

Introduction

An Overview of the Self-Study Process and Report

Planning the self-study process at Mott Community College began in the spring of 1997, but considerable effort and time had already been invested in assessment of student learning well before then. The President at that time, Dr. Allen Arnold, named two faculty members, Susan Edwards, Associate Professor of Psychology, who was already serving as Assessment Coordinator, and James Drummond, Professor of English, as co-chairs for the self-study process. They attended the Annual Meeting and the Self-Study Institute in 1997 and began preparing a plan for the self-study based on goals and objectives developed in cooperation with college officials, NCA staff, and in concert with the recommendations and materials in the *Handbook of Accreditation*.

The culmination of the self-study planning process was the *MCC/NCA2000 Guidebook*, which served doubly as the plan MCC furnished to NCA staff for their approval in spring, 1998, and as a working document for the Self-Study Steering Committee and all others who were participating or interested in our self-study process. MCC created a website for the self-study, and the *Guidebook* was placed on that site along with other materials and reports relevant to the process. A copy of the *Guidebook* is included as a companion to the *MCC/NCA2000 Self-Study Report* and Appendices.

Goals and Objectives of the Self-Study Process

MCC's hope was that the self-study process would not only fulfill the North Central Association's requirements for continued accreditation but also prove valuable to the college in many ways. The process was designed to evaluate thoroughly and objectively the college's viability in hope of reinforcing and strengthening what we do well and identifying ways we can enhance and improve the institution's effectiveness. The self-study process provided the opportunity to identify challenges and confront issues that might not be otherwise addressed or perhaps that would have gone unnoticed until some later time. The approach was to be appropriate and valuable to our school, not simply a procedure designed to fulfill external requirements.

Planning for the self-study process began about three years ago.

The self-study was to be appropriate and valuable to MCC.

To accomplish this goal, the process involved the following:

- Provide for and encourage widespread participation of people from throughout all the various areas of the College: faculty, staff, administration, Board, students, and other constituents.
- Regular, clear, thorough communication with everyone throughout the College about self-study activities and findings.
- Learning from and building upon the studies and initiatives carried out in the past few years, such as Alfred/Carter Strategic Planning, Gennett/Gay, and the 2005 Initiative.
- Objective, thorough analysis of MCC's purposes and how well we are fulfilling them.
- Examining and evaluating MCC's current and projected resources.
- Evaluating assessment of student learning at MCC.
- Determining MCC's success in addressing the concerns and suggestions provided by the last NCA team in 1990 and reviewing and evaluating the changes that have taken place at MCC since 1990.
- Examining and evaluating the College's ability to meet the challenges of the first years of the 21st Century.

The self-study process also involved the gathering of huge amounts of data. There were numerous subcommittee reports as well as the acquisition of a wide assortment of materials and information. All of these were available for review by anyone who was interested. The entire process, from beginning to end, was open. In addition to the website, the self-study has a database on the College's computer system allowing everyone in the College to access whatever information was gathered or reported.

Throughout the process, the self-study leadership emphasized that it was critical to analyze and evaluate, not simply describe. Each area of the college needed to look at the overall mission of the College as a whole as well as at the goals and purposes of each department or unit. A SWOT (strength, weaknesses, opportunities, and threats) analysis was to be carried out on all aspects of the College's operation. The intent was to determine how well we are fulfilling our purposes and discover challenges and possibilities for correcting problems and enhancing what we do.

In the winter, 1998, the College President, after consultation with the Self-Study Co-chairs, invited 26 people to serve as members of the Steering Committee. Each member served as chair or co-chair of a self-study subcommittee or team. There were 12 subcommittees, each of which submitted a report, and in all but three instances, the subcommittees were co-chaired by an administrator and a faculty member. The History Subcommittee had a single chair, a faculty member who had just published a history of Mott Community College, *A Clearer Image*. The Assessment Subcommittee was chaired by the Assessment Coordinator, and the Governance Subcommittee had three co-chairs, two administrators and one faculty member. There were also three teams, and their function was not to submit a report but to aid others in their work. One team took responsibility for the Resource Room, another for institutional research, and a third to handle format issues and the final presentation of the report. Of those who were invited to serve on the Steering Committee and chair a subcommittee or team, all but one accepted the invitation.

Information meetings and workshops were held for the Steering Committee in the spring, 1998, and members, with the help of the co-chairs, developed lists of potential subcommittee/team members. Again, the President invited these people to participate in the self-study process, and their responses were overwhelmingly positive. Eventually, more than 140 people were serving on subcommittees and teams, and membership included members of all the bargaining units, exempt administrators, Board members, and a few people from the community who had demonstrated interest in the College through participation in activities related to the Foundation for MCC. A list of all the members follows:

Subcommittee Membership

Student Services

Bettye Wilson* -Registrar

Heather Collins* -English Faculty, Honors Program Coordinator

Sharon Eisen –Social Work Faculty

Rita Gust – Bookstore Manager

Marc Payne – Executive Director, Admissions and Recruitment

Dolores Sharpe – Administrative Assistant to VP for Academic Affairs

Sue Lossing – Scholarship Coordinator, Financial Aid

Gail VanEtten – Counselor & Transfer Coordinator

Twenty-five of the twenty-six asked to serve on the Steering Committee accepted!

Mission and Purposes

Denise Hooks* - Library Director
Mary Niewenhuis* - Music Faculty
Brian Feige - Biology Faculty
Beverly Jones – Dean, Continuing Education
Sharon Naughton – English Faculty
Kelly Banks – AVT Technician, Health Sciences; President, PT Union
Jimmy King – Board of Trustees

Fiscal Resources

Jim Hanley* - Political Science Faculty
Joe Sullivan * - Director of Business Operations
Stef Diana – Economics Faculty
Doug Hoppa – Associate Dean, Fine Arts
Kelli Maehre – Manager, Budgeting and Accounting
Barb Schulz – Accounting Faculty; Treasurer of Faculty Union
Eileen Wichlacz – Administrative Assistant, Accounting
John Snell – Board of Trustees
Gene Pickelman – Foundation for Mott Community College
Felix Chow – Chief Financial Officer

Physical Resources

Margaret Brainard* - Associate Dean, Social Sciences
David Panzlau* - Respiratory Therapy Faculty
John Sharpe – Auto Tech Faculty
Joyce Toet – Assoc. Dean, Academic & Extended Ser.; Pres. UAW Local
Norma Webb – Nursing Faculty
Bill Wolski – Foundation for MCC
Mary Lea Webster – Executive Director, Lapeer Center
Annette LeBlanc – Technician, Academic Computing, Educational Systems
Sunil Lall – Biology Faculty
Tim Hayes – Supervisor, Construction and Maintenance

Human Resources

Nancy Dash* - Psychology Faculty
Mark Kennedy* - Executive Dean, Human Resources
Mary Ann Cockman – Uniserve Director, Michigan Education Association

El Nita Blount – Technician, Mailroom
Anne Gupton – Director, Career and Job Placement
Dennis Hughes – Drafting Faculty
Bob Hyduke – Associate Dean, Science and Mathematics
Michael Littlejohn – Support Services Coordinator, DisAbility Services
Paul Londrigan – Business Faculty
Cassandra Mitchell – Secretary, Humanities Division
Herb Cohen – VP, Student Development and Instructional Support
Karen Sharp – Associate Dean, Science and Mathematics
Lenore Croudy – Chair, Board of Trustees
Carol Zerbinos – Distance Learning Specialist

History

Paul Rozycki* - Political Science Faculty
Leonard Meizlish – Political Science Faculty
Jim Campbell - History Faculty

Institutional Integrity

Steve Robinson* - English Faculty, President, Faculty Union
Chuck Thiel* - Executive Director, Continuing Education
Carlos Cisneros – Director, Financial Aid
Tom Fonger – Electronics Faculty
Mike Kelly – Executive Director, Marketing and Public Relations
Avon Burns – Criminal Justice Faculty
Margaret Bourcier – Secretary, Educational Systems
Cathy Smith – Faculty, Dental Hygiene
Ed Thorne – Board of Trustees

Educational Programs and Instruction

Pat Bergh* - Associate Dean, Humanities
Jan McFarlane* - History Faculty
Bill Angus – Dean, Educational Systems; VP, Academic Affairs
Mike Benner – Associate Dean, Technology
Fred Cross – Photography Faculty
Julia Dudis – Support Services Coordinator, DisAbility Services
Dan Hodgins – Child Development Faculty
Lou Miller – Coordinator, Vocational Education
Stephanie Naeyaert – Interpreter Training Faculty

***Over 140 volunteers
worked on the self-study!***

Mary Nicolai – Dental Hygiene Faculty
Mike Pascuzzo – Account Executive, Continuing Education
Angela Reeves – Director of Admissions
Virginia Rucks - Transfer Counselor
Tina Hughes – Mathematics Faculty
Elaine Winters – Instructional Designer, Educational Systems
Jim Lee – Music Faculty
Sherry Bradish – Director, School to Work/Tech Prep
Bettie Goodman – Business Faculty
Bill Reich – English Faculty
Cheryl Bassett – Manager, Academic Computing, Educational Systems
Marianne Blair – Dental Hygiene Faculty
Diane Trembley – Physical Therapy Assistant Faculty
Tom Nuzum – Art Faculty

Planning and the Future

Lenetta Coney* - Executive Director, Foundation for MCC
Tom Crampton* - Drafting Faculty
Lillie McCain – Psychology Faculty
Doug Bacon – Foundation for MCC
Ken Gatenby – Engineering Tech/Project Manager, Facilities and Construction
Marilee Knapp – Business Faculty
Lori France – Coordinator, College in the Work Place

Academic Services and Learning Resources

Delores Deen* - Executive Director, DisAbility Services/Learning Center
Celeste Resh* - English Faculty
Wendy Early – Occupational Therapy Assistant Faculty
Joe King – Manager, Technical Services, IS
Gail Knapp – Psychology Faculty
Martha Lewis - Librarian
Laura Tobias – English Faculty
Kelly Banks – AVT Technician, Health Sciences; President, PT Union
Danelle Nelms – Secretary, Registration, Records & Cashier
Lynette Sutton – Mathematics Faculty

Governance

Dennis McKenzie* - Physical Education Faculty; Secretary, Faculty Union
Scott Jenkins* - Vice President, Administration
Patricia Markowicz* – Associate Dean, Health Sciences
Linda Bolter – Purchasing Assistant
Dave Holland – Executive Director, IS
Regina Mosley – Coordinator, Financial Aid
Mary Lou Sullivan – Secretary, Continuing Education
Keith Yarbrough – Executive Director, Facilities and Construction
Greg Shafer – English Faculty
Vasu Sheshadri – Mathematics Faculty
Jan Ackerman – Biology Faculty

Assessment

Susan Edwards* - Psychology Faculty
Donna Ireland-Johnson – Nursing Faculty
Kathleen Vielhaber – Physical Therapy Assistant Faculty
Tom Cornell – Biology Faculty
Bill Mitchell – Associate Dean, Counseling
John Irwin – Drafting Faculty
Sheryl Taylor – Head Clerk, Testing Center, Educational Systems
Janet Westhoff – Nursing Faculty
Audrey Lattie – English Faculty

Research Team

Gail Ives* - Executive Director, Institutional Research
Bobbie Foust – Educational Research Technician
Darin Lee – Webmaster, Educational Systems
Cherie Brown – Research Assistant
Rick Tallarigo - Psychometrist
Mark Hope – Manager, IS

Format Team

Lynn Thigpen* - Manager, Media Services, Educational Systems
Mara Fulmer - Graphics Arts Faculty
Michelle Tomalia - Educational Systems Graphics Designer

Resource Room Team

Carol Andrus* - Senior Administrator, President and Board Operations
Mike Ugorowski - Librarian
Linda MacKay – Admin. Assistant, Systems Analysis & Inst. Enhancement
Jim Smith – Supervisor, Accounting
Jennifer Franklin – Switchboard
Lisa Costanza – Librarian
Dolores Sharpe – Administrative Assistant to VP for Academic Affairs
Delores Hurley – Administrative Assistant, Human Resources

***Chair or Co-chair**

Jim Drummond & Susan Edwards, Self-Study Co-Chairs

The Self-Study Report

This report is designed to present an accurate review of the findings made throughout the entire self-study process. In one sense, it is a snapshot of the College at one particular time, but our hope is that the report is a “living document,” one that will be usable for years to come and which can be updated, amended, and altered as the institution evolves. One of the audiences for this report, obviously, is the team visiting Mott Community College, but it is the College’s hope that the report and its appendices are communicated clearly enough to allow it to be readily understandable to everyone who reads it. Its most important audience is ourselves, those who make up the College and the community it serves, and we need to continue our own self-analysis and apply what we learn to enhancing what we do well, eliminating or remedying weaknesses, and handling the opportunities and threats that inevitably arise. We need to keep the process of institutional self-analysis from withering away and disappearing. We can do so by using this report as a foundation for ongoing evaluative activities, encouraging efforts, in perpetuity, of looking at ourselves, where we are, and where we need to be going.

MCC also recognizes the key purposes for the self-study report, as pointed out in the *Handbook of Accreditation*, and every effort has been made to fulfill roles specified by the Commission:

An institution’s Self-Study plays specific roles in the Commission’s processes.

* It constitutes the institution’s formal request for initial or continued accreditation.

* It summarizes the purposes and findings of the self-study process.

- * It demonstrates the institution's ability to analyze its effectiveness and develop plans for its own improvement.
- * It provides evidence that the institution fulfills the Commission's General Institutional Requirements and the Criteria for Accreditation.
- * It succinctly summarizes the information necessary for the evaluation visit, the review process, and Commission action.

(Handbook of Accreditation, p. 74)

The *MCC/NCA 2000 Self-Study Report*, for the most part, is organized around the Five Evaluative Criteria. The General Institutional Requirements are addressed in Chapter Three, but references and supporting data are placed throughout the report. SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses are carried out throughout the report.

