More than Three Quarters of a Century

The history of Mott Community College is a story of 75 years of changes and challenges. Over the past three-quarters of a century the College has moved from a few rooms in a corner of the city’s major high school, to a charming if somewhat creaky refurbished sanitarium, to a 56-acre campus in the heart of Flint’s College and Cultural Center, and then to a variety of extension centers and a branch campus.

Since 1923 the College has been at least two quite different colleges. In its first decades as Flint Junior College it was a junior college in the most classic sense, offering the first two years of a university degree, and little else. Only later, when economic demands and the educational make-up of the area changed, did the junior college evolve into a community college, offering a balance of both academic preparation for a university degree and occupational programs leading to a job.

In spite of the fact that it wasn’t the oldest junior college in Michigan, the Flint college was the second in the state to be accredited by the North Central Association in 1926 and has retained its accredited status ever since.

The College and Cultural Center

As the calendar passed the half-century mark, Flint’s civic pride blossomed and important local leaders moved to establish a permanent monument to Flint’s accomplishments: The College and Cultural Center which traced its origins to a General Motors founder, Charles Stewart Mott.

As major philanthropists lined up to build the Cultural Center, they also came forward to support the new junior college campus. At this time C.S. Mott donated 32 acres of land adjacent to the Oak Grove campus for the purpose of building an athletic fieldhouse and, as it would turn out, a whole new campus. In 1955, Mott gave six and a quarter more acres for additional facilities. In quick succession, new buildings were constructed on the donated land. The first building, the Ballenger Field House, was completed in 1954.

The Harlow H. Curtice Building was first used in 1955, and in the same year the C.S. Mott Community Center of Science and Applied Arts (the Mott Building) was built. These two buildings are now joined and form the Curtice-Mott Complex.
In 1957, the Mott Memorial Building was completed and became the home of The Senior College of the Flint College of the University of Michigan where the junior and senior years of a college degree were offered. The Cady B. Durham Natatorium, next to the Ballenger Field House, was finished in 1958. In 1959, the Michael A. Gorman Building of Science and Technology was completed, followed by the Charles Stewart Mott Library, built in 1960, and the Prahl College Center, opened in 1972. In 1973, the Board approved a master plan to remodel the College, providing for the first major face-lift since the construction of the College and Cultural Center in the 1950s. The plan was the first long-range master construction and renovation plan the College had in its first half century. By 1978, 14 remodeling and renovation projects were either completed or underway, physically remaking the campus. Part of the reconstruction plans included making the campus barrier-free for the disabled, as wheelchair accessible doors, drinking fountains, and elevators were added to most buildings. In 1978, the Wagner Auto Lab was dedicated and provided training in a variety of auto repair areas, and the College offered courses at 13 extension centers. In 1977, when the University of Michigan began to leave the Mott Memorial Building for its new campus in downtown Flint, the MCC began moving its classes into the building.

In 1961, the Flint Board of Education authorized a major management study on the entire educational system in Flint. As the College responded to the report, the Dean of the College, Clyde Blocker, said that the biggest challenge for the next five years would be building an “unexcelled” occupational program while keeping a “high-caliber” transfer program. In the 1989 North Central Association Self-Study Report, Blocker is given credit for guiding the College from a junior college to a gradually evolving community college.

By 1990, more than 80 career programs would be offered. One brief summary of the college’s history, part of the NCA Self-Study Report in 1989, pointed to 1960 as the time when the nature of the College changed as it evolved into a community college.

By the late 1960s, a number of factors drove the College to pursue independence from the Flint Board of Education. In October of 1968, a formal resolution of separation was prepared. Flint Community Junior College became Genesee Community College following a district-wide vote for an operating millage and the election of a College Board of Trustees.

When C.S. Mott died in February of 1973 at age 97, there was strong sentiment from many that the name of the College should be changed to reflect its greatest benefactor. By July, Genesee Community College became formally known as Charles Stewart Mott Community College.
During the 1970s, the number of students grew from about 7,200 in 1970 to nearly 10,000 in 1979. In 1975, Mott had the largest enrollment of any community college in the state with nearly 11,000 students.

In the 1970s, the College continued to develop more and varied occupational programs, which became increasingly important towards the end of the decade as auto plants closed and layoffs grew in the Genesee County area.

In addition to the expansion of occupational programs, attempts were made to reach out to other groups of students in new ways. A weekend college was begun, as were women’s programs, child care programs, a nursing program for the disadvantaged, a veteran’s affairs coordinator, a hearing impaired program, gerontology program, classes for senior citizens, a social work program, a fire protection program, international studies program, a writing center, and labor studies program.

In 1981, the College entered the computer age in a major way when student registration was computerized. The electronic age arrived as Mott began to offer classes via television in 1981. The program grew from two classes to the largest in the state. More than two dozen telecourses and Internet courses have been produced in the following years by the Mott faculty and staff.

In 1988, the College was able to begin a number of renovations on campus after having passed the first of several bond issues to fund the extensive remodeling of the campus. By the early 1990s, the College approved plans for a branch campus near Fenton. The Southern Lakes Branch Campus (SLBC) was located just north of Fenton about 15 miles south of Flint.

During this time the College also expanded the range of its academic offerings. In conjunction with Wayne State, Ferris State, Central Michigan, and Eastern Michigan universities, some bachelor’s and advanced degrees were available through the University Center located in the Mott Memorial Building.

On the other end of the academic spectrum, in 1991, the College provided space for the Mott Middle College. The program is designed for troubled but talented high school students in the Genesee County area. Though organizationally separate from the College, Mott Middle College is located in the Mott Memorial Building, and the students have access to the full college campus.

Responding to NCA’s general education initiative, in 1991, the College significantly revised its basic degree requirements regarding general education to require courses with a multicultural focus, humanities or social science courses, and laboratory science courses. Students were also expected to
demonstrate basic math proficiency, learn to use a computer, and take at least one course that included “writing across the curriculum.”

In 1986 the Foundation for Mott Community College was established as an organization for channeling private contributions to the College. Funds from both corporate and individual donors are used for many college activities, scholarships, and community activities.

In 1985, the North Central Association renewed Mott’s accreditation for another five years. In 1989, a self-study of the College was completed and in 1990, North Central extended the College’s accreditation for a ten-year period.

**Since the 1990 NCA Visit**

In 1992, the College gained the approval of a $20 million bond issue that financed continued remodeling of classroom buildings, a total renovation of the Gorman building, and an updating of the campus computer system. The bond issue also funded Mott’s expansion of three new occupational areas: technology, health care, and culinary arts. By the mid-1990s, the College had installed a professional state-of-the-art commercial kitchen in its newly designed Applewood Cafe.

The College commissioned Dick Alfred and Pat Carter, University of Michigan consultants, to conduct a thorough study of Mott and its future goals. The study was probably the most significant examination the college had experienced since the Booz, Allen, and Hamilton Report of the early 1960s.

The Alfred-Carter Task Force recommended eight major areas of improvement for the College. They included:

- Improvement in instructional technology.
- Improvement in student intake/support and retention.
- Improvement in institutional research to allow the College to better assess student success and the success of College programs.
- Improved marketing plans for the College.
- Improved coordination with employers in the area.
- Improved use of human resources and professional development opportunities for the faculty and staff of the College.
- Improved governance and decision-making.
- Improved working climate at the College by recognizing the accomplishments of employees.
As of mid-1996, the major recommendations were in place; priorities were set; a number of plans were already underway, and others were expected in the near future.

By mid 1998 the voters approved a $36 million bond issue for development of a Regional Technology Center to provide technological job training for the changing economic demands in the area. A millage vote for an increase in operating funds, however, failed. The site for the RTC, adjacent to the main campus, was occupied by a large hospital which stood vacant. Thanks to a grant from the Mott Foundation, the hospital is being razed. Construction of the RTC and work on the massive educational and curricular changes are now underway. Both the State of Michigan and the National Science Foundation have made major commitments to the project.

In the spring, 1999, Dr. Allen Arnold, then the College’s President, accepted an offer with the Appalachia Educational Laboratory and notified the Board, College, and community that he would be accepting the position on September 1, 1999. Although the Board was disappointed that Dr. Arnold left, there had been no rift, and the institution was stable with strong vice presidents, and an experienced administration, faculty, and staff. An interim President, Dr. David Spathelf was appointed, and he is both experienced in educational administration and very familiar with the College’s district, as he was Superintendent of the Genesee Intermediate School District for many years, and the College district and the ISD are identical. The Board itself is also experienced and unified, with the three incumbents running unopposed for re-election in the June 1999 election, the first time ever for an uncontested Board election. The College is over 76 years old, and change is always happening. The process to find a new president began immediately.

Profile of the Mott Community College’s District

The area served by Mott Community College is centered in the city of Flint, the largest city and county seat of Genesee County, Michigan. The city was first settled by people of European ancestry in 1819 and was incorporated as a city in 1855. By the 1880’s and 1890’s it was a center for the lumbering industry. Before the turn of the century Flint had become a center for the wagon and carriage industry that in turn provided the basis for the newly emerging automotive manufacturing business. In 1908, William C. Durant founded the General Motors Corporation in Flint, consolidating several auto-manufacturing companies into a single unit. One of the earliest investors in General Motors was Charles Stewart Mott, the philanthropist for whom the College is named.
With the dramatic growth in the auto industry in the early part of the century, the auto plants expanded and the city population boomed, growing from about 38,000 in 1910 to 156,000 in 1930. The economic opportunities attracted immigrants from the rural south as well as eastern and southern Europe to the Flint area. The events of the Great Depression, however, led to huge layoffs of workers and spurred attempts to unionize autoworkers. In 1936 and 1937 Flint was the site of “The Sit-down Strike” that led General Motors (and later other auto companies) to recognize the United Auto Workers as the key union for those working in the auto plants.

By the 1950s, the city was booming as General Motors dominated the auto market in the U.S., and Flint was selected as an All-American city for its growth and accomplishments. At this time C.S. Mott, Michael Gorman, and other civic leaders initiated the development of the “College and Cultural Center” just east of downtown Flint. The huge project included an art museum, a public library, a planetarium, a large auditorium, a smaller theater, a museum, and a new campus for what was then Flint Junior College.

By the 1970s and 80s, General Motors’ market share declined, and the region faced increasing layoffs as one auto plant after another was closed. The city of Flint was particularly hard hit, dropping from a population of over 190,000 in the early 1970s to about 135,000 today. Genesee County, however, did remain more stable, down only slightly from a population of just over 450,000 to a total of about 436,000 today. Over the last 25 years auto manufacturing jobs have declined from about 80,000 to approximately 33,000 today. Estimates are that the number will continue to decline as General Motors closes additional plants in the area. In recent years, however, unemployment has dropped as auto sales have been strong. In 1997, the unemployment rate was 5.4 percent and per-capita income was $22,815. In September of 1998 the unemployment rate was 4.5 percent. The area has also seen strong economic growth from nearby Flint Township to the west, and from Oakland County to the south with its high-tech economic base. The economic base of the county is changing dramatically, and sometimes painfully, as the role of the auto industry and manufacturing declines in importance.

The region faced its share of racial tension and yet became the first city in the nation to pass an open housing law in a public vote and the first major city to elect a black mayor. Almost 50 percent of the city of Flint population and about 19 percent of the county is African-American.

With its strong union membership and large African-American population, the county has usually given Democrats an advantage at the polls. Yet in the southern part of the county Republicans do find some success.
In addition to Mott Community College, which is the largest institution of higher education in the area, the region also includes several other colleges and universities: Baker College, the largest branch of a statewide system of private colleges, generally oriented towards business; The University of Michigan-Flint, a satellite campus of the University of Michigan in Ann Arbor, offering a wide variety of bachelor’s degrees and several master’s programs; Kettering University (previously General Motors Institute) a private university focusing on engineering and management.

The area also offers cultural and recreational opportunities. In addition to the College and Cultural Center’s DeWaters Art Center, Whiting Auditorium, Sloan Museum, Longway Planetarium, and Bower Theater, nearby Cross-roads Village gives visitors a view of life in a small village a century ago. Flint has its own symphony orchestra and also brings nationally known performers to the Whiting Auditorium. Several groups operate area art galleries, and there are a number of active theater groups in Flint and surrounding communities.

Responses to the Concerns in the 1990 NCA Team Report

The College responded immediately to the 24 concerns listed in the 1990 team report. The coordinators of the 1990 self-study organized a comprehensive effort to address the concerns directly and carefully. A wide cross section of the administration and many others participated. Changes were made, and subsequently, many more changes have taken place. In several instances, the circumstances that led to the expressed concern have changed so much over the subsequent years that the original concern may not be relevant any longer to the Mott Community College of today. Below are listed all the concerns, in order, from the 1990 report along with MCC’s responses. These responses reflect the most recent College activities and situations in order to be as up-to-date as possible. Materials and information reflecting actions taken immediately following the 1990 visit, and which may not be included here, are available in the Resource Room.

1. College effectiveness is predicated on continued clear differentiation of the roles of the Board and the College President.

The President and Board presented on governance at the MCCAA Conference in 1996, 97, and 98 and received the Bellwether Award on governance in 1996.

A strong relationship between the Board and the immediate past President provided a foundation for getting work done. According to a majority of
Board members their second most important responsibility is to hire and support a good President. Interviews indicate the Board supports the College’s President and empowers him or her to manage the administration of the College. The Board clearly believes it should not be involved in the day-to-day operation of the College, and it isn’t. The Board of Trustees relies on the President and Administration to operate the College based on the policies the Board has established. They expect issues to be routed through established channels and discourage individuals and groups from raising issues directly with the Board. MCC’s Board of Trustees is experienced, and the three incumbents up for re-election in 1999 ran unopposed. Every indication is that the Board will continue to understand and fulfill its role with a clear differentiation between its and the President’s and administration’s responsibilities.

2. p 11 There is a need for clarity in the definition and use of the Board’s standing and ad hoc committee structure.

The Board meets monthly, generally on the fourth Monday of each month, and all meetings are open to the public. The order of business is conducted according to Section 1.13 of the Board of Trustees Bylaws.

- The seven-member Board elects one member to chair the Board for two years.
- The chair acts as spokesperson for the Board and presides at all meetings of the Board.
- The chair appoints all committees (two standing committees: Board Financial and Board Personnel) and there is currently a Board Outreach ad hoc Committee.

All business is transacted at public meetings, and no member of the Board has the power to act in the name of the Board outside the meetings in accordance with the Michigan Community College Act of 1966. There have been no problems with the two standing committee process. Occasionally, the chair assigns Board members issues for them to research, track, and then report on. There does not appear to be any confusion or lack of understanding currently regarding Board committees or structures.

3. p 11 The organization contains some duplicated and fragmented services as delivered by units throughout the College.

The Faculty Handbook is updated each year and includes information on administrative organization. Reporting lines are clear and generally well understood. Elements related to this concern are also addressed under Concern 14, but there does not appear to be confusion on campus about roles or responsibilities or duplication and fragmentation of services.
4. p 11  The administrative committee structure consisting of the Executive Committee, Management Committee, and Administrative Council is not clearly understood by all segments of the institution.

The Executive Cabinet has been expanded from the President and Vice Presidents to include the Executive Director of Human Resources and the Chief Financial Officer. This expansion improved cross-functional communication between departments. Additionally, this change provided a system of checks and balances for all areas of the College. Leadership teams are invited to present issues and concerns coupled with innovative ideas and concepts.

5. p 13  While progress has been made toward affirmative action employment, the faculty does not reflect the cultural diversity within the student population.

While the percentage of Mott minority full-time faculty is somewhat less than the percentage of minority students enrolled, Mott diversity data for teachers indicate that MCC exceeds the national average by more than 4%, and diversity among the faculty has increased steadily since the 1990 visit.

6. p 13  The growing number of part-time faculty needs to be monitored closely in order to ensure that quality of instruction does not suffer.

An orientation for all new full- and part-time faculty is held at the beginning of each semester. Part-time faculty are paid to attend. The orientation includes employee information as well as presentations by experienced faculty on syllabus preparation, classroom strategies, and assessment.

Meetings are held at least once a semester for all part-time faculty in most programs and disciplines, including (but not limited to) nursing, political science, child development, dental hygiene, cosmetology, developmental English, foreign language, reading, interpreter training, food services, drafting, and respiratory therapy.

All part-time instructors are evaluated the first semester in which they teach, and alternating semesters thereafter until they earn adjunct status. Once reaching adjunct status, faculty are evaluated according to the same schedule as full-time faculty.

Focus, the publication of the Committee on Excellence in Teaching and Learning, is distributed to all faculty, part-time as well as full-time, providing strategies for effective teaching.

Currently, 17.65% of the faculty are ethnic minorities.
7. p 26 Course syllabi are inconsistent in format and often lack essential elements such as course objectives; additional descriptive information is needed to communicate course content and expectations of the students.

All faculty must submit syllabi at the beginning of each semester. Forms for the proposal of new courses or revisions now prescribe a standard format for course syllabi. As mentioned above, format and guidelines for preparing syllabi are included in the new faculty orientations, and the College is exploring software packages for the creation of new curriculum and the standardization of format for existing courses. As a direct result of the College’s assessment efforts, course syllabi now identify objectives more specifically and clearly, and much emphasis is being placed on using the Wisconsin Instructional Design System (WIDS) approach in the creation of new syllabi. There is much greater consistency in syllabi now than there was in 1990.

8. p 27 The ten credit hour general education requirement needs to be reviewed and expanded.

There is now a core general education requirement for all degree programs that includes at least 18 credits, including two semesters of English writing courses, political science, and various other components, such as a math competency requirement, writing across the curriculum, a multicultural/ethnic course, a humanities or social science course, a course involving extensive computer use, and a natural or technical laboratory course employing the scientific method. The MCC General Education component was used by NCA at its 1991 Annual Meeting as a model, but the college recognizes that it may have become dated, especially in light of assessment efforts. A review is currently underway.

9. p 27 The College should identify ways in which the student evaluation of faculty can be used more effectively to improve instruction.

Associate Deans of each division carry out evaluations of full- and part-time faculty according to a regular schedule as prescribed by the Master Contract. These evaluations may involve peer participation in the process, depending on individual division policies and procedures. Review and analysis of the Student Instructor Evaluation Forms (SIEFs) are key ingredients in the evaluation process. All faculty (full-time, adjunct, and part-time) are required to use the SIEF forms for all sections being taught at least once per academic year. The results of the SIEFS are available to faculty much more rapidly than in the past,
thus allowing instructors to make changes in their pedagogy, based on the results, the very next time they teach the course. SIEF forms are evaluated and revised from time to time in an effort to improve their effectiveness. Further, many instructors use formative assessment to help improve teaching and learning during the semester the course is taught.

10. p 27 There is a need to examine the relationship between testing/placement and attrition in English, reading, and mathematics courses.

Studies were carried out during the early to mid 90s on the relationship between placement test scores and student success. These studies generally have shown that students who are recommended to take developmental level courses, and do so, fare better overall in their academic studies than those who choose not to take the recommended courses. Annual academic review studies are conducted to measure completion and success rates of students in all courses.

In the spring of 1996, a new academic assessment tool was instituted at the College, the Computerized Placement Test (CPT) published by the College Board. The College’s Psychometrist has been studying the success rates of students as compared to their scores on the CPT. In addition, assessment studies involving re-testing of student cohorts are being conducted.

Mott Community College is also participating in a series of statewide studies being conducted by the Michigan Department of Education to examine developmental courses and their effect on student success. These studies are designed in a similar fashion to the Carl Perkins Vocational Education Standards and Measures analyses.

11. p 27 There is a need to examine the relationship between class size and attrition in developmental classes and in English 101 and 102.

Class size in developmental English classes was lowered from 28 to 18 on a trial basis. Data are being collected to determine whether this change affects attrition and success rates. No changes have been made in class size in English 101, 102, and 105.

A review and analysis of the completion and success rates of students in developmental courses is done annually. The Coordinator of Developmental English and the Institutional Research Office are studying data to compare success and completion rates from the larger class size years to the lower class size years.
12. p 27 The location of various programs on campus needs to be reviewed; for example, Drafting Technology is presently in an area apart from other related programs which makes effective interaction extremely difficult.

A number of programs and services on campus have been relocated for more effective interaction. All intake functions, for example, are now located in the Prahl College Center. The College has recently passed a bond issue to fund the construction of a Regional Technology Center on a site recently added to the main campus. Manufacturing related programs, Drafting Technology, Automotive Technology, Electronics, and numerous other related programs will be housed in this new building allowing for greater interaction among faculty and administrators in related programs.

13. p 31 The Human Resources Development Department needs to address the challenge of how to provide faculty development services to the growing number of part-time faculty.

Faculty development responsibility is now under the Vice President for Academic Affairs. The Committee for Excellence in Teaching and Learning (CETL) is largely comprised of faculty, both full- and part-time. The committee provides a variety of professional development activities and continues to explore ways to mentor and support part-time faculty.

14. p 31 Student and academic support services tend to be duplicated and fragmented throughout the college.

Student and academic support services have been consolidated so that they are no longer duplicated and fragmented. Student Services have been consolidated in one building, the Prahl College Center. Registration and Records has combined with the Cashier’s Office so students can register and pay at one stop. An Office of Admissions, Recruitment and Articulation has brought together all aspects of the admissions process. An Academic Advisement Center has been co-located with Counseling and Student Development so that students do not have to go to division offices for advising in business, health sciences, humanities, mathematics, science, social sciences, and technology.

Academic Services have been consolidated in the Learning Center located in the Mott Library. DisAbility Services, Center for Instructional Support, and the Academic Development Center formerly provided services that frequently targeted the same population and consequently duplicated services. Now they are part of the Learning Center under the supervision of one Executive Director. The Writing Center remains in the Curtice-Mott Complex primarily be-
cause it is staffed by English faculty who are housed there. The Writing Center is also near many of the classrooms where students attend courses requiring writing assignments.

15. p 36 The coordination and effective implementation of the Student Flow Model need to be addressed; information concerning the status of the project does not appear to have been communicated adequately; timelines and the involvement of various individuals and offices need to be improved.

The Student Flow Model, described in the 1990 self-study, was discontinued several years ago when it became increasingly clear that the Prime computer system could not support the Student Flow Model, and programs written in-house never worked as effectively as hoped or planned. The College thus decided to purchase new hardware and software components that were fully integrated and would allow better tracking of students.

A committee consisting of the Director of Institutional Research, the Assessment Coordinator, the Psychometrist, and the Developmental English Program Coordinator is addressing the need for an improved student flow model. It is now possible to access the academic history of each individual student to make decisions and draw conclusions about the effectiveness of a course or program. For example, the Office of Institutional Research is compiling data by reviewing one student at a time and reporting the compiled results to the developmental English program faculty.

Further, the committee is currently working on a student flow model that allows tracking a cohort of students, such as those completing a particular section of developmental English. This model will provide data in a more effective and time efficient manner regarding student progress and success after completing a particular course of study. The request and design for this model came from the developmental English faculty but will be available for everyone’s use.

16. p 36 The process of testing, placing, and advising students needs to be reviewed and simplified.

Placement testing has been computerized at Mott with the CPTs from College Board. The week-long waits for paper tests to be graded have been eliminated. Placement is not mandatory, but most students follow the recommendations of academic advisors. During the first week of each semester or session, students may move to higher or lower level courses (such as from English 101 to Basic Sentence Skills, or from Basic Mathematics to Beginning Algebra) without penalty. Students who formerly had to have an advisor’s
signature until they had completed 17 credits of 100 level courses no longer have this restriction. New students who are degree or certificate seeking are required to see an advisor only for the first semester of enrollment. After the first semester, only degree or certificate seeking students who fall below a 2.0 GPA or are undecided about a major, or are enrolled in developmental coursework require a signature in order to register. The result is that students in good standing or non-candidates for degrees may register immediately.

17. p 36 The “induction” process appears to be overly complex; new students must make several trips to the campus to complete the process. The College needs to discuss and reach consensus regarding the need for student assessment/advising and student access.

A real effort has been made to simplify and shorten the “induction” process. Admissions, Advisement, Counseling, Financial Aid, Cashiers, and Registration are now located in one building, the Prahl College Center, with large signs proclaiming “New Students Start Here.” Only new students who are degree or certificate seeking are now required to complete the comprehensive induction process before they enroll. Placement testing, orientation, and advisement are available to all students but not required unless they intend to seek a degree or certificate. Transfer students, students who are not candidates for degrees or certificates, and returning students can enroll without making several trips to campus.

Degree and certificate seeking students are spared the long waits to see counselors or advisors and are able to spend more time, if needed, with them now that all students with 17 credits or less are not required to obtain a counselor’s or advisor’s signature before registering. It is now possible for a student to do “one-stop shopping.” A student can take the CPTS, go through orientation, see an advisor or counselor, register, and pay all in “one stop” on campus.

18. p 36 Although the College has recently adopted a goal related to the enhancement of minority enrollment, that goal must be translated into a specific action plan in order for the goal to be achieved.

Action plans and strategies exist as MCC maintains an active diversity recruitment program. Some of the activities are listed below:

- Mailings and posters sent to inner-city schools and lower income families encouraging potential students to attend MCC’s College Night and a College Career Open House
- Implemented open house style program aimed at Flint community middle and high school students on the Michigan Tuition Incentive Program (T.I.P.)
- Presentations are given through a summer migrant program
• Presentations, including classroom presentations, are given to students at Michigan School for the Deaf and Blind
• Hispanic Recruitment Committee active in developing strategies and creating opportunities
• Displaced Homemaker Program identifying and recruiting women
• Recruitment Team visits at least twice yearly to inner-city high school counselors, career fairs, and classrooms
• Increasing the number of minority Mott Presidential Ambassadors to assist in recruitment efforts

19. p 41 Many administrative, faculty, and staff positions are not being filled in a timely fashion. Hiring policies and procedures should be reviewed and streamlined to ensure that there are a minimum number of acting positions and that they are of short duration.

Since the last NCA visit, the Human Resources Office (HR) has been completely reorganized, a new Executive Director hired, and all procedures have been reviewed, and many improvements in processes have been implemented. HR devotes considerable effort and resources to monitoring vacancies and filling positions in a timely fashion. A Current and Anticipated Vacancies Report is distributed to the entire organization via the HR Lotus Notes Database. Over the past several years, various early retirement programs have resulted in unusually large numbers of simultaneous vacancies, a significant challenge, but every effort is being made to fill these in a timely fashion. HR has biweekly meetings to update and prioritize personnel needs, and a full-time recruiter/staffing manager position was created to assist the organization in responding quickly to staffing needs.

Three major administrative vacancies occurred in the Academic Affairs area as the result of implementing a significant reorganization. These positions included the Vice President for Academic Affairs and two academic deans. The Vice President for Academic Affairs position has been filled, but two positions, one the newly envisioned Dean of Curriculum position, and the Dean of Educational Systems remain vacant. The previous Dean of Educational Systems is now the Vice President for Academic Affairs, thus causing the vacancy in his previous position.

20. p 41 The College has developed a system for institutional planning and assessment, but there is no evidence that periodic evaluation of cost center “subset goals” is consistently conducted across all departments; nor, does there seem to be a process for relating the evaluation of the “subset goals” to the College’s biennial strategic goals.
Curriculum planning is central to institutional planning in any educational organization. While a program evaluation process has been in place for three years, it still needs improvement in terms of the quality of data included.

This curriculum planning process, which will be the responsibility of the new position of Dean of Curriculum, will become an on-going, strategic focus of the Vice President’s office. The Dean of Curriculum will support and guide the faculty and the associate deans in an on-going, annual process of curricular planning. In addition, regarding non-curricular issues, faculty do participate with the administration and student life areas in their planning process.

Strategic planning in the areas responsible to the Vice President for Administration is based exclusively on the Mission Statement. The process begins with values statements related to the mission and the establishing of “accountability goals” for each department or area with corresponding measurable outcomes assigned to specific cost center managers. Monitoring continues throughout the year with refinements made as needed.

Annual goals for Student Development and Instructional Support (SDIS) are established in three strategic areas: intake services, enrollment management, and student programs and services. Each SDIS cost center manager works with his or her staff to develop “subset goals” in the three strategic areas relating to staffing, equipment and supply, technology, and processes and training. Periodic retreats and area meetings have been held to review and evaluate goals and to plan for the upcoming semester or year.

21. p 42 Analysis should be made of the Information Systems area to address the issue of backlog of computer services requests. Departments should be kept informed concerning the status of requests.

Information Systems has been reorganized administratively and expanded extensively since the 1990 NCA evaluation. The College has a new Datatel system in place and operating, and PCs have been purchased and placed in faculty offices and on the desks of all employees with computing needs. These computers are connected to the local network with easy access to databases locally and to the Internet.

IS has established a HELP desk and telephone number and has dramatically improved its response to service requests. Additional staff have been hired, and overall computer support is much improved. A system of assigning service numbers to each request and setting priorities for handling service requests is working effectively.
22. p 42 Administrative computer systems utilization may be approaching capacity; the College needs to develop a strategy for upgrading computer hardware and software systems.

The Prime system, which was in place in 1990, is no longer in use. Administrative computer systems have been replaced with much more efficient and up-to-date hardware and Datatel Colleague software.

23. p 49 The pursuit of a future bond issue is critical to the long term fiscal health of the College; concomitantly, involvement of all College constituencies is essential.

Since the 1990 team visit, the College has successfully passed two bond issues. The first was used for numerous capital improvements in the mid 1990s, and second, passed in 1998, is funding the new regional technology center, the purchase of computers, and numerous other projects enhancing the College’s effectiveness in the community. Efforts are underway to enhance the College’s image as a county-wide institution and not just a city institution, a perception that seems to have lingered since the time the College was Flint Junior College and a part of the Flint Public School System.

24. p 53 Opportunities for participation in planning at the unit level are not consistent among College units.

Planning in the academic affairs area has been constant across the divisions, but minimal. The primary planning opportunity for renewal is the annual review process. When the new curriculum planning process begins in fall, 1999, that process will apply to all programs and disciplines. It will be thorough and consistent across the academic areas, and it will provide the basis for plans relating to staffing, facilities, equipment, and supplies. The Fall 1998 survey indicated that those involved directly in the academic side of the College were generally satisfied with their opportunities for involvement in planning.

Each cost center manager working with the Vice President for Administration has a copy of the relevant Board policies, the Mission Statement, and a copy of the booklet, “Accountability in the Community College,” which was originally presented at ACCT. These documents guide cost center managers as they deliberate upon the goals they wish to suggest for inclusion within the planning process. Cost center managers in SDIS, as mentioned above under Concern number 20, work with the SDIS Management team, and there is widespread participation in identifying and addressing needs and establishing plans related to strategic areas.
Responses to Advice and Suggestions from the 1990 NCA Team Report

Although the Commission does not require schools to respond to the advice and suggestions offered by the preceding visiting team, Mott Community College has decided to comment on each of the 30 suggestions offered by the team in their role as consultants. As is the case with the concerns, there are instances where the suggestion is not entirely relevant to the circumstances of today, and in many cases, the College responded positively nearly 10 years ago but has gone on to make further changes in more recent years as needs and directions shifted.

1. **The Board should consider additional in-service sessions for itself and the President as they move from the early stages of work relationships into a more sustained period.**

The President here at the time of the 1990 evaluation resigned, and a new President Dr. Allen Arnold, was appointed by the Board in 1992, and remained in that position until the middle of 1999. The relationship between the Board and the President continued over a sustained period, and Dr. Arnold’s resignation was submitted so that he could accept a new position as director of the Appalachia Educational Laboratory and not because of any problems with the Board. The Board has and will continue to make strong efforts to work effectively with its chief executive officer, as evidenced by the excellent working relationship established with Interim President David Spathelf.

2. **Clear guidelines and procedures for the Board committee structure should be established and communicated widely throughout the college.**

The Board of Trustees has two standing committees, Personnel and Finance, and one ad hoc committee, Outreach/Community Partners, each with three members. Minutes and agendas for all Board meetings, and these include committees, are available prior to and after the meetings. Both voice mail and email are used throughout the College to communicate information about the availability of Board information and materials. There does not appear to be any confusion regarding the committee structure.

3. **An analysis of institutional services should be made to determine where duplication and fragmentation exist in order to enhance the efficiency and cost effectiveness of the college.**
The College has carried out an extensive analysis and reorganization of the services it provides. Student services and academic support services have been organized and centralized. The administrative structure of the College has been reorganized extensively in an effort to clarify responsibilities and eliminate fragmentation and duplication of services.

4. Although collective bargaining is a reality at Mott Community College, there is an ongoing need to emphasize the collegial environment of this institution of higher education.

Ongoing, collaborative bargaining is now a part of the Master Contracts, and issues are handled as they arise. Class size for distance learning courses and intellectual property are two examples of items that have been handled effectively through the collaborative bargaining process. All five collective bargaining units worked together in support of the recent millage and bond issues. The College also received the 1998 UAW/Saturn Partnership Award from the National Education Association/United Auto Workers. The Pro-Tech unit and the College were recognized for achieving excellence through collective bargaining. Only one grievance has been filed by the faculty union in the past five years, indicating that problems have been resolved in a collegial manner.

5. The college should continue its efforts to maintain open channels of communication through appropriate exchange of views.

The President each week schedules an Executive Cabinet meeting and a meeting with the Vice Presidents to address institutional issues. At the Executive Cabinet meetings, leadership teams are invited in to discuss projects, concerns, issues and/or problems. The teams conduct open discussion sessions or a formal presentation to the members. Once a month on the Friday before the MCC Board of Trustees meeting, the College managers and some union representatives meet to discuss what will be going forth to the Board and in some cases, may discuss open Board issues from past meetings. Everyone is given a chance to provide updates. Additionally, the Human Resources Office provides a schedule for the Joint Union Management Process (JUMP) committee to meet and discuss concerns, issues surrounding “hot spots,” and/or contract language changes.

Board Scanning workshops provide opportunities for faculty, staff, administration, and the community to communicate with the Board regarding innovative approaches, national models, and outreach efforts that will impact our community and the College. Our Marketing department uses voice mail and e-mail to keep the College updated on newsworthy events.
Overall communication within the divisions is good both laterally and vertically among faculty, staff, and associate deans. Mott Community College’s introduction of the Lotus Notes system and website made dispersing and collecting information, setting meetings, and requesting information easy and effective for faculty, staff, and students.

6. **A list of all college committees, including their memberships and purposes, should be published and distributed widely throughout the college.**

A list of all committees has been created and is updated yearly. Membership lists are readily available to anyone wanting them. In the fall, 1999, comprehensive membership lists of all College committees and subcommittees, including CPSC, administrative, Board, and program advisory committees were distributed throughout the College electronically.

7. **The college should consider cultural diversity in all employee hirings with particular emphasis on faculty.**

The percentage of minority full-time faculty is now 17.65, which is relatively equivalent to the minority population in the College’s district and 4% higher than the national average for college faculty. The minority percentage of other College staff is 31.09, with an overall institutional average of 25.83%. This percentage is markedly higher than in 1990.

8. **The college should consider expanding the size of the Writing Center and increasing the amount of equipment available.**

The number of computers in the Writing Center has been increased to seven, but no increase in size has been achieved.

9. **The college should consider expanding computer facilities for developmental education courses.**

The WICAT lab, located in the Learning Center at the Mott Library, provides support for developmental education, and it has been upgraded twice. A new computer classroom and lab in the Mott Memorial Building is used by developmental English faculty, but demand may be greater than availability.

10. **The college should consider using English Department faculty members in a more direct way in the developmental English curriculum initiative.**
A strong cohort of developmental English faculty have designed and maintain a very strong program. New faculty with special preparation in this area have been hired. The developmental English faculty meet regularly to discuss teaching strategies and for collaborative, holistic evaluation of student writing.

11. The college should consider a Writing Across the Curriculum initiative.

An extensive writing across the curriculum program is now in place, and every student must complete at least one course with the WAC designation in order to fulfill degree requirements.

12. The college should consider the possibility of introducing CAI in composition classes.

Some composition faculty do use computer labs for composition classes, but more capacity would be desirable, and more laboratory availability would result in greater use for teaching composition and technical writing.

13. The Dean of Natural and Social Sciences should consider separate meetings of the Natural and Social Sciences sections.

The academic organization of the College was restructured seven years ago, and there is now a separate Division of Science and Mathematics and a Division of Social Sciences, each led by an associate dean.

14. The College should consider the development of a central training facility and delivery system such as interactive video to enhance the effectiveness of the Industrial and Business Training Programs.

The objective of having a central training facility with technologically enhanced delivery systems is, largely, incorporated into the Regional Technology Center. The RTC will include, as presently planned, three two-way interactive classrooms and a teleconferencing center. The purpose will be to have the capacity to originate two-way interactive instruction from the facility to company training sites and to receive two-way instruction from any location into the RTC. In addition, MCC is exploring the possibility of using the RTC as a lab site for vocational teacher training programs articulated with transfer university partners. The RTC will provide the College extensive opportunities to collaborate with industry and labor in preparing skilled workers to fill the growing needs of the area in the 21st century, as well as attract high tech industry to the region.
15. The college should endeavor to establish relationships with other GM plants that are as close as the relationship it has with the metal fabrication plant.

Mott Community College is the sole provider for GM apprenticeship education for eight different plants located in the Genesee County region, in addition to on-site training programs offered at area GM plants. Over the past five years, MCC has worked with UAW-GM and the State of Michigan Jobs Commission to secure $5 million for programs dealing with retraining and upgrading workers. Mott Community College was recently awarded a UAW-Ford contract for training in Romeo, Michigan, outside of the Genesee County service delivery area, because of the excellent work that MCC is providing to its UAW-GM partners.

16. Community Education staff should consider automating the registration system.

In 1997 Datatel, Inc. (Colleague System) was introduced as the computing system to drive the student records system, registration, accounting, purchasing, and payroll processes. This system allows for greater integration among the various College processes, avoiding duplication of effort in some instances. Millions of dollars have been spent to make this transition possible. Customized programming also has occurred to enhance the Colleague System with Mott-specific processes that were not inherent to the existing Colleague System package.

In 1992, an ACEware Software Package titled “Student Manager” was developed specifically for Continuing Education’s non-credit program. Continuing Education began using Datatel for non-credit admission/registration in July of 1998. The program code used for non-credit sections is NOCR (non-credit). Many of CE’s students are currently enrolled in college credit programs. Datatel has allowed the merging of credit and non-credit records for easier access to a complete transcript for the student.

17. A more systematic marketing plan might benefit Community Education programs.

Several years ago, the Community Education Department changed its name to Continuing Education. Continuing Education consists of two departments, Community Education and the Business & Industry Resource Institute (BIRI). Both offer non-credit learning experiences in non-traditional formats and
locations to provide education and training for individuals, organizations, business, and industry. Community Education programs have grown three-fold serving over 7,000 participants. The revenue from the growth of Community Education has provided the department with stability. The Business & Industry Resource Institute area offers non-credit consultant services, customized training, and business development services. The Continuing Education leadership has a community focus and listens to the customers they serve. The major changes in how Continuing Education deals with MCC’s community have provided both growth and innovative ideas.

18. The college may want to review and enhance its employee recognition program to acknowledge superior teaching and outstanding service.

The College publication, Connection, contains feature articles announcing the accomplishments of faculty and staff. Faculty are also recognized by their divisions for their achievements. Each year the College awards the Chester Smith Outstanding Staff Member award (the Golden Apple) to at least one representative from each bargaining unit and from among the exempt employees. Any College employee can nominate any other employee for these awards which are presented at the Spring Reception. The Peggy Brown “Can Do Award” is presented each year, and mini-grants are given by the Foundation to faculty and staff who have innovative projects they wish to pursue. These recipients report their project results and are recognized at faculty/staff meetings.

19. The college should review the Human Resources Development Department in terms of the scope of its responsibilities and its location within the administrative organization.

Faculty Development has been moved to the office of the Vice President for Academic Affairs and no longer is connected with HR. Educational Systems also includes the Faculty Support Center, which provides assistance to faculty in developing course materials, using media support, and a variety of other strategies and approaches related to teaching and learning.

The Human Resources Office, within the administrative structure, reports directly to the President, and the Executive Dean is a member of the Executive Cabinet. Extensive discussion of the Human Resources Office is included in Chapter Five, and an organizational chart is in the appendices.

20. The college should consider implementing a computer literacy training program for faculty.
The Faculty Support Center in Educational Systems provides training and support for faculty in the use of computers. A schedule of workshops is produced and distributed each semester to provide various kinds of computer training ranging from general introductions to use of specific software. Information Systems also offers workshops for faculty, and faculty have access to all Continuing Education computer courses at no cost.

Faculty all have PCs on their desks and are offered many opportunities for learning how to use them and their software effectively. Faculty also have tuition waivers for taking any credit course in computer use or science.

21. The college should consider using the ASSET Test as the testing device for entering students.

The College considered using the ASSET Test but decided, based on our needs and assessment, that the CPTS test served our purposes better. The College is using that instrument currently.

22. The institution should consider avenues for strengthening the Foundation for Mott Community College in order to increase its financial contributions.

The Foundation for Mott Community College now has an active Executive Director and staff. The Board of the Foundation meets regularly and has been pursuing a variety of initiatives to increase its endowments. It is receiving extensive support from many constituencies in the community and from College employees throughout the institution. Assets of the Foundation exceeded $1,000,000 in the Fall, 1999.

23. The Foundation for Mott Community College should consider the establishment of specific fundraising goals for a planned giving campaign.

As a result of reorganizing the Foundation for MCC, a Planned Giving Committee was formed. An estate planning seminar was given in cooperation with Citizens Bank in May, 1999. There are several other initiatives being pursued regarding donations to the Foundation via bequests, wills, and charitable remainder trusts, and charitable gifts through life insurance. Additional time and effort is being devoted to securing significant major gifts.

24. The college should consider greater utilization of the Office of Minority Affairs in enhancing cultural diversity in its workforce.
The Multi-Cultural and Minority Affairs Advisory Committee (MCMAC) serves to provide a channel for continued communication between the College and representatives of ethnic and minority groups among its various constituencies. It advises the College President about ethnic and minority issues that Mott Community College must address in its policies, procedures, and practices. It also serves to identify various educational, training and other social needs of ethnic and minority groups. It recommends to the President ideas, activities and programs that would best serve its diverse constituencies.

The MCMAC has set forth the following goals:

- To seek the involvement of Genesee County minority and ethnic groups in the educational, cultural, social, and employment activities of the College
- To encourage the enrollment and completion of degree programs by ethnic and minority group students
- To co-sponsor workshops, conferences, meetings, and other events of various ethnic and minority groups to help them fulfill their educational, social, and economic goals
- To provide support services that assist various groups to become more effective in achieving their goals (facilities for meetings, assistance in the development of print materials, joint dissemination of information, etc.)
- To facilitate participation within the MCC labor force from different minority and ethnic groups
- To create a social environment within MCC that both attracts and encourages the participation of minorities and different ethnic groups
- To develop a means of communication that informs various ethnic and minority groups about how MCC can assist them in achieving their educational, economic, and social goals

25. The college should consider giving increased responsibility to the Office of Minority Affairs in assisting the college’s strategic planning goal related to a minority student initiative.

Under the current organizational structure, the Office of Institutional Development has the responsibility for multicultural affairs. The Office of Minority Affairs no longer exists. To assist in carrying out the College’s mission of ensuring and enhancing diversity, the College provides a variety of activities for the purpose of educating and informing students, faculty, staff, and the community.
Examples of such activities include presentations by numerous speakers, Hispanic Heritage Month, Native American Heritage, African-American History Month, Women’s History Month, the Multicultural Extravaganza, and many others.

To assist with issues of importance to the various ethnic groups on and off MCC’s campus, the Multicultural/Minorities Affairs Advisory Committee (MCMAC) meets regularly.

26. The Research and Planning Department has implemented an effective system for collecting data for analysis. Other college departments also collect data. It would be helpful if there could be a centralization of all data for effective analysis, evaluation, and planning.

The Institutional Research Office was re-organized and re-located in the administrative area of the Curtice-Mott Complex in 1998. Its staff and functions were previously located in multiple areas throughout the College but now have been merged and centralized with a director and new office space and storage space. This action brought together federal and state reporting activities, educational research, assessment, and student tracking materials. The next step in the process has been to inform the College community that there is a central location to which copies of materials and information can be sent so that all College constituents have access. The MCC Data Collectors Network, an internal committee, meets regularly to discuss methods of communication. Presentations have been made at various meetings, and plans are being developed for use of newsletters, the College website, and email.

Further, a College Data Warehouse has been created and is being expanded. Accessible to all faculty and staff, this “warehouse” is the electronic storage facility for all state aid core data and all reports and is located on the College’s Lotus Notes Reports Data Base. Data are routinely added to this location and sorted by: report type, fiscal year and/or semester, report author, who could be from Institutional Research, Information Systems, Human Resources, the Placement Testing Center, or elsewhere. Warehouse user and author training sessions are conducted frequently to involve more college staff.

27. In light of an investment ranging near $50 million and the difficult tasks of dealing with asbestos abatement, renovation, landscaping, campus erosion, and structural damage, the college should strongly consider hiring a registered architect on staff.
In 1996, the College solicited proposals from architectural/engineering firms interested in providing services as the College’s “Executive Architects.” After reviewing the Request for Qualifications responses and evaluating various firms’ presentations, an MCC Selection Advisory Board recommended SSOE, Inc. be retained in this capacity, and the Board approved doing so. SSOE, Inc. is a multi-discipline firm encompassing every facet of engineering and architecture in-house and has provided excellent services to meet MCC’s needs. The College also hired an Executive Director of Facilities and Construction who has extensive experience and expertise. MCC’s needs are being met adequately, and it is not really necessary nor fiscally prudent to have an architect on the College’s payroll.

28. **The college should consider ways to maximize participation of all constituencies in the planning process.**

The most important planning in an educational organization is curriculum planning. The College has put in place an on-going and structured strategic planning process. Planning requires the consideration of external and internal variables and the gathering and application of all relevant internal and external information. The Institutional Research Office, which was established approximately two years ago, is vital in supporting the planning process. The Alfred/Carter study was completed in 1995, and the office of the Vice President for Academic Affairs regularly consults and uses the report. (A copy of the Carter/Alfred Report is available in the Resource Room.) As mentioned in the responses to Concerns 20 and 24, there is extensive participation throughout the College in planning processes, whether in Academic Affairs, Administration, or SDIS.

29. **The college should consider increasing the use of community resources at the college through service on search committees, participation in planning activities, and other ways as deemed appropriate.**

Communicating with the community and accessing its resources have become a major College initiative. Beginning with the Mission Charrette in 1993, which brought together more than 150 people from the College’s region, MCC has continually involved community leaders in many ways. An external budget committee comprised of business people helped MCC resolve a budget shortfall in 1994, and an extensive survey was conducted in 1996 to determine the appropriateness of the College’s moving toward the building of the RTC. Community resources and expertise have been used extensively in the planning and designing of the RTC, and community people have participated extensively in MCC’s successful efforts to acquire the needed funding. Environmental scanning and the year 2005 town hall style meetings and
presentations have also involved community resources. The Board created an Outreach Committee, and a five county “summit” meeting of businesses and agencies across the entire region was held in April, 1999. Further, the Board has held joint meetings with the Flint City Mayor and Council, the Genesee County Board of Commissioners, and Boards of Education from Flint, Grand Blanc, and Flushing, with more joint meetings planned. Further, discussions are ongoing with various employers and trade unions regarding common concerns and the solutions the College can provide. Advisory Committees always provide the opportunity for input into the College’s vocational/technical offerings.

30. The college should consider enhancing the budget allocation for marketing and advertising activities related to strategic goals, e.g., the minority student initiative.

Marketing and College Relations has been reorganized since the 1990 visit, and a new staff is focusing on identifying community needs and tailoring marketing efforts to reach those who would be most interested and most able to benefit. Budget allocation has increased, although not greatly. Current efforts are directed at telling about MCC by using the perceptions of current and potential students. Emphasis is placed on reaching out to graduating seniors in area high schools, residents of the area who are financially or socially disadvantaged and are disenfranchised from the main or typical avenues to jobs and careers, potential students for the SLBC programs, and those from the southern tier of the College’s district and northern Livingston and Oakland Counties, and students or former students who are in the workforce but would benefit from further training or updating of skills to meet changing needs.

Brochures and other marketing materials are being re-evaluated and re-created, at least in part, as a response to discoveries made during the NCA self-study process.