Chapter 5

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Introduction

The purpose of this chapter is to describe and evaluate MCC’s resources and how effectively they are organized, with particular emphasis on how they relate to the College’s Mission Statement. There are five subject areas, Governance, Human Resources, Student Services, Physical Resources, and Fiscal Resources, with several subcategories in each area. A SWOT analysis is found at the end of each subject area.

Chapter Seven of this report focuses on Criterion Four and MCC’s overall planning efforts, but whenever appropriate or helpful, plans and ideas for handling current and future challenges in specific areas are included as part of the discussion and analysis of those areas in this chapter.

Governance

Board

Public community colleges in Michigan operate under the authority of the Michigan Community College Act of 1966, with general powers listed in Michigan (Act 331 of the Public Acts of that year). State law gives Boards the authority to “make plans for, to promote or acquire, construct, own, develop, maintain and operate a community college and an area vocational-technical education program (section 121).” Within the scope of its responsibilities, the MCC Board of Trustees is committed to the fulfillment of all 24 General Institutional Requirements, but in particular, Requirements Three through Eight are primary to the Board. A discussion of how the Board meets those GIRs is found in Chapter 3.

The seven members of the Board of Trustees are publicly elected and must reside in one of the 21 school districts in the Genesee Intermediate School District. Elections are held biennially on the date of the annual school elections and six-year terms of office are staggered to ensure continuity. Currently, the Board is composed of a wide range of professionals: a full-time K-12 administrator, a retired K-12 administrator, a business executive, a business owner, a priest, an attorney, and a veterinarian.

GIR 5. Governing board possesses necessary legal power.

GIR 6. Governing board, autonomous from administration, with public members.
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 (available in the Resource Room) and includes provisions for comments from the public. Time is set aside at all Board meetings so citizens may address the Board on matters within its jurisdiction. Members of the press are present at most Board meetings, and topics are regularly covered in the local newspapers.

- 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).
- 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.

Minutes of Board meetings from the past several years are available in the Resource Room.

Workshop sessions are held before each meeting focusing on a new initiative or future opportunity. Presentations from administrators, faculty, local business leaders, community leaders, and others are a part of these sessions. Board Workshops provide opportunity for “scanning,” a process used to identify and become aware of regional, national, and international trends that will impact our community and College. The 2005 Project, discussed in Chapter 7, was also a part of Board Workshop activities.

The working relationship among the members of the Board is very strong. They do not always agree; however, once consensus is reached, Board members who are in the minority will generally support the consensus decision. A majority of the votes over the past few years have been unanimous. If consensus is not reached in discussion, issues are generally tabled until more information becomes available to support a unanimous decision. Thus even if there was in reality a 5-2 split on an issue, the formal result is often a unanimous vote. Occasionally there is not extensive debate over issues. Without appropriate debate, the potential to accept recommendations not thoroughly researched could exist, but the Board does not have factions and operates without divisiveness. There is considerable community support for the current Board as evidenced by the June 1999 election. Three incumbents ran for re-election without any opposition, the first uncontested Board election ever.

The Board is committed to the community. They put personal agendas aside and work together to provide leadership in the community and at Mott.
Community College. The Board believes that Mott Community College should have a positive impact on the community it serves. In their presentation to the 1998 Association of Community College Trustees Annual Convention (ACCT), the Board stated, “In order to make the change from focusing on internal issues to focusing on external needs, the College must reach out and involve the community in creating a vision that specifically defines what the College should be so the community can also achieve a specific goal.” They also believe the College must function as a “community change agent.” These statements, the Mission Statement, and actions of the Board reflect their goal of the College being a leader for change in the community.

The Board has built a strong relationship with local and state government agencies. Projects and initiatives, both internal and external, have been commonplace over the past five years. This relationship was necessary to achieve the State’s $17 million capital outlay funding and support for the new $34 million Regional Technology Center (RTC). Over the next few years the RTC at Mott Community College will be built on property currently adjoining the College. Board members believe the RTC is a key ingredient to the economic future of Genesee County. They also believe the RTC will be a focus for the College over the next decade.

The MCC Board has been meeting with local elected officials and community agencies to implement some of the problem solving strategies that have been formulated over the past several months. Board meetings have been scheduled with the Genesee County Board of Commissioners; the Mayor of Flint and the Flint City Council; and the Flushing, Flint, and Grand Blanc School Boards. Also, the Trustees are pursuing meetings with other area boards and agencies.

According to a majority of Board members, their second most important responsibility is to hire and support a good President. The Board supports the President and empowers him or her to manage the administration of the College. The Board clearly believes it should not get involved in the day to day operation of the College, and it doesn’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 to the Board. Although the previous President resigned in 1999 to accept a new position, there was no conflict between him and the Board. He simply identified a new challenge and a new opportunity. The Board and President had an excellent working relationship, and there seems to be every expectation that the Board and the new President will also enjoy such a positive relationship. The Board enjoys excellent rapport with the Interim President.
Administration

The overall purpose of the College administration is to assure that the various educational, student, and academic support systems function effectively to carry out the mission of MCC to “provide quality higher education for the people of Genesee and surrounding counties … [with] learning opportunities for all who want to identify and develop their abilities and interests.”

The President reports directly to the Board of Trustees. Reporting to the President is the Executive Cabinet consisting of the Vice President for Academic Affairs, the Vice President of Administration and Student Development and Instructional Support, the Chief Financial Officer, and the Executive Dean of Human Resources. Each Executive Cabinet member has a variety of department heads, directors, associate deans, supervisors, or other managerial staff reporting to him/her. Formal or informal interactions and discussions with administrators allow for faculty, staff, and students to directly and indirectly have input into priorities established by the Executive Cabinet.

The administrators are well qualified. All of the President’s Executive Cabinet members have appropriate graduate degrees. Most possess many years of employment experience within an academic setting. The Vice President of Administration and Student Development has 17 years in a business environment as well as extensive experience at MCC. Upper and mid-level administrators have employment experience that includes many years in education and/or administration, with most possessing 15-20 years of experience in their respective fields of occupational or liberal arts specialty.

The following chart gives an overview of the organizational structure at MCC. More detailed organizational charts for each of the administrative areas are found in the appendices along with further explanation of the spheres of responsibility of each Executive Cabinet member. Charts with the names of each administrator can be found in the Resource Room.
MCC, like almost all community colleges in Michigan, has several bargaining units, and each bargains a separate master agreement with the Board of Trustees. Thus, there are seven distinct employee groups or categories at the College:

- Exempt employees who do not belong to any bargaining unit
- Supervisory and Managerial Union (UAW)
- Faculty Union (Full- and Part-time) (Michigan Education Association)
- Professional and Technical Union (Michigan Education Association)
- Secretarial Clerical Union (AFL-CIO Service Employees IU)
- Maintenance and Operational Union (AFL-CIO SEIU)
- Public Safety Officers Union (AFL-CIO SEIU)

More extensive information about the membership of these groups is included later in this chapter in the section dealing with Human Resources. Copies of all the Master Contracts are available in the Resource Room.
Academic Governance

The Vice President for Academic Affairs has the ultimate responsibility for overseeing all the academic offerings at the College, while Continuing Education operates under the auspices of the Vice President for Administration and Student Development. The Dean of Educational Systems and the proposed Dean of Curriculum report to the Vice President for Academic Affairs.

The main body for dealing with academic issues is the College Professional Study Committee (CPSC). The CPSC is a product of the master contract with the faculty union and handles all issues and proposals related to the “educational processes” of the college that are not identified as contractual or bargainable in the contract. Anyone at the College can make a proposal to CPSC for study and consideration. The CPSC membership includes two co-chairs (the VP for Academic Affairs and the VP of the faculty union), one faculty member elected at-large, five faculty appointed by the faculty union, two students appointed by Student Government, and three administrators appointed by the Board.

The CPSC has four standing subcommittees, Curriculum, Academic Affairs, Distance Learning, and Academic Computing, and from time to time, ad hoc subcommittees are formed to deal with issues outside the normal purview of the standing committees. (One is currently re-examining MCC general education requirements.) A database exists for all CPSC forms and processes on the Lotus Notes system so there is ready access for everyone at the College. Agendas for all CPSC and subcommittee meetings are sent to everyone via email prior to the meetings, and summaries of actions are also sent to everyone. All new programs go to the president and Board of Trustees. The CPSC has existed at MCC for well over 30 years, but its methods of operating have evolved and changed as time has passed. It is possible to propose a new course, program, or policy to CPSC and have it approved and put in place within six to eight weeks. There are also provisions for new or experimental courses to be offered on a trial basis with only a divisional vote. Curriculum generation is discussed at greater length in Chapter Six under Educational Programs.

Information Systems

The purpose of the Information Systems Department (IS) is to provide technical, computerized support to the faculty and staff throughout the College. The goal is to provide this support effectively, promptly, and in keeping with industry standards so the College can “maintain … state-of-the-art equipment, and other physical resources that support quality higher education” (from Mission
Statement). Faculty, administration, and staff have ready access to highly functional, technologically-current, network-ready computer systems. During the mid-nineties, it became increasingly evident that the existing Prime computer system was not meeting the College’s needs, so major changes and resource commitments were made. New Hewlett Packard mainframe computers were purchased and put into operation. An Executive Director of Information Systems was hired, and a College-wide program was initiated to place networked PCs with MicroSoft products on every faculty member’s, every administrator’s, and every other appropriate staff member’s desk. The goal was for everyone to have Lotus Notes and access to College-wide drives and extensive amounts of data as well as the ability to carry out work more quickly and efficiently. Email was to become available to every College employee, full- and part-time, with communication made easier and faster.

This program is now complete, and the increased use and dependence upon computers placed much greater burdens on IS to keep the entire operation functioning satisfactorily. IS established a HELP desk in 1997 (telephone number: 2HELP) with technicians available to handle requests from users for prompt assistance with software and hardware problems. Less urgent requests are channeled through managerial personnel who complete a service request and assign priority. The entire system is working well with high user satisfaction.

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. A major challenge has been in the accurate transfer of financial, student, course schedule, and other essential academic information from the old Prime system to Colleague. These efforts are ongoing and some manual processes have had to be instituted to facilitate the transition. Some reports of user frustration and inaccuracy in process reporting have occurred. This is an area of weakness that requires additional attention and improvement. Overall, however, the improvements in information handling have been very positive.

**Institutional Research**

In the 1997-98 academic year, the College chose to centralize institutional and educational research and reporting functions. An Executive Director of
Institutional Research was hired, and the process of re-aligning staff, location, and functions began, thus re-establishing the Office of Institutional Research (IR). Two highly skilled people from Information Systems and Academic Affairs joined IR, and the Perkins Vocational Education Program Coordinator relocated to the IR Area.

Increasing demands for institutional accountability have created new pressures on the College to provide information in a systematic, timely, and thorough fashion. Reporting requirements associated with state-level Performance Indicators, accrediting agencies, the Federal Student Right to Know Act, and other external forces have converged to raise the IR function to new levels of visibility and importance within higher education. Institutional Research represents the sum total of all activities directed at describing the full spectrum of educational, administrative, and support functions occurring within the College. Institutional Research activities examine those functions in their broadest definitions and employ data collection and analytical strategies in support of decision-making at the institution. The Executive Director chairs the MCC Data Collectors Network, a committee that coordinates research efforts across the campus and ensures data sharing.

The Institutional Research Office at MCC is responsible for primary data collection functions that support decision-making processes of the administration and faculty.

**State and Federal Reporting**

**State of Michigan Performance Indicators for Community Colleges**

In 1998, the Michigan Community College Association (MCCA) and presidents from all Michigan Community Colleges approved ten primary measures to indicate performance. Many believe the next step will be implementing funding formulas for colleges based on the college’s ability to meet or exceed benchmarked levels of student and academic activity. The ten Performance Indicators and their three categories are listed below:

I. Institutional Performance
   - NCA accreditation

II. Student Performance
   - Licensure, certification and registry exam pass rates
   - Degree/Certificate completion rates
   - Performance at transfer institutions
   - Student goal attainment
   - Placement and wage rates

III. Constituent Satisfaction
• Student satisfaction
• Business and industry satisfaction
• Employer satisfaction
• Community satisfaction

Perkins III Core Indicators of Performance
In the new Perkins Vocational Education legislation, four new Indicators of Performance have been identified:
1. Student attainment of challenging state established academic, vocational, and technical skill proficiencies;
2. Student attainment of a post-secondary degree or credential;
3. Placement in, retention in, and completion of, post-secondary education or advanced training, placement in military service, or placement or retention in employment;
4. Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment based on labor statistics.

Integrated Postsecondary Education Data System (IPEDS)
In the 1998 reauthorization of the Title IV Act, the U.S. Congress strengthened the language pertaining to the need for educational statistics. IR coordinates the institutional IPEDS reporting cycle.

Academic Analysis and Review
Student data, including enrollment, retention rates, course grades, student tracking, and academic success rates, are used by faculty and administrators to support curriculum decisions. Program and discipline review data are published annually and used to evaluate effectiveness and to identify areas needing change. IR also cooperates fully with MCC’s assessment activities and offers data support and analysis whenever requested.

Surveying Services
The Office of Institutional Research serves as the centralized service to develop, administer, and process surveys. Surveying projects include Student Satisfaction, Graduate Follow-up, Employee Satisfaction, Student Instructor Evaluation, and Community Employer surveys. These services are integrated with the efforts of the Academic Divisions, the Foundation for MCC Alumni Association, the Career Services Office, and other core functions that support the mission of the College.
Human Resources Office

The Human Resources Office (HR) is responsible for the development of appropriate recruitment and hiring practices for the institution, establishment of fair and timely personnel policies, assurance of cultural diversity within the employee population, and staff development.

The goals of the Human Resource Office are as follows:

- Provide high quality, proactive, coordinated staff support management
- Contribute to the protection of the College’s short- and long-term financial and legal interests
- Help managers, supervisors, and employees quickly and effectively resolve problems and conflicts by serving as an internal consultant
- Ensure that employees promptly receive the compensation and benefits promised by the organization
- Foster consistency, regularity, and predictability in the administration of the organization’s HR policies
- Increase the awareness and knowledge of HR policies and procedures
- Contribute to organization change efforts and respond in a timely and positive manner to the service requests and needs of our “internal customers”

The organizational chart for the Human Resource Office is included (with other charts relating to administrative structure) in the appendices. An Executive Dean oversees the office with the help of an Administrative Assistant.

The Human Resource Office maintains notebooks of all job descriptions. New job evaluation committees are being implemented, which are comprised of representatives from all five non-faculty unions. The Fall 1998 Employee Survey indicates that 58% of employees report neutral or satisfied comments that their job description on file with Human Resources is up-to-date and reflects their job duties. The Fall 1998 Employee Survey is included in the appendices.

A weakness of the Human Resources Office has existed in the hiring and evaluation procedures. The hiring process has been slow, not well developed, and based heavily on the interview. In addition, individual staff (non-faculty) evaluations are not consistently carried out. At present, some supervisors carry out individual staff evaluation procedures, but this is not done uniformly across campus. Forty percent of employees responding to a survey disagree that the current employee evaluation process is clear and effective. The office now has a committee to study the evaluation procedure. This committee is called “360” and includes representatives from all non-faculty bargaining units.
The objectives of the committee are to: (1) define performance expectations of employees; and (2) provide feedback to employees from supervisors and co-workers regarding job performance. The committee is now ready to do a pilot study on campus utilizing these innovative and supportive evaluation techniques. HR also maintains a database with extensive information regarding policies, procedures, job opportunities, and other pertinent information, and this database is readily accessible by everyone in the College.

At the present time, vacant positions are being filled in a timely fashion within the collegial constraints already in place. Some vacancies exist due to the offering of employee severance plans and creation of new positions. Human Resources ranks existing vacancies in terms of priority in order to accomplish the task of filling these vacancies. The Human Resources Office now distributes a Table of Authorization on a monthly basis to supervisors throughout the College. This document records all vacant positions, interview committee members, and dates regarding the status of new hires to help ensure that positions are being filled in a timely fashion. Examples of recent improvements in the hiring process include a revised, daylong orientation procedure for new full-time hires and a well-developed exit process. Information distributed at orientation includes a copy of the pertinent employee labor contract.

Currently, staff development initiatives for faculty include faculty meetings; leadership training, computer training; teaching strategy, publications and inservices from the Committee for Excellence in Teaching and Learning, a subscription to the Teaching Professor and Innovation Abstracts, tuition waiver for credit and Continuing Education courses; and professional development grants. Development initiatives for non-faculty staff include: collaborative problem solving techniques, “brown bag” lunch seminars, computer training, and tuition waivers for credit and Continuing Education courses. In addition, several new initiatives are being developed.

According to the Fall 1998 Employee Survey, approximately 70% of those surveyed indicated they were neutral or satisfied with the operations and services carried out by HR. Seventy percent also reported neutral or satisfied comments regarding the availability of documents, forms, and timely benefit information from the HR. In a survey taken early in 1989 as part of that NCA study, the Human Resources Office received a lower rating than all other College services by faculty, staff, and administrators.

Manpower, bargaining, long term benefits strategy, contingency, strike, and revised HR business planning are linked to the College’s strategic plan and compliance audit.
Communication Throughout the College

The overall level of communication is strong among faculty, staff, and associate deans. Mott Community College’s introduction to the Internet and Lotus Notes made dispersing and collecting information, setting meetings, and requesting information easy and effective for faculty, staff, and students. The Fall 1998 Employee Survey showed:

- 68% surveyed used Voice Mail daily/frequently within their department.
- Email was used by 57% daily/frequently within departments and 53% between departments. (This percentage would be higher now, since the survey was carried out prior to computers being on all faculty desks.)
- Publications were used by 61% frequently/occasionally within and among departments.
- Informal/Personal communication was used by 87% daily/frequently within departments and by 65% between departments.

Information is disseminated to the Southern Lakes Branch Campus and Lapeer Extension by voice mail, email, memos, telephone, College publications, courier, and administrative meetings.

College publications fall into three categories: primary, program, and special. The primary publications include such items as the College Catalog, Student Handbook, and Schedule of Classes tabloid. Program publications relate to specific aspects, such as vocational programs brochures and guides, applications for admissions, financial aid applications, job opportunities, and the like. Special publications are those that do not fit into the other two categories, such as event promotions, press releases, media advertising, in-house newsletters, and view books. A broad sampling of MCC’s publications is available in the Resource Room.

Strengths

- The Board of Trustees is dedicated to the College and committed to helping the community while enjoying a positive relationship with the community.
- The MCC Board has excellent relationships among its members.
- The MCC Board makes having an excellent relationship with the President a priority.
- There is a strong working relationship between MCC Board members and administration.
• The Board regularly scans for the future needs and opportunities related to the community, higher education, and Mott Community College.

• Upper level administrators are experienced, effective, and work well together.

• Communication within the divisions is very good among faculty, staff, and immediate supervisors.

• The recently developed campus-wide email/internet system contributes significantly to communication throughout the College.

• The Institutional Research Office is now functioning effectively as is the Data Collectors Network, greatly enhancing the College’s ability to measure its effectiveness.

• A College-wide Data Collectors Network brings together staff from a variety of functions to coordinate research efforts and share information.

• A Reports Database is accessible by all College computer users so that information is available when and where it is needed.

Weaknesses

• Although Board membership has remained quite stable over the past several years, there has been considerable and ongoing change in administrative structure and personnel, sometimes creating a feeling of institutional instability.

• Some erroneous data exist due to the information systems conversion from the Prime System.

Opportunities

• The new Regional Technology Center affords a wide array of opportunities for new programs, economic development for the community, creation of new job options, and new partnerships with business and industry.

• The College community is becoming increasingly “data hungry” as it develops a climate of decision making based on data analysis. Increased data collection efforts College-wide lead to program and service development based on facts and information.
Threats

- The economic base of the region is changing rapidly. This situation poses a threat to the College if it does not adapt to new needs, but it is also a huge opportunity for growth and greater service to those in our service area.

- The Institutional Research function was not fully developed and supported by the College in the past. Continuity of data collection methods and a centralized data repository can be undermined if institutional changes are not carefully planned and executed.

Human Resources

Over its 76 year history, much has changed at MCC, including the huge impact technology has had on education, but the most important resource at the College remains its people, the students it serves, and the employees who provide that service. This section contains two major parts, data related to the student population at Mott, followed by data and evaluative text related to the employees of Mott Community College. The second part provides statistical information and a discussion of employee performance as well as present and future personnel need.

Student Enrollment by Credit Hours

Of these students 2679 were full-time (29.50%), and 6419 were part-time (70.50%). Note: Full-time students take 12 or more credits.
Mott Community College had an enrollment of 9098 credit students during the fall 1998 semester. These students were enrolled in a total of 74,413 credit hours totaling 84,329 contact hours.

**Students by Credit**
In the fall of 1998, female students accounted for 59.8% of the student population while males accounted for 40.2%. This ratio has remained relatively stable over the past 10 years. In 1988, females accounted for 61% of the student population, in 1996 for 61% and in 1997 59%. (See chart)

Students who are residents of the City of Flint accounted for 37% of the student body in the fall of 1998 (whereas the city population is 32.7% of the population in Genesee County). County residents other than residents of Flint accounted for 48.3%, while another 14.10% came from outside Genesee County and .06% from outside the state of Michigan. These statistics indicate that Mott Community College is meeting its mission in serving the population of Genesee and its surrounding counties.

Mott Community College has experienced an increase in ethnic populations. The largest increase in new students is from the African-American community, constituting 18.80% of the current student body. This represents an increase from 14% in 1988, 15.80% in 1996 and 16.80% in 1997. The Hispanic enrollment has remained stable at 2%. Among Asian and Native American students there has been no increase, with enrollment remaining stable at 0.9% and 1% respectively. The closing of the Buick City Plant in 1999 may have a major impact on future enrollment. In the past, General Motors lay-offs have increased MCC enrollment, and GM has helped subsidize employees to retrain. The State of Michigan has instituted a new welfare program that forces welfare recipients to work or go to school. This new program may also affect student enrollment, but it is too early to tell how or to what extent.
The average age of the MCC student is 27 years. This has remained stable over the past three years.

MCC offers a wide variety of programs for all ages from high school students dually enrolled to senior citizens. Mott Community College makes considerable effort to include segments of our society that might not otherwise be served. Prisoners at the Thumb Area Correctional Center frequently have had classes taught by the Mott faculty. A wide variety of students take classes from their home online via the Internet or through telecourses. Distance Learning course offerings increased from 12 in 1988 to 53 in the fall of 1998. In 1989, Distance Learning served 528, and in the fall of 1998, 1,434 students. Many distance learning students take on-line courses or telecourses concurrently with classes on campus or at extension sites. (Distance Learning is discussed more fully in Chapters 6 and 9.) The Lapeer Center and other extension centers located at various high schools, along with the Southern Lakes Branch Campus (SLBC), allow for students to take classes closer to home.

Many DL students take courses concurrently on campus.
During the fall 1998 semester 4% (372) of the student population took classes at SLBC and 4% (346) at the Lapeer extension site.

Mott works with business and industry in the Genesee County area to train students for jobs that are in demand. In May, 1998, Mott Community College gained approval to build a Regional Technology Center. This has been a joint effort with business and industry in Genesee County and will provide a tremendous resource to the area. Enrollment is expected to increase significantly in technology areas.

As the charts on the next page indicate, 73% of the graduating students earned Associate Degrees in a program area, while 5% obtained certificates of study. Based on exit surveys of 1,141 students conducted between 1992/93 and 1996/97, 57% of the students went on to work full-time in the Flint/Genesee Country area. (Chart in the team room breaks down the specific areas of employment).
Another 31% of the students transferred to other institutions of higher learning. Of these, 51% went on to the University of Michigan-Flint. (All transfer data are in the Resource Room.) When these students were asked how well MCC prepared them in their college major, 83% reported positively. (See Graduate Survey results in the Resource Room.) Over 83% rated the overall quality of education that they received at MCC as good to excellent, and 84% believed that their MCC experience had a positive effect on their self-confidence and their self-concept.

Mott Community College has begun offering classes starting on different dates during the semester, thus allowing students more flexibility. A few of the classes offered in the spring session have started a week later to allow for students from other colleges to attend spring session at MCC. Other classes, such as foreign language, are scheduled for longer periods than the usual seven and one half week spring or summer session because it has been determined that the longer duration allows for more successful student learning. Other deviations in scheduling occur when there is a need to serve a special group of students who would otherwise not be able to take coursework during the regularly scheduled semesters or sessions.

The College also offers non-credit courses through the Continuing Education Department. During 1997-98, 10,439 students participated in those courses. Continuing Education’s programs are divided into two sections. Courses
offered through the Business, Industry, and Technology Section include subjects such as Direct Care Worker, Recipient Rights, and other technology related topics. Courses offered through the Community Education Section include subjects such as Microsoft Office, Real Estate Sales, and Outdoor and Camping Skills. Continuing Education is covered more fully in Chapter Six.

In the Fall 1998 Student Survey, 738 of 851 students (87%) indicated they clearly like Mott Community College and would recommend or probably recommend it to their friends, and 82% of the students indicated that they had good rapport with staff. Of the 851 surveyed, 696 (78%) believe Mott Community College to be warm, friendly, and supportive of students. Most importantly, 84% of the students surveyed would choose to attend MCC again. Similarly, students rated faculty performance highly. (Surveys and results are included in the appendices.)

**College Employees**

The College’s employees, composed of its faculty and staff, are organized around two essential factors that contribute to our core mission of learning – direct delivery of instruction and creating an environment in which students can be successful. The College’s largest share of resources, whether measured by budget or number of employees, is devoted to learning and creating a positive environment for student success. Seventy three percent (73%) of the General Fund expenditures in FY97/98 were devoted to instruction, instructional support and student services, and sixty nine and a half percent (69.5%) of the employees shown in the table below are focused on these two functions.

**Composition of Employee Groups**

The table below summarizes authorized staffing levels for the College’s six groups of regular, primarily full-time employees. The largest single group is the faculty, those employees who provide the core service of the institution. Five of the groups in the table are covered by collective bargaining agreements. The sixth group, senior management, its support staff, and the Human Resources Office (HR) staff, is exempt from collective bargaining (and is referred to as the Exempt Group). Excluded from the chart below is a new group of part-time employees, the Public Safety Officers, who only recently selected the Service Employees International Union as their bargaining representative. Also not shown in the table below are the part-time faculty. (Part-time faculty belong to the same faculty union as the full-time faculty.) During the fall of 1998, the College utilized 274 part-time faculty and over 200 student employees who worked on campus.
Authorized Staffing Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>28</td>
<td>6</td>
<td>36.75</td>
<td>8.7</td>
</tr>
<tr>
<td>Faculty</td>
<td>195</td>
<td>42</td>
<td>159.00</td>
<td>38.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>41</td>
<td>9</td>
<td>44.50</td>
<td>10.5</td>
</tr>
<tr>
<td>Pro Tech</td>
<td>72</td>
<td>16</td>
<td>79.19</td>
<td>18.7</td>
</tr>
<tr>
<td>Secretarial</td>
<td>85</td>
<td>18</td>
<td>66.24</td>
<td>15.6</td>
</tr>
<tr>
<td>Supervisors &amp; Managers</td>
<td>40</td>
<td>9</td>
<td>38.87</td>
<td>8.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>461</td>
<td>100</td>
<td>424.56</td>
<td>100</td>
</tr>
</tbody>
</table>

There has been a 31% increase in exempt positions in the past 10 years while at the same time there is an 18% decrease in faculty during the same period. This is an area of concern to faculty. Recent retirements that have not been replaced have caused the drop in full-time faculty.

The educational levels for faculty are shown in the table below, comparing fall of 1988 with winter of 1998. The “break points” for educational levels reflect the points at which faculty may earn additional pay under the faculty contract.

Faculty Education Levels

<table>
<thead>
<tr>
<th></th>
<th>Fall, ’88</th>
<th>Percent of Total</th>
<th>Winter, ’98</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>20</td>
<td>11%</td>
<td>26</td>
<td>17%</td>
</tr>
<tr>
<td>MA+60</td>
<td>18</td>
<td>10%</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>MA+45</td>
<td>18</td>
<td>10%</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>MA+30</td>
<td>24</td>
<td>13%</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>MA+15</td>
<td>27</td>
<td>15%</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>MA+</td>
<td>62</td>
<td>34%</td>
<td>71</td>
<td>46%</td>
</tr>
<tr>
<td>BA+15</td>
<td>5</td>
<td>3%</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>BA</td>
<td>8</td>
<td>4%</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>AA</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>182</td>
<td>100%</td>
<td>153</td>
<td>100%</td>
</tr>
</tbody>
</table>

GIR 9. Faculty has earned appropriate degrees from accredited institutions.
Years of Experience at Mott

Faculty tenure at Mott is fairly evenly distributed among the various experience levels, as shown in the table below. Interestingly, however, 59% of all faculty are age 50 or older.

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Percent of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 and greater</td>
<td>13.5</td>
</tr>
<tr>
<td>20-29</td>
<td>22.3</td>
</tr>
<tr>
<td>10-19</td>
<td>20.95</td>
</tr>
<tr>
<td>5-10</td>
<td>18.92</td>
</tr>
<tr>
<td>Less than 5</td>
<td>24.32</td>
</tr>
</tbody>
</table>

The data on faculty tenure show that nearly 36% of faculty have 20 or more years of service at the College, suggesting that faculty tenure is stable. Positions at the Dean level and above do not reflect similar lengthy service.

Of the nine people in these administrative positions, only two have over 25 years of service, and six have been with the organization for four years or less.

Faculty commitment to Mott Community College, as measured by years of service, is excellent. Fifty seven percent (57%) of the faculty have been at MCC for more than ten years and many (36%) over 20 years. As previously indicated, many of the faculty (91) are over fifty years of age. This is an area of concern, as many of the faculty will retire in the next 5 to 10 years.

Overall, 75% of the faculty believe that Mott is a great place to teach and are very committed to MCC. Similarly, 73% of the faculty feel that classes are academically stimulating; 89% believe they use appropriate teaching methods, stay current in their field, and have adequate professional development opportunities. Most faculty (86%) believe there is good communication with their immediate supervisor and that MCC supports academic freedom in the classroom. In general, according to the Fall 1998 Employee Survey, faculty are very satisfied with classrooms, facilities, division meetings, CPSC (College Professional Study Committee), clerical support, benefits, and methods of curriculum development. (A copy of the survey and results are in the appendices.) On the other hand, when asked about the funding for instructional programs, 53% of the faculty surveyed believed it to be inadequate, and 42% felt that MCC lacked budget accountability. Forty-four percent (44%) of faculty felt that there were not enough safeguards against misuse of funds, and 48% believe that the College was not meeting its strategic goals.
Diversity

The tables below display diversity statistics for faculty and staff. The first table summarizes gender. The portion of faculty who are female (54%) closely parallels the roughly 60% female composition of student enrollment. Similarly, the 17.65% of faculty who are minorities compares favorably to the 22.7% of students who are minorities. Most importantly, Mott’s percentage of minority faculty well exceeds the average percentage of minorities in faculty positions nation-wide (17.65% versus 13.3% nationally). The third table indicates that minorities are well represented among all of the College’s employee groups.

Minorities are well represented among MCC’s employee group.

Diversity of Faculty & Staff

Gender

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>71</td>
<td>46.41</td>
<td>82</td>
<td>53.59</td>
<td>151</td>
</tr>
<tr>
<td>Staff</td>
<td>91</td>
<td>38.24</td>
<td>147</td>
<td>61.76</td>
<td>238</td>
</tr>
<tr>
<td>TOTALS</td>
<td>162</td>
<td>41.43%</td>
<td>229</td>
<td>58.57%</td>
<td>391</td>
</tr>
</tbody>
</table>

Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>27</td>
<td>17.65%</td>
</tr>
<tr>
<td>Staff</td>
<td>5</td>
<td>2</td>
<td>63</td>
<td>4</td>
<td>74</td>
<td>31.09%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>7</td>
<td>7</td>
<td>78</td>
<td>9</td>
<td>101</td>
<td>25.83%</td>
</tr>
</tbody>
</table>
## Minority Representation by Employee Group

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>Minority Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>29 %</td>
</tr>
<tr>
<td>Faculty</td>
<td>18</td>
</tr>
<tr>
<td>M&amp;O</td>
<td>33</td>
</tr>
<tr>
<td>Pro Tech</td>
<td>28</td>
</tr>
<tr>
<td>Secretarial</td>
<td>41</td>
</tr>
<tr>
<td>Supervisory/Managerial</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>26 %</td>
</tr>
</tbody>
</table>

## Integrity in the Selection and Hiring Process

Faculty selection must be distinguished from non-faculty hiring at Mott Community College. Faculty selection is largely governed by divisional rules and procedures, and the selection of finalists is conducted by faculty in the divisions with oversight from the Human Resources Office (HR). Non-faculty hiring is regulated primarily by the Human Resources Office with adherence to the provisions of the various collective bargaining agreements.

MCC advertises extensively for vacant positions, with the nature of the recruitment effort being determined by the type of job. Applications are screened by HR staff to identify candidates who meet minimum requirements. HR carefully monitors applicant flow to ensure that candidate pools contain appropriate diversity. Where necessary, external recruiters who specialize in an industry or in minority recruiting have been engaged to assist in recruiting efforts. Recently, Mott hired its own recruiter on a subcontracted basis to perform the full range of staffing tasks needed to help the organization overcome a backlog of hiring caused by early retirement programs. The long-term concept behind a dedicated recruiter is to enable HR to develop an in-depth understanding of the specific skills needed for the variety of positions Mott has, and then to recruit continuously for current and anticipated vacancies, particularly difficult-to-fill vacancies.
Interview questions are reviewed by HR staff to ensure that only job-related questions are asked of applicants. Finally, only the HR staff is authorized to negotiate salaries with new hires to ensure consistency and internal equity.

**Determination of Present and Future Human Resource Needs**

Traditionally at MCC, human resource needs have been identified at the departmental level. Financial resource limitations, of course, dictate that not every need identified can be met. Within the last few years, initiatives for change in College programs by the administration have increased. The College has been pro-active in attempts to identify changes in the external environment and their implications for the educational needs of the community. This high-level activity has been principally responsible for the impending development of the Regional Technology Center.

A challenge to meeting human resource needs involves hiring enough full-time replacements for retiring or departing faculty. The data show that the total percentage of sections (regular and overload) taught by full-time faculty has decreased from 76% in Fall 1988 to 61.7% in Fall 1998, while for part-time/adjunct faculty, the percentage of sections taught has increased from 24% in fall 1988 to 38.3% in fall 1998. A year-by-year examination of the intervening 10 years shows a steady decrease in full-time faculty and a steady increase in part-time faculty.

In fall 1998 there were 153 full-time faculty, 274 part-time faculty, and 238 full-time non-instructional staff. Fall 1998 state aid data indicate students were enrolled in 84,333 contact hours. This number is approximately the same as that found in fall 1987 when students were enrolled in 86,100 contact hours.

**Employee Satisfaction**

The Fall 1998 Employee Survey indicates that, overall, employees believe Mott is a good place to work (81% agree or strongly agree). Areas such as access to supervisor and involvement in curriculum received especially high positive evaluations. Building and grounds are viewed as well maintained and attractive by 62% of the respondents. Human Resource operations, on the other hand, are rated favorably by only 39% of the respondents versus 29% who rated this area negatively. Overall, these survey responses suggest that faculty and staff are meeting their responsibilities, as they are understood by other Mott employees.
The present organizational structure enables faculty to exert leadership and responsibility for curriculum and professional development. The College Professional Study Committee (CPSC), composed of faculty, administration, and student representatives, coordinates/facilitates the College’s curriculum improvement efforts. The Committee for Excellence in Teaching and Learning (CETL) is composed primarily of faculty and academic administrators who provide a wide variety of opportunities during the year for teachers to learn how to improve instructional delivery and student learning.

Significant organizational attention has been focused on two support services in the past four years, Human Resources and Information Systems. In both of these cases, organizational structure was changed dramatically; new managers were hired; staffing levels increased, and existing staff received intensive retraining or were replaced. These organizational changes were designed to facilitate the replacement of antiquated information systems and technology and to improve customer service. Examples of improvements in customer service include the creation of a Help Desk in IS and installation of Lotus Notes, providing employees with access to a wide variety of information. HR changes include an environment where labor agreements are settled prior to expiration and for relatively lengthy terms, an expanded new employee orientation program, annual benefit and health fairs in conjunction with enrollment, and increased compliance with external regulatory requirements.

Employee Performance Evaluation

Although there is considerable similarity in the methodology for performance evaluation, each labor agreement identifies specific processes. By and large, each process includes intensive employee input and involvement. In 1995, the College introduced a complex, labor intensive process for performance evaluation for staff (non-faculty). This new process was met with considerable resistance and is being used somewhat inconsistently across the organization. Several of the bargaining units have discussed this problem in ongoing bargaining, and a study group is examining the possibility of using 360 degree feedback as an alternative to the traditional employee/supervisor meeting approach to evaluation. The new “model” under discussion assembles feedback from a wide range of individuals who interact with the employee and places professional development as the primary focus of the process. Most significantly, the non-faculty unions have come to agreement on the concept that performance evaluation should focus on developmental issues and concerns while the discipline process would be used to deal with poor or substandard performance. Until the various issues related to performance evaluation are resolved, supervisors of non-faculty are free to use the standard evaluation package or a reporting method of their choice.
Faculty evaluation has two components. The first involves student evaluation of the instructor and course through the use of the Student Instructor Evaluation Form (SIEF). These forms are passed out to the students in the class and are collected by a student and submitted to the faculty member’s associate dean. Each faculty member is required to use the SIEF at least one semester each year. Many instructors choose to do so every semester.

Newly appointed full-time faculty are probationary for their first two years if they have previous college teaching experience or three years if they do not. Probationary faculty are evaluated by representatives of the experienced full-time faculty in their disciplines during this probationary period, depending upon contractual and divisional requirements. Each full-time faculty member on continuing contract is evaluated every three years. This evaluation includes both the associate dean’s evaluation as well as a self-evaluation done by the faculty member. The faculty member then meets with the associate dean to review both evaluations and the accumulated results of the SIEFs. At this time the associate dean may make recommendations to the faculty. The faculty contract spells out the procedure clearly.

Adjunct faculty are evaluated every three years as well. In order for part-time faculty to become adjunct, they must teach 30 credit hours over six semesters and receive three satisfactory evaluations. Part-time faculty are evaluated once each year, after but not always, by the full-time faculty in that division. The issue of part-time and adjunct faculty evaluation is a major area of concern to faculty, especially in areas where there are a large number of part-time faculty and only a few full-time faculty to do the evaluation. The Humanities Division is an excellent example of this problem, as it is impossible for the full-time faculty in this area to evaluate adequately all the part-time people being used. Currently, there are 23 full-time faculty in the Humanities Division who are required to evaluate a total of 43 part-time faculty and 36 adjunct faculty.
Professional Development

Mott Community College encourages professional development for all of the faculty, staff, and administration. Over $700,000 was expended during FY 97-98 on professional development, as shown in the table below, the equivalent of three per cent of General Fund salaries.

Professional Development Expenditures 97-98

<table>
<thead>
<tr>
<th>AREA</th>
<th>EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition waiver</td>
<td>$146,228</td>
</tr>
<tr>
<td>Sabbaticals</td>
<td>177,949</td>
</tr>
<tr>
<td>Tuition reimbursement</td>
<td>1,269</td>
</tr>
<tr>
<td>Workshops and Conferences</td>
<td>246,531</td>
</tr>
<tr>
<td>Subtotal</td>
<td>571,977</td>
</tr>
<tr>
<td>CETL, Ballenger, Faculty Support Center</td>
<td>136,200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$708,177</td>
</tr>
</tbody>
</table>

The Committee for Excellence in Teaching and Learning (CETL) focuses on “promoting excellence in teaching and eliminating barriers to learning.” (MCC Mission Statement) This committee is made up of faculty from all divisions on campus who work together to bring professional development opportunities to MCC. The CETL is under the authority of the Vice President for Academic Affairs. Every semester CETL provides faculty with opportunities for professional development and enrichment. A new faculty orientation is offered the second week of each semester. Some of the recent workshops and seminars offered include:

<table>
<thead>
<tr>
<th>The Learning Paradigm</th>
<th>Tagg anb Barr</th>
<th>March 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching to Learning Shift</td>
<td>Tagg, Miles, Rinne</td>
<td>Fall 97</td>
</tr>
<tr>
<td>Active Learning Techniques</td>
<td>Rebbca Kapley</td>
<td>January 98</td>
</tr>
<tr>
<td>Using Humor to Motivate</td>
<td>Dr. Ron Berk</td>
<td>February 99</td>
</tr>
</tbody>
</table>

CETL also provides a Faculty Reading Room on the second floor of the MCC library, which is equipped with a computer and supplies for faculty use and well stocked with resources regarding teaching and learning. CETL undertakes
such projects as surveying students about their perceptions of what it takes to be successful at MCC, working with Educational Systems to offer computer training to faculty, and working with the PERSIST committee to contribute to the student retention effort.

Each fall and winter, when faculty return, they attend a workshop or hear a speaker. The Committee on Excellence in Teaching and Learning (CETL) sponsors weekend retreats for the faculty, has had numerous one day conferences at off-campus locations, brings speakers to campus on a variety of topics relating to education, and sponsors many other professional development activities.

Educational Systems has done an excellent job of providing ongoing computer training for the faculty and staff. They have developed a Faculty Support Center for the use by faculty, and Ed Systems staff are there to help the faculty with any project they might be working on. Each semester Ed Systems offers a variety of short workshops for faculty. They provide hands on practice with a great deal of individual attention. All faculty and staff using the new computer system were provided with a series of workshops to familiarize them with the system. A complete schedule of these offering can be found in the Resource Room.

Each academic division has an allotment of funds for travel and conference expenses. Faculty are encouraged to attend conferences in their academic areas. MCC has also joined in numerous teleconferences with schools across the state and country. In the most recent round of faculty bargaining, a separate study group was formed to examine possible ways to improve professional development activities for faculty. The report of this group can be found in the Resource Room.

During the most recent round of bargaining, most of the non-faculty groups amended their contracts to expand the use of tuition reimbursement funds beyond simple course tuition. These funds may now be used for “workshops or seminars which are broadly job related and benefit the college” (Pro Tech Labor Agreement, page 43). Problem-solving discussions with the Maintenance and Operations unit were held and resulted in providing tuition and related reimbursement to this employee group for the first time.

Mott faculty (both full- and part-time), staff, and their dependents receive tuition waivers at MCC. In the current fiscal year, the expense for this benefit appears to have doubled, resulting in an increased “cost” to the College from $150,000 to $300,000.
These professional development activities help to keep all administrators, faculty, and staff current in their areas. Each year the College may grant up to five faculty members sabbatical leaves. The intent behind the sabbatical leave is to allow faculty members time to keep current in their fields and to do work that will benefit both their students and the College. Faculty who have a project they feel will benefit the College and students may apply for professional development funds. In the Vocational/Technical area there are additional funds available for which their faculty may apply.

Two critical initiatives have been implemented by the College recently to enhance professional development opportunities for faculty, and staff. First, collaborative problem solving training is being provided to all staff. This unique training program is designed to prepare employees to solve workplace and business problems within their own work unit and across organizational lines. The program was offered to employees after it was successfully implemented in collective bargaining. Ongoing bargaining provides opportunities to constantly address concerns, and the number of grievances has declined dramatically. The success of labor and management was recognized by the MEA, which granted Mott the Pacesetter Award in 1998. In addition, in July 1998, the College received the prestigious Saturn award, a national recognition granted by Saturn and the UAW. MCC’s labor/management partnership also received the Arbor Award for Excellence, an award that requires best practices in Human Resources in Michigan.

Second, a week-long leadership training program has been offered to faculty and staff. Graduates are involved in designing and implementing a wide variety of projects at the College.

Strengths

- The faculty and staff reflect considerable diversity.
- Employees are involved in most aspects of Mott’s operation, such as CPSC, CETL, collaborative bargaining, the Leadership groups, and collaborative problem solving.
- Significant resources are devoted to professional development.
- There is a generally positive labor relations climate, marked largely by a productive, collaborative problem solving approach to bargaining.
- Overall student evaluation of their experiences at Mott is very positive; 87% would recommend MCC to others, and 84% would choose MCC again.
• There is an overall positive employee evaluation of MCC – 81% agree and strongly agree that Mott is a good place to work

• MCC has a well qualified, experienced, and committed faculty who enjoy excellent rapport with their students.

Weaknesses

• Job performance evaluation is an area still needing attention for non-faculty employees.

• There has been a decrease in Southern Lakes Branch Campus enrollment.

• There has been a decrease in full-time faculty positions with a commensurate increase in reliance upon part-time and adjunct faculty, thus creating problems with carrying out adequate evaluation of part-time faculty.

Opportunities

• The opening of the new Regional Technology Center provides huge potential.

• Branch campus/extension sites provide opportunity to increase enrollment, particularly at Southern Lakes, which is closer to the more intensive growth of Oakland and Livingston counties.

• Discussions are underway regarding how to increase flexibility for students even further using modularized curriculum and open entry approaches.

• MCC will need to address the impact of the closure of the Buick City plant and recent changes in Michigan welfare requirements.

Threats

• Although the faculty is evenly distributed when viewed from the perspective of years of service at Mott, 59% of faculty are age 50 or older, suggesting extensive faculty turnover in the next several years.
Student Services

Student Services is part of Student Development and Instructional Support (SDIS). An organization chart is included in the appendices and can also be found in the Resource Room. The purpose of Student Services is to improve students’ performance, satisfaction, and goal attainment while they are at Mott Community College. Student Services provides resources, guidance, and assistance for students from pre-admission counseling to post-graduate job placement, and throughout their time at MCC.

To assist with a productive beginning, entry services include:
• Admissions, where students learn about the College and apply for enrollment;
• Financial Aid, where students receive assistance in removing economic barriers;
• Counseling and Student Development, where counselors provide information about career goals and program choices, provide orientation to the College, and provide personal and health counseling.

Ongoing services include:
• Student Life, which offers a variety of special events, clubs, and organizations;
• Registration and Records, which assists with enrollments, payments, and grades;
• Athletics and Campus Recreation, providing intercollegiate competitive sports, as well as intramural team and individual sports and activities.

Exit services include:
• Assistance transferring to four-year colleges and universities;
• Career and job placement assistance with resumes, interviews, and job placement.

The goals and objectives of student services include enhancement and refinement of College intake services, enhancement of enrollment management, and implementation of programs and services that meet student needs. The College’s mission states that the College will “assess students’ needs upon admission and then throughout their stay at MCC so that the College can provide academic advising, counseling, and other essential services to ensure student success. The College will continue to change as students’ needs change.”
Consultants from outside the College have stressed the notion that “one size fits all” does not work for today’s community college students. PERSIST (Committee to Enhance Retention and Success in Students) was formed by SDIS and Academic Affairs to address meeting these goals. The committee, made up of faculty and staff from many areas of the College, examines issues related to retention patterns and student entry procedures and provides recommendations to improve retention rates and to simplify intake procedures. PERSIST agreed that counseling should be focused on students with low academic performance and students seeking degrees and certificates. Counselors are now available to spend more time with developmental, probationary, and/or undecided students, yet still are available to any student who desires their services.

Some of the other changes already implemented as a result of PERSIST recommendations include:

- **Transfer Students** who possess documentation of having successfully completed college-level English composition and/or mathematics and a content area class requiring extensive reading at an accredited institution will be exempt from the appropriate components of placement testing and orientation.

- **Non-Candidate-for-Degree Students** (NCFD) are exempt from placement testing and orientation and may enroll in courses without prerequisites, unless they change their educational intent to pursue a degree or certificate, or if they wish to enroll in college-level English composition or mathematics.

- **Placement Testing** is required in English, reading, and mathematics for all new degree and certificate seeking students before registering for classes.

- **Academic Advising** is required for all new degree or certificate seeking students who must see an advisor or counselor prior to registering for the first term of enrollment. For subsequent terms, students are encouraged to seek advisor or counselor assistance. Degree or certificate seeking students with a GPA below 2.0 or who are undecided regarding a program must see an advisor or counselor each semester, as is the case for students enrolled in developmental courses.

- **Early Admissions High School Students** in good academic standing may take college courses with permission of a parent/guardian and their high school principal or counselor.
• **Orientation** is required for all new degree or certificate seeking students.

Further, student satisfaction with Student Services has been improved as the result of consolidating most Student Services into one building, the Prahl College Center, located in the middle of the campus. Counseling and Student Development, Academic Advising, the Assessment Center, Health Services, and Career Services are located on the top floor of the College Center. Admissions and Recruitment, Student Life, and the College Store, are located on the first floor. Registration and Records, the Cashier’s Office, Financial Aid, the Student Employment Center, and the Snack Bar are located on the lower level. Putting these services together has eliminated most of the travel between buildings previously required of students enrolling at the college. Services are extended to evening students by keeping offices open until 7:00 p.m.

An InfoChannel system of television monitors in each building and the Southern Lakes Branch Campus (SLBC) is programmed by the Student Life Office and provides information about student activities, sports, enrollment deadlines, and upcoming community and College events. Plans are currently under discussion to extend this information to MCC’s cable television channel.

A coffee shop has opened on the first floor of the Prahl College Center and newly furnished student lounges (one with a karaoke stage) are providing comfortable spaces for socializing and study. In 1999, other areas added new carpet, paint, and furnishings as part of an ongoing renovation of the thirty-year-old building.
A comparison of surveys done in 1994 and in 1998 show significant improvements in student satisfaction with several areas of Student Services.

The following graphs describe the data:

**Student Services Survey Comparison 1994/1998**

<table>
<thead>
<tr>
<th>SERVICE AREA</th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>35.0%</td>
<td>36.5%</td>
</tr>
<tr>
<td>Dissatisfied/V ery Dissatisfied</td>
<td>17.9%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

- **Dissatisfaction with Advising**
  - 1994: 17.9%
  - 1998: 13.0%

- **FINANCIAL AID**
  - Very Satisfied/Satisfied | 25.7% | 29.0% |
  - Dissatisfied/V ery Dissatisfied | 18.9% | 10.0% |

- **Dissatisfaction with Financial Aid**
  - 1994: 18.9%
  - 1998: 10.0%

1994 = 714 respondents
1998 = 851 respondents
JOB PLACEMENT

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>10.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>4.4%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

LIBRARY SERVICES

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>58.7%</td>
<td>54.0%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>4.9%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

ORIENTATION

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>24.4%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>6.9%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>
TRANSFER SERVICES

1994 1998

Very Satisfied/Satisfied 10.2% 17.0%
Dissatisfied/Very Dissatisfied 10.7% 4.0%

TUTORING

1994 1998

Very Satisfied/Satisfied 13.4% 11.0%
Dissatisfied/Very Dissatisfied 3.5% 2.0%
CAREER CENTER

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>19.3%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>6.3%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

REGISTRATION

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>45.9%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>22.7%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>
I am accomplishing my educational goals at MCC.  

<table>
<thead>
<tr>
<th>Year</th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>78.1</td>
<td>86.0</td>
</tr>
</tbody>
</table>

I would recommend MCC to others.  

<table>
<thead>
<tr>
<th>Year</th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>63.5</td>
<td>75.0</td>
</tr>
</tbody>
</table>

I would choose MCC again.  

<table>
<thead>
<tr>
<th>Year</th>
<th>1994</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>83.6</td>
<td>85.0</td>
</tr>
</tbody>
</table>
An additional survey was done during the 1998-99 academic year comparing student satisfaction levels among the various departments of student services. The following analyzes student responses to three questions.

**Student Services Evaluations by Department 1998-99**

1. Were you greeted courteously and promptly?

<table>
<thead>
<tr>
<th>Department</th>
<th>% YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASD</td>
<td>100%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>89%</td>
</tr>
<tr>
<td>Admissions</td>
<td>100%</td>
</tr>
<tr>
<td>Learning Center</td>
<td>97%</td>
</tr>
<tr>
<td>Athletics</td>
<td>92%</td>
</tr>
<tr>
<td>Career Services</td>
<td>100%</td>
</tr>
<tr>
<td>Registration</td>
<td>96%</td>
</tr>
<tr>
<td>Library</td>
<td>97%</td>
</tr>
<tr>
<td><strong>AVERAGE RATING</strong></td>
<td>96%</td>
</tr>
</tbody>
</table>

2. Were you able to obtain desired service?

<table>
<thead>
<tr>
<th>Department</th>
<th>% YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASD</td>
<td>97%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>58%</td>
</tr>
<tr>
<td>Admissions</td>
<td>91%</td>
</tr>
<tr>
<td>Learning Center</td>
<td>97%</td>
</tr>
<tr>
<td>Athletics</td>
<td>88%</td>
</tr>
<tr>
<td>Career Services</td>
<td>94%</td>
</tr>
<tr>
<td>Registration</td>
<td>92%</td>
</tr>
<tr>
<td>Library</td>
<td>83%</td>
</tr>
<tr>
<td><strong>AVERAGE RATING</strong></td>
<td>88%</td>
</tr>
</tbody>
</table>

3. Was information clearly communicated?

<table>
<thead>
<tr>
<th>Department</th>
<th>% YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASD</td>
<td>98%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>69%</td>
</tr>
<tr>
<td>Admissions</td>
<td>91%</td>
</tr>
<tr>
<td>Learning Center</td>
<td>97%</td>
</tr>
<tr>
<td>Athletics</td>
<td>96%</td>
</tr>
<tr>
<td>Career Services</td>
<td>99%</td>
</tr>
<tr>
<td>Registration</td>
<td>85%</td>
</tr>
<tr>
<td>Library</td>
<td>92%</td>
</tr>
<tr>
<td><strong>AVERAGE RATING</strong></td>
<td>91%</td>
</tr>
</tbody>
</table>
Admission, Recruitment, and Articulation

The Admissions Office, which had been combined with registration as Admissions and Records between 1993 and 1996, was expanded in 1997 to include recruitment and articulation and has taken a pro-active stance in recruiting new students and reaching out to local high schools, businesses, factories, community organizations, and government agencies. Frequent mailings and follow-up telephone calls from the Admissions Office are used to supplement and coordinate with marketing efforts.

Advancements in technology have allowed online registration and financial aid applications via the Internet, admissions applications available on the College website, orientation and financial aid videos to be viewed on the website, and career services and library services accessible on the Internet. Computer software is now in place to provide interactive counseling, academic advising, financial aid assistance, and career services to students at remote sites. These services have bridged the gap for students at the SLBC and Lapeer extension and for distance learning students located in plants and factories in other cities and states. The College makes every effort to provide the same services for distance learning and other off-campus students that it does for those on campus.

MCC has an open door admissions policy, consistent with the mission statement. All high school graduates and non-high school graduates who are 18 years of age or older will be admitted. Applicants who do not have a high school diploma may complete the General Education Development test before admission. Current high school students may be admitted as dual-enrolled or early admitting students.

Applications are accepted throughout the year and are available at any high school in Genesee County, SLBC, and the Lapeer extension site as well as the Admissions Office on the main campus. Applications are available on the college website, and students can apply for admissions online.

New students in specific applicant groups such as international students, guest students, dual-enrolled students and early admitting high school students have increased in recent years, as the Admissions Office has improved monitoring and recruitment activities. International students have increased from 15 in 1997 to 53 in Winter, 1999. During the Winter, 1999 semester, 217 high school students (158 dual-enrolled and 59 early admit) attended Mott, compared with 19 in Fall, 1997. MCC is actively pursuing articulation agreements with local high schools.
A high school located on the Mott campus, the Mott Middle College, has a high percentage of students who begin taking college classes as high school students and continue as college students at Mott after high school graduation. Of the 1998 Mott Middle College graduating class, 77 percent subsequently enrolled at MCC.

A continuing challenge for recruiters is to produce a higher percentage of applicants who actually enroll in classes. Many prospective students call to inquire about admission and may even complete admission applications but do not register for classes. The Admissions Office is implementing a student tracking system that will monitor prospects from initial inquiry to successful matriculation. The Admissions Office is considering proposals for a scannable application for admission, which will reduce data entry errors and speed the admissions process.

Another challenge is the turnover of students each semester. The PERSIST Committee has offered many suggestions which have been implemented, including an Academic Alert system. This program generates letters to students referred by instructors for tutoring or counseling. Other suggestions also implemented include telephone calls by faculty, during the week before classes begin, to students in their areas who have not yet registered, and there has been a major revision of the student entry procedures to simplify student intake processes. The entire admissions process has been greatly streamlined in recent years. The Fall 1998 Student Survey indicated a higher than average satisfaction with the services of the Admissions Office, with only four percent expressing dissatisfaction.

A potential enrollment threat for community college students is pending legislation that proposes educational time limits for welfare recipients. If passed, this legislation may negatively affect enrollment of older female students and those with dependents receiving assistance. Admissions staff closely monitor the legislation and remain in constant contact with legislators who support community college education.

**Athletics and Campus Recreation**

The goals of the athletic program are to provide opportunities for students to participate in intercollegiate competition in a variety of sports and to promote the concept of the scholar-athlete. Mott is the only college in Genesee County that offers an athletic program with intercollegiate competition. Research supports that student activities, of which athletics and recreation are an integral part, play an important role in college student retention. Varsity and intramural sports are the kind of student activities that promote “interactions with peers,
including emotional support... that can be critical for college success” (Witherspoon, Long, Chubick, 1999). Sports are a good way for commuter students to form important bonds with peers.

The College is a member of the Michigan Community College Athletic Association and the National Junior College Athletic Association. Nearly 100 student athletes comprise men’s and women’s teams that compete with other conference schools and, when qualified, enter regional and national tournaments in baseball, softball, basketball, volleyball, golf, and cross-country. Soccer is under consideration for next year. Attendance at home games is free for all current students, and game times are posted on the InfoChannel.

A new project, the Kearsley Park Project, which has been formed in conjunction with the City of Flint and the Flint Public Schools, is seeking funding and public support to restore the public park adjacent to the College. This project, when completed, will add baseball, softball, and soccer fields, and cross-country trails for MCC’s use. Additional information on this topic is presented in Chapter Seven.

In recent years, MCC has consistently produced outstanding competitive athletic teams, winning conference championships in men’s basketball, volleyball, and baseball. Highlights for 1997-98 included the second straight conference championship by the women’s volleyball team and second place in the regional tournament. Men’s basketball ranked in the nation’s top ten and won five consecutive conference championships in 1995, 1996, 1997, 1998, and 1999. Men’s baseball won its second consecutive conference championship and finished fourth in the state in 1998. Women’s softball finished second in the conference tournament and fielded five all-conference players. The Women’s basketball team finished fourth in the nation in 1999 and received the national tournament’s outstanding sportsmanship award. In 1997, one member of the cross country team finished third in the national championship meet, and in 1998, the cross country team was runner-up in the state, third in the region, and finished twelfth in the nation. The golf team was selected as NJCAA Academic Team of the Year, reflecting the concept of the scholar/athlete, a goal for which MCC’s athletic teams continuously strive. The Athletic Director stresses that the work ethic and discipline needed to win on the field must also be carried over to academics.

The athletic department requires that the Athletic Code of Conduct, published in the Student Handbook, be adhered to by all members of the athletic programs. The code of conduct covers academic standing, proper use of
college property and equipment, prohibition of alcohol, tobacco and drug use, appropriate dress and appearance and public behavior.

Financial support is provided for the athletic program by the Bruin Club and Bruin Booster Club. Since 1962, these organizations have raised more than one million dollars to supplement the athletic program budget, provide athletic scholarships, and purchase equipment and materials.

**Campus Recreation**

The campus recreation program provides opportunities to participate in both organized and informal activities for MCC students, faculty, staff, and community members. There are team and individual competitive sports, as well as non-competitive “free-play” activities. During designated hours, students may use the racquetball court and tennis courts at no charge. Intramural play is available in basketball, volleyball, racquetball, table tennis, and bowling. Activity programs in aerobics, swimming, and conditioning are also offered. Family Fun Nights on Friday evenings encourage students to bring their families for movies, crafts, exercises, and swimming. More than 250 students participated in the campus recreation program during 1997-98. Low-cost off-campus recreation activities, including downhill skiing and ice skating, have been popular with students and staff, with plans to add cross-country skiing and canoeing soon.

**Work Cited**


**Career and Job Placement Services**

Career and Job Placement Services consists of a Career Resource Center and a Student Employment Center. The Center functions as a centralized clearinghouse for activities involving the career marketplace. More than 7500 students and community members used these services during 1997-98. Nearly 3700 visits were for career information, while both on and off-campus employment staff assisted approximately 1800 students. In fall, 1998, more than 240 students were placed in work study positions with the College and in community service. Mott graduates enjoy a 91 percent job placement rate, based on a five-year average. Staff in the Center have access to interactive computer and video technology to provide information to students in the SLBC, Lapeer extension, and other remote sites, allowing a department with a small staff to serve outlying areas effectively.
The Student Employment Center provides assistance with student job searches, including resume writing and pre-employment interview practice. Staff also bring employers on campus to conduct interviewing and recruiting, and there are targeted job fairs, such as the Criminal Justice Career Fair. An MCC Job Hotline provides current employment information, and a database of more than 3500 active and prospective regional employers, allowing broad access to changing labor market needs. Job postings, on-campus interviews, a liaison with the Michigan Employment Security Agency, job-seeking workshops, Internet job searching, and lifetime graduate services are offered by the Employment Center. The Center also places work study students on and off-campus in coordination with financial aid staff.

Career and Job Placement Services plans include increased computer access, expansion of the online career search capabilities, better communication with graduates, employers, and academic divisions, and improved customer service for students. Nearly 66 percent of the respondents in the Fall 1998 Student Survey answered that they did not know about the Career and Job Placement Center. Advertising in the student newspaper, on the InfoChannel, and placing flyers on bulletin boards in classroom buildings are all possibilities to improve communication about the Center and generate interest and more traffic.

**Child Care**

Child care is available on the main campus and at SLBC. Several child care programs on or adjacent to Mott’s campus are also available for students. Day care services at Woodside Church, next to the main campus, may be arranged for children two-and-a-half to five years old on a full or part-time basis. At SLBC, hourly child care is available for children from two-and-a-half to 12 years, as well as a full-time program for three- and four-year-olds. The Southern Lakes Early Learning Center also offers a summer child care camp for children two-and-a-half to 12 years.

A Michigan School Readiness preschool program is available at Woodside Church and at SLBC for four-year-olds, funded by the State of Michigan and offered at no cost to students. The program is operated by the College and includes a home-based program for children who have no transportation as well as the center program.

A Head Start program, located on main campus and SLBC, currently serves three to five-year-olds at no cost to students, but there are income requirements to qualify. Morning, afternoon, and evening sessions are available, with
a limited number of full day spaces. An Early Head Start program for pregnant women and children newborn to three will be coming soon to the College.

**College Catalog**

The college catalog begins with MCC’s Mission Statement and ends with the academic credentials of faculty, administrators, and staff. The catalog provides detailed descriptions of degree and certificate requirements, programs of study, and current information on all credit courses. General academic and non-academic policies and procedures affecting students are presented. Also included are admissions and registration procedures, charges and refund policies, information about financial aid programs, scholarships, veterans’ benefits and other awards and grants. The catalog contains information about instructional support services, student services, library services and other learning resources, along with telephone numbers. Care is taken to provide a catalog that is easy to use and helpful to students, containing features such as a page entitled “Where to Go for What,” a campus map and a one-page “New Student Enrollment Process” in the form of a flow chart.

**College Store**

The College’s bookstore became the Follett College Store in 1995, when the Follett Bookstore Corporation of Chicago purchased the existing inventory and leased the space formerly occupied by the college owned store. The goal of the Follett College Store is to provide authorized textbooks for college courses, supplies, Mott clothing, snacks, greeting cards, computer software, and many items with Mott’s logo. The College Store will buy back used textbooks when they are authorized for use for the following semester. Besides the full service store on the main campus, satellite stores are opened at SLBC and Lapeer extension for three weeks at the beginning of each semester. Students are now able to order textbooks from Follett via the Internet, enabling students to avoid travel, traffic, parking delays, and long lines at the bookstore.

Follett is a profit-making business, and bookstore computers are frequently programmed to order fewer copies than the number requested by the academic divisions, and in some instances have been 5 to 12 books short for a class. The bookstore can now check enrollment data daily or weekly to verify whether orders are adequate and can initiate overnight delivery when necessary. A Bookstore Advisory Committee chaired by the Director of Business Operations and including Associate Deans is now meeting on a regular basis with bookstore management to address faculty and student concerns.

**GIR 22. Catalog contains all the necessary information on programs and policies at MCC.**
Counseling and Student Development

The goal of Counseling and Student Development (CASD) is to provide career, academic, and personal assistance and information that students need. Counseling faculty provide pre-admissions counseling for new students before they apply for admission. They provide academic advisement for students who are undecided or are in general studies. Counselors work with students preparing to transfer to four-year colleges as well as those in two-year degree programs and one-year certificate programs. Career counseling is available to help with selection of a career, a program of study, and appropriate courses. Personal counseling is provided on an individual and confidential basis. Counselors conduct interest and personality testing, orientations, placement testing, help with program changes, or withdrawal from the College, and teach personal development credit courses designed to assist students develop both academically and personally. During the 1997-98 academic year, there were 15,482 individual student visits for academic or personal counseling.

Among other changes that have occurred is computerized placement testing. Instead of paper-and-pencil placement tests, which necessitated waiting several days for tests to be scored and entered on the student’s record, students may now come to the Assessment Center on a daily basis from 8 a.m. to 5 p.m., take standardized College Board tests, and have the scores immediately recorded. Orientations are now available on video and on the College website, as well as those scheduled orientation sessions conducted by counselors. An interactive orientation is being designed for MCC’s website that will include counselor feedback. The Assessment Center plans to offer testing services that will meet larger community needs including workforce development. The center also offers CLEP testing for Mott students and the public.

From the Fall 1998 Student Survey, responses related to counseling services indicated the need for current information about four-year colleges. The transfer counselor updates the information contained in the curricular guides and equivalency/transfer lists at least twice per year and is now arranging this material into matrices so that it will be easier to access by other counselors, advisors, and students. Students have asked for these guides to be placed on the MCC website. Students also expressed the need for a counselor for international students. A counselor who has recently transferred to counseling from the Admissions Office has extensive experience with international students and should be able to advise these students knowledgeably. The counseling staff has recently been increased with the addition of three new people.
Academic Advisement

Faculty advisors in the Academic Advisement Center assist students in selecting courses and registering in business, health science, humanities, mathematics, science, social sciences, and technologies. The Advisement Center has been co-located, since 1996, with Counseling and Student Development. Consolidating advising and other enrollment services means that new students are now able to complete an admissions application, a financial aid application, placement testing, orientation, academic advisement or counseling, registration, payment of tuition and fees, and purchase of textbooks and supplies in one building, the Prahl College Center.

Advisors served more than 14,000 students during 1997-98. Two divisions, Health Sciences and Technology, have full-time advisors in the Advisement Center. Because programs such as nursing and dental hygiene are in great demand and have long waiting lists, extensive advising is often required. Students in the technology areas are frequently seeking credit for apprentice training, which must be evaluated by the advisor, or have taken high school courses that may be articulated with MCC programs. These advisors work closely with the Registrar in determining course sequences and equivalencies.

Some suggested changes in the physical layout of the Advisement Center have already begun in order to ease traffic flow problems. It is expected that issues regarding advisor training, advisor appointment times, and communication between advising and counseling also will improve now that advisors are under CASD. An advisor handbook has been in the planning stage for several years and training for advisors has been sporadic. With the new organization of advisement services, it is hoped that progress can now resume on these issues.

Health Services

Health counseling rather than clinical services is the goal of Health Services. Health counseling is provided by counseling faculty who are also nurses. Health services include counseling for specific health problems, health screening, remedies for minor illnesses, and consultation with a physician. There is also testing for vision, hearing, blood pressure, hemoglobin, and pregnancy. Medical appeals and withdrawals are handled by Health Services, and physical space for rest and recuperation is available.

Concerns have been expressed about the limited hours for physician appointments and the lack of evening services for students. The health counselors schedule education and awareness programs which are open to students and the public and include low or no-cost cholesterol screening, information about
community agencies and services, alcohol awareness, AIDS updates, wellness programs, blood drives, flu shots, and information about communicable diseases.

Financial Aid

The purpose of the Financial Aid Office is to administer federal, state, private, and institutional financial aid programs in order to assist in removing economic barriers to education. Financial Aid staff assist students in completing the Free Application for Federal Student Aid (FAFSA), assist students with loan and scholarship applications, provide scholarship information, and select recipients for many institutional scholarships.

More than 8.1 million dollars were distributed during 1997-98 through Pell grants, Stafford loans, employer paid programs, federal and state programs, scholarships, insurance companies and trusts. In a typical year, nearly 3000 students receive Pell grants; more than 1200 students receive loans; another 1000 students are in employer paid programs, and 1200 receive scholarships.

The goals and objectives of Financial Aid include improved monitoring of attendance and implementation of a pro-rata refund policy mandated by federal regulations. Financial Aid also plans to increase student use of Internet capabilities to apply for financial aid online by providing more assistance to students searching for additional financial aid sources through the Internet. Finally, a major goal is to reduce the number of trips students must make to the Financial Aid Office to complete files and receive financial aid. Financial Aid staff produced a video used during orientations, financial aid nights, and group presentations and is available on the College website.

Many student complaints regarding Financial Aid, like other Student Service complaints, relate to long waits. Students also refer to repeated trips to the office, difficulties in reaching the office by telephone, and delays in receiving Pell and loan refunds. Financial Aid staff is working with the Cashier’s Office to try to simplify the refund process and to shorten processing time. Accurate attendance records are assisting this process. Other comments noted in the Fall 1998 Student Survey related to cursory treatment received on the telephone or at the front desk. These areas are staffed primarily by students who are hardworking and conscientious, but sometimes give wrong or misleading information. A full-time staff person needs to be available at the front desk to answer questions accurately and satisfactorily.

A concern for Financial Aid staff is the skyrocketing number of requests for loans during the past few years, which raises the specter of an increased default rate. In 1990-91, 129 students received $439,084 in loans. In 1996-
97,1252 students received $2,781,607 in loans. The Financial Aid Office monitors the academic progress of all students receiving financial assistance. Students who fall below a 2.0 grade point average, withdraw from too many classes, or exceed the maximum credit limit are considered in violation of satisfactory academic progress and may not receive further financial aid until they return to compliance or successfully appeal the violation. Loss of financial aid negatively impacts enrollment so it is important to refer students to instructional support services early enough for students to receive help and successfully complete coursework. The Academic Alert feature of the attendance report provides a referral option by faculty for tutoring or counseling services for students. Financial Aid staff check these reports and maintain contact with the Learning Center about the use of these services by financial aid recipients who might otherwise violate standards of academic progress.

**Food Services**

Food services at the College are provided as a convenience for students and staff since the college campus is located in a primarily residential area, and no restaurants or fast food chains are nearby. Food services consist of the Snack Bar, Taco Bell, the Applewood Café, catering, a coffee shop, all in the Prahl College Center, and various vending machines placed around the campus. During February, 1999, the Snack Bar served 5190 customers. An additional 2615 Taco Bell customers and 1425 catered customers were served for a total of 9230 customers.
The Applewood Café is an elegant dining room operated by the culinary arts program providing gourmet lunches Monday through Thursday during fall and winter semesters. Few students can afford the prices in Applewood, but the facilities are open to the public as well as to students and employees. The culinary arts program also caters many events on campus and operates the Coffee Shop on the first floor of the College Center. The Purchasing Department, which provides oversight for the Snack Bar and vending machines, has formed a committee to prepare for future needs, especially when the Regional Technology Center opens. The College has a contract with Sodexho-Marriott to manage the Snack Bar. Food services does not break even at this point, but the Marriott Corporation has been contracted to develop a business plan covering the snack bar, catering, vending, the café and coffee shop, and food service for the Regional Technology Center.

**Registration and Records**

While registering students for classes is the primary responsibility of Registration and Records, the area is also responsible for many other student services. Grades, transcripts, graduation audits, diplomas, veterans’ benefits, address changes, enrollment verifications, student IDs, articulations, program and course codes, student histories, external transcript evaluations, state aid information, attendance, grade point averages, grade changes, fresh starts, and class cancellations are handled by Registration and Records staff. Students may register, add, drop, or withdraw from classes at registration windows, by mail, by telephone, and via the Internet.

Goals and objectives for Registration and Records include maintaining accurate and complete student records. The area is also working to improve customer service at the windows and on the telephones through improving the training and evaluation of student employees and increasing the number of opportunities for growth and professional development for the staff. Automating transcript production and graduation auditing are underway.

One new responsibility that has been added to the area in recent years is monitoring attendance. To assist the Financial Aid Office in complying with federal regulations regarding the attendance of Pell recipients and to implement a PERSIST committee recommendation regarding retention, the Registration and Records Office began entering Attendance and Academic Alert reports in Fall, 1997. Monitoring attendance became a mandatory College procedure for each instructor. Scantron forms, which had been custom designed for the College, are completed by instructors every two weeks for each section and forwarded to the attendance clerk in Registration and Records. On the same report, instructors can refer students for tutoring and/
or counseling services, or report non-attendance and/or unsatisfactory progress. The attendance program generates letters that are mailed to referred students, requesting that they make an appointment, drop a class, or take other appropriate action.

Web registration now allows students to register online, get copies of their student histories, and check outstanding balances. The next service will be to allow students to pay online, as soon as security concerns are satisfactorily answered. Across the state, colleges are posting course equivalencies online so that students, registrars, and counselors can determine immediately whether a course will transfer to another college. The organization of Michigan registrars, counselors, and admissions officers has given this issue a top priority for the next two years and established a website.

A current challenge for Registration and Records is to decide how to offer credit for courses subdivided into competencies and may involve only .25 credit or less. With the emphasis on workforce development, where students need to acquire job skills quickly and may not need all of the skills contained in a 15 week course, it is imperative that the College provide a way to offer credit (and financial aid) for smaller units of credit. Another challenge is to address articulation agreements with high schools. In some instances, high school classes provide some but not all of the skills provided in similar college courses, but the students do not want to repeat the skills they have already mastered. Determining how to allocate credit is being studied. Year-round registration has been under discussion for some time, and it appears possible since the registration area already registers for spring, summer, and fall at the same time. Details regarding payment plans, refund dates, add/drop periods, and other considerations can be entered into the current student system.

Better communication is necessary between the registration area and the counseling and advising areas, and SLBC and Lapeer extension site, to ensure all students are getting the same information. Fortunately, the widespread availability and use of e-mail by faculty and staff is making rapid communication a reality.

An Evaluation of Services Survey conducted in January, 1998, during the heaviest registration period of the year, indicated that a majority of the 184 respondents were satisfied with services received. In the survey, 89 percent stated that they were served promptly; 96 percent said that hours of service were adequate; 85 percent said policies and procedures were well explained; 95 percent said transactions were handled accurately; 96 percent said the staff was courteous and friendly; 86 percent said questions were answered. Comments included: “get computers running more quickly, open more windows, have express line for payments, get self-registration computers up and running.”
and “have person roam floor to answer questions and to help.” These comments have been heeded, and the area has added temporary help, opened an express line, activated self-registration computers, and stationed an employee in the waiting area to answer questions and help with forms. A copy of the survey and results is available in the Resource Room.

Cashier’s Office

The Cashier’s Office handles payments of tuition and fees as well as incoming checks, and all other cash transactions for the College. Billings, bank deposits, petty cash, adjustments to student accounts, reserve cash funds, returned checks, late payment fees, loan checks, refunds, tuition appeals, delinquent payments, and monthly payment plans are responsibilities of the office. In 1997, the College selected Tuition Management Systems to offer a monthly payment plan for students. With the advent of payment plans, however, students who dropped their classes before the end of the semester were more apt to stop paying, and delinquency rates subsequently have increased. To address this challenge, a schedule of late payment fees was approved by the Board of Trustees in 1999. Other challenges for prompt collection of tuition and fees have included the GM-UAW employee benefit plan and the College in the Workplace deferments.

The Cashier’s Office is seeking ways to expedite refunds for Pell recipients, loans, dropped or cancelled classes already paid, changes in residency codes, and other student account adjustments. A new Assistant Registrar and two new cashiers with strong banking backgrounds are reviewing current practices.

Registration, Records and Cashiers
1997 - 1998 Transactions

- 43,295 students conducting registration and cashiering transactions at registration windows
- 30,657 incoming telephone calls
- 1,157 external transcripts evaluated for transfer students
- 9,081 official transcripts issued for Mott students
- 526 veterans who received benefits (260 fall, 266 winter)
- 884 graduates (34 summer, 250 fall, 459 winter, 141 spring)
- 647 tuition appeals
- 1,590 monthly payment plans with TMS
- 1,018 GM students issued vouchers or TAP certificates
- 2,728 grade sheets (avg. 19 per section) 274 summer, 1,200 fall, 1,126 winter, 328 spring
Student Handbook

The Student Handbook and Planning Calendar is available free of charge to students and is intended to serve as an important source of information for students. New students receive the handbook during orientation, and copies are available for all students at Admissions, Registration, Student Life, and Counseling offices. A convenient calendar and day-planner include important information already printed on the dates of occurrence, such as refund dates, registration dates, beginning and end of semester dates, graduation, spring break dates, and other events and deadlines. The handbook provides general academic information, new student enrollment procedures, and information regarding student services, instructional support services, and other resources. It contains emergency telephone numbers, campus maps, and detailed explanations about College policies and procedures, including the student code of conduct and student rights and responsibilities.

Students praise the size and design of the handbook, and report that the information is useful. Better ways to advertise and distribute copies need to be explored, since many new students no longer attend orientation sessions. Announcements are periodically made in the student newspaper and could be on the InfoChannel.

The Student Code of Conduct, along with information about student discipline, students’ rights and responsibilities, academic integrity, academic complaint procedures, and other college policies and procedures are included in the Student Handbook. The Code of Conduct was completely revised in 1997 to incorporate academic integrity provisions, to clarify due process for students, to specify appropriate sanctions, and to provide for an appeal process.

Student Life

The Student Life Office oversees all student clubs and organizations including Student Government and the MCC Post, the student newspaper. The goal of Student Life is to complement and enhance the academic programs of the College and contribute to the growth of the individual student. A variety of activities and events is offered in fulfilling this goal, including career related activities, peer education, cultural activities, programming boards, publications, service learning, intramural sports, and public interest programming. Quality cultural, social and recreational programs related to students’ academic interests are offered that are responsive to the needs of community college students. Opportunities for leadership skills development, which can be both entertaining and educational, provide students with fun and a feeling of belonging and can be a positive factor in encouraging students to return to Mott.
With so many non-traditional students who have family and job commitments, however, it is often difficult to attract memberships and involvement in student clubs. Many students are unaware of events and activities. In 1996 the Board of Trustees approved a resolution that earmarked $5 of every student’s fees each term to create more campus activities and enhance the quality of campus life. A Campus Life Enhancement Fund (CLEF) committee, composed of club representatives, Student Government members, faculty and student services administrators, was formed to address applications for funding from clubs and student organizations and determine whether or not to approve requests, which average 25 to 30 each year. The goal of CLEF is to support a wide variety of programs and activities that are well designed, organized, and of benefit to the student body. Funds have been used to pay for travel for club members to national and regional conferences, leadership seminars, computers for student club use, speakers, spring fests, concerts, dances, food, and furniture for student lounges. Each club recognized by the Student Government is awarded $300 a year for expenses. During one year, the Hispanic Club traveled to Mexico City; the Law Enforcement Resource Network (LERN) went to Las Vegas; Phi Theta Kappa members went to Nashville, and Student Government members went to Washington, D.C. All of these trips combined educational benefits with enjoyment and excitement for the students.

Student clubs and organizations seeking recognition from the Student Government are required to present documentation of by-laws, membership lists, officers, budget, and planned activities for the upcoming year. Clubs which have been awarded recognition in recent years include Phi Theta Kappa, Dental Assisting, Student Occupational Therapy Association, Black Leadership Awareness Coalition, Foreign Language, Cheerleaders, Biology, Law Enforcement Resource Network, Respiratory Therapy, Social Work Technicians, Transitions Cosmetology and Nail Care, Travel, Nursing, Physical Therapy Assistants, Intervarsity Christian Fellowship, Art, Connoisseurs, Environmental, Veterans, and Para-Legal.

One CLEF award in 1997 was for the purchase of the InfoChannel. There are plans to expand this information source to the MCC cable channel so local residents can view information about the College and be apprised of upcoming events.

A City Wide Minority Awards program each spring recognizes minority students at six local colleges who are graduating or maintaining a high grade point average. Two students are selected each year for “Outstanding Community Service Awards,” and MCC students are frequently selected for one or
both of these awards. MCC hosts this event periodically, which allows Student Life to showcase opportunities for minority students at Mott.

The MCC Post is the student newspaper. Operating within administrative regulations and under the supervision of a faculty advisor, the newspaper staff reports, writes, and edits the publication. Staff members learn practical experience in news writing, headline writing, composition, layout, proofreading, advertising, and business management. Students may enroll in a journalism practicum to earn college credit while working on the Post. The newspaper is published biweekly during fall and winter semesters and distributed on racks located in various places on campus.

The Student Life Director also serves as the Ombudsman, and assists in achieving fair settlements and helps students receive fair and equitable treatment. The Ombudsman does not make decisions for students, change rules, provide legal assistance, or go to court with a student. The Ombudsman provides general information for students about their rights and responsibilities, and the procedures to follow in order to pursue whatever business or complaint a student may have.

Student Government

Student Government represents the students of the College and provides an important voice for the students to the administration and faculty. Representatives serve on the College Professional Study Committee, the Student/Faculty Judicial Board, the Campus Life Enhancement Fund committee, and other committees and focus groups. Student Government members consider special problems presented by other students and make recommendations to the administration. Examples of special problems tackled in recent years include bus shelters for disabled students, Sunday library hours, parking, and child care. Members also arrange for speakers to come to the campus and for dances, spring fests, and other campus events.

To become a member, students enrolled in 6 credits or more with a cumulative grade point average of 2.0 or higher may complete an official petition and apply for membership. In 1997, members completely revised the Constitution and by-laws and changed the name of the organization from Student Congress to Student Government. The Student Government has always enjoyed a high degree of respect and attention from the administration and faculty, but it has been difficult to attract busy college students to Student Government on an ongoing basis, and to maintain adequate membership. Charismatic leaders during some years have been able to publicize the organization and bring issues of current interest before the student body, but these leaders graduate and
move on to the university or the workforce and may not be immediately replaced. A discouraging statistic in the Fall 1998 Student Survey was that an overwhelming majority of the student respondents did not know anything about Student Government.

A goal of Student Life is to involve current Student Government officers in the American Student Association of Community Colleges and to enable students to attend the National Legislative Conferences in Washington, D.C. On-going relationships with other colleges, a leadership program, community-based volunteer programs, and other ideas and activities are being pursued to keep Student Government viable and important to students.

Strengths

- Considerable improvements have been made in student services resulting in increased student satisfaction.

- Improved efforts to disseminate information about available services include use of the Info-Channel and production and distribution of numerous information brochures.

- Excellent strides have been made in improving College intake services and enhancing enrollment management. PERSIST Committee recommendations are being implemented.

- Where practicable, student services have been consolidated into one location in the middle of the campus.

- Technological advances have placed many traditional services such as registration, orientation, admissions, and other services on the Internet, allowing personal, private advising and counseling for distance learning, branch campus, and extension site students.

- Funding of more than $100,000 a year for student activities and clubs provides huge opportunities for events and speakers on campus, student travel, computer equipment, improved recreational facilities, and other educational, social and cultural benefits for students.

Weaknesses

- Student surveys still point out some dissatisfaction with services, the time required to obtain them, and lack of courteous treatment by student and staff employees. These problems will continue to be addressed.
Many responses on the Fall 1998 Student Survey continued to be, “I have never used this service,” or “I didn’t know about this service.” Faculty and staff should routinely refer students who would benefit from these services. Discussion is underway as how to better inform faculty and staff and encourage referrals.

There seems to be a perennial shortage of trained temporary staff during periods of heavy registration.

**Opportunities**

- Expanding the number of articulation agreements MCC has with high schools and four-year colleges enhances opportunities for seamless transitions for students from high school to Mott to the workplace and/or university.

- The Kearsley Park Project, formed in conjunction with the City of Flint and Flint Public Schools, offers expanded athletic and recreational opportunities for Mott students and for the community.

**Threats**

- Pending legislation could create educational time limits for welfare recipients and, if passed, may negatively affect enrollment of older female students and those with dependents receiving assistance.

- Financial Aid staff is concerned that the rapidly increasing demand for student loans will increase the default rate and endanger future federal awards.

- The turnover of students each semester makes maintaining a stable enrollment a daunting task. During 1997-98, 5,339 new students enrolled, but head count remained nearly even.

**Physical Resources**

Mott Community College serves students in the Greater Flint/Genesee County area at two campuses and several extension sites. Students in the nearby county of Lapeer are accommodated at MCC’s extension center located at the old Oakdale Regional Center facility in the city of Lapeer. MCC offers credit classes at Genesee Area Skill Center and the following high schools: Carman-Ainsworth, Clio, Davison, Flushing, Mt. Morris, and Swartz Creek. The
College also offers classes at extension sites in nearby Shiawasee and Tuscola counties. The Southern Lakes Branch Campus (SLBC), opened in 1992, is located on Thompson Road near Fenton, 15 miles south of Flint. The main campus is situated on 62 acres at 1401 E. Court Street in Flint. Though Mott, then Flint Junior College, was established in 1923, the buildings of the main campus were constructed from 1954 through 1992 on land donated in 1953 by Charles Stewart Mott. Non-credit and training programs are offered at the Broome Center to serve the northern tier of Flint. In all, MCC uses nearly 1,000,000 square feet of space to serve students.

MCC has effectively organized the physical resources necessary to accomplish its purposes. A series of campus master planning strategies work sessions was held in the fall of 1997. A copy of the summary report is available in the Resource Room. The College has retained SSOE, Inc., as architects/engineers to assist with MCC’s Master Plan for physical development. The institution has obtained funds to continue physical development, building, renovation and repair through a series of bond issues. About one half of the latest bond issue money, which totaled $34.8 million, will be used as a match for State of Michigan capital outlay funds granted to build the Regional Technology Center (RTC) on property recently donated by the Charles Stewart Mott Foundation.

Changes in Physical Facilities Since the 1990 NCA Visit

MCC physical facilities have changed and expanded greatly. The 62,000 square-foot SLBC was established with the cooperation of the Fenton, Lake Fenton, and Linden school boards. Three programs, Occupational Therapy Assistant, Physical Therapist Assistant, and Autobody Repair and Painting, are housed at SLBC. An extension center has been added out of the College district in the city of Lapeer to serve Lapeer and communities north and east of it. To serve northern Flint, the College rents space in the Broome Center for training and continuing education courses.

Many renovation projects have been completed on the main campus. The Gorman Science Building was completely renovated in 1996, asbestos abated, air conditioning installed, and new, up-to-date laboratories, classrooms, a renovated geology museum, and a state-of-the-art photography laboratory added.

The Mott Memorial Building has been extensively renovated to create modern facilities for the dental and music programs. The dental assisting and hygiene programs’ renovations include state-of-the-art laboratories and a clinic, which serves the public. In January 1999, a new computer lab/classroom opened.
The room includes 20 stations for the classroom and 15 for the open lab. A portable wall enables the room to be used completely for open lab when classes are not being held there. Classrooms and offices were remodeled to create the University Center on the first floor, housing Central Michigan, Eastern Michigan, Wayne State, and Ferris State Universities’ extension centers. Also on the first floor is the Mott Middle College High School, an alternative high school for selected students from the Genesee Intermediate School District.

In 1992, the 10,000 square-foot Facilities Management Building was built to house the campus safety/security function and the facilities/buildings and grounds personnel.

The third floor of the library building was renovated to provide space for the computer assisted design program. Also in the library, a TV studio has been built, enabling the College to create its own telecourses, videos, etc.

The Curtice-Mott Complex has been renovated to provide training and office space for Information Systems, Institutional Development and the Foundation for MCC, Accounting, Payroll, Printing and Duplicating, Purchasing, Shipping and Receiving, and the Mailroom. Continuing Education has been relocated from the Reuther Center, which was sold to the State of Michigan Jobs Commission, to the Curtice-Mott Complex, where an office suite and classrooms have been created in the space vacated by the relocation of the registration office.

To provide resources for MCC’s new Graphic Arts/Design program, a state-of-the-art Macintosh computer lab has been added to the Flint Institute of Arts rental space which houses the College’s art programs.

The Prahl College Center has been renovated to include a “one-stop shopping” admissions, counseling, advising, and registration experience for students. Also in the College Center are updated and renovated student lounges, one of which is a coffee shop. The Applewood Cafe, a gourmet restaurant featuring the talents of the MCC Culinary Arts Program, has been created and draws patrons from the community as well as from the College, and a state-of-the-art kitchen has been added.

An energy management study was done with money from a state grant. The result is a new computerized energy management system that has realized great savings in energy costs on the main campus. Chillers have been replaced in the library and Mott Memorial Buildings, boilers replaced, and lighting changed to conserve energy.
Access to childcare has been enhanced on campus by the addition of a modular building to house a Head Start Child Care Center. The unit has been erected near the library across from MCC’s Early Childhood Learning Center, which is located in Woodside Church, adjacent to the campus. Both programs will share the nearby playground on the church grounds.

By using bond issue monies, the College has repaired parking ramps and repaved surface parking lots, added attractive, functional signage and improved lighting. Handicapped access has been improved by the addition of automatic door openers in all building and sidewalk cuts throughout the campus. Since 1996, all College buildings have been smoke free.

**Main Campus Facilities**

The main campus consists of ten buildings encompassing nearly 700,000 square feet. Currently the Wagner Auto Lab, with 21,673 square feet, is located on the site of the former downtown campus. However, when the RTC is completed, the auto laboratory will be moved onto the main campus. An overview of all buildings is in the appendices.

**Durham Natatorium**

The Durham Natatorium, built in 1958, contains pool facilities used by athletic teams, students, staff, and the community. A plan to improve the building by adding a fitness center and juice bar is being considered.

**Ballenger Field House**

Constructed in 1954, the oldest building on campus, the Ballenger Field House contains athletic programs, physical education classes, offices, locker rooms and the Fitness Center. The Fitness Center opened in 1992 and occupies a 30 x 60-foot space in a converted auxiliary gym. The room contains a Universal Super Circuit consisting of 23 stations with alternating weight machines and stationary bicycles. It also contains four electronic bikes, three treadmills, three stair climbers, and a microfit testing area. The Fitness Center is already too small to accommodate current use, let alone anticipated future demand. There are nine physical education classes held there, and approximately 100 members (faculty/staff and students) use the center. As mentioned above, plans are under consideration to convert the Durham Natatorium building into a complete fitness center, which would attract community members.
Curtice-Mott Complex

In 1955, the Curtice-Mott Complex opened as two buildings and was later connected by a second-floor extension to form one complex. It houses the Humanities, Health Sciences, Information Technology, and Business Division offices and classrooms. The Curtice-Mott Complex contains 40 media booth classrooms and 8 computer labs. The Electronics Program computer lab, laboratories, stockroom, and classrooms are housed in the complex. Although the Math/Science Division Office and most of its labs and classrooms are located in the Gorman Building, the division also has five laboratories in the complex: botany, zoology, microbiology, and two anatomy and physiology labs. Biology faculty offices, the fish room and the greenhouse are also located in Curtice-Mott. According to biology faculty, although the facilities are minimally adequate, the laboratories and lecture rooms have not been renovated in 25 years. Lecture halls lack wheelchair ramps and special seating to accommodate wheelchairs, instructor demonstration tables, and up-to-date, working audiovisual equipment. Paint is peeling off the walls. Laboratories need storage space for microscopes and equipment, wheelchair stations, instructor demonstration stations, and up-to-date four-student lab tables with center sinks, gas, air and electrical outlets.

The Business Division’s McKay Cooperative Education Center, operated by the Office Information Systems Program, offers services for both students and the community, including resume writing, interviewing, and business consulting. The Humanities Division provides students with a language laboratory, two reading labs, and the Writing Center, which contains seven MacIntosh computers and a laser printer for student use. Both reading labs are computerized and contain a total of 50 IBM 386/486 computers and dot matrix printers. The division offers so many English classes at popular times that personnel feel there are not enough classrooms available in Curtice-Mott or elsewhere to offer the optimum number of classes.

In September 1998, the Health Sciences Division opened its Nursing computer lab, providing 25 IBM Pentium computers linked to a laser printer for student use. The division also offers student support through an audiovisual tutorial room in CM2301. Nursing students use combined TV/VCR stations to watch instructional videos as part of their class work. The lab contains twelve stations; however, according to the technical assistant in that division, only 8–10 stations are working at any given time. In addition, the equipment is so heavily used that it is wearing out and needs to be replaced. The tutorial room also contains 4 IBM computers and 3 Apple computers, which are equipped with specific nursing program software for student use. The Health Sciences Skills Lab in CM2303-05 serves as a mock hospital, with 12 beds, IV poles,
meds carts, medical supplies, etc. The division also provides a classroom/lab combination for the Nurse Aide Program. Also in Curtice-Mott, the Respiratory therapy Program had a major renovation of its classroom/laboratories space during the summer of 1999. The faculty now has state-of-art educational technology equipment, allowing for student and instrusture multi-media presentations as well as four computer stations networked to the Health Science server and the Internet. The RT laboratory has piped-in oxygen and compressed air, custom-designed work stations and realistic practice for simulated patient care.

Educational Systems and the Information Technology Division are also housed in Curtice-Mott. Educational Systems operates the computer labs and the Faculty Support Center, which contains five computers, laser and color laser printers, color scanners and a photo scanner to provide equipment and assistance for faculty using technology in their teaching. In 1994, an interactive classroom, with 18 student stations, was completed. This facility enables faculty to teach classes interactively from the classroom to any site connected to the fiber network. Currently, MCC uses the room almost exclusively with the matching interactive classroom at the Southern Lakes Branch Campus. However, the University Center tenants, Eastern and Ferris, along with Michigan State University, rent the interactive classroom. The facility has been used for training by the American Red Cross, the Family Independence Agency, and other organizations. Kettering University has used it to conduct long-distance job interviews. Given its heavy usage, the College has identified a need to expand and improve the interactive classroom. Educational Systems has requested funds from the latest bond issue to upgrade the facility. The upgrade will provide touch screen technology and the ability to teach interactively to the Lapeer center. Educational Systems plans to provide three more interactive classrooms, connected directly to manufacturing sites, in the new Regional Technology Center.

The Administrative Complex, containing the offices of the President and other top administrators, is located in Curtice-Mott, which also houses Information Systems offices, facilities and training rooms. In 1995, the registration offices relocated to the Prahl College Center. At that time, the area was renovated for occupation by Continuing Education. The suite contains two Continuing Education classrooms and offices for staff. Continuing Education computer classes are held in four computer laboratories directly adjacent to the suite. Curtice-Mott also contains the offices of Human Resources, Accounting, and the Foundation for Mott Community College. Upon completion of the Facilities Building in 1992, Shipping/Receiving, Printing and Duplicating, and the Purchasing Departments were relocated to space in the complex that was formerly occupied by Facilities Management and Campus Safety.
Library Building

The Mott Library building was completed in 1960 and contains a comprehensive collection of books and periodicals, the Drafting and Computer-Aided Design programs, the TV studios, Learning Center, DisAbility Services, the WICAT lab, Tutorial Services, the Viewing Listening Center, and the Testing Center. The library pioneered in the creation of the FALCON (Flint Area Library Cooperative Online Network) system, which includes Baker College, Kettering University, Lapeer County Library, and Genesee District Libraries. In 1990-91, the third floor of the library was renovated by changing a manual drafting room into an AutoCAD lab. Three more renovations (in 1994, 1996, and 1998) of the third floor have resulted in four computer labs for the CAD program. Students are trained on 37 PCs using the Unigraphics system of CAD. This program will move into the RTC when construction is completed. Present facilities are barely adequate for the current program and would never meet the projected needs of the program as it changes to meet the demands of students and corporations. When the program moves to the RTC, simulation technology will become an added dimension. As in many programs where the technology changes rapidly, one of the challenges has been to keep acquiring adequate computer hardware on which to run the new software. On the first floor, the Learning Center provides a variety of services to assist students. Two TV studios, a control room, and editing suite enable the College to create its own distance learning courses on campus. The TV studios also serve as laboratories for TV Broadcasting classes. Two satellite dishes, Ku and C band, act as receivers for satellite downlinks and video conferencing.

The library also contains the Testing/Viewing/Listening Center TVLC on the first floor. The center has 12 video stations for viewing of videotapes and 6 carrels with slide/sound capability. Students can view all videos for distance learning classes in the TVLC. Also in the TVLC is the Testing Center where tests are administered for most distance learning courses as well as make-up tests for on-campus classes. The center can accommodate 48 students taking tests at one time. The capacity of the TVLC is adequate to meet current needs. However, it is anticipated that, as the Distance Learning program continues to grow, the center will need to expand as well. The Distance Learning program currently provides eight percent of all MCC credit hours generated. In 1998, the QUEST Center opened in the former office of Charles Stewart Mott on the ground floor of the library. The Center, which is well utilized by the community, is a collection of materials and resources for the use of entrepreneurs and businesses in the MCC service area. Although the Mott Library serves the campus well, the building has developed some physical problems with the curtain wall causing occasional leaking. Seven years ago, the architectural firm, Tomblinson, Harburn Associates studied the problem and recommended repairs estimated to cost $200,000 - $300,000. These repairs will be
undertaken as more urgent projects are completed. The Learning Center, DisAbility Services, and professional tutoring are also located in the Mott Library.

**Prahl College Center**

The Prahl College Center is used for a variety of functions including admissions, counseling, advisement, registration, food service, student activities and clubs, college bookstore, and community and college meetings. Built in 1972, the College Center also houses the Counseling and Student Development Division offices, including Health Services, Tutorial Services and the Advisement Center. The College offers computerized placement testing in a lab which contains 15 IBM Pentium computers and a laser printer. In September 1995, the Applewood Cafe, a gourmet restaurant, complete with up-to-date kitchen and dining facilities, was created in the Prahl College Center. Students and faculty of the Culinary Arts Program cook and serve all meals in the cafe as well as cater events. The restaurant attracts both community and college patrons.

**Mott Memorial Building**

Although the Mott Memorial Building was built in 1957, it was not occupied by MCC until 1988, when the college obtained the building from the University of Michigan-Flint. Extensively renovated, the MMB now contains the Social Sciences Division, the Music Area of the Fine Arts Division, the Dental Hygiene and Dental Assisting Programs of the Health Sciences Division, the University Center, the Mott Middle College High School and the University of Michigan-Flint’s WFUM Channel 28. In 1991, approximately 13,000 square feet were renovated to create a state-of-the-art dental classroom/laboratory/office area, including a dental clinic, which serves the community while being used as a laboratory for students. In 1991, the music area was renovated to include an auditorium with a grand piano, soundproof practice rooms, classrooms with keyboards and synthesizers, and offices for faculty and staff. The faculty and students also have the use of two computers for composing music.

The Social Sciences Division contains the following programs and disciplines: Anthropology, Economics, Geography, Gerontology, Child Development, Criminal Justice/Corrections, History, Political Science, Psychology, Sociology, and Social Work. The physical area consists of offices for faculty and staff and 19 classrooms, of which 6 are equipped with media booths. All other classrooms feature an overhead, screen, monitor, and VCR. The building houses a Media Services office from which media equipment is ordered and delivered. The media technician also supervises the computer
lab. Also in January, 1999, the first computer-based psychology lab course was offered. In the center of the building, the Donnelly Courtyard serves as a quiet space and a botany laboratory maintained by the Biology faculty and students.

Mott Middle College High School, an alternative high school, inhabits the west corridor of the first floor of the building, with six classrooms and offices for faculty and staff. The University Center occupies the east corridor of the first floor and contains offices and classrooms for Central Michigan, Ferris State, Wayne State and Eastern Michigan Universities. Channel 28 occupies the north corridor of the first floor and the terrace floor below it. When Channel 28 moves from the building, predicted to occur in 2001, there are several alternative plans for use of the space. Consideration has been given to moving the Child Development Center from nearby Woodside Church. The Center, which serves as a laboratory for Child Development students, would then be more conveniently located for students. Another possibility is to locate a proposed regional police academy in the vacated space.

**Gorman Building**

The Gorman Science Building houses the Science and Math Division and materials and machining classes from the Technology Division. The building was completely renovated, air conditioned, asbestos abated, and modern classrooms, laboratories and offices were created. The building contains a state-of-the-art photography lab, a geology lab and museum, two chemistry labs, a physical science lab, and a physics lab. Although the science laboratories in Gorman have served as a model for other colleges looking to renovate their laboratories, faculty have noted some problems with the building. Electrical problems in the chemistry labs cause circuit breakers to trip frequently; heating and cooling are erratic, and faculty say that a foul odor sometimes permeates the building. Facilities personnel are working with the Associate Dean of Science and Math to solve these problems. A computer laboratory on the second floor was created, but it has not yet been equipped. The Associate Dean and the Academic Vice President are presently seeking to identify funds to purchase current computer hardware and software.

**Facilities Management Building**

In 1992, the newest campus building was completed. The 10,000 square foot Facilities Building contains offices and space for the maintenance, custodial, building projects and campus safety operations.
Trade Technical Building

The Trade Tech Building, completed in 1969, contains the Technology Division offices, classrooms, and laboratories. Plumbing, metalworking, heating and air conditioning, woodworking, and other technical programs are represented in the 39,597 square foot building. The building is sinking and will be torn down when the new RTC is completed. All current programs will be moved into the RTC.

President’s Residence and Conference Center

The President’s Residence and Conference Center is used for College and community conferences and meetings. The grounds have been extensively landscaped with assistance from the Biology department of the college.

Southern Lakes Branch Campus

The Southern Lakes Branch Campus, opened in 1992, is located on Thompson Road, 15 miles south of the city of Flint. The campus offers programs in Autobody Repair and Painting, Occupational Therapy Assistant (OTA) Physical Therapist Assistant (PTA) developmental and standard transfer courses, and non-credit training courses. Three academic programs may be completed in their entirety at SLBC. Library, bookstore, and childcare services are also available at the site. Courses are also available from the University of Michigan-Flint at SLBC.

The 31-acre campus has 24 classrooms/labs located in Buildings A and B. One classroom is devoted to interactive TV classes; five general classrooms are dedicated to MCC use, and ten are rented to the Lake Fenton, Fenton, Linden, and Goodrich high school consortium. Two classroom areas are dedicated to childcare. One room is an OTA media room, one a PTA lab class. One room is a tiered lecture hall seating 100 students and used for lecture and physical education classes. Three other classrooms are used as labs for biology, computer, and PTA/OTA. One room has been designated a library with all necessary interconnectivity to the main campus library. Building C has two classrooms and two auto labs. MCC runs programs in one lab/classroom area, and the high school consortium uses the other.

All rooms and offices at SLBC are ADA compliant, as determined by inspections upon opening in 1992 and a follow-up inspection by the Director of Disability Services in 1996. MCC personnel from main campus supply custodial and maintenance services. Security personnel also come from the main campus. There is one certified officer stationed at SLBC for a 4:30 -
10:30 p.m. shift five days per week. If there are security incidents at other times, SLBC personnel call as needed. If there is an urgent security incident when main campus security personnel could not respond as quickly as needed, SLBC staff call the local Sheriff’s Department.

**Lapeer Extension Center**

The Lapeer center has 18 classrooms and three conference rooms available. Four of the classrooms are currently leased to Detroit College of Business and to Headstart; twelve classrooms are used for MCC classes. All MCC classrooms have overhead screens and available A/V equipment. One room is a computer lab with 24 PCs. Ten offices are on site; one rented by Detroit College of Business, two by Headstart, and one by the Family Literacy Center, leaving six offices for MCC use. Two are designated for faculty use and one is for advising and counseling. All classrooms and offices are ADA compliant. A contracted vendor provides custodial services.

A student safety officer is stationed at the Lapeer campus from 5 - 10 p.m., Monday through Friday. His/her responsibility is primarily parking. If there are other security incidents, staff calls the Lapeer City Police Department.

**Broome Center**

One room has been rented at the Broome Center for offering non-credit and training classes. The room has A/V equipment available and six computers. The classroom and available office are ADA compliant. The landlord provides custodial and security services.

**Extension Sites**

MCC credit classes are held in area high schools (Carman-Ainsworth, Swartz Creek, Davison, Flushing, Clio, and Mt. Morris) as part of the college’s outreach. All rooms used by MCC are ADA compliant. The high schools provide custodial and security services.

**Information and Communication Systems**

**Academic Computing**

MCC has a total of 30 computer labs with 505 stations to serve 8,000 - 9,000 MCC students at its various sites. These include two open computer labs available evening hours and Saturdays, classroom labs, a Photography Program
lab, a Reading Improvement Center, a Writing Center, a Graphic Arts lab, and a lab dedicated to publishing the student newspaper.
Recent improvements include the following:

- Remodeling of lab in CM1136, fall, 1998 and upgrading to Pentium IIs
- Remodeling of the open computer lab in CM1135, fall, 1998
- Adding a chemistry computer lab in fall 1996 using experiment simulations and other chemistry specific software
- Adding an Allied Health Sciences computer lab in fall 1998
- Adding a Fine Arts MacIntosh lab for the Computer Graphic Arts Program in January of 1999
- Adding a Technology computer lab in the fall of 1998. In winter 1999, all computers in that lab were reconfigured to work better with existing programs.

**Information Systems**

In September of 1996, a new computer system was brought in to upgrade all administrative functions of the College including registration, admissions, student records, payroll, accounting, fund raising and human resources. The hardware to house these functions is a Hewlett Packard T520 and the software is Datatel Systems. The changeover occurred in stages over the course of a year and was completed in November 1997.

As of November 1998, Information Systems had an inventory of 774 IBM-compatible Pentium computers, 35 MacIntosh computers, 419 IBM-compatible 486 computers, and 167 various types of printers.

Recent improvements include:

- Prime computer systems physically disconnected August, 1998 and replaced with an HP T520 for administrative computing, an HP computer for academic computing and several servers
- Replacement of all 286, 386, and other outdated personal computers with up-to-date PCs
- A continual upgrade of the network infrastructure
- PCs are now on all faculty and staff desks

**Phone System and Voice Mail**

MCC switched to a central AT & T Definity telephone system which gives users access to voice mail, call conferencing, call forwarding, multiple lines on each telephone, and other modern features.
Barrier Free Environment

MCC has made every attempt to create and maintain a barrier-free environment. In 1997, the College approved a self-evaluation and transition plan for the Americans with Disabilities Act of 1990. The plan indicated that the College is aware of its obligations under the ADA and is actively involved in meeting the requirements of the ADA. The responsibility for ADA coordination rests with the Executive Dean of Human Resources. A committee of individuals who have work responsibilities related to ADA has been assembled to review the status of the College’s ADA efforts. The ADA Committee members are facilitators for functions relating to ADA compliance. The ADA audit and transition plan are available in the Resource Room.

MCC has done a good job on physical accessibility. For example, in older computer labs that do not have existing handicapped stations, handicapped carrels are available to be brought in as a need is presented. Most recently, an access need identified in the Testing/Viewing/Listening Center resulted in a new door being installed in November 1998. Physical facilities that are not currently in compliance are being brought up to standard during routine maintenance and as renovations or repairs are made. However, the Director of DisAbility Services has expressed concern about some programmatic accessibility. An example would be computer labs not accessible to students with visual impairments. Also, telecourses are not closed-captioned for the hearing impaired. Additional areas to be addressed include the process for filing a complaint and how that process is communicated to MCC staff and students.

Commitment to Campus Safety

In 1998, in recognition of student concerns about safety and security on the main campus, MCC changed its security function from a contracted service to college-operated public safety department. Prior to this major change, the college conducted a survey of faculty, staff, and students to determine their level of experience with security services, their needs and their comfort level with a department staffed by certified police officers. The former Chief of Police for the City of Flint is now Director of the Public Safety Department and brings many years of law enforcement experience to the position. The Mott Community College Public Safety Department is a fully recognized law enforcement agency sanctioned by the State of Michigan. Its mission is to maintain a safe learning and working environment for the college community. In order to complete that mission, the Public Safety Department has established goals and
Public Safety officers patrol the main campus 24 hours a day and are in constant contact via radio. Three new security vehicles have been purchased, with lights and sirens. Since Public Safety officers are certified police officers with arrest powers, their ability to respond to incidents has increased. The Public Safety Department has a unique relationship with MCC’s Criminal Justice/Corrections Program. The Coordinator of the program conducted the surveys, which led to the creation of a public safety department, as opposed to a security service. In addition, students from the Criminal Justice/Corrections Program are eligible to serve as student campus safety officers. This service learning component enriches an already highly successful academic/career development program.

The department is in the process of developing a plan to place emergency telephones throughout the College, which will allow individuals to contact Public Safety in emergency and non-emergency situations by lifting the receiver and speaking into the intercom. This program is expected to be completed by 2003.

Additionally, the department will be developing and implementing an informational program, which will provide the college community with information highlighting services and providing crime prevention and awareness tips. Public Safety also has embarked upon a ten-year project to develop a partnership with the surrounding community in order to establish a collaborative crime prevention program. It is envisioned that the College and the community will work together to promote and maintain a safe environment. The following table reports criminal activity on campus over six years. MCC is a safe place, much safer than area shopping malls and plants.
MCC has demonstrated a further commitment to campus safety by the implementation of environmental health and safety programs, overseen by a new position, the Environmental Health and Safety Compliance Officer. This person oversees not only environmental safety, but safety concerns such as severe weather, fire, mechanical/electrical failure, etc. The safety officer also provides the college community with regular safety bulletins from the Consumer Product Safety Commission via email. The College has in place the following: biohazardous waste program, bloodborne pathogens program, hazard communication program, chemical hygiene plan, lockout-tagout program, and a confined spaces program. Emergency procedures are in place. An environmental compliance audit was conducted in 1991, and another is planned.

A complete copy of the environmental health and safety programs and the proposed MCC Safety Manual are in the Resource Room.

The Regional Technology Center

An example of MCC’s provision of physical resources relative to Criterion Two is the new Regional Technology Center. The College has received
approximately $17 million in capital outlay funding from the State of Michigan for the construction of the RTC, with MCC’s match coming from the successful bond issue. The RTC will consist of about 191,800 square feet and will be located on the site currently occupied by St. Joseph Hospital, adjacent to the main campus. The RTC will help Mott fulfill part of its mission, which is to “collaborate with business, labor and government to create and maintain a highly-trained workforce to attract and sustain businesses that contribute to the community’s economic well-being and quality of life.” Additionally, “the college is a catalyst for sharing technology and facilitating technology transfer by effectively using resources and by building and sustaining community alliances.”

In order to accomplish this mission, programs will be developed and maintained to address the changing environment of the workplace. This project represents both a high-tech manufacturing education facility and a high-tech curricular system. It will provide both credit and non-credit, customized and traditional manufacturing modules designed to transfer theory into application and will address those skills required by emerging manufacturing enterprises. In addition, this project will address the growing workforce development demands of the construction trades. By adding space to support the local trade unions’ educational needs, this facility will help fill the critical shortage of skilled workers in the construction industry. The RTC is expected to house the following programs: Automotive Technology, Electronics Computing, CAD/CAM/CAE/Design/Drafting, Manufacturing Processes, Welding, Plastics, Casting and Forming, Machining, Quality Control, Automation, Simulation Technology, and Building Trades. There will also be offices for economic workforce development, administration, faculty, and support services. Building plans are available in the appendices and Resource Room.

**Student Survey Results**

The Fall 1998 surveys provided a means to assess student and employee satisfaction related to physical resources. Complete survey results are in the appendices.

It appears from the data that students are generally satisfied with the physical resources of the college. The majority of answers to physical resources related questions indicated over 70% of the respondents were satisfied or felt that a specific physical resource was adequate. The following table indicates the questions assessing the satisfaction with the physical facilities and the percentage of students who “Agreed” and “Strongly Agreed” (a favorable response). Students who had a “Don’t Know” response are not included in these percentages. The “Don’t Know” response probably indicates a lack of

The Curtice-Mott Complex is by far the largest building on campus, but the new RTC will be nearly as large.
use or contact with that physical resource. For example only 2% of the students had a “Don’t Know” response for the adequacy of classrooms as compared to a 60% “Don’t Know” response for adequacy of technology labs.

## Survey Results

<table>
<thead>
<tr>
<th>Student Survey Question</th>
<th>Percentage Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom is adequate</td>
<td>94</td>
</tr>
<tr>
<td>Space for clubs, activities, lounges etc is adequate</td>
<td>86</td>
</tr>
<tr>
<td>Study space is adequate</td>
<td>82</td>
</tr>
<tr>
<td>Computer labs are adequate</td>
<td>82</td>
</tr>
<tr>
<td>Science labs are adequate</td>
<td>66</td>
</tr>
<tr>
<td>Academic support labs are adequate</td>
<td>91</td>
</tr>
<tr>
<td>Technology labs are adequate</td>
<td>84</td>
</tr>
<tr>
<td>Copy machine availability</td>
<td>64</td>
</tr>
<tr>
<td>Recreational facilities are adequate</td>
<td>79</td>
</tr>
<tr>
<td>Parking Lots</td>
<td>59</td>
</tr>
<tr>
<td>Campus is generally safe</td>
<td>91</td>
</tr>
<tr>
<td>Applewood Café satisfaction</td>
<td>89</td>
</tr>
</tbody>
</table>

These data also indicated three areas of concern. Less than 70% of the respondents felt the science labs, availability of copy machines, and parking lots were adequate. These data would suggest that a review is needed in these areas. The major concern that students have is with the parking. Many students made comments about parking issues. Likewise there were comments which suggested that more copy machines were needed, and the maintenance of these machines should be improved. The concerns with the science labs seem to be specifically directed toward biology. These labs are located in the Curtice-Mott Complex and were not included in the renovation project that enhanced the chemistry and physics labs.

An important favorable finding from the student survey was that 91% of the respondents had a favorable response with respect to campus safety. Many urban institutions are often characterized as being unsafe and crime laden. Only
8% of the respondents did not feel the campus was a generally safe place. With the aforementioned changes in the provision of campus safety and security, it would be expected that this high rating would continue or possibly increase, providing a more realistic view of the College and helping to enhance its image.

**Employee Survey Results**

The Fall 1998 Employee Survey responses are shown below and the same system was used to determine satisfaction as with the student survey. The percentage column is a combined representation of satisfied or agree and very satisfied or strongly agrees.

<table>
<thead>
<tr>
<th>Employee Survey Question</th>
<th>Percentage Positive Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical plant / work environment</td>
<td>62</td>
</tr>
<tr>
<td>Personal work space / office adequate</td>
<td>74</td>
</tr>
<tr>
<td>Office supplies/equipment are adequate</td>
<td>70</td>
</tr>
<tr>
<td>Instructional supplies / equipment are adequate</td>
<td>63</td>
</tr>
<tr>
<td>Classroom is adequate</td>
<td>71</td>
</tr>
<tr>
<td>Computer labs are adequate</td>
<td>64</td>
</tr>
<tr>
<td>Science labs are adequate</td>
<td>79</td>
</tr>
<tr>
<td>Academic support labs are adequate</td>
<td>65</td>
</tr>
<tr>
<td>Technology labs are adequate</td>
<td>68</td>
</tr>
<tr>
<td>Communication equipment</td>
<td>80</td>
</tr>
<tr>
<td>Computer supplies / equipment/services are adequate</td>
<td>58</td>
</tr>
<tr>
<td>Food service is adequate</td>
<td>61</td>
</tr>
<tr>
<td>Bookstore is adequate</td>
<td>69</td>
</tr>
<tr>
<td>Buildings/Grounds maintained and attractive</td>
<td>80</td>
</tr>
<tr>
<td>Recreational facilities</td>
<td>57</td>
</tr>
</tbody>
</table>

The results from these data would suggest that the employees of the College were most satisfied with the safety, appearance of the buildings and grounds, and the communication equipment. The three lowest rated items were the recreational facilities, the computer supplies/equipment and services, and the parking facilities. Overall it appears that the employees of the College were
less satisfied than the students with respect to classrooms, computer labs, academic support labs, technology labs, and recreational facilities.

One explanation of the disparity in the rating of the science labs between the two groups is that the chemistry and physics labs are essentially brand new with the renovation in the Gorman Building whereas the biology labs housed in the Curtice-Mott Complex have not been updated in many years and are considered by the faculty and students to be in need of major renovation. It may be that more employee respondents were considering the newly remodeled labs in the Gorman Building than the outdated labs in Curtice-Mott.

A simple majority of employees and students surveyed were satisfied with the physical resources of the College. An overall comparison of the results indicates that the students were more satisfied than employees with the rated items. Using a cut score of 70% for satisfaction or a judgement that the resource was adequate, the student survey results found 9 of the 12 categories surpassing this level. The employee survey indicates only 8 out of 18 achieved a 70% rating. The survey data provide an important source of information to assess strengths and weaknesses of the physical resources.

The review of the physical resources of Mott Community College for this self-study indicates that these resources support the mission of the institution. There are definite patterns of evidence pointing to this fact. The College is clearly a different place from what it was at the time of the last self-study. The expansion to the south with the SLBC and to the east with extension center in Lapeer and the beginning of course offerings at the Broome Center in northern Flint all reflect changes in how the College is trying to support the mission “to provide quality higher education for the people in Genesee and the surrounding counties.”

Strengths

- The survey results indicate that a majority of the students and employees of the institution are satisfied that the physical resources are in place to support the mission of the College.

- The community has demonstrated its financial support for improvement of physical resources by the approval of bond issue requests.

- There is a clear and evident commitment to improving existing programs, such as culinary arts, dental hygiene, cosmetology, graphic arts, music, computer aided design (CAD), geographic information systems (proposed).
• The College is demonstrating its leadership to meet future economic development needs in the community by constructing innovative college facilities, most notably the planning of the RTC.

• The College has demonstrated its commitment to stay current with computer technology.

**Weaknesses**

• Historically there appears to be an over-reliance on bond money to meet the maintenance and replacement needs of the major physical resources.

• There is no apparent means of planning for required maintenance, depreciation, repair, and future improvements to existing facilities.

• No formal and on-going mechanism exists to analyze survey results and develop a plan of action to remedy concerns about physical resources.

• The inability to pass the last millage request has an adverse effect on many elements of the institution including physical resources.

**Opportunities**

• To develop in the financial plan a method to meet physical resource needs on an annual and on-going basis.

• Develop a process that identifies strengths and areas of concern and proposes specific action plans to improve quality of physical resources.

• The Regional Technology Center (RTC) provides a showcase for the college to demonstrate a commitment to meeting present and future community needs.

**Threats**

• Since there is a reliance on bond issue monies for physical resource support, withdrawal of community supports would place the College in jeopardy.
Fiscal Resources

Financially speaking, Mott Community College (MCC) is standing at a threshold and, like many other public higher educational institutions, will have to face harsh economic realities. However, it is only through challenges and crises that an institution will innovate in order to survive and thrive. Financial resources are as essential to an institution as blood is to a body, but it is not the sole reason one exists. Financial resources at MCC were, are, and will always be directed in accordance with the mission and goals of the College. This section examines the present but also focuses on the future.

Overview

The financial system at MCC is developed due, in part, to the requirements of the State of Michigan, Department of Education, Office of Postsecondary Education. The Activities Classification Structure (ACS) requires community colleges to report all activities (including financial) to the state in specific formats according to preset definitions. Overall, the financial structure at MCC meets all legal requirements and professional standards, including generally accepted accounting principles (GAAP), and is in accordance with the Manual for Uniform Financial Reporting, Michigan Public Community Colleges.

Sources of Operating Revenues

The three major sources of operating revenues are state appropriations, tuition and fees, and property taxes. Other revenue sources include sales and rentals, investment income, and federal and state grants.
Sources of Operating Revenues:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>37.2%</td>
<td>32.8%</td>
<td>35.4%</td>
<td>33.1%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>22.2%</td>
<td>25.5%</td>
<td>24.7%</td>
<td>25.3%</td>
<td>25.2%</td>
</tr>
<tr>
<td>State Aid</td>
<td>34.8%</td>
<td>35.9%</td>
<td>34.3%</td>
<td>35.9%</td>
<td>37.0%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>5.8%</td>
<td>5.8%</td>
<td>5.6%</td>
<td>5.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>$34,736,446</td>
<td>$35,707,685</td>
<td>$39,183,972</td>
<td>$40,219,759</td>
<td>$40,269,076</td>
</tr>
</tbody>
</table>
State Appropriations

State appropriations are based on a formula established through the legislative process (Public Act 117 of 1984). However, during the past few years, due to budgetary constraints, the formula has not been fully funded. The assurance from the state to community colleges is that each institution will receive at least the same funding for the current year as a guarantee for the following year even though the formula is prorated. This action resulted in diminishing importance of student enrollment for funding calculation purposes. Another major impact from the state is cash flow. Beginning in the 1998-99 academic year, the state pays out the appropriations with 11 payments each year starting in October, which is the beginning of the State’s fiscal year. Since MCC’s fiscal year begins in July, the delay caused a significant cash shortfall for about 4 months from July to October 1998. The trend of the past five years is illustrated in the following graph:

<table>
<thead>
<tr>
<th>Year</th>
<th>Appropriations $ in Thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>$12,074,860</td>
</tr>
<tr>
<td>1995/96</td>
<td>$12,825,344</td>
</tr>
<tr>
<td>1996/97</td>
<td>$13,453,006</td>
</tr>
<tr>
<td>1997/98</td>
<td>$14,420,799</td>
</tr>
<tr>
<td>1998/99</td>
<td>$14,902,482</td>
</tr>
</tbody>
</table>
Tuition and Fees

Tuition and fees are set by the Board of Trustees. In 1992-93, the Board approved tuition to be charged based on contact hours instead of credits. During the past five years tuition increases have been relatively minor, in line with the consumer price index (or annual inflation rate). As a philosophy and direction from the Board of Trustees, MCC has been holding the line on increases in order to provide affordable postsecondary education to as many students as possible. Since the increases in the past few years have been lower than the consumer price index, students are able to take advantage of the Michigan tuition tax credits. The following charts and data tables show the different rates depending on residence and percentage increases in the past five years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-District Rate</td>
<td>$52.00</td>
<td>$53.35</td>
<td>$54.85</td>
<td>$56.50</td>
<td>$57.80</td>
</tr>
<tr>
<td>% Increase</td>
<td>4.0%</td>
<td>2.6%</td>
<td>2.8%</td>
<td>3.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Out-District Rate</td>
<td>$75.00</td>
<td>$76.95</td>
<td>$79.10</td>
<td>$81.50</td>
<td>$83.35</td>
</tr>
<tr>
<td>% Increase</td>
<td>8.7%</td>
<td>2.6%</td>
<td>2.8%</td>
<td>3.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>$20.00</td>
<td>$40.52</td>
<td>$41.10</td>
<td>$41.75</td>
<td>$42.25</td>
</tr>
<tr>
<td>% Increase</td>
<td>0.0%</td>
<td>102.6%</td>
<td>1.4%</td>
<td>1.6%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

*Prior to 1995/96, registration fees were held constant. The 102.6% increase in 1995/96 represents the first year of a $20 student services fee was added to registration fees.
Property Taxes

Property taxes are levied on 11 cities and 27 townships in four counties: nearly all of Genesee County and portions of Lapeer, Livingston, and Oakland Counties (see appendices). The College’s tax base is basically the same as the Genesee Intermediate School District’s (GISD). In 1969, when the College was separated from the Flint Board of Education as an independent postsecondary educational institution, the Flint Community Junior College (later named Mott Community College) was chartered with 1.40 mills for operating purposes (which was rolled back to 1.3745 mills in 1995, under Article IX Section 31 of the Michigan Constitution and the Headlee Amendment) and 0.5 mill for debt services. The rate has remained the same for the past 30 years reflecting the Board’s policy of being fiscally conservative.

The Board of Trustees is empowered to levy whatever millage is necessary to cover debt service payments without voter approval. As a matter of principle, debt services (repayments of bonds) have never exceeded 0.5 mill.

As of June 1998, the taxable value of real property in the Genesee Intermediate School District totaled $7,748,744,624. The following graph and data table shows MCC’s property tax revenues from these four counties during the past five years:
Other General Fund Sources

The single largest of the other General Fund sources is the investment income from the Ballenger Trust. The rest is made up of various federal, state, and local sources (see appendices for a listing of all General Fund Revenue sources). The following graph and data table show incomes from the Ballenger Trust and other miscellaneous sources during the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ballenger Trust</th>
<th>Misc. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>$887,235</td>
<td>$1,134,648</td>
</tr>
<tr>
<td>1995/96</td>
<td>$949,550</td>
<td>$1,218,696</td>
</tr>
<tr>
<td>1996/97</td>
<td>$1,058,695</td>
<td>$1,117,948</td>
</tr>
<tr>
<td>1997/98</td>
<td>$1,093,389</td>
<td>$1,223,955</td>
</tr>
<tr>
<td>1998/99</td>
<td>$1,038,586</td>
<td>$1,254,662</td>
</tr>
</tbody>
</table>

**Total Other**  
$2,021,883  
$2,978,246  
$2,176,643  
$2,317,344  
$2,293,248
Non-General Fund Sources

The most significant source of non-general fund revenues is restricted gifts and grant funds accounting for 43% of the non-general fund’s total. The rest is made up of restricted, designated, auxiliary, agency, plant, and other funds (see appendices for a description of all funds). The following graph and data table show incomes from the restricted funds and other non-general funds during the past five years:

![Graph showing non-general fund sources over five years]

<table>
<thead>
<tr>
<th>Year</th>
<th>Restricted Funds</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>$9,311,017</td>
<td>$8,916,913</td>
</tr>
<tr>
<td>1995/96</td>
<td>$8,916,913</td>
<td>$7,443,335</td>
</tr>
<tr>
<td>1996/97</td>
<td>$8,238,869</td>
<td>$11,288,476</td>
</tr>
<tr>
<td>1997/98</td>
<td>$7,448,235</td>
<td>$9,835,938</td>
</tr>
<tr>
<td>1998/99</td>
<td>$8,786,522</td>
<td>$7,039,319</td>
</tr>
</tbody>
</table>

Total Non-General Fund

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$17,652,877</td>
<td>$16,360,248</td>
<td>$19,527,345</td>
<td>$17,284,174</td>
<td>$15,825,841</td>
</tr>
</tbody>
</table>
Total Revenues

The following graph and data table present a summary of all revenues from all sources during the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Revenues (in $US Thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994/95</td>
<td>$52,389,323</td>
</tr>
<tr>
<td>1995/96</td>
<td>$52,067,933</td>
</tr>
<tr>
<td>1996/97</td>
<td>$58,711,272</td>
</tr>
<tr>
<td>1997/98</td>
<td>$57,503,933</td>
</tr>
<tr>
<td>1998/99</td>
<td>$56,094,917</td>
</tr>
</tbody>
</table>

Accounting and Fund Management

MCC uses the modified accrual method of accounting with the fiscal year beginning July 1. Total revenue and expenditures are separated by funds, with the general fund being the primary focus. The non-general funds are usually designated for specific use (such as the building and site fund) or restrictive use (such as grants and agency funds). The appendices contain a list of all the funds with a brief explanation of each fund at MCC. Currently, MCC uses Colleague, (a Datatel software package) for operational tracking and information archival. Financial, personnel, and student data have been available on a real time basis since 1997 when Colleague was installed. Archived data of all past year records are kept in accordance with federal and state legal requirements.
Budget Development

The budgeting process at MCC has gone through many changes, in part due to the change of the Chief Financial Officer during the past five years. In general, it follows a semi-decentralized model, with active participation from budget managers who are administrators, department heads, and associate deans of various academic divisions in the College. Each year, budget planning begins around January with input from budget managers. The Executive Cabinet, comprised of the President, two Vice Presidents, the Executive Director of Human Resources, and the Chief Financial Officer, provides general direction and guidelines in terms of activities and revenue forecast. Between January and April each year, dialogues between all budget managers and their respective direct supervisors, with several revisions, lead to a formally prepared budget proposal for the Board of Trustees’ approval. For the past five years, the budget has been approved by the Board of Trustees in May each year.

Operating Budget Allocation

In accordance with the College’s mission, during the past five years the majority of the expenditures have been spent on academic programs. In the General Fund, an average of 46.9% has been allocated and spent on instruction alone. When instructional support and student services are included, the percentage of spending rises as high as 73.1%.

The following data table and pie charts illustrate the details:

Operating Budget Allocation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>15,519,364</td>
<td>15,531,171</td>
<td>19,509,165</td>
<td>18,806,633</td>
<td>19,627,376</td>
</tr>
<tr>
<td>Public Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructional support</td>
<td>5,904,129</td>
<td>6,134,816</td>
<td>4,992,902</td>
<td>5,536,179</td>
<td>4,467,281</td>
</tr>
<tr>
<td>Student services</td>
<td>3,890,027</td>
<td>3,803,271</td>
<td>4,591,420</td>
<td>4,859,651</td>
<td>5,023,767</td>
</tr>
<tr>
<td>Institutional administration</td>
<td>4,461,382</td>
<td>5,117,588</td>
<td>5,441,559</td>
<td>6,174,838</td>
<td>8,034,698</td>
</tr>
<tr>
<td>Physical plant operations</td>
<td>4,481,847</td>
<td>4,158,774</td>
<td>4,370,221</td>
<td>4,397,004</td>
<td>4,490,341</td>
</tr>
<tr>
<td>Total Operating Expenditures**</td>
<td>$34,256,749</td>
<td>$34,745,620</td>
<td>$38,905,267</td>
<td>$39,774,305</td>
<td>$41,684,046</td>
</tr>
</tbody>
</table>

** Does not include transfers

Approximately $1.5 million of the increase in Institutional Administration is attributed to computer usage which will be allocated to other classifications at year end, and payments for a new (ESP) employee severance plan beginning in 1998-99.
Operating Budget % Allocation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>45.3%</td>
<td>44.7%</td>
<td>50.1%</td>
<td>47.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Public Services</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Instructional support</td>
<td>17.2%</td>
<td>17.7%</td>
<td>12.8%</td>
<td>13.9%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Student services</td>
<td>11.4%</td>
<td>10.9%</td>
<td>11.8%</td>
<td>12.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Institutional administration</td>
<td>13.0%</td>
<td>14.7%</td>
<td>14.0%</td>
<td>15.5%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Physical plant operations</td>
<td>13.1%</td>
<td>12.0%</td>
<td>11.2%</td>
<td>15.5%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Total Operating Expenditures**</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

** Does not include transfers

See Appendix D for definitions of Instruction, Instructional Support, Student Services, Institutional Administration, and Physical Plant Operations according to Michigan State’s Activity Classification Structure (ACS).
In addition, various non-general funds were used to augment the operation of the College, mostly in academic programs and needs. The most notable are the Lapeer Center (moved from Fund 02 to Fund 01, the General Fund, in accordance with the State of Michigan Activities Classification Structure - ACS codes), Building and Site (Fund 71), and Scholarships and Endowments (Funds 11-63). In aggregate, some $48 to $58 millions from all funds were allocated during the past five years:

### In Thousands of dollars

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures--All Funds*</td>
<td>$48,470</td>
<td>$48,652</td>
<td>$58,440</td>
<td>$54,799</td>
<td>$64,862</td>
</tr>
</tbody>
</table>

**Does not include transfers**

### Capital Allocation

Capital allocation can be disbursed in two major categories: building and equipment. During the past five years, several major projects were initiated: over $6 million had been spent on building projects (e.g., boilers, roofs, a/c, floors, lights, parking lots, energy conservation, etc.) and $15 million on equipment projects (e.g., Information System mainframe computer, networks, software, personal computers, laboratories, and operational vehicles, etc). The scope and size of all projects are such that MCC had to raise the funds through bond sales supplemented by limited state and investment incomes:

#### Bonds:

<table>
<thead>
<tr>
<th>Series</th>
<th>Maturities:</th>
<th>Interest Rates:</th>
<th>Principal</th>
<th>Interest</th>
<th>Total Future Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>7/1/1999</td>
<td>5.90 - 6.00%</td>
<td>$300,000</td>
<td>$9,000</td>
<td>$309,000</td>
</tr>
<tr>
<td>1989</td>
<td>7/1/1999-04</td>
<td>6.20 - 6.70%</td>
<td>300,000</td>
<td>19,913</td>
<td>319,913</td>
</tr>
<tr>
<td>1990</td>
<td>7/1/1999-05</td>
<td>6.50 - 7.00%</td>
<td>675,000</td>
<td>68,963</td>
<td>743,963</td>
</tr>
<tr>
<td>1991</td>
<td>7/1/1999-05</td>
<td>5.80 - 7.80%</td>
<td>1,475,000</td>
<td>133,144</td>
<td>1,608,144</td>
</tr>
<tr>
<td>1992</td>
<td>7/1/1999-07</td>
<td>4.20 - 6.70%</td>
<td>1,600,000</td>
<td>256,100</td>
<td>1,856,100</td>
</tr>
<tr>
<td>1992-B</td>
<td>7/1/1999-07</td>
<td>4.60 - 6.60%</td>
<td>3,775,000</td>
<td>970,363</td>
<td>4,745,363</td>
</tr>
<tr>
<td>1993</td>
<td>7/1/1999-09</td>
<td>4.90 - 6.90%</td>
<td>3,950,000</td>
<td>1,627,479</td>
<td>5,577,479</td>
</tr>
<tr>
<td>1994</td>
<td>7/1/1999-10</td>
<td>5.00 - 7.00%</td>
<td>4,875,000</td>
<td>2,039,103</td>
<td>6,914,103</td>
</tr>
<tr>
<td>1995</td>
<td>7/1/1999-10</td>
<td>5.00 - 7.00%</td>
<td>5,000,000</td>
<td>2,237,494</td>
<td>7,237,494</td>
</tr>
<tr>
<td>1996</td>
<td>7/1/1999-12</td>
<td>5.00 - 7.00%</td>
<td>5,875,000</td>
<td>2,935,125</td>
<td>8,810,125</td>
</tr>
<tr>
<td>1998</td>
<td>7/1/2000-19</td>
<td>4.00 - 6.25%</td>
<td>9,915,000</td>
<td>3,849,030</td>
<td>13,764,030</td>
</tr>
<tr>
<td>1999</td>
<td>7/1/2000-21</td>
<td>4.25 - 5.00%</td>
<td>3,000,000</td>
<td>2,094,956</td>
<td>5,094,956</td>
</tr>
</tbody>
</table>

#### Energy Conservation Notes:

<table>
<thead>
<tr>
<th>Series</th>
<th>Maturities:</th>
<th>Interest Rates:</th>
<th>Principal</th>
<th>Interest</th>
<th>Total Future Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-B</td>
<td>7/1/1999-06</td>
<td>4.70 - 6.50%</td>
<td>1,865,000</td>
<td>387,281</td>
<td>2,252,281</td>
</tr>
</tbody>
</table>

Total Direct Debt Outstanding as of 06/30/1999: $42,605,000 $16,627,951 $59,232,951
Another major building project is the Regional Technology Center which the voters approved in May 1998 as a portion of the $35.9 million bond authority. Additional sources of funding are being sought for curriculum development as well as for site preparation (i.e., the State of Michigan’s matching fund of $16.7 million and the Mott Foundation’s $5 million for demolition costs). Overall, capital spending from all sources during the past five years exceeds $4.6 million per year on average as illustrated by the following graph and data table:

![Capital Spending Past Five Years](chart)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Capital Spending</td>
<td>$2,255,921</td>
<td>$5,133,864</td>
<td>$7,445,103</td>
<td>$4,435,719</td>
<td>$4,205,622</td>
<td>$4,695,246</td>
</tr>
</tbody>
</table>

**Internal and External Budget Control**

Budget control is implemented in two parts: internal and external. First, internally, from the budget monitoring perspective, each month a budget summary report is produced for each general and grant funds cost center manager showing every line item of revenue (as applicable) and expenditure. Consolidated summary reports for the Executive Cabinet members are also printed for overview of the budget each month. From the spending perspective, purchasing policy and procedures are in place to meet legal requirements as well as Board policies. The computer system allows electronic signature approval from supervisors and prevents spending from accounts that are overdrawn or
not budgeted. All purchases have proper invoices and approvals, and all salary payments have either signed contracts and/or signed time sheets. External control comes from Dupuis and Ryden, PC, of Flint, MCC’s financial auditors for more than 25 years. During all these years, there have been no major fault findings. Each year, Dupuis and Ryden presents the audit to the Board of Trustees formally at a public Board meeting in October or November. Suggestions for improvement have always been taken seriously and acted upon accordingly. In addition, the Board Audit Committee, comprised of external community members, College Board members, and staff, acts as an advisory group for any major financial issues, and reviews each year’s audit findings before the formal presentation to the Board.

Summary of Past and Present

The institution’s financial strength does not come from processes alone. An appropriate level of fund equity assures the ability of the institution to handle surprises in cash flow, crises in unexpected revenue shortfall or expenditure spending, and also plans for future strategic investments in academic/operational programs.

During the past five years, the General Fund fund balance at MCC has not been strong. In 1998-99, due to one-time write-offs in for-credit tuition and property taxes, the fund balance has changed from a positive $1 million to a negative $1 million dollars. While this is a negative effect on the fund balance, it is a positive change in account receivables. Plans and actions are being put in place to rebuild the fund balance in the next five years.

In other funds, the decrease in the fund balance in 1998-99 is primarily caused by selling to Career Alliance a building which has a book value of $10 million dollars.

In summary, the challenge from the past and at present is one of revenue shortfall. The millage rate of 1.4 mills (now at 1.3694) has not changed since 1969 while the level of services and programs have been increasing over the past 30 years. With the increase of accumulated debt, the 0.5 mill debt service levy is insufficient to meet annual payments. In 1998-99, $500,000 was needed from the General Fund to cover the shortfall. Overall, MCC is providing the level of services that is higher than the level of income. Solution is simple: Increase revenue (in the form of a millage increase) and/or reduce expenses (in the form of reduction in programs and activities). A millage campaign is being considered for the summer of 2000 instead of 2001. Programs and activities are being evaluated and will be supported at the level of current revenue.
The following chart summarizes all funds in the past five years:

(\textit{In Thousands})

<table>
<thead>
<tr>
<th></th>
<th>Gen Fd</th>
<th>Others</th>
<th>Gen Fd</th>
<th>Others</th>
<th>Gen Fd</th>
<th>Others</th>
<th>Gen Fd</th>
<th>Others</th>
<th>Gen Fd</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Bal.</td>
<td>5 (1,271)</td>
<td>$ 74,622</td>
<td>2 $ 77,281</td>
<td>$ 399</td>
<td>$ 80,302</td>
<td>2 $ 740</td>
<td>$ 80,252</td>
<td>$ 970</td>
<td>862,707</td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>34,737</td>
<td>17,653</td>
<td>35,708</td>
<td>16,360</td>
<td>39,184</td>
<td>19,527</td>
<td>40,220</td>
<td>17,284</td>
<td>40,269</td>
<td>15,784</td>
</tr>
<tr>
<td>Expenditures</td>
<td>(34,253)</td>
<td>(14,213)</td>
<td>(34,247)</td>
<td>(13,905)</td>
<td>(38,905)</td>
<td>(19,515)</td>
<td>(40,220)</td>
<td>(14,579)</td>
<td>(41,684)</td>
<td>(27,505)</td>
</tr>
<tr>
<td>Transfers</td>
<td>791</td>
<td>(791)</td>
<td>366</td>
<td>566</td>
<td>62</td>
<td>62</td>
<td>209</td>
<td>(209)</td>
<td>(374)</td>
<td>574</td>
</tr>
<tr>
<td>Surplus/Deficit</td>
<td>1,275</td>
<td>2,649</td>
<td>395</td>
<td>3,021</td>
<td>341</td>
<td>(70)</td>
<td>209</td>
<td>2,496</td>
<td>(1,989)</td>
<td>(11,147)</td>
</tr>
<tr>
<td>Ending Fund Bal.</td>
<td>4</td>
<td>77,281</td>
<td>399</td>
<td>80,302</td>
<td>740</td>
<td>80,252</td>
<td>949</td>
<td>82,728</td>
<td>(1,019)</td>
<td>71,560</td>
</tr>
<tr>
<td>Restricted</td>
<td>-</td>
<td>-</td>
<td>80,212</td>
<td>-</td>
<td>79,991</td>
<td>-</td>
<td>82,257</td>
<td>-</td>
<td>71,224</td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>4</td>
<td>11</td>
<td>399</td>
<td>90</td>
<td>740</td>
<td>241</td>
<td>949</td>
<td>471</td>
<td>(1,019)</td>
<td>336</td>
</tr>
<tr>
<td>% of Unrestricted</td>
<td>0.01%</td>
<td>1.12%</td>
<td>0.55%</td>
<td>1.89%</td>
<td>1.2%</td>
<td>2.36%</td>
<td>2.79%</td>
<td>- 2.5%</td>
<td>2.22%</td>
<td></td>
</tr>
</tbody>
</table>

* The beginning fund balance changes from 1997-98 to 1998-99 are caused by reclassifying the Lapeer site from the Designated Fund (Fund 02) to the General Fund (Fund 01): $949,000 to $970,000, a $21,000 difference.

\textbf{Survey Results}

The results of the NCA Employee Survey were compiled and published in December 1998. Among the questions, the following nine are related directly or indirectly to fiscal resources in terms of the respondents’ perspectives. These questions asked about the respondents’ general satisfaction with the following issues. Agreeing means satisfaction.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation and Benefit Package</td>
<td>71%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Systematic procedures to allocate resources</td>
<td>18%</td>
<td>27%</td>
<td>46%</td>
</tr>
<tr>
<td>Clear understanding of process for distribution of resources</td>
<td>15%</td>
<td>23%</td>
<td>54%</td>
</tr>
<tr>
<td>Adequate funds to support instructional programs</td>
<td>15%</td>
<td>28%</td>
<td>43%</td>
</tr>
<tr>
<td>Adequate funds to support student services</td>
<td>19%</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>Effective system of budget accountability</td>
<td>18%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>Adequate safeguards against misuse of resources</td>
<td>20%</td>
<td>35%</td>
<td>32%</td>
</tr>
<tr>
<td>Effective/adequate system to match budget to strategic goals</td>
<td>14%</td>
<td>40%</td>
<td>34%</td>
</tr>
<tr>
<td>Input into budget/expenditure decisions</td>
<td>26%</td>
<td>22%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Other than the fact that most people like their total compensation package, there were more negative than positive responses to the remaining eight questions. Not counting those who responded as “NA,” neutral responses accounted for
about 30% of total. Hence, the comparison is really between the “Agrees” and the “Disagrees.”

Several probable conjectures may explain the survey results. One major impact is the fact that the budgeting processes have changed many times during the past few years with different Chief Financial Officers. Another reason is the lack of experience in managing a budget that includes both revenue and expenditures versus a budget that has only the expenditures. When one third of the revenue budget is not guaranteed (such as tuition and fees), expenditures must be adjusted accordingly when revenue changes, even in the middle of a fiscal year. The challenge for individuals and the College is to develop a sound level of expertise and expectations in regards to fiscal resources. From the institutional perspective, a consistent management control system (MCS) needs to be developed. From the individual perspective, one must be able and willing to take on the authority as well as the responsibility. It takes time and effort of both the institution and the Costcenter manager. The success of any fiscal process is contingent upon continuous flow of information and communication across all channels.

The survey results also present a general perception, whether or not it is factually accurate, that respondents have different opinions of the mission and goals of the College vis-à-vis administration which is often perceived as top heavy.

**Future Plans and Directions**

The material above focuses on the MCC’s actual financial status and processes during the past five years, including fiscal year 1999. While knowing one’s past and understanding the present are essential, it is more important to plan for the future. The following outlines plans of action to be implemented in the coming years. The fundamental principle is continuous improvement. While MCC is compliant with all legal and professional standards at present, future goals should be to exceed what is required with 100% accuracy, on-time performance, and maximum efficiency.

**Sources of Revenues**

The three major sources of revenues will most likely continue in the future. State appropriation may undergo some changes in its formula allocation, one of which is the focus on performance based funding through ten core indicators. No matter what the changes are, it is anticipated that the dollar amount will remain the largest single source of revenue to the College. Organizational and
accounting changes will be in place to accommodate any requirements from the State (such as accounting for the Lapeer Center’s activities in the General Fund).

Tuition and fees will rely more on the increase in enrollment and meeting business/community needs than on the increase in charges to students. In order to account for the net tuition and fees revenue, allowances for receivables will be deducted from the gross revenue. As MCC is becoming the regional center for technology training with its soon to-be-built Regional Technology Center (RTC), overall student enrollment is expected to increase due to additional course/curriculum offerings, wider customer base, and larger geographic area. The MCC Board of Trustees is committed to the philosophy and direction of providing affordable postsecondary education to as many students as possible.

Income from property taxes is expected to grow, despite the closing of Buick City, as Genesee County and its surrounding areas are projecting economic growth on multiple fronts. The diminishing dominance of the auto industry allows, as well as pushes, the college district to diversify economically, even though General Motors is still the largest employer in this area.

The fourth major source of revenue is the State’s special allocation of $16.7 million for the construction of the RTC mentioned above. It is a matching fund to the College since the voters approved the capital bond of $35 million in May 1998.

Grants and endowments are crucial components of the fiscal health of MCC. The College will continue to apply for federal, state, and local grants as appropriate. General endowments and specific scholarships for students reflect community support of the mission and goals of the College.

**Accounting and Fund Management**

Accounting and fund management are components of a larger effort in building a Decision Support System (DSS). When completed, DSS will have three major areas, four levels of reporting, ten years of past history, real-time information on the current year, and five years of future projections for “what if” analyses. The three areas are financial, personnel, and student records. In the financial area, Level 1 reports are summaries whereas Level 4 reports include every transaction in every account number. It is planned that the DSS project will take five years and three major revisions before it goes into steady state. No fundamental changes in principle are expected in accounting (i.e., modified accrued method) or fund management (i.e., Funds 01 through 74).
However, accounts will be re-designed to meet multiple criteria requirements: (1) The State of Michigan ACS, (2) functional categories: instruction, instructional support, student services, operations, and administration, (3) organizational structure: by cost centers and funds, and (4) types of income: federal, state, local, etc., and types of spending: salaries, benefits, services, supplies, utilities, capital equipment, transfers, and miscellaneous.

**Budget Development**

A budget planning model is being tested at present. The model will start in September each year for grounding of directions and processes first, and will end by May of the following year for the Board of Trustees’ formal adoption. The model is flexible enough to handle both centralized and decentralized approaches. Regardless of the degree of centralization or decentralization, the basic principle is a management control system (MCS) that matches job description and responsibilities with corresponding authority and accountability.

**Budget Allocation**

Allocation of financial resources will continue to be focused on the six functional categories: instruction, public services, instructional support, student services, operations, and administration. The budget planning model and MCS will ensure that the allocation is the result of continuous dialogue and conscientious decisions, not a carry-over from prior years. In short, this is a form of zero-based budgeting.

**Capital Allocation**

As of the writing of this section, the following major projects have been either identified or contemplated for the next three years:

**Construction of the Regional Technology Center**

This is not just a construction of a physical plant but also the development of curricula to meet academic, community, and economic as being one of the state designated Michigan Technology Centers (Total cost estimated at $34 million).
Upgrading the Technology for Academic and Administrative Use

The extensive use of computer technology is a major focus at MCC for both academic and administrative applications. This effort started with the installation of new hardware and software in 1997 and will continue through the next five years (Total cost estimated at $5 million).

Major Renovation and Updating of the College’s Buildings and Grounds

While building the RTC presents an exciting future in every aspect of the College and community, attention is also being paid to existing facilities and campuses. Over the next eight years, major renovations (including, but not limited to, heating, ventilation, and air conditioning (HVAC) systems, laboratories and rooms) will be started as discrete projects (Total cost estimated at $10 million).

Budget Control

The Management Control System (MCS) is a model not only to align responsibility with accountability but also to prevent inconsistency in organizational structure. Hence, control must first come from a systemic approach, followed by people who are trained at every level of the College, and finally by a computer system. Without a working MCS in place, even the most well-meaning and budget savvy manager may lose control. Account numbers and cost centers should change each time there is a major organizational change. However, no changes should be necessary when there is no organizational change, (e.g., people changing jobs). By 1999-2000, all account numbers and cost centers will be changed to match individual job responsibilities. Annual audits will continue to be performed by an external certified public accounting firm. Findings will be presented to the Board formally in public in October or November each year. Any major violations will be dealt with immediately and suggestions for improvement will be acted upon accordingly.

Summary of Future

The unrestricted fund balance should be within 5 to 15% of total revenue each year in order to be prepared for cash flow needs, unexpected expenditures, and strategic investment for long term goals. Below 5%, the institution is at risk of deficit spending and postponing problems. Above 15%, the institution is hoarding financial resources and not providing adequate level of services. Over the next five years, MCC is planning to strengthen its financial position by eliminat-
ing the negative unrestricted fund balance. A vision of building a positive unrestricted fund balance of 15% is the long-term goal.

The passage of an operating millage increase is crucial to maintain the current programs or expand its offerings to students and the community at large.

“Good things happen by planning; bad things just happen.” Even though no one can predict the future, having a plan in place provides the direction for all of us to follow. The financial predictions presented here are conservative and probable given the current situation. However, it does not mean that the road ahead is easy. Many challenges and potential changes will constantly impact, both positively and negatively, the achievement of those goals. Only perpetual vigilance and diligence of all staff at MCC would make these predictions a reality.

Strengths

- MCC’s financial strength is in its diversity. Outside of the General Fund, the College has a healthy base of scholarships and endowments. In addition, the community support in passing bond issues for capital projects is a vital strength for the future of the College. Indirectly, MCC’s flexibility and commitment to community needs contribute to financial stability in terms of tuition and donations.

Weaknesses

- The most obvious financial weakness is the College’s balance sheet. The General Fund’s fund equity is less than 3%, well under the Board’s set target of 5%. Fund equity is needed for cash flow purposes, as well as the ability to meet unexpected emergencies, and plan for future strategic initiatives. In a less tangible manner, negative feelings about financial matters as indicated by the survey are also a weakness.

Opportunities

- Financial opportunities for public educational institutions are quite limited in general. However, MCC has been able to get additional capital and curriculum development funding at the state and federal levels. These are the results of administrative leadership and faculty collaboration. As the community college system changes with the times, new financial opportunities do exist with closer ties to business and industry in meeting their training needs.
Threats

- Financial threats usually come from two dimensions: revenue shortfalls and expenditure overdraws. Revenue shortfalls are very real in terms of decreases in enrollment, smaller increase or even a decrease in local property values, federal and state grants cuts. Expenditure overdraws are equally real in terms of inattention to the budget and budget managers’ deficient knowledge of accounting in a semi or fully decentralized budgeting environment.

To reiterate the commitment and philosophy, financial resources to an institution, like blood to a body, are absolutely vital to the survival of the entity. However, they are the means, not the end, to achieving organizational goals, accomplishing institutional missions, and fulfilling its destiny.