strategy: Unify the Board of Directors around a common set of shared commitments.
- Strategy: Create a staffing structure to align with the new strategic plan.
- Strategy: Explore opportunities to diversify revenue.

Diversity, Equity, Inclusion, and Belonging (DEIB)

Goal: To develop a comprehensive commitment to diversity, equity, inclusion, and belonging by including DEIB principles and practices in all our work.

- Strategy: Bring an equity lens to MCCA-engaged public policy discussions.
- Strategy: Imbed DEIB principles in all programs and services of the association.
- Strategy: Provide DEIB training opportunities to MCCA Board, staff, and stakeholders.
- Strategy: Focus student success strategies on closing equity gaps and serving historically marginalized populations.

Collaboration

Goal: To serve as the hub for collaboration among members and between MCCA and other organizations.

- Strategy: Strengthen the relationship between community college affinity groups and the Association.
- Strategy: Take a leadership role in coalitions that are promoting student success, talent development, and community vitality.
- Strategy: Foster opportunities for collaboration among member colleges in order to strengthen the community college sector and build capacity for member colleges.
- Strategy: Investigate and execute opportunities for cost-saving programs that could benefit member institutions.



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INTRODUCTION

This strategic plan lays out the guiding mission, vision, strategies, goals, and expectations of members of the Michigan Community College Association (MCCA). The development of this plan was guided by a strategic planning team that included MCCA staff and Board members and input gathered through Board sessions, focus groups, interviews, a survey, and a review of MCCA's existing strategy documents and those of peer organizations. The extensive input and feedback provided to MCCA throughout the strategic planning process is the basis for the plan included in this document.

MCCA partnered with Public Policy Associates (PPA) to facilitate the development of this plan.

Strategic Planning Team

Staff:

- Brandy Johnson, President
- Erica Lee Orians, Executive Director, Michigan Center for Student Success
- Adriana Phelan, Director of Michigan New Jobs Training Program
- Kathy Taskey, Business Manager

Board Members:

- Kathleen Bruinsma, Trustee, Grand Rapids Community College
- Glenn Cerny, President, Schoolcraft College
- David Roland Finley, President, North Central Michigan College
- Michael Gavin, President, Delta College
- Trevor Kubatzke, President, Lake Michigan College (Executive Committee)
- Nick Nissley, President, Northwestern Michigan College
- Peter Provenzano, Chancellor, Oakland Community College (Executive Committee)
- Steve Robinson, President, Lansing Community College
- Roy Spangler, Trustee, Kirtland Community College
- Beverly Walker-Griffea, President, Mott Community College; (Chair, Executive Committee)
- Stacy Young, President, Montcalm Community College

ABOUT MCCA

The MCCA represents 31 community colleges across the state of Michigan. This includes the 28 state-funded community colleges and, beginning mid-2022, three tribal colleges were added to the eligible membership. MCCA is well established among peer associations representing higher education and workforce interests. This positioning among peer organizations provides an important voice for member colleges in the rapidly changing policy areas of economic development and talent and workforce competitiveness.

In Michigan's community college ecosystem there is no central organizing and coordinating function that guides the community colleges. Community colleges in the state are governed by locally elected boards of trustees. Michigan is also unique in that it is the only state that does not have a State Higher Education Executive Officer, which means there is no state oversight or governance of community colleges from the state government. Taken together, these systemic realities require the Association to play the critical role of unifying member colleges in areas of common interest. Commonality of interest includes acting with one voice on public policy issues, identifying member needs and providing services, and leading opportunities for collaboration among member colleges.

MCCA is organized as an association that represents two constituencies: college presidents/chancellors and the trustees that serve member colleges across Michigan. (In many other states these constituencies are represented by separate associations). The structure of the Association, therefore, is designed to provide representation on the Board for the president and a trustee from each member college. This results in a Board of Directors of 62 members. The Association is led by an Executive Committee made up of leaders of the Trustees Committee and the Presidents Committee to ensure balance of member perspectives.

MISSION

The unified voice for Michigan's community colleges, empowering members to lead in the areas of student success, talent development, and community vitality.

VISION

We will be a nationally recognized state association providing effective leadership in talent, community, and economic development. MCCA will:

- Be the state's leading advocate for postsecondary education and talent development.
- Strengthen public awareness and recognition of the role of community colleges.
- Support members in delivering education and training that is responsive to changing labor-market needs.
- Champion the strategies necessary to achieve equitable student success, emphasizing linkages between policy, practice, and research.
- Foster collaboration, connection, and partnerships among community colleges and stakeholders.

STRATEGY FRAMEWORK

Priority – Public Policy and Advocacy

Goal: To be the most influential higher education voice in all areas that impact community colleges.

Strategy: Execute a policy agenda that is centered on expanding State investment into Michigan’s community colleges.

Strategy: Orchestrate the advocacy strategy on issues affecting member institutions.

Strategy: Take a more active role in policy development in the areas of workforce development and economic development.

Strategy: Engage additional voices to advocate to policymakers.

Priority – Diversity, Equity, Inclusion, and Belonging

Goal: To develop a comprehensive commitment to diversity, equity, inclusion, and belonging (DEIB) by including DEIB principles and practices in all our work.

Strategy: Bring an equity lens to MCCA-engaged public policy discussions.

Strategy: Imbed DEIB principles in all programs and services of the association.

Strategy: Provide DEIB training opportunities to MCCA Board, staff, and stakeholders.

Strategy: Focus student success strategies on closing equity gaps and serving historically marginalized populations.

Priority – Member Services and Programs

Goal: To provide high-value and demand-driven member benefits.

Strategy: Provide robust orientation, training, and networking offerings for trustees.

Strategy: Sustain, improve, and scale effective services and programs such as the New Jobs Training Program, Leadership Academy, and the Association’s summer conference.

Strategy: Amplify the work of community colleges through MCCA communications to raise awareness of member colleges’ impact in communities.

Strategy: Expand the role as a valuable, reliable, and consistent provider of information.

Priority – Collaboration

Goal: To serve as the hub for collaboration among members and between MCCA and other organizations.

Strategy: Strengthen the relationship between community college affinity groups and the Association.

Strategy: Take a leadership role in coalitions that are promoting student success, talent development, and community vitality.

Strategy: Foster opportunities for collaboration among member colleges in order to strengthen the community college sector and build capacity for member colleges.

Strategy: Investigate and execute opportunities for cost-saving programs that could benefit member institutions.

Priority – Organizational Structure and Alignment

Goal: To align all operating areas of MCCA to support the mission and vision of the Association and to achieve financial sustainability.

Strategy: Reorganize Centers of Excellence to better align with mission and to provide services that are best delivered through a consortium of colleges.

Strategy: Unify the Board of Directors around a common set of shared commitments.

Strategy: Create a staffing structure to align with the new strategic plan.

Strategy: Explore opportunities to diversify revenue.

EXPECTATIONS OF MEMBERSHIP

Active Engagement

As a voluntary organization, individual college engagement in the various initiatives and activities will be varied. However, the MCCA expects a high level of participation in matters of importance to the Board and member institutions. The effectiveness, relevancy, and value-added nature of the network is dependent on the active engagement of the members.

Unified Position on Legislation and Priorities

Once the Association arrives at a decision by a majority, the expectation is that member colleges will support the position and have a unified front in advocacy (unless it is harmful to an individual community college). Embedded in this process is the strong assumption that colleges will actively engage in the dialogue, communicate the impact of legislation/action (self-interest), and respect the will of the majority (group interest).

Defending Each Other

It is also expected that if one community college is under assault by outside influences that the other colleges would come to their defense, as long as doing so would not negatively impact the other colleges. The Association can serve as the collective voice of all colleges in helping to defend the college that is under duress.

Collegiality

Considering that Michigan has a decentralized community college system and is a state without a State Higher Education Executive Officer, it is especially important that the Association is able to speak with one voice in matters of state relations. For that reason, a spirit of collaboration and cooperation is vital to accomplishing our work.

Contribution to the MCCA PAC

As a member college of MCCA, it is expected that individual members financially contribute to MCCA's PAC, as the activities and contributions of the PAC benefit the whole and the collective agenda.

MCCA BOARD AND STAFF MEMBERS

BOARD

- **Alpena Community College**, Don McMaster (President) and Florence Stibitz (Trustee Representative)
- **Bay College**, Laura L. Coleman (President) and Joy Hopkins (Trustee Representative)
- **Bay Mills Community College**, Duane A. Bedell (President) and Stephanie L. Walden (Trustee Representative, Regent)
- **Delta College**, Michael Gavin (President) and Michael Rowley (Trustee Representative)
- **Glen Oaks Community College**, David Devier (President) and Bruce Gosling (Trustee Representative)
- **Gogebic Community College**, George McNulty (President) and Thomas Brown (Trustee Representative)
- **Grand Rapids Community College**, Juan Olivarez (President) and Kathleen Bruinsma (Trustee Representative)
- **Henry Ford College**, Russell Kavalhuna (President) and Irene Watts (Trustee Representative)
- **Jackson College**, Daniel Phelan (President) and John Crist (Trustee Representative)
- **Kalamazoo Valley Community College**, Marshall Washington (President) and Dawn DeLuca (Trustee Representative)
- **Kellogg Community College**, Paul R. Watson II (Interim President) and Johnathan Byrd (Trustee Representative)
- **Keweenaw Bay Ojibwa Community College**, Lori Sherman (President) and Robin Chosa (Trustee Representative)
- **Kirtland Community College**, Thomas Quinn (President) and MaryAnn Ferrigan (Trustee Representative)
- **Lake Michigan College**, Trevor Kubatzke (President) and Jeff Curry (Trustee Representative)
- **Lansing Community College**, Steve Robinson (President) and Robert Proctor (Trustee Representative, Chair of Trustee Committee)
- **Macomb Community College**, James Sawyer (President) and Katherine Lorenzo (Trustee Representative, Treasurer of MCCA)
- **Mid Michigan College**, Tim Hood (President) and Terry Petrongelli (Trustee Representative)
- **Monroe County Community College**, Kojo Quartey (President) and Mary Kay Thayer (Trustee Representative)
- **Montcalm Community College**, Stacy Young (President) and Carol Deuling-Ravell (Trustee Representative)
- **Mott Community College**, Beverly Walker-Griffiea (President, Chair of Presidents Committee) and John Daly (Trustee Representative)

- **Muskegon Community College**, John Selmon (President) and Donald Crandall (Trustee Representative)
- **North Central Michigan College**, David Roland Finley (President) and Melissa Keiswetter (Trustee Representative)
- **Northwestern Michigan College**, Nick Nissley (President) and Chris Bott (Trustee Representative)
- **Oakland Community College**, Peter Provenzano (Chancellor, Vice Chair of Presidents Committee) and Susan Gibson (Trustee Representative)
- **Saginaw Chippewa Tribal College**, Carla Sineway (President) and Jordan Fallis (Trustee Representative, Regent)
- **Schoolcraft College**, Glenn Cerny (President) and Joan Gebhardt (Trustee Representative, Vice Chair of Trustees Committee)
- **Southwestern Michigan College**, Joe Odenwald (President) and Thomas Jerdon (Trustee Representative)
- **St. Clair County Community College**, Deborah Snyder (President) and Marcia Robinson (Trustee Representative)
- **Washtenaw Community College**, Rose Bellanca (President) and Diana McKnight-Morton (Trustee Representative)
- **Wayne County Community College District**, Curtis L. Ivery (Chancellor) and Vernon Allen, Jr. (Trustee Representative)
- **West Shore Community College**, Scott Ward (President) and Sherry Wyman (Trustee Representative)

STAFF

- Brandy Johnson, President
- Amy Lee, Director of Collaborative Programs/MiRIS Director
- Precious Miller, MI-BEST Coordinator, Michigan Center for Student Success
- Amanda Morgan, MiRIS Clinical Coordinator
- Erica Lee Orians, Executive Director, Michigan Center for Student Success
- Adriana Phelan, Director of Michigan New Jobs Training Program
- Jenny Schanker, Director of Research and Institutional Practice, Michigan Center for Student Success
- Kathy Taskey, Business Manager
- Michelle Taylor, Office Manager

APPENDIX A: PLAN DEVELOPMENT

For the development of this 2022-2026 strategic plan, MCCA partnered with Public Policy Associates (PPA). PPA used an asset-based strategic approach—the SOAR (Strengths, Opportunities, Aspirations, and Results) framework.¹ This framework focuses on the positive attributes of the MCCA and identifies how it can leverage these assets to set its future direction. The SOAR framework is an alternative to the traditional SWOT (Strengths, Weaknesses, Opportunities, and Threats) framework.

The strategic plan was guided by a strategic planning team and informed by input gathered through a document review, survey, interviews, focus groups, and Board sessions.

Process

Strategic planning team. MCCA and PPA established a strategic planning team that included a mix of MCCA staff and Board members. This group was used as a touch point for all activities. Having both MCCA Board members and staff helped to ensure that the resulting plan was balanced and responsive. PPA facilitated multiple working sessions with the strategic planning team.

PPA, in consultation with the strategic planning team, conducted the following activities to gain input and feedback into each element of MCCA’s updated strategic plan.

Document review. A review of MCCA documents (e.g., previous strategic plans, the organization’s website) and strategic plans from community college associations in other states.

Survey. An online survey was developed and disseminated to all MCCA staff and all MCCA Board members from the 28 state-funded community colleges; the three tribal colleges were not yet MCCA members at the time of the survey dissemination. The survey asked about satisfaction with the MCCA, the mission and vision, its services to member colleges, and each of the Centers; how trustees could be better engaged; the value of MCCA’s services; and needs, challenges, and opportunities for MCCA and member colleges. Sixty people responded to the survey for a response rate of over 90%.

Interviews. Interviews were conducted with the 4 MCCA Center directors, MCCA’s president, the outgoing Board chair, and 9 representatives from partner and peer organizations, including community college associations in other states, other education associations in Michigan, and the national Association of Community College Trustees (ACCT). Interview topics included the MCCA’s strengths; opportunities to innovate and increase value to members; insights into the efficacy of the organization’s current structure, services, and outcomes; and opportunities for collaboration. The interviews were conducted via videoconference using the Zoom platform.

¹ Jacqueline M. Stavros and Gina Hinrichs, *The Thin Book of SOAR: Building Strengths-Based Strategy* (Bend, OR: Thin Book Publishing, 2009).

Focus groups. Three online focus groups were conducted that included a total of 25 people. The focus groups were divided by topic. The first focus group examined trustee services and included community college trustees. The second focus group examined the Centers of Excellence and included member community colleges' faculty and staff. The third focus group examined opportunities to collaborate with community college affinity groups and professional organizations and included the chairs or other representatives from these organizations.

Board sessions. Discussions were facilitated for input and feedback on strategic plan elements at three in-person full Board sessions at roughly the beginning, middle, and near completion of the strategic planning process. The Board sessions included facilitated discussions on MCCA's mission, vision, value, opportunities, and aspirations. A draft of the strategic plan was presented for Board feedback at the third Board session.

APPENDIX B. BOARD AND PARTNER ENGAGEMENT FINDINGS

Mission and Vision

Through the strategic planning process, revisions were made to MCCA’s existing mission and vision statement. These revisions were based on feedback from MCCA Board members (i.e., member community college presidents and trustees) obtained through facilitated discussions with the strategic planning team and at Board sessions, and through the Board survey.

The Board survey asked, “to what extent do you think the mission statement should be changed?” Ninety percent of respondents answered that change was needed with 55% saying that it should be changed “to some extent” or “to a great extent”. As a result, PPA gathered further input from MCCA Board members and staff to develop concepts for a new mission and vision. Working with the strategic planning committee and the Board, a new Mission was conceived.

The previous Mission Statement read:

MCCA is the association of Michigan public community colleges whose mission is to provide leadership on issues affecting member colleges.

The new Mission Statement reads:

The unified voice for Michigan’s community colleges, empowering members to lead in the areas of student success, talent development, and community vitality.

Likewise, PPA asked in a member survey about the extent to which members felt the vision statement reflected the work MCCA should be doing. In this case there was a high degree of support for the elements of the vision statement with over 75% saying the vision reflected the work MCCA should be doing “to some” or “to a great” extent. However, through subsequent discussion with MCCA Board and staff, the vision statement was refined and expanded upon.

The previous Vision statement read:

MCCA is a network-centric association of community colleges providing strong and effective leadership on issues affecting member colleges. The MCCA will:

- *Become the most effective advocate for community colleges;*
- *Improve the image and credibility of community colleges;*
- *Foster collaboration, connection and partnerships among the community colleges and stakeholders; and*
- *Provide the highest quality service to member colleges.*

The new Vision statement reads:

We will be a nationally recognized state association providing effective leadership in talent, community, and economic development. MCCA will:

- *Be the state's leading advocate for postsecondary education and talent development.*
- *Strengthen public awareness and recognition of the role of community colleges.*
- *Support members in delivering education and training that is responsive to changing labor-market needs.*
- *Champion the strategies necessary to achieve equitable student success, emphasizing linkages between policy, practice, and research.*
- *Foster collaboration, connection, and partnerships among community colleges and stakeholders.*

Strengths

PPA sought feedback on MCCA's strengths from MCCA Board members and staff, partner organizations in Michigan, and peer organizations in other states. This feedback was obtained primarily through interviews, the Board survey, and discussion at Board sessions. The following three areas of key strengths emerged.

Advocacy and policy leadership. Advocacy and policy leadership emerged as a primary strength of MCCA in the Board survey and through the interviews with both internal MCCA members and external partners. Most MCCA Board and staff members felt that MCCA was effective at advocating for community colleges and improving the image and credibility of community colleges in the eyes of state policymakers. Similarly, most MCCA Board and staff members felt that MCCA was influential with state policymakers. MCCA Board and staff members rated state legislative advocacy as the most important of MCCA's services.²

Providing high-quality services to member institutions. MCCA is perceived as providing high-quality services to member institutions by MCCA Board members and staff and external partners. The Center for Student Success was held up as a key high-quality and valuable service of MCCA.

Relationships, leadership, and staff. External partners recognize MCCA for their relationships, i.e., being good partners; for the quality of their leadership and staff; and for their leadership on key educational issues.

Opportunities and Aspirations

The strategic planning input and engagement process included robust conversations around opportunities and aspirations for MCCA to advance their mission, vision, goals, and strategies throughout the coming years. Many of the potential opportunities that emerged throughout this

² Results are based on respondents from the Board and staff survey. For full results see Appendix C.

process are presented below, organized by topic areas. These opportunities are intended for consideration by MCCA leadership and staff as they determine actions and next steps for implementing the strategic plan.

Centers

Most MCCA Board and staff members that responded to the survey find the Michigan Center for Student Success (MCSS), New Jobs Training Program, and Leadership Academy, very or extremely important to their institutions, and are satisfied with their services. The perception of the Center for Collaborative Programs is more varied; many Board and staff members find Collaborative Programs very or extremely important, yet, almost one in four found it not at all or only slightly important to their institutions. Michigan Colleges Online (MCO) is viewed as the least important to member institutions than the rest of the Centers. However, MCCA members that use MCO value some of their services—particularly the Open Education Resources (OER) repository and the platform that delivers the Collaborative Programs initiatives. The following potential opportunities emerged in the input process to refine the operation of MCCA’s Centers.

Integrate the Michigan Center for Student Success (MCSS) as a core function of the association and expand access and services, such as:

- Increasing grant funding to allow for more transfer programming.
- Imbedding diversity, equity, inclusion, and belonging and closing gaps in educational equity into all aspects of the Center.
- Collecting metrics on job placements and completion rates.
- Considering expanding veteran’s programming.

Convert the Michigan Center for Collaborative Programs into an independent subsidiary with a portion of the revenue going to MCCA. As an independent subsidiary, Collaborative Programs would have more autonomy over their programs, services, and budget. MCCA could stay involved by having a staff member serve on the advisory council or by providing certain services such as bookkeeping or human resources, for a small fee. MCCA members that actively participate in the Michigan Center for Collaborative Programs speak very highly of its effectiveness, value, and sustainability.

Create a transition plan for Michigan Colleges Online (MCO) that ensures sustainability of valuable platforms. MCCA could consider transitioning the OER to the MCSS and explore a more affordable provider or platform for maintaining Collaborative Programs and course sharing.

Training and Professional Development

In the Board member survey, providing new services for professional development for trustees and community college staff were rated highly compared to other potential new services, as was

providing fundraising support. The following specific ideas emerged from focus groups and other conversations around what types of new professional development activities are desired.

Provide training to Board members on community college leadership transition, such as:

- Transition or succession planning for college presidents, including using a “Grow-Your-Own” model.
- Workshops for Board members on hiring new community college presidents or other leaders, such as best practices around hiring new leadership into the college.

Provide robust training and new orientation offerings for trustees, such as:

- Trustee Diversity, Equity, Inclusion, and Belonging (DEIB) training offered to all trustees (not just MCCA members) or full boards of member institutions. Trustees thought it would be valuable for MCCA to help guide them on how to start or move forward with DEIB.
- Online content designed for trustees that can be consumed by trustees on their own time. Webinars and other recorded content would be valued by trustees.
- Orientation for new trustees in two forms: new to their respective colleges (i.e., newly elected) and new to MCCA trusteeship. Topics could include what you need to know as a trustee, how to read a budget, dealing with disruption (e.g., staff, public, other trustees), advocacy, and hiring a new president.

Offer fundraising support to member institutions. MCCA could consider this as a fee-for-service or by charging overhead on grants they manage or secure for member institutions.

Public Policy and Advocacy

Public policy and advocacy is a strength of MCCA’s. Almost 70% of the Board respondents to the survey felt that the MCCA has been effective in improving the image and credibility of community colleges with State policymakers. Nevertheless, engaging additional voices in MCCA’s advocacy was an area of potential improvement that emerged through the input process.

Strengthen or engage additional voices to advocate to policymakers by:

- Enhancing the engagement of community college trustees, staff, alumni, and affinity groups.
- Including student voices that reflect the demographics of the community.
- Expanding the reach of MCCA’s advocacy newsletter.
- Being a more active voice on issues more broadly affecting workforce, talent, and economic development.

Partnerships

MCCA is perceived positively by their partners that participated in interviews. The following ideas were suggested as potential areas for increased coordination and strengthening of partnerships that emerged in the interviews and other parts of the planning and input process.

Coordinate or share services with other education or peer organizations, such as:

- The Michigan Association of School Boards on the insurance and the liquid asset fund group purchasing programs that they provide or their training on strategic planning and millage planning.
- Missouri Community College Association on sharing virtual training opportunities.
- Ohio Association of Community Colleges to coordinate and strengthen the Center for Student Success network.
- Association of Community College Trustees or member institutions' existing Diversity, Equity, Inclusion, and Belonging (DEIB) officers or consultants on their DEIB training and services.

Strengthen the relationship between community college affinity groups and the Association.

In the member survey, coordinating other community college professional associations was rated relatively highly as a desired new service that MCCA could provide. When probed in the focus groups and other discussions, these specific activities were suggested for consideration:

- Help support the needs of community college affinity groups without them losing control of their direction and independence. This could involve developing a Memorandum of Understandings with each interested affinity group that outlines potential back-office services, staffing liaisons, and other agreed to services.
- Engage the members of these affinity groups in the day-to-day advocacy work of the Association.
- Explore group purchasing opportunities with affinity groups, particularly related to technology services or software.
- Form first community college equity network that shares out best practices in Michigan and is a peer networking opportunity around DEIB issues.

Data and Information Sharing

MCCA is a reliable and consistent provider of information, particularly on policies relevant to community colleges in the state. MCCA's Newsletter and "Just in time" updates are particularly valuable to members. In the member survey, identifying and sharing shifts in occupation trends was rated relatively highly as a desired new service that MCCA could provide. The following areas for improving MCCA's role as a valuable, reliable, and consistent provider of data and information emerged through the input process:

- Providing more information on federal policies and actions related to community colleges.
- Amplifying and elevating the good work of community colleges in the state.
- Expanding the reach of MCCA’s newsletter.
- Forecasting workforce needs and providing this data and information to members. In the survey, identifying and sharing shifts in occupational trends, ranked as the second most important new service that MCCA could provide. Of respondents, 84% thought this service would be at least somewhat important for their institutions.

Results

MCCA plans to develop an annual implementation plan that will lead them toward accomplishing the goals and strategies set out in this document.

Evaluating programs and activities and measuring progress toward MCCA’s goals, if done well, will result in continuous learning and improvement of the organization. Efforts to measure progress will also allow MCCA to apply data to decision-making.

Table 1, below, includes considerations for defining metrics and measuring progress. The table includes overarching considerations and those specific to the plan’s five priority areas identified for the strategic plan.

Table 1. Considerations for Defining Metrics and Measuring Progress by Priority Area

Priority Area	Considerations
<p>Public Policy and Advocacy</p> <p><i>Goal: To be the most influential higher education voice in all areas that impact community colleges.</i></p>	<ul style="list-style-type: none"> • Assess MCCA’s contribution to policy outcomes, including defensive actions, e.g., efforts to prevent policy change, and incremental change toward desired policy outcomes. • Measure and monitor MCCA’s advocacy capacity, and staff and member advocacy engagement, skills, and strength of relationships. • Assess level of engagement and types of voices engaged and unity of voice in advocacy.
<p>Diversity, Equity, Inclusion, and Belonging (DEIB)</p> <p><i>Goal: To develop a comprehensive commitment to diversity, equity, inclusion, and belonging (DEIB) by including DEIB principles and practices in all our work.</i></p>	<ul style="list-style-type: none"> • Ensure inclusivity of process and decision-making power for determining metrics and measuring progress of MCCA and their programs and services. • Assess impacts of policy actions, programs, and services on equity. • Measure MCCA Board and staff member knowledge of and commitment to DEIB.

Priority Area	Considerations
<p>Member Services and Programs</p> <p><i>Goal: To provide high-value and demand-driven member benefits.</i></p>	<ul style="list-style-type: none"> Disaggregate data by race and ethnicity and by other population groups with known inequities, e.g., first-generation college students, income. Continue to measure and monitor customer satisfaction with and participation in Centers, and other programs and services. Assess quality, sustainability, and impacts—including on equity—of programs and services.
<p>Collaboration</p> <p><i>Goal: To serve as the hub for collaboration among members and between MCCA and other organizations.</i></p>	<ul style="list-style-type: none"> Measure strength and effectiveness of MCCA’s partnerships, perception of MCCA by partners, effectiveness of MCCA at strengthening relationships across member colleges, and cost-savings to MCCA that arise from new collaborations.
<p>Organizational Structure and Alignment</p> <p><i>Goal: To align all operating areas of MCCA to support the mission and vision of the Association and to achieve financial sustainability.</i></p>	<ul style="list-style-type: none"> Metrics could include membership mix and numbers, revenue sources and amount, level of member engagement, and participation in programs and services. Measure and monitor alignment of programs and services with mission; unity of Board; staff diversity; and diversity, inclusiveness, and power dynamics of the decision-making structure.
<p>Overarching</p> <p><i>Mission: The unified voice for Michigan’s community colleges, empowering members to lead in the areas of student success, talent development, and community vitality.</i></p>	<ul style="list-style-type: none"> Track related performance areas in the state such as rates of enrollment, completion, and financial aid for community college students, and perception of community colleges by the general public and the legislature. Evaluate MCCA’s contributions toward student success, talent development, and community vitality in Michigan.

APPENDIX C. MCCA BOARD SURVEY FINDINGS

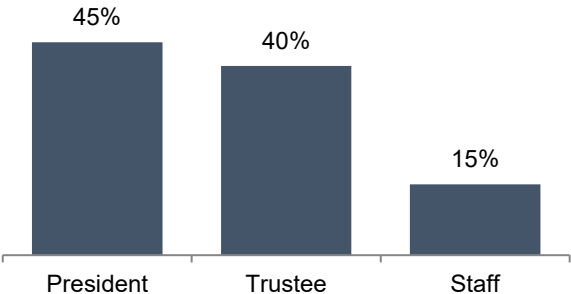
Respondents

The survey respondents were MCCA Board members (presidents/chancellors and trustees) and staff. This survey was disseminated to the MCCA Board members of the 28 state-funded community colleges; the three tribal colleges were not yet MCCA members at the time of the survey dissemination. The following are the number of respondents by affiliation with MCCA.

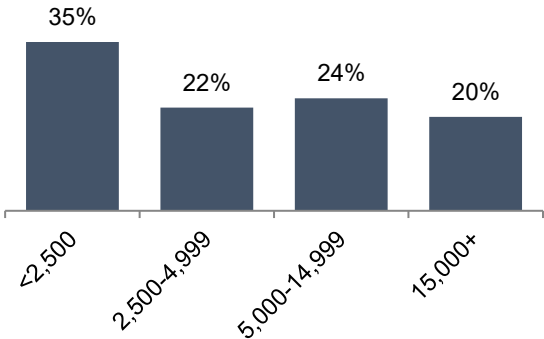
- Presidents: 27
- Trustees: 24
- Staff: 9

Of the respondents, the presidents tended to have a shorter tenure with MCCA than the trustees. A higher percentage of presidents than trustees were in the 0-to-5-year range of tenure with MCCA.

Percentage of Respondents by MCCA Affiliation (n=60)



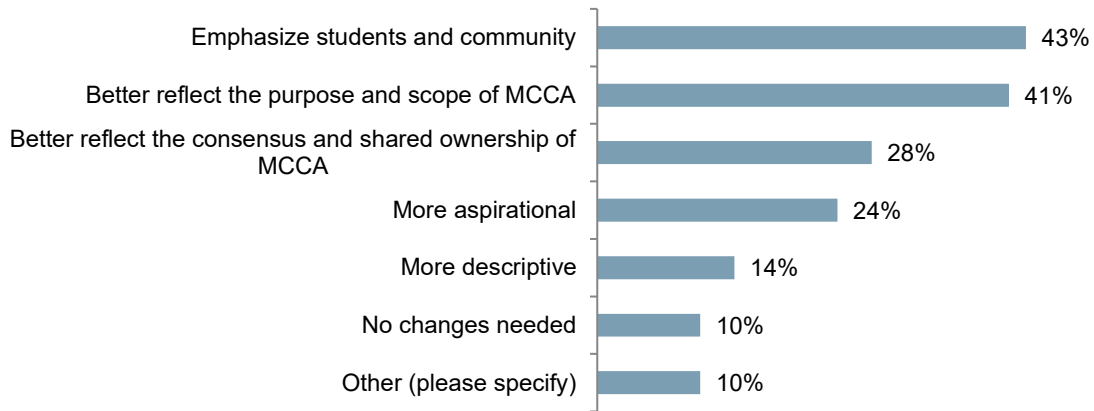
Percentage of Board Member Respondents by Headcount of Institution (n=51)



Mission and Vision

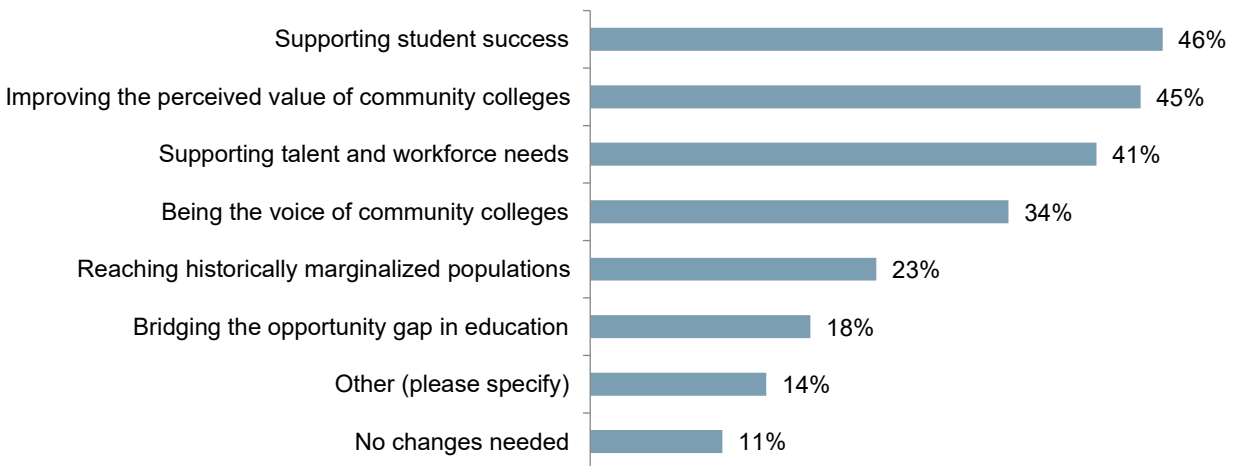
Most Board members (90%) felt that the mission statement should be changed at least to a small extent. Around 20% of Board members felt that the mission statement should be changed to a great extent. Of the desired changes, survey respondents were most likely to select that the most important change(s) to make would be to emphasize students and community in the mission.

**Percentage of Respondents that Selected the Following “Most Important”
Change(s) to Make to MCCA’s Mission (n=58)**



Survey respondents were less likely to respond that major changes were needed to the vision, but of the desired changes, including language around supporting student success was most likely to be selected, followed closely by improving the perceived value of community colleges.

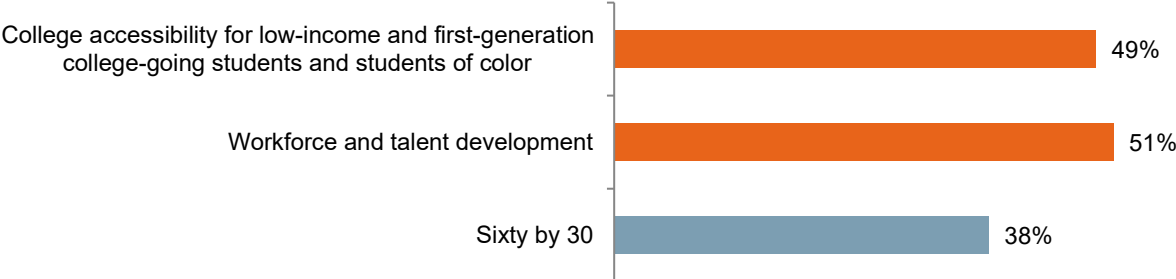
**Percentage of Respondents that Think the Following Should
Be Included in the Vision (n=56)**



Leadership

MCCA’s Board and staff were also asked their preference for MCCA’s role (i.e., no role, informed, supporter, or leader) in the issues of college accessibility, talent development, and Sixty by 30. The vast majority of respondents thought that MCCA should take an active role (i.e., leader or supporter) on all of these issues. Only 11% to 12% of respondents thought that MCCA should only have an informed or no role in these issues.

Percentage of Respondents that Think MCCA Should Lead on... (n=57)



Member Expectations

Nearly 2 of 3 Board members (63%) think that MCCA should focus on issues that affect a subset of member colleges, not only issues that affect all member colleges.

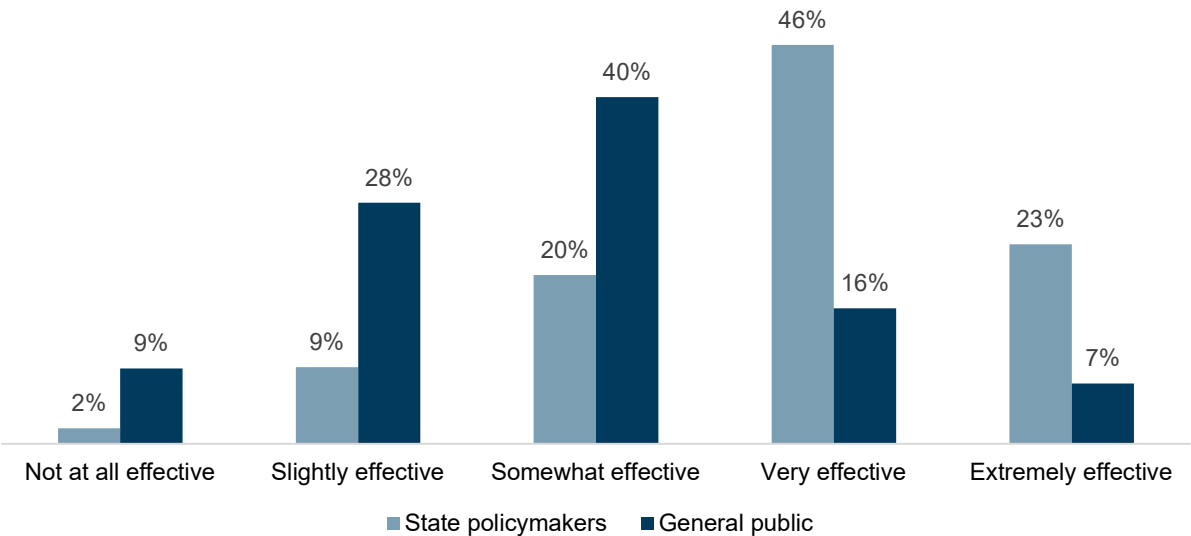
Effectiveness and Influence

Most survey respondents rated MCCA as very or extremely effective at:

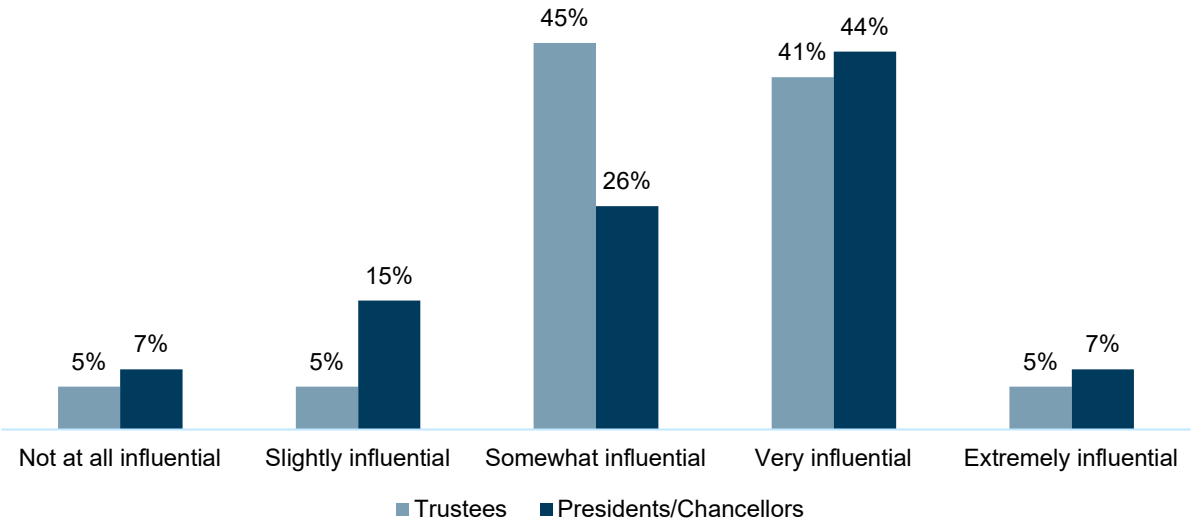
- Fostering collaboration, connection, and partnerships among the community colleges and stakeholders.
- Providing high-quality services to member colleges.
- Advocating for community colleges.

However, staff, on average, rated MCCA’s effectiveness more highly than Board members.

Percentage of Respondents that Think MCCA Has Been Effective at Improving the Image and Credibility of Community Colleges, as Perceived by State Policymakers and the General Public, Over the Past Five Years



Percentage of Board Respondents that Think MCCA Has Been Influential with State Policymakers Over the Last Five Years



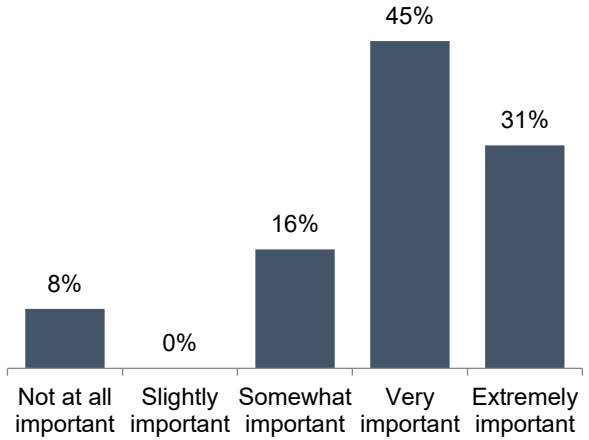
Centers of Excellence

There were differences in the perceived level of importance of the Centers to members and their institutions. More Board members felt that the Michigan Center for Student Success (MCSS) was very or extremely important to them and their institutions than the other Centers. Fewer Board members found that Michigan Colleges Online (MCO) and Collaborative Programs were

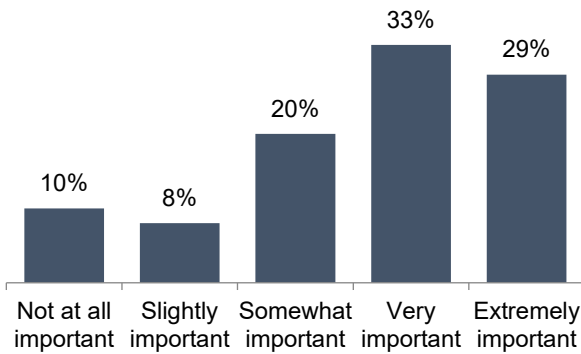
very or extremely important to them and their institutions. Similarly, there was lower satisfaction with the services provided by MCO and Collaborative programs

Percentage of Board Member Responses on the Importance of Each Center to them and their Institution (n=49)

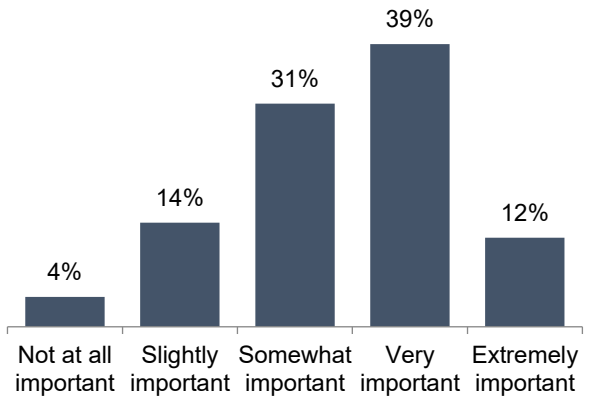
Michigan Center for Student Success



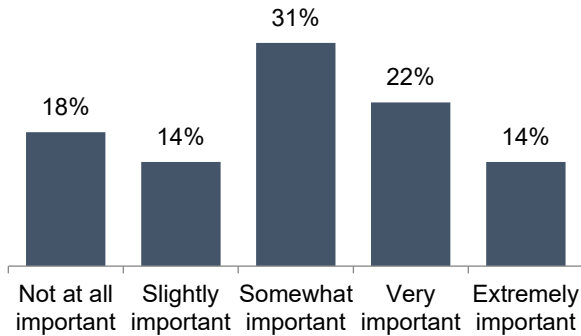
Michigan New Jobs Training Program



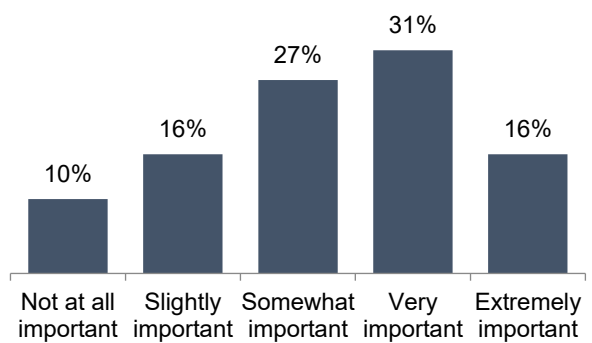
Leadership Academy



Michigan Colleges Online

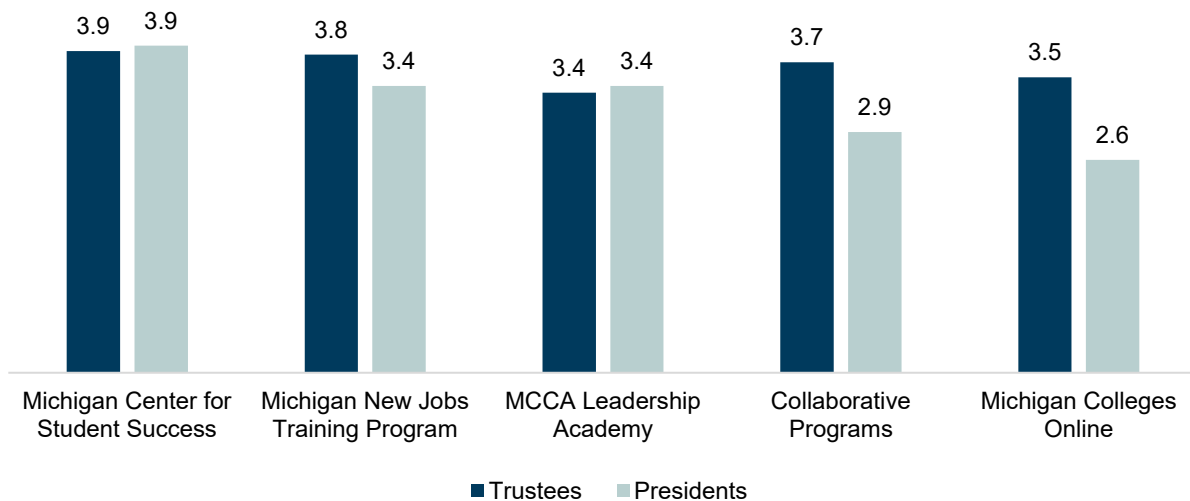


Collaborative Programs

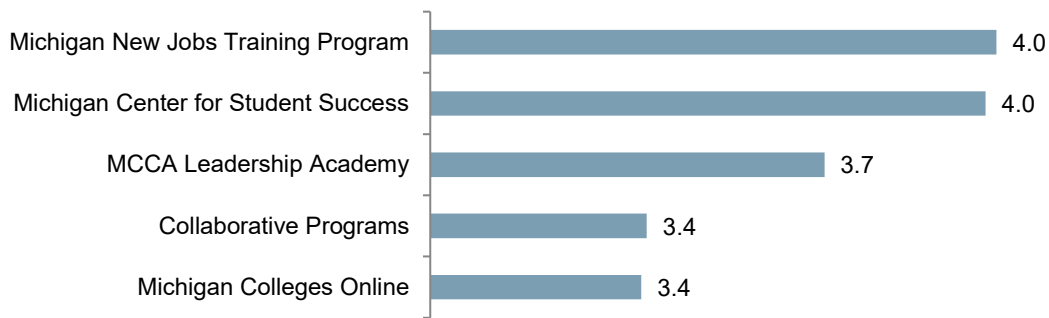


When comparing responses between presidents and trustees, there is a high level of agreement on the importance of the MCSS. There was less agreement between trustees and presidents on the level of importance of Collaborative Programs and Michigan Colleges Online; trustees rated Collaborative Programs and Michigan Colleges Online more highly than the presidents.

Importance of the MCCA Centers of Excellence to Board Members and Their Institutions, Weighted Average (n=49)



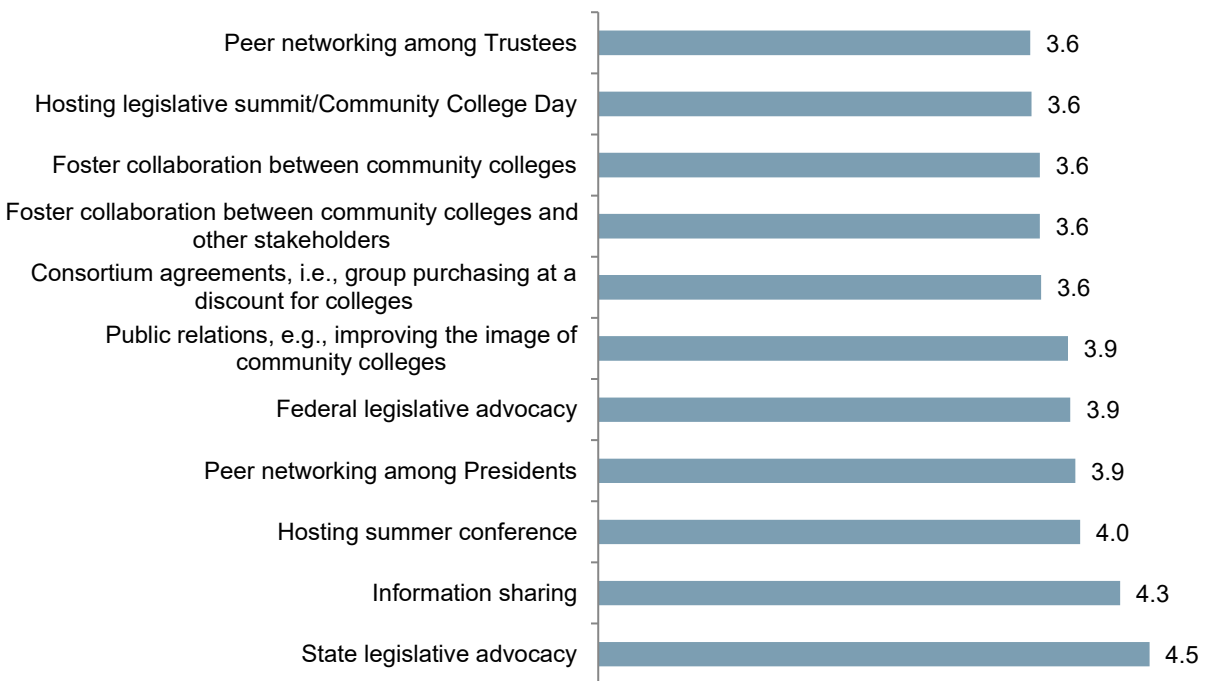
Satisfaction With the Services Provided by the Centers of Excellence, Weighted Average (n=47)



Services

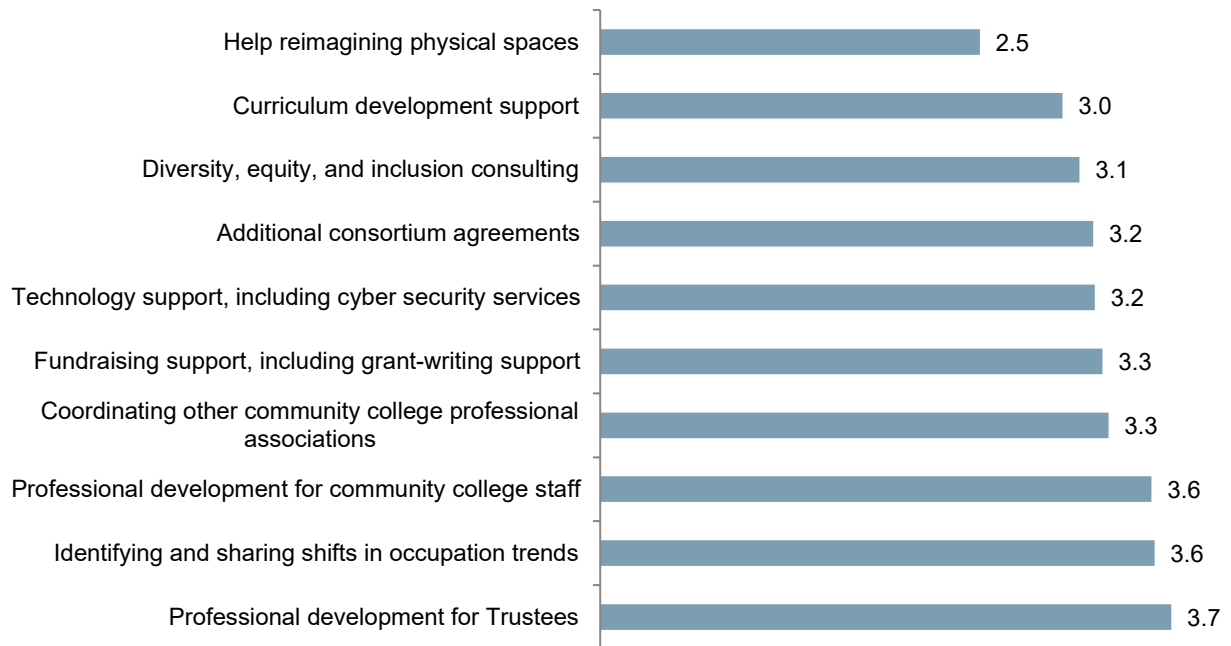
Respondents were also asked to share their opinion of current MCCA services, using a five-point scale (from “not at all important” to “extremely important.”). As you can see below, the weighted averages indicate that respondents felt that most services that MCCA provides are important to their institutions. State legislative advocacy was rated the highest.

Importance of the Following MCCA Services, Weighted Average (n=49)



Board members were also asked the importance of potential new MCCA services. Most potential new services would be important to member institutions, with the lowest rated potential new service being “help reimagining physical spaces.”

Importance of Potential New MCCA Services (n=48)



Professional development for trustees received the highest rating of a potential new and important service. In open-ended responses, Board members suggested that MCCA provide professional development on topics such as how to be an effective trustee, working with your president, community college budgeting, and working with disruptive colleagues. New trustee orientation was also suggested. Other suggestions for better supporting trustees included more networking between trustees, encouragement of trustees to participate in current MCCA programs, and coordination with ACCT.



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