Introduction

The intent of this chapter is to describe the mission and purposes of Mott Community College and to illustrate and evaluate its effectiveness in accomplishing those purposes. According to the College mission statement, the mission of MCC “is to provide quality higher education for the people of Genesee and surrounding counties.” It also states, MCC “will provide a sound general and liberal arts education and train a well-prepared work force.” The mission statement describes other purposes as well such as:

- Promoting excellence in teaching and eliminating barriers to learning;
- Building and sustaining community alliances;
- Strengthening multicultural diversity; and
- Encouraging formal and informal lifelong learning.

All of the purposes described in the Mott Community College mission statement talk about providing quality education and contributing to the well being of the surrounding community. The following pages will illustrate the programs and initiatives in place to respond to these purposes and evaluate the effectiveness of each. A SWOT analysis appears at the end of each section to summarize the strengths, weaknesses, opportunities, and threats uncovered during this evaluation.

Educational Programs

As stated in the MCC Assessment Plan, “The single most important purpose of this College or any other institution of higher education is the education of its students.” In order to address this purpose, MCC offers a wide variety of educational programs. The following is a description and analysis of those programs.

Liberal Arts and Sciences

The mission statement for Mott Community College has as one of its primary goals the provision of a sound general and liberal arts education for the people
in Genesee and surrounding counties. Also, through academic programs, MCC will build the community it serves by helping individuals achieve their academic goals. The College will provide programs that will lead to advanced educational opportunities that encourage students to broaden their vision of their life-long goals and potential.

The primary goal for the Liberal Arts & Sciences (LAS) area is to offer collegiate level instruction for the purpose of student learning. Specific goals at MCC which relate to the mission statement for the LAS area include preparing students for transfer to four-year educational institutions, preparing students for successful completion of occupational programs at MCC, and the provision of knowledge and skills that meet the needs of the community. The LAS area also has goals which include infusing technology into the curricula and programs, enhancing enrollment and improving retention, increasing and improving articulations and academic linkages, and promoting LAS within the expanded community service area. The Liberal Arts & Sciences programs at Mott Community College are achieving this mission.

LAS programs/disciplines at MCC are offered through the Fine Arts Division, the Humanities Division, the Math and Science Division, and the Social Sciences Division. They include the following programs and disciplines:

**Fine Arts** – Art, Music, Theater, and Graphic Design

**Humanities** – Developmental English, Speech Communications, Broadcasting, Deaf Studies, English, English as a Second Language, Foreign Languages, Journalism, Manual Communications/Interpreter Training, Philosophy, Reading, and Film

**Math and Science** – Math (including developmental math), Tech Math, Science, Physics, Geology, Engineering, Astronomy, Histology Technician, Photographic Technology, Chemistry, and Biology

**Social Sciences** – Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, Child Development, Criminal Justice, Corrections, Gerontology, and Social Work Technician

Currently, there are 75 full-time faculty and 155 part-time faculty in LAS. A total of 23 full-time staff persons support the LAS area. Classes for Art History, Music, Theater and Social Sciences are held in the Mott Memorial Building. Math and Science classes are held in the Curtice-Mott Complex and in the Gorman Building, which was totally refurbished and renovated during 1995-96. The Humanities courses are primarily conducted in the Curtice-Mott complex. In response to a recent survey of LAS faculty that asked them for

*Seventy-five full-time and 155 part-time faculty serve the LAS area.*
their perception of campus facilities for instruction, the majority felt the facilities are adequate. Enrollments within the LAS programs have fluctuated somewhat during the last three years (1995-1998) but have remained relatively constant, with an overall increase of 5%.

The overall retention rate for students who enrolled in Liberal Arts & Sciences courses during 1993-1998 was 84%. The overall successful course completion rate for students in LAS was 79% for 1997-98. Successful completion is defined as completing the course with a 2.0 or better. The following data provide a breakdown by area of the successful completion rate for 1997-98.

- Fine Arts 84%
- Sciences 82%
- Math 70%
- Social Sciences 77%
- Humanities 84%

**Transfer Programs**

As a two-year institution, Mott Community College offers courses that meet the requirements for the first two years of a baccalaureate program and prepare students for bachelor’s degree programs at four-year colleges and universities. Of the students who graduated during the period of 1993 through 1997, approximately 31% transferred to another college or university.

MCC has in place several special agreements with Michigan colleges and universities that allow students to receive credit for courses taken at the

![Student Contact Hour Total](image-url)
community college level. Accordingly, LAS offers a significant number of courses that transfer to four-year colleges and universities. The MACRAO Articulation Agreement states that a student who completes an Associate of Arts or Associate of Science degree at a community college will have satisfied the basic two-year requirements of the four-year college. This agreement covers General Education requirements only.

In 1997, the Michigan Community College Association (MCCA) decided to engage in a state-wide effort to develop for itself the criteria by which Michigan community colleges may judge their own performance and compare it with that of other colleges. A task force for identifying performance indicators was established and began working to produce baseline data for measuring institutional performance and for planning improvements. One of the core indicators is performance at transfer institutions. Data gathered through this statewide effort will provide the College with information that will help in determining the success of MCC transfer students at four-year institutions. The College will be able to produce benchmarks for comparing performance and for planning improvements.

The advising office maintains an MCC Equivalency List, which lists all courses offered by course number. The transferability of each course to various colleges throughout Michigan is presented in a chart form. The colleges included in this list are:

- Central Michigan University
- Eastern Michigan University
- Ferris State University
- Grand Valley State University
- Lake Superior State University
- Michigan State University
- Michigan Technological University
- Northern Michigan University
- Oakland University
- Saginaw Valley State University
- University of Michigan
- University of Michigan-Flint
- Wayne State University
- Western Michigan University.

Including this list in the MCC College Catalog would be of great service to students.

The Advising office also maintains a Mott Community College Curricular Guidebook. The latest edition is from 1998, and is continuously updated. The
The guidebook includes all the colleges listed above with the exception of Lake Superior State University, Northern Michigan University and Wayne State University, and has included Detroit College of Business and Kettering University.

A section is provided for each college. The first page of each section provides a general curricular guide that lists the general education requirements for all courses of study. This page indicates whether students may take two years of study at MCC and then transfer to the particular college. It also indicates whether the college participates in a specific articulation agreement.

The following pages pertain to all specific major courses of study, such as accounting, biology, etc. These pages list the recommended Mott courses to be taken to transfer into the specific major and may include information on additional requirements.

Three Michigan universities offer students the opportunity to earn a Bachelor’s degree from their university on the campus of MCC, after completion of the MCC Associate’s degree. This opportunity is available for some degree programs from Ferris State, Central Michigan, and Eastern Michigan Universities.

**Curriculum**

Decisions for selecting courses to be offered to students within LAS are made based on the following criteria:

- MCC Associate Degree requirements
- First and second year needs of transfer students
- Personal and professional enrichment needs of students
- Professional needs for students as determined by the academic divisions
- Requests from external sources, i.e. other educational institutions, local employers, and the general public

Degree requirements, enrollment patterns, and student requests are the primary influences that dictate the frequency with which courses are offered. Program and discipline reviews are also key components in decision-making for course offerings, as well as subjective mechanisms such as observations and opinions by the faculty and associate deans of the academic divisions. Every attempt is made by the LAS divisions to offer courses in day and evening and on a rotating basis so that students can complete programs of study in a timely manner.
Decision making with respect to curriculum revision is usually derived from the associate dean and faculty within the division. In some instances, the upper academic administration has initiated changes; however, approval by faculty within the division is required. According to the Fall 98 Employee Survey, faculty believe that they play a crucial role in owning and driving the Liberal Arts and Sciences programs. They also believe they have a significant role in decisions made for curriculum revision and expansion.

The associate dean is primarily responsible for developing and monitoring divisional budgets. Monies are allocated and spent based upon non-discretionary needs (contracted salaries and benefits), area needs (classroom supplies, etc.), and individual divisional needs such as special project expenses. Faculty within LAS do not provide much input into decisions regarding resource allocation, and, furthermore, they believe that the area needs additional funding in order to operate at an optimum level.

**Major Changes/Initiatives**

Some of the major changes and initiatives that have occurred during the past ten years within Liberal Arts and Sciences include:

- the implementation of a Graphics Design program
- the introduction and increased use of computer technology within the academic divisions
- increased distance learning course offerings
- the addition of courses in psychology, economics, and English composition via the internet
- installation of a computer lab for Social Sciences
- creation of the following new history courses: “Local History by Car and Tape,” “History of East Asia to 1600,” and “History of East Asia”

A complete renovation of the Gorman building resulted in improved classrooms for geology, physics, chemistry, and photography. Two new biology courses were developed to meet the needs of Social Work and Nursing program students. In collaboration with U of M-Flint, courses have been developed in the areas of mathematics and science. Additionally, there has been revision in a chemistry course to meet the professional needs of the Dental program students. Chemistry, physics, and other courses are being offered during the Spring and Summer semesters one week later to accommodate both guests and local students. Math and Science division faculty have offered “Topic Synchronized” courses with faculty of the Humanities and Health Sciences divisions. This collaboration is intended to improve the success rate of students who intend to enter a Health Sciences program.
Assessment

The assessment of LAS courses and programs is described in detail in the MCC Assessment Plan which accompanies this report and is also in the Resource Room. Assessment measurements include course embedded assessment, program/discipline review, Student Instructor Evaluation Forms, graduate and follow up surveys, assessment of general education objectives, as well as a wide variety of capstone projects, portfolios, and certification exams at the program level. A summary of assessment activities is provided in the assessment section of this chapter.

As a result of the Fall 98 Employee Survey, the following concerns were expressed by faculty.

- compensation, evaluation, and computer access for part-time faculty
- the ratio of part-time and adjunct faculty to full-time faculty
- student assessment
- LAS fund allocation
- equipment replacement
- the academic administrative structure
- diminishing number of science offerings
- additional office space for instructors
- assessment of programs via student enrollment and completion

(See appendices for complete survey summary.)

Other problems were identified but not perceived with the same degree of importance by faculty and administration. The problems that exist for the LAS area are not unique, but they represent the types of challenges many community colleges face within the higher education arena. The issues that are of primary importance relate to the mission of MCC—education and learning. This, then, must be the central focus.

Strengths

- Enrollment in Liberal Arts and Sciences has remained relatively constant with an overall increase of 5%.

- Thirty-one percent of MCC graduates transfer to four-year colleges or universities.

- Faculty play an integral role in the development of curriculum in the LAS programs.
Assessment is done on several levels and the data is used for improvement.

**Weaknesses**

- Faculty express concerns over issues such as the ratio of part-time to full-time faculty.

**Opportunities**

- Several factors, such as new technology and faculty control of curriculum, make it possible for the development of new and creative courses and programs.

**Threats**

No threats were identified.

**Career and Occupational Programs**

The career programs offered at Mott Community College are developed in collaboration with business, labor, and government to serve existing and anticipated community needs. As is addressed in MCC’s mission statement, the joint effort of these constituencies is to “create and maintain a highly-trained work force to attract and sustain businesses that contribute to the community’s economic well-being and quality of life.” Probably more so than any other of the institution’s programs, Career Programs are quickest to respond to the immediate employment needs of the community by constructing new programs or adapting existing ones to address those needs.

Key to the success of Career Programs is the involvement of Advisory Committees, which are comprised of local employers, community agencies, educators, and students. These committees meet on a regular basis to review curriculum content, discuss employer feedback, and make recommendations about the direction and currency of the program. The Advisory Committees also work toward helping to establish system standards and accountability to ensure consistent high quality among the various MCC programs.

**Assessment**

Regular assessment of the Career Programs is integral to the quality and integrity of the program and to the community’s perception of the programs’
graduates. The Health Sciences Career Programs, for example, are held to stringent standards by their respective accrediting agencies, which include:

- National League of Nursing
- Commission on Accreditation of Physical Therapy Education
- American Council for Occupational Therapy Education of the American Occupational Therapy Association
- American Dental Association Commission on Dental Accreditation

Additionally, graduates of many of MCC’s career programs have completed requirements that qualify them to take the State Board Examinations in their respective career areas. Obtaining test scores and the percentage of our graduates who have passed these rigorous examinations also function as a means of assessing the overall effectiveness and quality of preparedness that our programs deliver. Description of additional assessments done in the career and occupational programs area is available in the MCC Assessment Plan.

Range of Programs

Career Programs are offered through virtually every academic division in MCC, with the majority of them located in the Business, Technology, Information Technology, and Health Sciences areas. Many of the programs themselves offer students a range of choices in terms of levels of achievement or personal objectives. This range includes non-degree special courses or seminars that may serve toward the maintenance of certification standards and certificates of achievement for short-term programs.

To address the most immediate needs of employers and students, MCC offers short-term certificate and non-certificate programs, and is always investigating new opportunities to provide students with short-term training that will enable them to obtain, at a minimum, entry-level employment. These types of activities fall into the category of workforce development, an endeavor that presents challenges and opportunities to any community college, but is an area that is one of MCC’s strengths. The following programs are examples of MCC’s ventures into workforce development:

- Community Health short courses
- MCSE curricula (Microsoft Certified Systems Engineering)
- Nail Technician
- Apprentice Preparation

Apprenticeship Training is another career program that the community has met with great enthusiasm. In the Genesee County area, as well as the entire
The southeastern portion of the state of Michigan, skilled trades provide highly sought-after occupational opportunities for those with the appropriate preparation to succeed. Given the present transition of a major employer (General Motors) leaving the Flint area, many of the employees who are victims of this downsizing will be funded by their unions to obtain additional education and workplace skills. Labor and management have worked very closely with MCC to put into place many opportunities for these displaced employees to obtain necessary re-training. The Apprenticeship program is one of the primary avenues for this objective.

Changes Impacting MCC’s Career Programs

Many changes have affected not only the career program offerings, but how they are administered, how they are comprised, and certainly, how many of them are now viewed by accrediting agencies. And, certainly, substantial changes in the demographics and economics of Genesee County have greatly influenced the direction of the career programs.

New administration in the Health Sciences Division has dramatically effected change in very basic and very critical ways. First, and most significant, strong leadership has re-formed several academic areas to enable them to meet national accreditation standards. This is a most significant improvement, as the integrity and credibility of MCC’s programs in Physical Therapy Assisting and Occupational Therapy Assisting have moved sharply upward by the improved accreditation ratings.

The Technology Division has also changed its leadership, which has resulted in a much more dynamic and community-needs-oriented program shift. This can best be exemplified by the approval of funding for a new Regional Technology Center (RTC), a future showcase for technological career training.

Part of the function of the community college is to respond to the needs of its community. The Mott Community College community has undergone a shift in its needs patterns over the past ten years. Foremost among these changes is the shift in focus from a General Motors dominated workforce to a larger number of smaller companies. Citizens of the community are being forced to recognize that job security is no longer something that can be taken for granted; thus more and more Genesee County residents are facing job realignment, downsizing, and often, unemployment if no attempts are made toward retraining. MCC has positioned itself to address head-on this tremendous task of offering retraining opportunities in a collaborative effort with local labor unions and corporations. While this is indeed a tremendous opportunity for the institution, programs and the way they are delivered to the community must become more flexible in terms of length of study, modularization of course
objectives, and must dissolve such conventions as standard begin and end dates, based on the traditional academic year divisions.

Progress is being made in this direction, but it will be critical for the success of educational programs offered in the new Regional Technology Center to fully meet these objectives in a sufficiently timely manner.

The economic outlook for the greater Genesee County area is far from bleak. Manufacturing and high-tech organizations are reaching beyond Oakland County, seeking a more advantageous tax base, outside the congested Oakland County Technological Parks. Much development is occurring in southern Genesee County, including a substantial increase in the upper-middle class residential population.

School to Work

Not all of those involved in the Career Programs are displaced auto workers, and this is a very significant fact. Genesee County K-12 students must be prepared to explore a wide range of career options – a dramatic change from the options available to their parents and grandparents who were almost guaranteed a well-paying factory job at General Motors. With that option no longer available, students in K-12 must be exposed to other occupational options.

Mott Community College has made inroads to helping students realize the need to begin to think early of the workplace, and the skills necessary to address employers’ needs. Through projects such as BelCap (a highly successful cooperative effort with one area high school), among many others, MCC faculty and staff are reaching out to middle and high school students to help better prepare them for college and for the workplace at whatever stage the student chooses to enter it.

Opportunities for optimum delivery of career programs at Mott Community College are largely contingent upon the different segments of the campus working together toward a common goal. The different factions of this campus are not much different than those of any community college: each feels that their area is key to the institution’s success, identity, and credibility. External factors will, of course, affect outcomes to a certain extent. But it is the interplay of the very different internal groups such as Continuing Education, the Liberal Arts and Sciences, as well as the Technology, Health Sciences, and Business divisions of the campus that will decide and determine the success of them all.
Student Services

Extensive student services are available at MCC to ensure students succeed in attaining their educational goals. These services exist to support MCC’s ability to accomplish its purposes. Services are available to support the educational programs on campus, as well as to help students in career development, job placement, and transfer success. The student services section of chapter five describes these services in detail.

Strengths

- Advisory committees provide valuable information regarding the direction and currency of occupational programs.

- Many forms of assessment are in place to provide a means of checks and balances to safeguard the integrity and quality of the occupational programs.

- Career and occupational programs at MCC are responsive to the changing employment needs of the community.

Weaknesses

- Current begin and end dates may prove to be inconvenient to the needs of businesses.

- Employers needing to retrain workers may not always require all of the objectives covered in a full semester course.

Opportunities

- Labor and management are working closely with MCC to provide educational opportunities for workers displaced from the current changes in the General Motors facilities in Genesee County.

- With the building of the new Regional Technology Center, programs are being revised to include more flexibility in begin and end dates and length of study, as well as modularization of courses.

- Cooperative programs, such as BelCap, could be started at other area high schools.
Threats

- The need to pass a millage in order to fund the operation of the new Regional Technology Center could pose a threat to its successful completion.

Developmental Education

As part of its mission to provide quality higher education, Mott Community College also states it will, “create a smooth transition for students from high school to the community college and then to other educational institutions or the work place.” Developmental education is one of the ways MCC addresses this task.

Mott Community College is committed to developmental education and remediation of underprepared students as evidenced by the following:

- New student assessment and advising process;
- Individualized counseling and advisement for high risk students;
- Developmental classes for underprepared students;
- Learning support services and courses; and
- Updated curriculum to support changes in technology and student/community needs.

A description and evaluation of these components based upon faculty input follows.

Assessment

The college catalog states, “All new degree and certificate seeking students admitted to the college are required to complete English, reading, and math placement testing before registering for their first semester classes. Computerized placement tests in reading, writing and math are given in the Testing Center, PCC 219.” (Limited exceptions are listed in the 1998-1999 catalog.) Placement test results are used for course placement, counseling and advisement, and referral to support services.
For the period July 1, 1997 through June 30, 1998 the following test results were obtained.

<table>
<thead>
<tr>
<th>Total Students Tested</th>
<th>Subject Area</th>
<th>Scored in Dev. Range</th>
<th>Recommended Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,497</td>
<td>Basic Arithmetic</td>
<td>2,281 65%</td>
<td>MATH 021 Basic Math</td>
</tr>
<tr>
<td>3,579</td>
<td>Reading Comp</td>
<td>2,627 73%</td>
<td>ENGL 020 Reading</td>
</tr>
<tr>
<td>3,448</td>
<td>Sentence Skills</td>
<td>2,011</td>
<td></td>
</tr>
</tbody>
</table>

Based on their scores, fifty-eight percent were then asked to complete a writing sample which is evaluated by the English Division faculty. Approximately 40% of students taking the writing sample test were recommended to take ENGL 098, or ENGL 099 prior to enrolling in ENGL 101 English Composition. This percentage represents approximately 800 students, or 23% of those originally tested in writing.

**Three Year Trend in Recommendations for Developmental Courses:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Math (Developmental)</th>
<th>Writing (Engl 101)</th>
<th>Reading (Developmental)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F97</td>
<td>412 / 665 (62%)</td>
<td>280 / 651 (43%)</td>
<td>488 / 699 (69.8%)</td>
</tr>
<tr>
<td>F98</td>
<td>2226 / 3410 (65%)</td>
<td>1395 / 3358 (41.5%)</td>
<td>2565 / 3490 (73.5%)</td>
</tr>
<tr>
<td>F99</td>
<td>1744 / 2483 (70%)</td>
<td>983 / 2475 (39.7%)</td>
<td>1859 /2482 (74.9%)</td>
</tr>
</tbody>
</table>

The developmental recommendation rates for math rose steadily from 62% in F 97 to 65% in F98 and 70% in F99. In addition, the percentage of students who were placed into college-level writing based on the computerized Sentence Skills test decreased from 43% in F97, to 41.5% in F98, to 39.7% in F99. An increasing trend for developmental recommendations is also found for reading. In F97, 69.8% were recommended for remedial, in F98 73.5%, and in F99 74.9%. Clearly, the need for developmental courses is increasing.

**Counseling and Advisement**

As stated in the college catalog:

“All new degree or certificate seeking students are required to see an advisor or counselor prior to registering for the first term of enrollment. For subsequent terms, students seeking a degree or certificate, who have

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The need for developmental courses is increasing.
a cumulative grade point average below a 2.0, or are undecided regarding a program major, or who are enrolling in developmental coursework, are required to see an advisor or counselor each term in which they are in that status.”

The counselor or advisor assists the underprepared student in determining educational, career and personal goals; discusses potential barriers to success (academic performance levels, scheduling concerns, balancing family, work and college courses) and offers future support and support services.

**Developmental Courses**

Developmental courses offer institutional credit, and up to 12 credits may be applied toward MCC graduation requirements, although these courses are not usually transferable. Based upon placement test results, enrollment may be recommended in one or more of the following courses:

**English : Composition and Reading**

- ENGL 007 Spelling
- ENGL 010, 012, 014, 016, 020 Reading Improvement
- ENGL 021, 022, 023 Essentials of English (Focus is on the needs of deaf students)
- ENGL 098 Basic Sentence Skills
- ENGL 099 Basic Writing

**Goals for the Developmental English and Reading Courses:**

1. To focus on the connection between reading and writing
2. To teach academic self-reliance
3. To instill confidence as writers and validate student’s own experience
4. To prepare students for college level academic writing
5. To develop confidence in sentence building skills
6. To develop organizational concepts
7. To teach prewriting and revision skills
8. To teach grammatical competence
9. To encourage group work

**Assessment**

The course review for Developmental English courses in 1997/1998 fall and winter semesters indicated a total of 584 students enrolled, with 473 completing the course (80.99%), and 375 students (79%) earning a “Satisfactory” grade.
In determining student competency in ENGL 098, a two-part measure is used: a pre-post evaluation of sentence combining, and an essay designed to encourage critical thinking. In evaluating ENGL 099, a holistic format using frequent observations of student work and progress (portfolio analysis) with the instructor is used.

Students are recommended to take ENGL 020 (Reading Improvement) if the reading assessment score is below the thirteenth grade reading level, and with a reading level of eleventh grade or below, they are strongly advised to take ENGL 020. Students who enroll in ENGL 020 are further evaluated and placed into a focused, hands-on program for improving reading skills (ENGL 016, 014, 012, 010). The 1997/1998 program review for the reading course indicates that 534 students enrolled and 479 (82%) completed the course.

Mathematics

MATH 021 Basic Mathematics is designed for students who need the basic concepts of arithmetic as indicated by the math assessment. The 1997/1998 program review for MATH 021 indicated that 845 students enrolled, 763 completed (90.30%) and 456 students (60%) earned a grade of “Satisfactory” (2.0 or higher).

Changes in Developmental Courses

Faculty at Mott Community College are gradually attempting to modularize their courses in order to help students who might find themselves needing special emphasis in certain course topics. Creating modules encourages students to achieve mastery of individual course components, which encourages a continuous pattern of success. While most courses can be adapted to modularization, developmental courses, in particular, can focus attention on special subject matters with which a student may find him or herself struggling.

To meet the needs of the community, curriculum revisions and courses are offered based on a review of the five-year enrollment trends. With a growing number of nontraditional students in two-year colleges, the needs of these students are being addressed. (Nontraditional students are identified as those who have major commitments including one or more jobs, families with small children, those who are single parents, or those with older parents in poor health.) The following are two examples of curriculum revisions made recently to address the needs of students.
• Math 094, 095, 096, 097
PHSM 094 Introductory Technical Algebra (4 credits) has been split into four one-credit courses to enable technical students needing fundamental concepts to enroll only in the section(s) where the math assessment indicates a deficiency.

• English
A new course, ENGL 097 Responding to Literature, is designed for students who tested into ENGL 098 or 099. Written assignments will accompany the reading of short stories, poetry, novels, drama, and non-fiction. It will be offered beginning in the fall of 1999.

Support Services
Many support services are available to underprepared students. English faculty in the Writing Center assist students with college writing assignments. The Writing Center is open and staffed 37 hours per week. Professional math tutors provide tutoring in the Learning Center on an average of 27 hours per week. A Math Lab, staffed by student tutors, is available to students approximately 34 hours each week, and scheduled appointments with a tutor are also available. Professional English tutors are available 57 hours each week. The Learning Center has trained support services coordinators who assist learning or physically disabled students to accommodate their learning needs. A counselor is also assigned to the Learning Center.

Better communication between developmental faculty and tutors could improve the effectiveness of the tutoring program. A representative for the tutors attending division faculty meetings could help accomplish this.

Strengths

• The developmental curriculum undergoes continuous review and updating to reflect changing student needs, abilities, and skill levels. The ultimate objective is twofold: to improve student learning and to enhance the manner in which instruction is delivered, especially by taking advantage of the technology now available. MCC’s faculty is committed to on-going development, delivery, and improvement of developmental courses.

Weaknesses

• Additional full time faculty are needed to meet the needs of underprepared students. Although the quality of part time instruction is equal, it is the full-time faculty that are responsible for curriculum revision and development, new course delivery methods, and one-to-one contact with students.
• The Writing Center equipment has not kept pace with the technology available. A computer facility dedicated to developmental writing classes is needed.

• There has been a lack of organized and centralized data collection and evaluation. Student tracking and data available about the effectiveness of developmental courses has been dependent on available time and informal record keeping by individual faculty. (This weakness is currently being addressed by the Executive Director of Institutional Research and the PERSIST Committee.)

• The National Council of Teachers of English (NCTE) recommends that developmental courses be limited to 15 students per class. Current MCC developmental courses admit 28 students.

Opportunities

• The expansion and addition of new computers, printers, and a scanner would allow ENGL 098 students to print and publish a book of their writings. This book, *The Neighborhood*, currently is produced by the instructor. Enabling students to produce this book would provide an opportunity for them to meet several of the developmental course goals such as seeing their own ideas expressed in written form appear in print, and knowing that others will be reading their work.

• More texts are accompanied by computer mediated instruction, allowing students to work at their own pace and at a time most convenient to them.

• An expanded Reading Center could enable MCC to offer developmental courses (ENGL 020 Reading Improvement, ENGL 030 Reading Improvement and Study Skills) on campus to assist high school students preparing for ACT and SAT tests.

Threats

• Rising need for developmental courses could propose a threat to the current program.
General Education

Mott Community College’s current general education requirements were first developed in the late 1980’s. This action was a response to the Commission on Institutions of Higher Education of the North Central Association’s addition to the requirements for accreditation mandating every college and university have a significant, unified general education component as part of its degree requirements.

The College Professional Study Committee (CPSC) created an ad hoc committee to study the requirements and make recommendations. After many meetings and much discussion and deliberation by faculty in every academic area, agreement was reached. CPSC initially approved the recommendations, forwarded them to the President who, upon his approval, submitted them to the Board of Trustees for their final approval. These requirements went into effect for all degree seeking students beginning in the fall semester of 1992. The current Handbook of General Education Requirements can be found in the appendices.

Goals of MCC’s General Education Requirements

The general education requirements reflect an awareness of a changing workplace in a global economy. The requirements were changed to include courses that included specific information or skill sets for the following areas:

- multicultural and ethnic studies
- computer
- natural/technical science
- mathematics
- humanities
- English composition
- political science
- writing across the curriculum
- social sciences

Although a few new courses were created to fulfill these requirements, disciplines were encouraged to modify their existing courses to include specific information that would conform to the identified criteria. Once the Academic Affairs subcommittee, CPSC, and the President approve the revised curriculum, the courses are offered with general education designations to MCC students.
General Education Philosophy and Objectives

The following passage that appears in *Mott Community College Handbook on General Education Requirements* (1995) specifically addresses the institution’s philosophy and objectives for general education requirements:

“The requirements reflect a continuing commitment to the concept of a broad based education as the foundation upon which continuing education must rest. In a rapidly changing world, where skills and information become obsolete at an accelerating rate, the fundamentals that constitute general education remain unchanged. The abilities to read with comprehension, to write with clarity, and to have command of basic mathematical skills are essential. Applied to the understanding of the ideas and processes that have shaped human history, these skills become the instruments by which individuals affect their world. A solid general education with its varied perspective of the human condition, as seen throughout the disciplines from the sciences to the humanities, provides a basis for preserving what serves well and changing what does not. It is the bedrock upon which the individual can build and rebuild in a lifetime of learning.”

The general education requirements are broad in scope, and approved courses must meet such criteria as described in the 1995 *MCC Handbook on General Education Requirements*:

- **Writing Across the Curriculum**: to communicate ideas, opinions and processes and procedures by using the vocabulary and terminology related to specific trades, disciplines and professions
- **Political Science**: to understand the rights and responsibilities of citizenship
- **Natural/technical sciences**: to understand the interrelationships among the sciences and technologies and how they affect quality of life
- **English composition**: to use the structure of language – words, sentences, and paragraphs – to explain and support ideas and opinions
- **Humanities**: to understand and appreciate representative aesthetic and creative experiences...understand creative contributions by artists, poets, philosophers and composers
- **Mathematics**: to understand the importance of mathematics as it relates to daily experiences and the world around us
- **Multicultural/Ethnic Studies**: to be aware of the diversity and commonality of cultures and ethnic heritages; to be aware of perspectives, traditions and contributions of various cultures and ethnic groups
- **Social Sciences**: to understand how particular disciplines of the social sciences contribute to the understanding of individual and group behavior

These requirements have been in place since 1992 and will be reviewed for possible revision during the 1999-2000 academic year.
Assessment of General Education

In January of 1998, members of the Committee for the Assessment of Student Learning (CASL) started work on writing some general education objectives that could be assessed apart from specific course requirements. These objectives were to be drawn from the agreed upon general education requirements, but could be taught and assessed campus-wide. They are as follows:

- The ability to use oral and written communication effectively
- The ability to use a computer effectively
- Increased awareness and tolerance of diverse cultures
- The ability to use critical thinking and scientific inquiry

In order to assess value added in the area of general education, a computerized placement test is used as a pretest and posttest measurement. Upon admission, students are given a computerized placement test in the areas of reading, sentence structure, arithmetic, and elementary algebra. When students have earned fifty-five credit hours at MCC, they are sent a letter asking them to come in and retake the placement test. The letter explains that the measurement is for our self-improvement and the students are compensated for their time with a $25 gift certificate to the bookstore. The results of this assessment are analyzed and then distributed campus wide. Faculty then use the data to make decisions regarding possible changes that could lead to improvement. The CASL Committee is currently reviewing the *Tasks in Critical Thinking* assessment tool created by Educational Testing Services (ETS) for possible implementation next year.

The English faculty has developed an additional assessment of writing. Students, upon admission, are asked to produce a writing sample. Two faculty members then evaluate this sample using a rubric created by the English faculty. When students have earned fifty-five credits hours, as mentioned previously, they are again asked to submit a writing sample. This sample is also evaluated according to the same rubric as a measurement of value added in the area of written communication.

The multicultural component of general education continues at this time to be assessed by successful completion of a course carrying the multicultural designation. The computer use objective also continues to be assessed in this way. However, many disciplines across campus are now incorporating a student computer use component in their traditional courses. As a result of new student computer labs opening in the fall of 1998, and the increased availability of support materials from publishers, a large number of courses now use the computer as a teaching aid. These changes will be taken into consideration during the general education review to take place in 1999-2000.
Scientific inquiry and critical thinking at this time are assessed by successful completion of a course carrying the science lab designation. However, as previously mentioned, the CASL is reviewing the ETS tool, *Tasks in Critical Thinking*, for implementation next year. Several instructors across campus also identify scientific inquiry and critical thinking as course objectives and assess them in their individual general education courses (i.e. General Psychology 281).

Course embedded assessment is widely used across campus in order to determine where students start a course and how much they learn during the course itself. This contributes to the assessment of the individual course competencies as well as to the assessment of the general education objectives. Each discipline/program submits an assessment plan to the Committee for the Assessment of Student Learning. On a regular basis (This may be each semester or annually.) data are collected and an Assessment Report is filed.

Another method of assessment in the area of general education is to survey the students. Every instructor on campus uses Student Instructor Evaluation Forms (SIEF’s). This survey asks students for feedback regarding the course they just completed. Another survey is done at the time of graduation. On the Graduate Survey, students are asked questions such as whether or not MCC helped them reach their educational goals, and whether they feel MCC prepared them in the area of general education.

Multiple measures, both direct and indirect, are used for the assessment of general education. The Committee for the Assessment of Student Learning is continuously looking for ways to improve these measurements. Besides reviewing the ETS *Tasks in Critical Thinking* as a short-range improvement, work is also being done on a possible locally generated assessment tool for general education. Like other areas of the college, assessment is continuously reviewed and evaluated for possible improvements.

Accurately gauging a level of assurance that our graduates will possess proficiency in skills and competencies essential for all college-educated adults is not a simple process. The general education requirements in place today are so thoroughly integrated into the academic curriculum that they are in many ways taken for granted.

In a broad sense, assessment can be viewed as philosophically and methodologically very closely related to new approaches in education encompassed by the “learning paradigm.” There is a synergy between them. In other words, the more we seek to understand what and how we learn, the more we question and experiment as teachers. This is especially true in many general education
courses where what we are now finding to be of essential importance is to help students learn to learn. What may seem then at the outset to be a straightforward process of evaluation quickly becomes an attempt to “hit a moving target.”

**Strengths**

- It is possible to compile a long list of courses open to students from which they can choose in order to satisfy the general education requirements. This richness of opportunity, in itself beneficial, also indicates a healthy commitment by a majority of faculty to the process of general education.

**Weaknesses**

- One area of concern among faculty involves the lack of preparation with which some students undertake general education courses. Perhaps better advising and more emphatic catalogue description of prerequisites would help to alleviate this problem.

**Opportunities**

- Plans are in place to review and revise the general education requirements in 1999-2000.

**Threats**

- No threats were identified.

**Distance Learning at MCC**

In order to eliminate some of the barriers to learning that may exist due to scheduling demands, MCC offers an extensive distance learning program. Mott Community College’s distance learning program serves a large population of non-traditional students who must balance earning a degree with work and family commitments. The need for distance learning has been clearly stated in Mott’s Instructional Technology Development Plan. A copy of this plan is located in the Resource Room.
The ever-increasing demand for a more highly skilled workforce is forcing many adults to return to school to upgrade their skills and learn new skills, especially computer proficiency. Adult learners must find a way to learn these necessary skills while contending with the demands of their full time employment and family commitments, as well. Distance learning courses and degree programs provide access to a college education for many of these adults who would be unable to pursue a degree at all without the convenience and flexibility of distance learning.

The bar graph below demonstrates the growth of distance learning enrollments over the past 17 years since the first offerings of a few courses to the current offerings of five full associate degrees.

Distance Learning Enrollments from Fall 1982 to 1998

The five degrees offered through distance learning include:
- Associate in Arts
- Associate in Science
- Associate in General Studies
- Associate in Applied Science – General Business
- Associate in Applied Science – Computer Occupations Technology

College in the Workplace

In 1992-93 Mott piloted an idea that was designed to provide opportunity to students in the workplace setting. This enterprise, called College in the
Workplace (CWP), is now fully implemented and currently has students from fifteen states enrolled. The program offers counseling and other support services, as well as fully proctored examinations at the worksites.

The program provides assistance to employers who want to offer educational benefits to their employees. In addition to telecourses, these students are able to take advantage of courseware packages that include computer software, print, and recorded media.

**Distance Learning/College in the Workplace Support**

Several supporting areas aid in the successful delivery of the Distance Learning Program. The professionally staffed Distance Learning Office assists with counseling and other student needs. The Testing/Viewing Listening Center (Testing/VLC) is located in the Mott Library on MCC’s main campus and provides students who are able to come to the campus with access to materials. The Testing/VLC is open seven days a week during the fall and winter semesters, at a total of 58 hours per week. Evening and weekend hours help to ensure access for the working students.

**Telecourses**

The Distance Learning Program is heavily based on telecourses, approximately 65%. Some courses are broadcast over the local PBS affiliate, WFUM-TV, during weekend and evening hours. MCC has a professionally staffed television production facility and develops many of its own courses.

Mott has produced a total of 42 courses. The first courses developed were in a video format. MCC began developing online courses in 1997. Since many students did not have Internet access, especially adult learners in a manufacturing environment, distance learning relied more heavily on video courses as a delivery method. In 1992, MCC received approval from NCA to offer distance learning degrees using the telecourse mode of instruction. MCC is now seeking to modify that approval to include other distance learning modes such as online instruction. Chapter Nine presents MCC’s request for a status change to allow the College to offer degree programs using other distance learning modalities.

The instructor is available to students by telephone or Internet to answer questions, and an optional review session is held on campus prior to each exam. Tests are given in the Testing/VLC in the library, and the students are given a choice of several days in which to take each exam. Faculty oversight is a continuing strength. The Distance Learning Advisory Subcommittee, a
subcommittee of CPSC, has adopted written guidelines for distance learning instruction, known as Standards and Practices for Distance Learning Faculty, and an Assessment Plan for Distance Learning. (See Resource Room)

**Online Courses**

MCC currently offers 17 online courses and is preparing to offer several others. The subject areas that are presently available include:

- Chemistry
- Computer applications
- Computer skills
- Economics
- English composition
- Mathematics
- Psychology

**Interactive Television**

MCC uses two-way interactive television to deliver instruction between our main campus in Flint and the Southern Lakes Branch Campus in Fenton. A recently completed fiber optic network connects the two Mott campuses with three other Flint area colleges and the Genesee (County) Intermediate School District. Plans are in place to extend this fiber optic network to the Lapeer extension site in the near future and to add more interactive classrooms. There are also plans to put interactive classrooms in the Regional Technology Center that will be connected to industry.

**Faculty Development**

The Educational Systems Department offers a wide variety of activities and workshops to faculty. Examples of these are described in brochures found in the Resource Room. Continuing Education Units (CEU’s) are awarded for completion of these activities. Faculty members are encouraged to develop courses in a distance learning mode. They are provided the assistance of a professional team to ensure that quality coursework is produced.

**Assessment**

In order to document that effective learning is taking place and to provide a means for course improvement, assessment is done in distance learning courses. A task force consisting of faculty members from several divisions of the college developed a distance learning assessment plan. This plan was
approved by the Distance Learning Advisory Subcommittee in 1998. Faculty teaching distance learning courses complete an Assessment Report Form similar to the one used in traditional courses. This form asks for a description of the strategies they use to assess student learning and ideas for improvement based on the results of that assessment. Distance learning students are also given a survey to determine their degree of satisfaction with various aspects of the course and mode of instruction. Faculty satisfaction with distance learning instruction is also assessed in a number of ways.

Online faculty were surveyed in the winter semester of 1999 in order to identify problems that have occurred during the previous two semesters. One weakness identified was a lack of a smooth procedure to get technical information and support to newly registered online students. This challenge is being addressed as the process is continually refined and upgraded.

When comparing results of a MATH 021 telecourse with a MATH 021 course offered in the traditional classroom instruction format, the following grades indicate that the telecourse students did equally as well.

<table>
<thead>
<tr>
<th></th>
<th>Telecourse</th>
<th>Traditional Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Incomplete</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>

This sort of comparison data is also used by distance learning instructors to evaluate the mode of instruction and ensure a comparable level of learning is taking place.

**Planning and Goals**

During the past 15 years, Mott Community College’s Distance Learning Program has grown considerably. Continued growth and development, however, is contingent upon thoughtful and careful planning.

One objective for the coming five years is to place increased emphasis on offering associate degrees and certificates via distance learning. The purpose of the MCC Distance Learning Program is to offer a diverse range of courses and programs specifically targeted to the needs of working adults. In order to do this, MCC will offer professional development opportunities to both faculty and staff to develop their skills as authors, designers, and producers of competency-based distance learning courseware.
Specific goals for the next ten years include:

- Providing students with quality education that reflects the general diversity of the community
- Changing the marketing emphasis for distance learning from individual courses to degrees and certificates
- Planning for a more intensive implementation of course and program assessment
- Making Mott Community College the regional leader in professional development for distance learning education
- Delivering 12% of the total credit hours generated at MCC via distance learning within five (5) years
- Meeting the needs of specified constituencies
- NCA approval of degrees offered through a combination of distance learning modalities

Strengths

- Degrees, not courses: One of the most obvious strengths of the distance learning program is the ability of students to actually earn degrees from Mott and not just take a few scattered courses. Mott graduated the first fully distance learning graduate in the nation in May 1998 through its totally campus-free program, College in the Workplace. This first graduate was a full-time employee of a General Motors plant in Dayton, Ohio, and this student had never come to campus until her graduation. She earned her Associate Degree in Applied Science in General Business with a high grade point average while maintaining her full time position as a supervisor in a GM plant as well as being a parent and spouse.

- Campus-free Program: Mott’s ability to successfully deliver its distance learning program to an expanded geographical area has been of tremendous benefit to manufacturing employees both in Genesee County and elsewhere. The College in the Workplace program began in 1992 and has grown almost every semester since then. (see figure on next page)
• **Courses Offered Per Semester:** Mott has enjoyed a steady increase in the number of courses available to students since 1981. Students can choose from a wide range of courses including math and science, business, humanities, social science, computer, and technology courses. The following graph demonstrates how the number of courses available each semester has grown from the fall semester of 1981 to 1998.
• **Courseware Production Capability:** The ability to produce courseware is essential to the development of full degree programs. Mott has the capability to produce both online and video courses and has a proven track record in the development of new courseware since 1989.

**Courseware Production since 1989**

<table>
<thead>
<tr>
<th>Year</th>
<th>Video</th>
<th>Online</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1990</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1992</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1993</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>1995</td>
<td>3</td>
<td>1</td>
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<td>1996</td>
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<td>1997</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<tr>
<td>1998</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>1999</td>
<td>2</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

• **Distance Learning Student Services:** Another very important strength built into the distance learning program is the support service provided by the Distance Learning Office and the Viewing/Listening/Testing Center.

• **College in the Workplace Student Services:** The Distance Learning Office staff provides a number of additional services for the CWP students, such as help with admissions, registration, and ordering textbooks.

**Weaknesses**

• The tremendous growth of distance learning at MCC and the number of staff available to perform necessary support services for these students is a potential problem.
Opportunities

- As more students acquire computers at home, online courses and video courses with an online component will become more attractive to those whose schedules make it difficult to come to campus. Enrollment possibilities are endless for institutions that have developed quality distance learning programs. Mott is currently in a good position to become a major player in Michigan and beyond in the delivery of quality distance learning education for adult learners.

Threats

- Distance learning programs are proliferating at an alarming rate. Many of these programs are offered by unaccredited schools or those who have not carefully thought through the entire process of delivering quality programs. These schools can become a threat to every institution offering distance learning and give the whole concept a negative image.

- Also, since so many schools are offering distance learning, all institutions including Mott are in danger of becoming just one more online provider among many. Offering only the highest quality in courses and support services is the best way for Mott to maintain its position as a leader in distance learning.

MCC Honors Program

As described in the catalog and student Handbook, the Honors Program enhances and becomes part of a qualified student’s academic program. MCC also has the Alpha Omicron Iota Chapter of Phi Theta Kappa, the international honor society of two-year colleges. PTK is listed in the handbook along with other student clubs, and currently has a membership of over 1,000 students.

Rationale

In accordance with the MCC mission statement to provide “opportunity for all students” and to respond to the “varied needs and aspirations of all who want to identify and develop their abilities and interests,” the Honors Program is designed to provide a more stimulating and rigorous option for academically talented students. The Honors Program enhances the college’s image as a viable option for students whose goals include transferring to a prestigious four-year institution and indirectly benefits all students and faculty by ensuring high academic standards.
Honors Program

Students admitted to the Honors Program are eligible for the Honors Program Scholarship that covers tuition and fees for honors sections only. Honors students may select from a variety of specially designated honors sections of regular courses, and have exclusive enrollment in an Honors Colloquium interdisciplinary course. An Honors Retreat is held prior to the fall and winter semesters, and optional cultural events are available throughout the year. The Honors Program advisor, as well as advisors in the students’ respective fields of study, guide students. A steering committee of administrators, faculty, and honors students oversees the program. The honors coordinator, who is a full time faculty member, chairs the committee.

Honors Program Admission Requirements

- Cumulative GPA of 3.5 or above after completion of 12 credits in 100 level courses at MCC or other colleges, or upon high school graduation
- Two letters of recommendation
- Essay
- Interview with honors coordinator

Honors Program Diploma Medallion Requirements

- Completion of all requirements for an MCC Associate’s Degree
- Cumulative GPA of 3.5 or above at the time of graduation
- Completion of at least nine credits of specially designated honors sections
- Completion of the Honors Colloquium course

Strengths

- The Honors Program has been revitalized in the last two years with the appointment of a new Honors Coordinator and with improved marketing efforts.
- Enrollment in honors sections has increased from a low of three in 1997 to the current 54 in 1999.
- An Honors Program Scholarship that covers tuition and fees for any honors sections was approved in March 1997 and implemented in the fall of 1997.
- Unlike many four-year college honors programs, the MCC Honors Program serves the needs of non-traditional students.
Weaknesses

• Some area high school counselors, faculty, and students are unaware of the Honors Program and scholarship opportunities at MCC. Many still perceive MCC as a “second choice” for students pursuing a high-level academic college career.

• Students want more confidence that participation in the Honors Degree Program will be recognized and will aid in transfer to a prestigious four-year institution.

• Late posting of grades after the fall semester makes prompt notification of eligibility difficult for winter semester.

Opportunities

• Negotiations with the University of Michigan-Flint are taking place to help provide a smooth transition for students from the MCC Honors Program to the UM-Flint Honors Program.

Threats

No threats were found at this time.

Continuing Education

As one way of “encouraging formal and informal lifelong learning,” MCC offers extensive continuing education course opportunities. The Continuing Education (CE) Division of Mott Community College provides linkages between the College and the overall community through the delivery of training and educational, recreational, and cultural classes, programs, and activities. The CE Division enables the College to carry out its mission using flexible, non-traditional methods that complement the overall College educational programs.

Partnerships

MCC’s Continuing Education Division links the College to the community by creating partnerships with organizations for purposes of social, community, economic, and workforce development. Current linkages include the Flint & Vicinity Action Community Economic Development Corporation (F.A.C.E.D.), Community Quality Initiative, Northpoint Outreach Center,
Michigan Works/Career Alliance, Fine Arts Camp, the National Center for Community Education, and MCC Safe Driving School, among many others.

**Education and Training**

The division includes two major areas of focus: business and industry training, and community education. It offers delivery of each in the following ways:

- provides services in a flexible and responsive manner
- offers classes at locations, times, and in modules most convenient to the customer
- provides classes available to the community at large which serve the needs of many
- develops and offers customized training and upgrading of skills for individuals or groups from area businesses

The range of training programs for business and industry (B & I) include such areas as Blueprint Reading, Teambuilding, Financial Planning, and Robotics. Funding sources include individual business contracts, and state and federal grants, such as Carl Perkins, JTPA Title IIA, and JTPA Title III.

**Overall Operations**

New course offerings and customized training are initiated in response to requests from customers, input from Advisory Boards, faculty, staff, and from the community by means of surveys and evaluations. The relative success of these courses is measured by the number of courses offered, number of customers participating, participant evaluations, and overall profitability. Positive relationships with our customer base provide opportunities for repeat business, and often lead to referrals for education and training offered by MCC.

Links between CE and the College as a whole are created by using academic faculty expertise to deliver education and training, through piloting new programs and approaches for use with students and the community, and by working with faculty who offer input about community needs and proposed course offerings.

Enrollment in community education courses has been steadily increasing over the past few years. MCC currently offers between 200-300 community education classes per year.

*Continuing Education includes two major areas: Business and Industry and Community Education.*
Enrollment in Community Education Classes

*data through March 31 only

Strengths

- Continuing Education’s ability to respond swiftly and effectively to the needs of the community in innovative ways continues to be an asset to Mott Community College. This flexibility is based largely upon CE’s access to experts, many of them in-house, and its capability to respond to specific problems.

Weaknesses

- The Continuing Education Division has been marked by a series of turnovers among their top leadership. This, in turn, has produced a sense of discontinuity with respect to its short and long term direction.

- The unit’s heavy dependence upon grants to underwrite customized training also has created operational challenges that must be met.

- While the division faces increased competition from external sources, there is a recognized need to increase the visibility of programs and services in the marketplace to be cost-competitive, and to continually focus on adding value for the customer.

Opportunities

- The division received authorization to award Continuing Education Units (CEUs) for CE courses. Plans include providing cell credits for those individuals employed in health-related occupations in order for them to fulfill ongoing requirements, certifications, and licensures.
Due to local demand, training in Maintenance and Repair is being piloted on Sundays this year.

We anticipate that the creation of the Regional Technology Center will provide increased opportunities to interact more closely with faculty and use RTC facilities for the benefit of local businesses.

The division also expects to provide services and leadership in the areas of technology transfer, international business, and workforce development/retraining.

Continuing Education and the academic side of the college are involved in exploring the connection between credit and non-credit classes. The shared objective is to develop course offerings through Continuing Education that could be “packaged” for actual college credit ultimately to be applied toward a certificate or degree. To this end representatives of both parts of the college community are attempting to create course “modules” that would effectively promote the educational process as a whole, and for MCC as a single entity.

Threats

No threats were identified.

Assessment of Student Learning

In 1992, the assessment committee was established, and at that time was known as The Committee for the Assessment of Student Achievement (CASA). This committee was made up of faculty members from every academic division on campus as well as several academic administrators. Persons from counseling and institutional research also served on the committee. Since that time the assessment committee (now known as The Committee for the Assessment of Student Learning, CASL) has met monthly to continuously monitor and improve assessment activities on campus. Beginning in the winter semester of 1999, CASL membership now involves staggered three-year terms. By rotating in this fashion, more faculty are given the opportunity to give input into and take ownership of the assessment of student learning at MCC.

This committee has the following goals:

- To better inform the faculty about assessment techniques.
- To increase the number of faculty members participating in assessment.
- To continually increase the number of ways assessment results are used on campus to improve student learning.
Assessment Plan

The original College Assessment Plan was approved by NCA in April of 1995. The following three years were spent implementing that plan. Much of the emphasis at that time was on classroom assessment, what is often referred to as course-embedded assessment. A large percentage of our faculty began writing more specific, measurable objectives for their courses, assessing those objectives, and responding to the results of those assessments in order to improve learning. Much of the professional development opportunities revolved around ideas for improvement, such as active learning techniques and problem-based learning. The assessments were done using direct measurements of student learning such as pre-post testing, capstone projects, exit exams, and portfolios. This type of assessment was extended to the discipline and program levels as well.

The College Assessment Plan was revised and rewritten during the winter semester of 1999. The current assessment plan may be found in the Resource Room.

A large percentage of faculty members continue to use assessment in their individual courses and disciplines. Assessment reports are submitted to their associate deans and then on to CASL at the end of each semester. The report form asks for changes the instructor plans to make as a result of the data collected through assessment. These reports are not used for faculty evaluation, but for self-improvement.

Program/discipline review was conducted each year for three years, ending in 1999. Program/discipline review is now on a three-year cycle with one third of the campus completing it each year. During this review process, faculty members from an individual program or discipline meet together to review the data collected through the assessment of student learning. They also review data compiled by the Office of Institutional Research such as retention rates and successful completion rates. They then write action plans to use to improve results for the next academic year. Samples of these program/discipline reviews are available in the Resource Room.

One focus of concern currently is the assessment of general education. As previously described, general education is assessed in a number of ways.

The computerized placement tests (CPTs) are being used to assess changes in student skill levels between initial placement testing and upon conclusion of at least 55 credit hours of instruction. In a long-term project conducted by Rick Tallarigo (placement testing), Gail Ives (Institutional Research), and Susan
Edwards (Assessment Coordinator), students’ scores on Reading Comprehension, Sentence Skills, Arithmetic Skills, and Elementary Algebra are being compared. In 1998, eighteen volunteer students consented to participate in the study from a random sample of approximately 200. The results show a clear upward trend.

Statistically significant gains were demonstrated in Sentence Skills (SS) and Arithmetic (AR) after 55 hours of instruction. The post test scores in Elementary Algebra (EA) and Reading Comprehension (RC) were higher than the pretest scores, but did not reach statistical significance because of the small sample size. The next sample of students is currently being identified to enlarge the sample.

September 1999, the Committee for the Assessment of Student Learning reviewed the ETS assessment tool, *Tasks in Critical Thinking*. In October 1999, CASL reviewed the ETS assessment tool, the *Academic Profile*. Both of these tests are under consideration for use in the assessment of general education for the upcoming winter semester.

During the summer of 1999, the assessment coordinator worked with the coordinator and steering committee of the Honors Program to create an assessment plan for that program. Specific, measurable objectives were written for all students to achieve while in the Honors Program. These objectives will be assessed by means of a portfolio. This portfolio will contain pieces of work completed while the student was at MCC that demonstrate achievement of these identified objectives. The portfolios will be reviewed frequently
by faculty members teaching honors courses in order to track their successful completion during their course of study. The portfolios will be added to and improved upon until all objectives are successfully met. In this way, weaknesses can be identified early and efforts made to correct those weaknesses. This pilot project is being conducted starting with the 1999-2000 academic year. As the bugs are worked out, a modified form of this plan may be considered for use campus wide. This model would provide the much needed formative assessment which allows any improvements to impact the current students as well as those yet to come.

Student responses collected on the Graduate Survey are used as an indirect assessment of general education. Students are asked whether or not they feel they were well prepared in the area of general education while at MCC. Assessment of general education is also done in individual courses which have been identified as meeting one or more of the general education requirements or objectives.

In summary, the assessment of general education continues to be our focus of study. During the winter semester of 2000, the College’s general education requirements will be reviewed and revised. At that time it may also be necessary to revise the identified general education objectives. Assessment of general education is currently under evaluation and revision in order to improve the appropriateness and usefulness of the results.

Assessment is done at a number of other levels. According to the Mott Community College mission statement, “Mott Community College will assess students’ needs upon admissions and throughout their stay at MCC . . . to ensure student success.” Therefore, assessment is done upon admissions, and although MCC does not have mandatory placement, students are advised which classes would help ensure their success. Other levels of assessment are done while they are here, at the point of exit, and one year after graduation. Assessment while they are here includes the assessment of general education, developmental education, occupational education, and education used to prepare them for success at a transfer college or university. Details about each of these levels of assessment are available in the college assessment plan found in the Resource Room.

Training Opportunities

In order to provide training for faculty, Dr. Howard Major and Dr. Nancy Levenburg from Distance Learning Dynamics came to campus for a two-day seminar in May of 1997. Among other topics, quite a bit of their presentation was dedicated to writing objectives and creating and implementing assessment
tools. Dr. Howard Major returned to campus in June of 1997 to follow up with more information on assessment tools for distance learning. A number of other training opportunities has been made available to help faculty at any stage in the assessment process. For example, Dr. Rebecca Kapley from Cuyahoga Community College in Parma, OH came to campus twice in January of 1998 to provide training and follow up on the use of assessment with active learning techniques. Dr. Curtis Miles from Piedmont Technical College in Greenwood, SC came to Mott in January of 1997 and spoke about using results-based assessment to assess workplace competencies. John Tagg and Robert Barr from Palomar College in California came in March of 1997 to talk to MCC faculty about shifting their focus from teaching to learning. Assessment of student learning is a key element in making that shift.

Training opportunities are also made available in the form of assessment workshops offered by the assessment coordinator and the assessment committee. At the start of each new semester, the assessment coordinator is one of the presenters at the New Faculty Orientation in order to answer any assessment questions new faculty may have. In November 1999, the first Assessment Expo is to be held. It will run a full day and take the place of the November faculty meeting. From 12 to 20 assessment displays will be set up in the Prahl Center Ballroom. This idea came from a recent visit to an Assessment Expo run by Eastern Michigan University. It was apparent their faculty benefited greatly from the opportunity to view and discuss assessment techniques used by their colleagues across campus. We wanted to give our faculty the same opportunity. There will be displays done on courses, disciplines, and academic programs, as well as a display explaining assessment in distance learning, one on the Honors Program portfolio, and one on the assessment of general education. It is hoped that this will become an annual event.

A quarterly newsletter, Focus, is produced by the Committee for Excellence in Teaching and Learning (CETL). In that newsletter there are two regular articles dedicated to assessment: The “Cycle of Assessment” written by the assessment coordinator and “Classroom Assessment Techniques” written by a different faculty member each issue. Each article focuses on a different aspect of assessment such as: writing measurable objectives, using the results of assessment as feedback for students, assessing different domains, etc. Assessment articles appear in a number of other publications on campus as a way of continuing to inform faculty and staff of the importance of assessment and the use of that assessment in decision making across campus.

Faculty members also receive two professional publications related to improving teaching and learning. The Teaching Professor and Innovation Abstracts both often provide tips on assessment and use of results.
**WIDS**

The Wisconsin Instructional Design System (WIDS) Basic Workshop is offered on campus by some of our own faculty who have completed the WIDS Trainer qualifications. This system of course design emphasizes performance-based instruction. Participants spend four days learning to identify and write goals, core abilities, competencies, learning objectives, and learning activities for their courses. The workshop allows for them to complete work on redesigning one of their courses during the course of the training period. The WIDS Basic Workshop focuses on establishing desired performance expectations, specifying performance standards, creating standards-based assessments, planning teaching and learning strategies, and aligning standards, assessments, and instruction. This training opportunity goes a long way in helping faculty write specific, measurable performance objectives and appropriate assessment activities to measure student attainment of those objectives. At this time, 42 instructors have completed this training.

**Support**

In the winter semester of 1998, the Office of Institutional Research was reestablished on campus with the hiring of an Executive Director. All types of assessment data on campus are funneled through this office and then disseminated to all interested and involved constituencies to be used in decision-making campus wide. A new committee was formed called the MCC Data Collectors Network to ensure that all types of data collected on campus are shared and used. The Executive Director of Institutional Research chairs this committee. The Executive Director of Institutional Research also keeps faculty and staff informed of various types of assessment results by writing a column in the CETL newsletter, *Focus*, and by presenting data at faculty meetings.

The Committee for the Assessment of Student Learning (CASL) is under the authority of the Vice President for Academic Affairs. This office also provides an annual budget for assessment activities and training. In January of 1997, an assessment coordinator was hired. This person is also a faculty member, which helps to keep the assessment plan faculty owned and faculty driven. The assessment coordinator chairs the Committee for the Assessment of Student Learning.

Some of the occupational programs go through a self-assessment process on a regular basis for their own program accreditation. This process is both costly and time consuming. NLN (National League of Nursing) accreditation,
for example, is not required at the community college level; however, the nursing program at MCC is accredited through NLN. This helps to demonstrate evidence of the commitment to assessment and quality that exists here at MCC.

**Strengths:**

- The assessment committee at MCC is ongoing and actively pursuing continuous improvement.
- The assessment coordinator is a member of the faculty.
- Strong support exists from the Office of Academic Affairs for the assessment efforts.
- The Office of Institutional Research has a new director with a commitment to assessment.
- Faculty regularly use assessment results to make changes in their courses to improve student learning.

**Weaknesses:**

- The assessment of general education at MCC needs revision in order to make the results more useful in improving student learning.
- Although results of the assessment of general education are distributed and discussed to some extent, actual evidence of changes made in response to those results is not currently available.
- Summative assessment as is currently used in assessing general education does not allow for identifying weaknesses and improving upon those weaknesses before students graduate.

**Opportunities:**

- The assessment of general education is currently under revision. The assessment committee is carefully considering various options before making changes.
- The need for more systematic use of data collected in the assessment of general education has been identified and steps are being made to correct that problem.
• The piloting of the portfolio type of assessment in the Honors Program provides the opportunity to work out any problems on a small scale before trying it with a much larger population.

**Threats:**

• If changes are made too frequently in the assessment plan, faculty may become confused or less committed. In order to ensure faculty ownership, faculty need to be involved and informed, and changes have to be made with emphasis on consensus.

**Academic Services and Learning Resources**

Academic services and learning resources are made available to Mott students to encourage and facilitate student success and meet a wide range of student goals, abilities, learning styles, and expectations. Services and resources are provided by the Mott Library, the Learning Center/DisAbility Services, Writing Center, Tutorial Services and other tutorial support specific to academic departments.

**Library Services**

“The mission of the library is to serve the information needs of students, faculty, staff, and community by providing: 1) professional reference librarians always on duty for personalized assistance and/or bibliographic instruction in finding and using materials and information: 2) a broad range of print and non-print materials that support the curriculum and are available for circulation: and 3) attractive facilities conducive to study for individual and group use. Additionally, the library is responsible for acquiring, maintaining, and indexing designated documents from various areas of the college in a Central Files/Archives, which is available to faculty and staff.”


The Mott Library is located near the southeast corner of the Main campus and serves students, faculty, staff, and the community. Professional librarians are always available to provide personalized assistance in finding and using materials and information.
Library services and resources at MCC include facilities for individual and group study, print and non-print materials available for circulation or reference, and the Flint Area Library Cooperative (FALCON) automated network of more than 500,000 books and other materials. A student lounge contains current newspapers, magazines, and vending machines with snacks and beverages.

The Southern Lakes Branch Campus Library is open 15-20 hours per week. Regular delivery service between campuses provides students with access to materials from the main library. Students enrolled at SLBC have full borrowing privileges at both libraries.

Students enrolled in classes exclusively at the Lapeer extension may view the FALCON catalog and request books through the campus office.

**FALCON**

In 1988 the Flint Area Library Cooperative was formed “to jointly automate our libraries with a view of saving costs, sharing resources, and to better serve our patrons” (Mission Statement 8/22/88). Original members were Baker College, Genesee District Library, GMI, Mott Community College, and University of Michigan-Flint. Mott library staff were actively involved in the several years of planning to select a library automation vendor and to develop the organizational, financial, and legal structure of a multi-type library cooperative.

In 1990, Dynix was selected as the vendor and a system administrator was hired. The library holdings had been transferred to MARC (machine-readable) magnetic tape in a several year retrospective conversion project. In the summer of 1992, barcodes were applied to each library volume. Community volunteers, Mott staff, faculty, student volunteers, and Friends of the Mott Library worked with library staff for nine weeks to apply 63,000 barcodes.

The staff terminals were up and running early in 1992 and the public access terminals were installed and the Circulation module was used in the fall of 1992. Since that date, Dynix has been through several upgrades. PCs replaced terminals in 1997, first at the staff workstations and then the public access stations, including three stations at Southern Lakes campus library. Acquisitions and serials modules were added to the original circulation, cataloging, and reserve book room modules. The Public Access workstations have Windows format, making them attractive and easy to use. The paper card catalog was abandoned and finally removed in 1996.
Students have access to 500,000+ volumes: the combined databases of Genesee District Library, Lapeer County Library, Baker College and its campuses across the state, Kettering University (formerly GMI), and Mott’s main campus library and Southern Lakes library. University of Michigan-Flint dropped out of the original cooperative; Lapeer County Library became a member in 1997. Some students travel to Genesee District’s branches to borrow materials directly; others use interlibrary loan to obtain materials Mott does not own. Students in good standing with Mott library may apply for an Academic Resource Sharing (ARS) card and become registered borrowers at Baker or Kettering within the guidelines of that program. University of Michigan-Flint and Detroit College of Business are also part of the ARS program.

Interlibrary loan (ILL) is an efficient and convenient way for students to access FALCON resources. One Mott librarian spends between 15–20 hours a week on ILL responsibilities. She processes FALCON book requests, journal requests from area libraries, medical journal requests from area hospital libraries and Online Computer Library Center (OCLC) ILL for Mott students, and fills requests from other FALCON members and OCLC ILL. A delivery service delivers to Mott daily and picks up twice a week. OCLC ILL is a computer network that allows member libraries to interloan books and articles for their patrons. Members share information on their own holdings and commit to interlibrary loan policies and procedures. In 1989/90 39 items were interloaned; in 1997/98 2,195 items were handled for interlibrary loan. That 2100+ figure has been consistent for the past six years.

“OCLC Online Computer Library Center, Inc. is a nonprofit, membership, computer library service and research organization dedicated to the public purposes of furthering access to the world’s information and reducing information costs” (OCLC Annual Report, 1997/98). Mott Library joined OCLC through their regional office, Michigan Library Consortium (MLC), in 1990. Services from these organizations include access to a complete database of MARC records for copy cataloging, the ILL utility, software, training/workshops, group purchasing power for library supplies and cooperative efforts such as Access Michigan and Information Access Company databases. In addition, help desks, contact people, and resources for technology and other informational needs are available. Links with OCLC are links to the library world. Now that students are using OCLC’s First Search databases for books and periodicals, students are seeing those materials as readily as the librarian once did.

Each library in FALCON has collection strengths. For instance, Mott buys heavily in the nursing area and less in popular fiction. This stretches budgets just a little further for each library. Although there are titles that are owned by several libraries, there are many that are unique to each agency.
Four work stations near the Reference Desk have been designated as Internet stations. On each station InfoTrac, a periodical database product from Information Access Company (IAC), is available. Through InfoTrac, Mott Library offers students access to SIRS (a collection of magazine and newspaper articles), General Reference Gold periodical collection, Business ASAP, and Academic Health Resources. Also available are OCLC’s First Search, several CD-ROM products, and access to the Internet. These stations are currently heavily used with over 2,000 hours logged on the InfoTrac indexes in 1997-98. Two more stations were added in fall 1998 in response to student use. The added stations provide all services except the CD-ROM products.

Periodicals continue to be a popular source for current information. Mott subscribes to almost 400 titles, which are shelved alphabetically on the first floor. Some of the most used titles go to the bindery for permanent retention; about 35 titles are received annually on microfilm, with the New York Times newspaper microfilm received monthly. Electronic access to some titles has not replaced need for paper copy. Students have assignments requiring advertising, access to charts, graphs, photographs, political cartoons, sidebar commentary and editorials.

Mott Library has a well-trained, experienced staff. Each staff member has taken advantage of the opportunity to attend training sessions, both Mott sponsored and off-campus. Staying current with technology remains a concern in every field, including the library. The entire staff is committed to service to students, faculty, staff, and the community. The library also serves Mott Middle College students and staff, University Center students, as well as the community at large.

### Patron Categories

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<td>2. Faculty</td>
<td>5.5%</td>
</tr>
<tr>
<td>3. College Staff</td>
<td>3.9%</td>
</tr>
<tr>
<td>4. University Center</td>
<td>.8%</td>
</tr>
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<td>5. Community Borrower</td>
<td>6.1%</td>
</tr>
<tr>
<td>6. Mott Middle College</td>
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</tr>
</tbody>
</table>
Although the building itself is not new, the staff has consciously tried to make the library worth a visit by offering exhibits and programs throughout the year. Over the past few years, several Smithsonian exhibits, some faculty photographic displays, a Library of Congress “Corner” of changing thematic displays, a book display rack, and other displays and exhibits have encouraged some students and staff to linger and others to make a first visit.

The library’s seven days a week service in fall and winter was re-instituted in winter semester of 1997. Statistics showed the average Sunday gate count was 116, so the extended hours, initially a College Life Enhancement Fund (CLEF) sponsored pilot program, were picked up by the college budget. The library’s current hours are the longest in more than 10 years. In 1997/98 161,350 students walked through the library’s entrance gate. Over 17,200 reference questions were tallied and 35,725 items circulated. Librarians conducted 338 class visits and tours in the library and several orientations for special groups like new faculty.

The depth of the library’s collection is one of its strengths. Faculty have been regularly encouraged to suggest books for the collection. All faculty requests for purchase are filled if possible. In the past 10 years, the library has added an average of 2950 items to the collection each year.

FALCON, access to the Internet, and other technology advancements have become the standard expectations for library staff and for Mott library users. All campus computers have access to FALCON, InfoTrac and OCLC’s First Search without passwords. Students and others can access FALCON from the web site www.falcon.edu. InfoTrac and First Search are accessible with the student’s current library barcode as password. The Mott Library web page should be mounted on the Mott College website early in 1999.

The Faculty Reading Room, located on the second floor of the library, was a Committee for Excellence in Teaching and Learning (CETL) initiative, carried to fruition in 1995 by the Manager of Reference and Branch Services, who was a member of the committee. Several instructors regularly use the Reading Room as a quiet get away from hectic offices. There is a PC and printer with full connectivity, some comfortable seating, a phone, a small collection of books, and a file cabinet containing teaching and learning resources.

**Friends of the Mott Library**

One of the strengths of the Mott Library is the dedication and hard work of the Friends of the Mott Library group. This group was established in 1989 and became a part of the Foundation for Mott Community College, operating
under the Foundation’s adopted by-laws. The Friends work together to promote the Mott Library on campus and in the community, assist the library by volunteering time and talents, provide funds for special projects and to purchase new equipment and books, strengthen the commitment to life-long learning, and enhance the library services for students.

The membership number has remained around 75 members for a few years and these members have accomplished a great deal. The members include students, alumni, faculty, staff, retirees, campus groups, community individuals, and organizations. A Board of Directors along with the Executive Director of the Library identifies unmet needs of the library and develops fundraising activities and special projects to attempt to meet those needs.

In addition to the annual membership drive, other fundraising activities have included book sales, Murder Mystery dinners, fashion shows, art auctions, and art gallery visits with a percentage of the sales being returned to the Friends. Some of the projects aided by the Friends include a photography contest, Smithsonian exhibition, and Literacy Day activities.

One of the first projects, which continues to be funded by the Friends, is the Retiree Book Dedication. College retirees are asked to select a book that the Library will purchase in the retiree’s name and add to the library collection. This benefits the students by increasing the library collection and by including books that retirees consider interesting or worth reading.

Many items have been purchased using funds from the Friends. These include a drive-by book drop, Macintosh computer and software, two facsimile machines for the main campus and for Southern Lakes Branch Campus, library shelving, lap top computer for delivery of instruction during student orientations and to create power point presentations on using the library, a globe, and the “Wall of Fame” display listing the members of the Friends.

There are activities that allow members to do other things together such as theater trips, short story “Readings by the Hearth” evenings, art gallery visits, etc. These activities do not use funds raised by the Friends, but provide social activities of interest to the group and can increase the membership when others want to be included in these events.

**Library User Satisfaction Survey**

The April, 1998 MCC Student Evaluation of Services done by the Mott Library identified customer concerns and suggestions about improving library services. The concerns were related to two basic areas: the building, and items requiring an increased budget commitment from the administration.
Items related to the building include the need for more study areas, noise reduction, and a change machine. A change machine has already been installed, but the other concerns related to the building require the commitment of capital funds by the administration.

The building is old and was designed only to house books in certain areas. The second floor has books on one side and study desks and chairs on the other side. The study desks and chairs are old and not really comfortable. The area is quite stark and sound carries due to the tile floors, cement block walls, and abundance of windows. Carpeting and new furnishings would reduce the noise level and provide a more comfortable, inviting area to study or do leisure reading.

Other concerns, which require additional budget in the Library, include a need for more books of all kinds such as fiction and general reading, more Internet stations, more weekend hours, additional staff, and better copy machines. The need for more and newer books was one of the most frequent responses in the comment portion of the survey. An increased budget could provide more varied books and newer books, but it would also require removing other books from the shelves to provide space. Expanding services to the third floor is being considered to provide additional space. The periodical collection is also important to students doing class assignments and research projects and requires a budget commitment to maintain subscriptions.

**Strengths**

- The expertise and positive attitudes of all staff members are consistently mentioned as the Library’s greatest strength.

- The response to faculty requests for materials and for library instruction is a priority.

- Students’ needs are at the forefront of library planning.

- The Library maintains a strong positive reputation on campus and in the community.

- FALCON membership provides technological connectivity, ready access to Mott Library resources in real time, and cooperative support among the FALCON members.

*Friends of the Mott Library contribute time and support to promote the Library both on and off campus.*
Weaknesses

- The physical building itself, while maintained well on a daily basis, is the Library’s biggest weakness. The building design limits convenient electrical outlet additions, lighting fixture changes, and other possible upgrades in use or appearance. There has been no serious remodeling or refurbishing in the library, except for a coat of paint, in more than twelve years.

Opportunities

No opportunities were identified.

Threats

- Rising prices for new books, especially academic and reference materials, and the increasing subscription costs for periodicals are an ongoing threat.

- Technological updates require a monetary investment, as well as a huge commitment in staff time and training. The rate of technological change may seriously outpace available resources.

Academic Services & Learning Center/DisAbility Services

The Learning Center/DisAbility Services Department is a centralized academic assistance service for Mott students. The department offers a variety of free services to support student learning and maximize academic success. The center is located in the Mott Library building, and provides some support to the Lapeer and Southern Lakes campuses. The center is also the department from which several federal and state grant projects are administered. The Learning Center/DisAbility Services Department was created during the 1993-94 academic year by combining several autonomous departments into one with a single executive director. The staff and functions of these various departments were relocated under one roof in the summer of 1994. The major components of the center are: DisAbility Services, Peer and Professional Tutorial Services, services for limited English proficient students, and the WICAT Computer Lab. The Special Populations/Perkins, Student Support Services (TRIO), and Upward Bound grant projects are administered by Learning Center staff.

DisAbility Services

The objective of DisAbility Services is to assure that disabled students are provided with appropriate and reasonable accommodations which make all Mott programs and services physically and programmatically accessible.
Professional and paraprofessional staff provide and/or coordinate a complete array of disability-related services including interpreters, recorded textbooks, alternative methods of testing, readers, notetakers, adaptive equipment, evacuation assistance, and orientation to facilities and technology (DisAbility Services Student Handbook, program brochure). The roughly 200 students with disabilities that request services annually are more than adequately served with one or two notable exceptions. The first, according to DisAbility Services staff, is computer access for instructional and personal use for students with significant visual impairments. None of the computer classrooms, labs or Internet sites is accessible to the blind. Second, there is no programming for learning disabled students. The department offers a full array of accommodations/services for learning disabled students, but no special courses or programs.

DisAbility Services’ staff is well qualified according to the standards set forth in the Council for the Advancement of Standards for Student Services Programs and possesses the education and certifications expected in their specialties. There is a heavy reliance on part-time and agency staff to provide sign language interpreting and student workers for notetaker and reader services. Three full time professionals, including an interpreter, have primary responsibility for disability services but also work with other disadvantaged students, many who are considered developmental. The human and physical resources are adequate compared with similar community college programs but are stretched to the maximum, which leaves very little time and resources for creative activities.

**Services for Limited English Proficient Students**

The primary objectives of LEP (limited English proficient) services is to enhance student learning and accelerate the development of proficiency in spoken and written English language.

Students with limited English proficiency (LEP) are provided three basic services:

1. specialized advising
2. professional tutoring in language development and college courses, and
3. access to a computerized interactive language tutorial program, ELLIS
These basic services are not geared to address the needs of students who possess very limited spoken and written English skills. However, staff report that often students begin their studies prior to developing adequate language skills. The professional tutors are well qualified and experienced but can not provide the level of one-on-one tutoring many LEP students need and request. One hour per week of individual tutoring is provided to each student. The Special Needs counselor provides specialized advising to help students balance their parallel goals of improving in language skills and making progress toward their degree program completion.

Students have unlimited access to the ELLIS Program. Currently very few students fully use the program because no technical support or guidance is available after students receive an initial orientation. Students are generally satisfied with the level of help available according to comments made during interviews conducted by self study committee members, but they think that more weekly time with the professional tutors is needed as well as more conversational groups. According to annual reports, 35 to 40 students request services each year.

**WICAT Computer Lab**

The WICAT Computer Lab is one of many student computer labs on campus; however it has a goal to provide tutorial support as well as access to word processing and other computer programs.

The lab consists of 30 networked computer stations that provide access to word processing (WordPerfect 5.0) and a comprehensive computerized tutorial program called AIMS. WICAT is the manufacturer. The lab is heavily used by students (approximately a thousand each year according to the Learning Center Annual Report) needing easy access to the word processing for their reports, papers, resumes, etc. The AIMS tutorial program receives minimal use by a handful of instructors and Upward Bound (a special program for high school aged students) students. Very few faculty are familiar with the content of the software and most of those who are familiar with it find it inconvenient to use as part of their instructional plan. The software covers most general areas of study including math through trigonometry, science, grammar, and reading. The computers are outdated and can not accommodate tutorial products that are now on the market. Technical support is not readily available. Due to the age of the computers, and minimal use for tutorial purposes this is a secondary concern. The primary concern is that the entire system needs to be replaced with hardware and software, which will support current instructional needs. The WICAT Lab does serve well a significant number of students who do not have home computers, especially those students who also need tutorial help in using the word processing programs. The friendly and patient student assistants who
work in the lab are able to communicate well with the novice word processor and coach them through completing a document.

**Assessment of Learning Center/DisAbility Services**

The goal of this area is to enhance student success through the provision of the support services centralized in this location.

A student satisfaction survey was conducted of all the above areas along with other services of the Learning Center in February of 1998. The overwhelming majority of respondents (72 out of 73) were very satisfied with the services they received and described the staff as friendly and helpful. Better computers and more time and staff to lend support were recommended.

**Tutoring Services**

A variety of tutoring services is available for students at Mott Community College. Peer Tutoring Services and Professional Tutoring Services are available in the Learning Center located in the Library, tutoring in Biology is offered in the Biology Study Center created within the Biology Department, and tutoring services for nursing students is offered within the Health Sciences Division.

**Writing Center**

The primary goal of the Writing Center, under the auspices of the Division of Humanities, is to provide one-on-one help with any composition project that students have for any class. Students are encouraged to drop in whenever help is needed with writing for any class. The Writing Center supplements writing instruction at the college and offers extra help to students by providing a supportive environment with professors, student tutors, computers, and other resources they need to succeed as writers. In addition, Writing Center staff answer questions by telephone, including those that come through the National Grammar Hotline. Writing Center staff view writing as a social process, and the Writing Center serves as a place and a catalyst to enable that process.

Assessment of the Writing Center’s effectiveness takes several forms: a daily record of student visits is kept (see graph below), students have the option of responding to an on-going survey intended to keep staff in touch with student concerns and to assess effectiveness of the services (see Resource Room), and the staff meets informally regarding individual student needs.
According to both the fall 98 campus wide survey and the Writing Center’s ongoing surveys, most students who use the Writing Center are satisfied with the service and report that it was a positive experience (see Resource Room). Over half identified the staff as the most satisfying aspect of the Writing Center, while others appreciated availability of computers and the quiet, convenient location.

While pleased with the Writing Center, students and faculty recognize that it lacks adequate resources to meet student needs. According to the on-site survey, over a third of respondents noted problems with the computers, and twenty percent felt more staff was needed. Since funds for student assistants were dropped some years ago, the students hired as tutors must be eligible for work-study funding. The eligibility requirement and the low pay level combine to make it difficult to hire qualified tutors.

<table>
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<td>191</td>
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</tbody>
</table>

Although the Writing Center has not been open during the summers for many years, the Humanities Division has taken the stance that if classes are being
offered, the Writing Center should be opened to assist students, even if only on a limited basis. Thus, in the summer session, the Writing Center was open two hours per day, Monday through Thursday.

**Peer Tutoring Services**

The stated goal of Peer Tutoring Services is to provide learning assistance for those students who are attending classes regularly, and who are conscientiously performing their out of class assignments, but who are dissatisfied with their academic performance and are not reaching their academic goals. In addition to the students who seek out this free service, others come because the Academic Services staff provides information about students in jeopardy of failing. The Peer Tutoring Service responds by contacting the students by mail to make sure they’re aware of the services available to them. When students come to the center for help with their classes, they are tutored by peers who have successfully completed those same courses.

Assessment involves determining effectiveness and identifying need. The Peer Tutoring Services tracks both the number of students who visit the Learning Center’s peer tutors as well as the number of hours of tutoring provided. For example, in the winter 1998 semester, 371 students used Peer Tutoring Services for a total of 1,501 hours. Further, Peer Tutoring Services conducts follow-up surveys of students and tutors. Based on these surveys, the supervisor for Peer Tutoring believes they are meeting their goals, although it is believed that the partnership between the tutoring center and Technology Division programs is weak. In response to the surveys, improvements are made based on suggestions that come from both the students served and the peer tutors. MCC’s Fall 98 Student Survey and the smaller on-site survey both indicate student satisfaction with the tutoring services (see Appendices).

Peer Tutoring Services would like to expand their connection with faculty, because faculty referrals are a fruitful way to obtain qualified tutors. They also want to do more to encourage faculty to advertise the tutor services as well as the tutor employment possibilities. One of the biggest obstacles to employing tutors is the student hiring process. Potential tutors first have to go to financial aid and then student employment. The amount of paperwork that students must go through for the amount they will be paid ($5.15 an hour) has caused some promising candidates to lose interest. Ten years ago, college student assistant funds were available for peer tutors, but now only work-study funds are accessible.
**Professional Tutoring Services**

To provide tutorial support in key subject areas, MCC provides professional tutors for people who are eligible for one of two grants. Housed in the Learning Center, the Professional Tutor program serves 200 students a year under the Student Support Services federal grant and 300-350 under the Special Populations grant from the Carl D. Perkins Vocational Education Act. The Carl Perkins grant supports professional tutoring for people who, in pursuing one of the state approved voc-tech programs, need additional services due to disabilities, limited English proficiency, low income status, or academic disadvantage. If students who need additional help are not eligible under this grant, help may be available under Student Support Services, another federal grant aimed toward students working toward an associate degree in a transfer program. Two-thirds of the students served by this grant must be low income and first generation students or disabled. The Professional Tutoring Services receive no college support and are entirely reliant on the federal funding received.

Through ongoing assessment of services and identification of unmet needs, the program continually tries to improve and change to meet changing needs. In recent surveys measuring student satisfaction with the Learning Center and tutoring services, results have been very positive in both a campus survey and an on-site survey. In the on-site survey (see Resource Room), 87% of visitors said their experience was always satisfactory, and 13% said it was often satisfactory.

**Biology Tutorial Services**

To allow students greater access to learning models and histology slides used in the Anatomy/Physiology laboratory, the Biology Study Center was originally created within the Biology Department in the Division of Science and Math. Based on students’ expressed desire for this service, the faculty established a “satellite” support center in CM 1219. Since its inception, the Biology Study Center has grown to include other Biology courses and the installation of two 486 computers which has increased resource offerings. Although the center has no regular Biology support personnel, several faculty members hold their office hours in the center, and peer tutors from the Learning Center hold their hours at the Biology Study Center for student convenience.

Assessment of the effectiveness of the center is difficult because it has no full or part-time Biology support personnel, but staff have established a sign-in sheet to assess student utilization. Utilization of the service is heavy, and the room, designed for 10, often has 30 students during periods around exams.
Nursing Tutoring Services

To assure that the Nursing program educates its students as well as possible, tutoring services are offered within the Health Sciences Division as needed. Tutoring occurs based on student requests, faculty awareness of need, and past history with a particular subject area. When specific tutoring sessions are scheduled, announcements are made in class and posted in student-frequented areas. Tutoring occurs in labs and in a two-room, twelve-bed mock hospital. In addition, faculty may use their office hour blocks to tutor, sometimes going to the lab to do so. Respiratory Therapy students also may utilize the mock hospital for learning some skill sets. Students also access the peer and professional tutoring available in the Learning Center.

Assessment of effectiveness is measured on an ongoing basis by looking at student surveys and also at how well students do on the State Boards. Information also comes from annual surveys of employer satisfaction and needs.

Strengths

- Almost all students surveyed report satisfaction with the academic services and learning resources at MCC.
- On-going surveys continue to monitor satisfaction with services and recommendations for improvement.
- Staff is considered well qualified and helpful.
- Location of services is easily accessible for students.

Weaknesses

- Many areas of academic services and learning resources report the need for additional staff or additional hours to meet the needs of MCC students more effectively.
- Some areas express concern about reliance on grants or federal funding. Others express a need for additional funding.
- The Writing Center and the Biology Study Center report the need for more space.
Opportunities

• Technological advances have made it possible to reach more students with academic services using the same amount of resources.

Threats

• The possibility of funding or budget cuts is seen as a threat.

Conclusion

Academic services and learning resources available at Mott Community College offer many students the support they need to achieve the goals they have set for themselves. Although a significant number of the services and resources areas have identified a need for more financial resources in order to do a better job of accomplishing their purposes, surveys of students generally indicate satisfaction with the academic services and learning resources they have used. The on-going assessment of educational effectiveness that is the policy of most of the academic services and learning resources providers suggests that these areas will continue to effectively serve the students of Mott Community College.

Community Alliances

Mott Community College is an integral part of the Flint and Genesee County community. Embedded in the college statement of mission and purpose is the phrase, “building and sustaining community alliances.” Mott Community College takes this purpose very seriously. Advisory boards are in place for all of the occupational programs. Employer surveys are done on a regular basis. In 1993, the community played a large part in the rewriting of the College mission statement. In the fall of 1994, just prior to starting the strategic planning initiative, an extensive community survey was conducted. The faculty of MCC participates in a wide range of community activities each year, including serving on local school boards and supporting charity events. The following paragraphs describe some additional efforts in place to continue to effectively accomplish this purpose.

Cultural Center

Mott Community College works with the Flint Cultural Center to share resources and to provide opportunities to the community. Art classes at MCC
are taught at the DeWaters Art Center and students exhibit their work at
galleries in downtown Flint. The music discipline has a summer music camp
for local students from the Genesee County area.

F.A.C.E.D.

Mott Community College has developed a strong working relationship with
the Flint & Vicinity Action Community Economic Development Corporation
(F.A.C.E.D.), a not-for-profit community based organization. The original
work was through the Continuing Education Department to assist F.A.C.E.D.
with building the capacity of the organization and with supporting the develop-
ment of programs. Phase two included the development and implementation
of training for faith-based health teams. The nursing faculty of the college has
coordinated the design of a for-credit certificate program with the basic health
team training as its core. The college has also provided technical assistance to
F.A.C.E.D. Additionally, this relationship has provided national exposure for
the Faith-Based Health Team concept, having received two Bellwether
Awards. Representatives from the College and community have presented at
several national conferences.

Workforce Summit

Employment needs in Genesee and the surrounding counties are changing
rapidly. Large General Motors facilities, that were once the mainstay of the
economic community, have been closing. New businesses are opening.
MCC plans to open a new Regional Technology Center to provide training
and retraining for displaced workers. This initiative is underway and de-
scribed in more detail in the next chapter. Plans for the Regional Technology
Center can be found in the appendices.

In April 1999, MCC hosted a five county Workforce
Summit.

In April 1999, MCC hosted a five county workforce summit. One of the
benefits of this summit was the opportunity to bring area workforce leaders
together to conduct an assessment of future needs. Sixty-two percent of the
manufacturers attending the summit said they expect to see an increased need
for workers with high level technical skills. These data serve to reinforce the
development and building of the Regional Technology Center.

K-12’s

Several programs are in place to help build and maintain strong alliances with
the K-12 community school districts in Genesee County. Descriptions of
these many programs are provided in the appendices in an article entitled,
*Mott Community College-Bridges to K-12’s.* During the 1998-99 aca-
ademic year, the Board of Trustees of MCC held joint board meetings with some of the various school districts. The sharing of information during these joint meetings was valuable and offered insight into improving the transition for students from the high school to the community college.

School-to-Work/Tech Prep

The School-to-Work and Tech Prep programs and activities at MCC are designed to improve transitions for students from secondary to post-secondary education and to the workplace. Funds for school-to-work and tech prep have been used in collaboration with local K-12 districts and area employers to strengthen academic and vocational programs, and build transitions between K-12 systems, higher education, and the workplace. Mott’s focus has been on articulation agreements, career awareness and exploration activities for K-12 students and teachers at Mott, faculty job shadowing, service learning, simulation training, and preparing students for work in the 21st century.

A major goal for the School-to-Work/Tech Prep programs is to improve linkages with K-12 schools. Contacts with high school counselors and the use of Educational/Employment Development Plan (E/EDP) instruments for tech prep students will increase outreach efforts to students eligible for articulation at Mott. Other goals include increasing the numbers of Mott faculty who have participated in job shadowing experiences with local employers, improving linkages between business services teachers across Genesee County, and providing training and support for Mott faculty in using active learning strategies in their courses.

During the winter semester, 1999, faculty and administrators from the Genesee Area Skill Center, part of the Genesee Intermediate School District, spent a day on campus with faculty and administrators of MCC. People from each school learned more about their counterparts and how they can work together even more effectively in the future to create a smooth transition for K-12 vocational students to MCC.

Articulation Agreements

Mott has signed articulation agreements with high schools in Genesee, Lapeer, and Shiawassee counties. Agreements with the Genesee Area Skill Center (GASC) include ADN/Practical Nursing, Auto Tech, Communications 2000+,
Culinary Arts, Drafting/Cad, Machining, Medical Terminology, NAPP Careers in Health, Office Information Systems, and Robotics/Fluid Power. Other agreements include:

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 MCC and on to colleges and universities or the workplace.

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