Introduction

Mott Community College is a seventy-five year old institution in the heart of Flint, Michigan. MCC serves approximately 14,000 students a semester in the areas of Liberal Arts and Sciences, Occupational Programs, and Continuing Education.

Mott Community College embraces the concepts of accountability and self-improvement and therefore uses assessment in a wide variety of ways. Advisory boards and employer surveys are used to continually check the needs of business and community. A number of assessments are used to monitor students’ progress while here at MCC. And exit assessments are used to monitor their success after they leave.

Several significant changes in recent years document the commitment MCC has to assessment. In January 1997 a full-time faculty member was appointed as assessment coordinator and chair of the assessment committee. In Winter 1998, a director of institutional research was hired and that office was reestablished. In July of 1997 a psychometrist was hired to run the assessment center and to help with the analysis and interpretation of entry level assessment data. And most recently, starting in June 1998 a new committee was formed on campus called the MCC Data Collectors Network. The purpose of this new committee is to ensure the use and dissemination of all data collected on campus. This committee was started by the Vice President of Academic Affairs, the Assessment Coordinator, and the Director of the Office of Institutional Research.

The following pages describe the current Assessment Plan as it is used at Mott Community College. As it is, it is not without weaknesses, but a process for continuous improvement is in place. Each of the following sections begins with a description of the purpose of that type of assessment and how it is linked to the college mission statement. Following the purpose is a description of the tools of assessment being utilized and finally how the data is disseminated and used across campus to improve student learning.
Mott Community College Mission Statement

The mission of Charles Stewart Mott Community College is to provide quality higher education for the people in Genesee and surrounding counties. Mott Community College reflects the cultural, ethnic, and gender diversity of the community, anticipating and responding to its varied needs and aspirations by providing learning opportunities for all who want to identify and develop their abilities and interests. Mott Community College will provide a sound general and liberal arts education and train a well-prepared workforce that can successfully compete in the global community. The college is a catalyst for sharing technologies and facilitating technology transfer by effectively using resources and building and sustaining community alliances. College faculty and staff are committed to equal access and opportunity for all students. The college’s strength lies in promoting excellence in teaching and eliminating barriers to learning.

To carry out its mission, Mott Community College will:

- Attract potential learners by reaching out to community groups and leaders so the college can work with them to determine the community’s educational needs and respond in a timely manner.

- Assess students’ needs upon admission and then throughout their stay at MCC so that the college can provide academic advising, counseling, and other essential services to ensure student success. The college will continue to change as students’ needs change.

- Create a smooth transition for students from high school to the community college and then to other educational institutions or the work place. The college’s programs will lead to advanced educational opportunities that encourage students to broaden their vision of their life long goals and potential.

- Develop and implement innovative, culturally integrated approaches that build and strengthen multicultural diversity by welcoming and encouraging individuals regardless of race, ethnicity, gender, age, socio-economic status, sexual orientation or disability.

- Support and encourage formal and informal lifelong learning to satisfy the needs and goals of the population we serve.

- Maintain its campuses, state-of-the-art equipment, and other physical resources that support quality higher education. The college will provide the appropriate services, programs, and facilities to help students reach their maximum potential.

- Commit the necessary time and finances to provide educational, professional, and/or promotional opportunities for all college personnel in order to enhance their abilities and recognize their worth.
• Collaborate with business, labor and government 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.

• Marshall community-wide human and financial resources through an appropriate balance of taxes, tuition, donations and government support—all of which will be managed with prudence and integrity.

Through academic, work-based and cultural programs, Mott Community College will build the community it serves by helping individuals achieve their academic and occupational goals.
Conceptual Framework

The single most important purpose of this college or any other institution of higher education is the education of its students. As reflected in the Mott Community College mission statement, it is the mission of the college to “provide quality higher education, to promote excellence in teaching and eliminate barriers to learning, and create a smooth transition to other educational institutions or the work place.” In order to ensure these purposes are being achieved assessment takes place on many levels.

As also stated in the Mott Community College mission statement, the college will, “assess students’ needs upon admission and then throughout their stay at MCC so that the college can provide academic advising, counseling, and other essential services to ensure student success.”

The purpose of assessing student learning is both to document achievement and to have a basis for making improvements to the teaching process itself. Therefore, in order to meet the goals and purposes set forth in the college mission statement, we believe students should be assessed upon entry, on an ongoing basis throughout their course of study at MCC, and at the time of exit. The results of these assessments should be used to make appropriate decisions for change in a continuous improvement process. Therefore, the results of any assessments need to be disseminated to all involved persons.

The following describes the Assessment Plan and its implementation here at Mott Community College.

Assessment Committee

An assessment committee has the job of overseeing this process. The Committee for the Assessment of Student Learning (CASL) is made up of faculty members from every academic division on campus as well as several academic administrators. Persons from counseling and institutional research also serve on this committee. The assessment committee meets monthly to continuously monitor and improve assessment activities on campus. This committee has the following goals: to better inform the faculty about assessment techniques, to increase the number of faculty members participating in assessment, and to continually increase the number of ways assessment results are used on campus to improve student learning.

The members of the CASL serve a three-year term. When their term is completed they may either choose to serve again or their division shall select a new representative. By rotating in this way, a greater number of faculty members become more familiar with the assessment process. The assessment coordinator, who is a faculty member, serves as the chair of the committee.

The CASL committee works closely with the Office of Institutional Research to ensure the results of assessment are disseminated widely on campus. The assessment committee
falls under the authority of the Vice President of Academic Affairs. An annual assessment budget is provided by that office.

**Entry Level Assessment and Placement**

**Introduction**

Entry level assessment and placement is the responsibility of the Office of Admissions, Recruitment and Articulation. The purposes of entry level assessment are to:

- determine basic college readiness skills,
- evaluate past academic performance,
- place incoming students in appropriate college courses,
- advise students regarding programs of study, career plans, opportunities for assistance.

According to the College mission statement, MCC will "Assess students' needs upon admission and then throughout their stay at MCC so that the college can provide academic advising, counseling, and other essential services to ensure student success." MCC will "create a smooth transition for students from high school to the community college and then to other educational institutions or the work place."

A number of Mott Community College's entry level assessment and placement policies have changed since the last Assessment Plan was submitted. In January, 1998, CPSC approved and the College implemented the PERSIST (Planning to Enhance Retention and Success in Students) Committee's recommendations. This committee, constituted of faculty, students and representatives from admissions, counseling, academic affairs, registration, and institutional research, recommended six changes in the admissions/placement procedures. (See Appendix p.40) The committee's objective was to provide "flexible policies and procedures responsive to the varying needs and declared educational intent of Mott Community College's heterogeneous, new and continuing student enrollees," based upon an analysis of intake processes conducted by Drs. Gennett and Gay of Piedmont Community College.

The Blue II Committee on Developmental Education has expressed serious concerns about the changes in admissions/placement procedures. These policies created new categories of students who are exempt from many elements of the intake process. Now only students who wish to take college level English or math, or are seeking a degree/certificate, must take placement tests. Students categorized as non-degree seeking, dually enrolled or transfer can largely avoid college procedures related to assessment, orientation and advisement. Data collected by Institutional Research indicates that, in fall, 1998, 982 students, or about 10 percent, fell into these categories. The committee has recommended that a process be adopted to monitor the impact of the
policies on students recommended for developmental placement. Current procedures follow.

Current Procedures

All new degree or certificate seeking students admitted to the college are required to complete English, reading and math placement tests consistent with program requirements before registering for their first semester classes. ACCUPLACER computerized placement tests in reading, math, sentence structure, and elementary algebra are given. Students are allowed one opportunity to retake the tests upon request. In the area of writing, a retest procedure to avoid duplication of topic has been established for students who do a writing sample in addition to their placement test. Only one retest is possible. All placement writing samples are read by two instructors. As a further check, a diagnostic paper is written in all English sections during the first class meeting to act as a kind of automatic retest. It is used to verify the original placement in writing classes. The English department sends all instructors a letter informing them of the importance of reading the diagnostic early so that students can switch into the proper level of writing class by the end of the first week of classes. To facilitate switching, three seats in each developmental section are held open until after classes begin. The Blue II Committee on Developmental Education has recommended that similar procedures be adopted by the mathematics area.

All new students with an ACT score of 20 or more in mathematics or reading are excused from taking the mathematics and reading portions of the MCC placement tests. However, all new degree or certificate seeking students must take the writing placement test. The Blue II Committee has recommended that the ACT score be lowered to 18 for math and reading. This score is considered sufficient for success and would be consistent with practices at other community colleges.

Re-entering students with MCC placement test scores are exempt from placement testing.

Transfer students with documentation of having successfully completed college level English composition, and/or mathematics (2.0 or better), and a content area class requiring extensive reading at the sending institution will be exempt from the appropriate components of placement testing.

Students with a two-year or four-year degree from an institution accredited by the North Central Association or another regional accrediting agency at the time the degree was granted are excused from taking placement tests. Students may take any placement tests, however, even if college policy exempts them.

Disabled students are exempted from taking portions of the placement tests when appropriate. Most frequently, blind students are exempted from taking the reading portion of the test, since they will not be using print as their means of acquiring information. At times, deaf students are excused from taking the reading and writing
tests due to their low level of skills. These students work with a special needs counselor to place them in the appropriate level of developmental classes.

The Blue II Committee has recommended that the college examine the effect of the intake process on students with a degree or credits from institutions outside the U.S. whose first language is not English. The committee suggested that the college look at what is being done at other community colleges with large numbers of foreign students, to determine if there is a more appropriate placement test for these students.

Students who are granted non-candidate-for-degree (NCFD) status are exempt from placement testing and orientation and may enroll in courses without prerequisites unless they change their educational intent to pursue a degree or certificate or if they wish to enroll in college-level English composition or mathematics.

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 are encouraged to seek advisor or counselor assistance. Degree or certificate seeking students who have a cumulative grade point average below a 2.0 or are undecided regarding a program or who are enrolling in developmental coursework are required to see an advisor or counselor each term in which they are in that status.

**Distribution and Use of Results**

Placement test results are used for course placement, referral to support services, and, in some cases, for program requirements. Test results are not used for determining admission to MCC. Students are informed of their placement test results as part of their enrollment process and may sign a form indicating whether they accept or reject the placement test recommendations. The Blue Ribbon II Committee on Developmental Education suggested that the college rethink how the test results are being used. They noted that if the standards of the tests are educationally sound, and if the college wishes to use the tests to enhance student success (and thereby retention), the institution should consider why actual course placement is still voluntary.

Since the college has recently begun using the ACCUPLACER computerized test, there is not yet sufficient data to determine whether the test is reliable and valid. However, some data has been analyzed and findings indicate consistency between the ACCUPLACER and the writing sample recommendations. The reading and math faculty have established cutoff scores and are monitoring the process to see if these scores are reliable placement indicators. The English faculty have established a score below which the student must take the writing sample. Data collected when using the old placement testing did not provide advisors with information that could convince students to take recommended developmental courses. For example, students who were recommended for, but did not take, all three developmental courses earned better GPAs than students who took all three courses as recommended. The Blue II Committee has recommended that the office of institutional research provide regular reports on the success, retention and persistence of students recommended for developmental courses, including
information on the success of those who follow and do not follow the recommendations. The Blue II Committee conducted a survey in Winter, 1998, asking instructors to list courses that students recommended for developmental coursework should not take. They were also asked which courses in their areas they would recommend that developmental students could take successfully. Those lists have been distributed to faculty, counselors and advisors. The college has not yet developed prerequisite skill levels for each course as recommended by the Blue Ribbon I Committee.

Conclusion

The original Blue Ribbon Committee recommended that mandatory placement not be initiated until the following conditions were in place:

- use of valid and reliable instruments and practices, including appropriate alternative re-test instruments,
- only advisors who have been specifically and thoroughly trained advise students,
- advisors have access to specific information about the probability of student success if they do not take recommended developmental courses,
- class size in developmental courses is reduced so that students get more individual help, and
- more sections of developmental courses are available.

At this point, many of these conditions are still unmet, although the college is making attempts to do so. Plans are in place to determine the probability of success for students who do and do not take recommended developmental courses, although there is as yet no definitive data. Advising has been consolidated under the aegis of Counseling and Student Development, and advisor training is available but not yet mandatory for all advisors. However, the Associate Dean of that area feels that, since most advisors have been advising for many years, they are thoroughly trained. Class size in developmental courses has not been reduced. More developmental faculty have been hired in the last five years, including five developmental English instructors, two reading instructors and one developmental mathematics instructor. Therefore, there are generally more developmental sections available to students who need them.

Assessment of General Education

According to the Mission Statement of Mott Community College, “Mott Community College will provide a sound general and liberal arts education and train a well prepared workforce that can compete in a global community.”

In September of 1992 after several years of study and review by the Academic Affairs subcommittee, Mott Community College significantly increased the general education requirements for its degree-seeking students. Those requirements are described in detail in the appendix of this document. (See Appendix p.41)
In January of 1998, members of the Committee for the Assessment of Student Learning started work on writing some general education objectives that can be assessed apart from a specific course requirement. These objectives were to flow 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 while here at Mott Community College, the 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 here 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 twenty-five dollar gift certificate to our bookstore. The results of this assessment are distributed campus wide. Faculty members involved in general education then use the data to make decisions regarding possible changes that could lead to improvement.

The English faculty has developed an additional assessment of writing. Students upon admission are asked to produce a writing sample. Two faculty members according to a rubric created by the English faculty then evaluate this sample. When students have earned fifty-five credit hours as previously mentioned, 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 writing. Details about the writing assessment plan can be found in the next section of this document.

The multicultural component of general education continues to be assessed by successful completion of a course carrying the multicultural designation. Data are collected regarding the numbers of students completing the course and those finishing the course with a 2.0 or better. The computer use component of general education also continues to be assessed by successful completion of a course carrying the computer use designation. Scientific inquiry and critical thinking are assessed by successful completion of a course carrying the science lab designation. However, several instructors across campus also identify critical thinking and scientific inquiry 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 content as well as to the assessment of the college’s 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) an Assessment Report is filed. The Assessment Report asks for the following information.
CLASSROOM ASSESSMENT REPORT

Semester ______________________

Instructor: ________________   Discipline: ______________   Division: ____________

Course Name & Number: _________________________  Section code: _____________

# of Students # of Students
Beginning Semester: ___________  Ending Semester: _____________

# of Incompletes: _____________ # of Withdrawals: _______________

1. Please include an attached sheet listing the specific, measurable outcomes desired/expected for this course.

2. Describe what assessment method you used to measure the outcomes for this course. Multiple measurements are encouraged.

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. Analyze and report the results from your course assessment. (Indicate rate of success at achieving desired outcomes.)

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. Review your results and list any changes you plan to make as a result of your assessment. (Ideas for improvement)

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Data regarding retention and successful course completion rates (2.0 or better) are compiled for all disciplines and distributed throughout the college to be used in program review and curriculum planning.

Program/discipline review is done on a three-year cycle, with one third of the programs and disciplines undergoing review and self-evaluation each year. The Office of Institutional Research provides each program coordinator and discipline representative with a comprehensive package of information showing program or discipline performance over the past three years. These packages include such data as retention and successful completion rates for individual courses as well as graduation rates for the programs. Programs, which have licensure exams, will also include performance data for those exams in their reviews. Data collected from course embedded assessment are also used in program/discipline review. The faculty members in each program/discipline then meet to review the data and write action plans for the next three years.

Another method of assessment in the area of general education is to survey the students. Student Instructor Evaluation Forms (SIEF’s) are used by every instructor on campus. Most full time instructors administer the SIEF once a year, while part-time instructors give the SIEF every semester. This survey asks the student for feedback regarding the course they just completed. A copy of the SIEF can be found in the appendix. (See Appendix p.61) 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 do they feel MCC prepared them in the areas of general education. This survey is also included in the appendix. (See Appendix p.69)

Multiple measures are used for the assessment of general education at MCC and the Committee for the Assessment of Student Learning is continuously looking for ways to improve these measurements. Currently, the CASL is reviewing commercially prepared assessments of general education for considered implementation. Also, work is being done on a possible locally generated assessment tool for general education. Like other areas of MCC, assessment is continuously reviewed and evaluated for possible improvements.

**Assessment of Developmental Education**

**Assessment of Developmental Writing**

The goals of the developmental writing program proceed from two of the charges in the MCC mission statement: to assess student needs upon admission and then throughout their stay at MCC… in order to ensure student success and to create a smooth transition from high school to the community college. To that end, we begin assessing students during the registration process when we evaluate the writing sample they give us if and when they score 83 or below on the machine-scored Accuplacer writing test. One of our initial primary goals is to identify specific weaknesses in sentence structure, grammar,
organization, or development, by using a department-wide holistic assessment rubric which allows us to place those students in courses best suited to their writing level, either Sentence Skills (English 098) or Basic Writing (English 099). At least two instructors (three if the first two cannot agree) do a holistic evaluation of the student’s placement theme and make a recommendation about the best writing class for the student. It should be noted that since we do not have mandatory placement at MCC, we merely recommend these courses to the students, although the majority of the students we place do, in fact, follow these recommendations. Our chief goal in these classes is to prepare the students for their transition to the standard English writing courses, English 101 and 102, as well as to prepare them for any courses in which they have writing requirements.

We assess the progress of students constantly as they move through English 098 or English 099, and upon their completion of either of these courses, along with the final grade, we make a recommendation, based on a variety of assessment measures, about which course would best help them progress as writers. These recommendations may include a transition to the next higher English class, a jump from English 098 directly into English 101, a repeat of the same class (either English 098 or 099), or, in a few cases, a step back from English 099 to 098. In both English 098 and 099, the faculty have established entrance and exit criteria which students must meet in order to be recommended for the succeeding course or for English 101. In addition to the final grade and recommendation, every developmental writing instructor is required to include a commentary about the writing skills and practices that the student still needs to work on.

It is important to note two salient facts about assessment in the developmental writing program. First, the students typically enrolled in English 098 and English 099 are in the most at-risk student population here at MCC. There are several reasons for this fact: deficient reading skills, a poor preparation for writing in high school, and, often, very difficult, demanding circumstances in their personal lives. As a result, students’ perceptions about their personal situations or the academic realities in their lives impel them to drop classes, often rather suddenly, and often while they are making reasonable progress. In such circumstances assessment other than the initial measures is difficult. Second, the concept of assessment in our developmental writing program is inextricably woven into the process/empowerment teaching philosophy which drives all the instructors who teach in the program and who have clear, realistic conceptions about their sometimes daunting teaching environments as well as the realities of their students’ lives. Accordingly, we concentrate most of our energies into ongoing assessment all through the students’ work in our classes. Since writing and learning are recursive processes, and since it only makes sense to view our student’s work from a holistic perspective, we find it necessary to assess the forward, backward, sideways movement in the learning curves of many of our students. We are trying to assess a lot more about our students than a simplistic measure of easily quantifiable grammar skills. Every aspect of a student’s writing is evaluated constantly during the course of the semester. A great deal of time is spent evaluating pre-writing, drafting, and especially revision skills. We look most carefully at their ability to generate clear complex sentences which can develop a point of focus in depth, their ability to form and organize their thinking logically, and their sense
of their own writers’ voices and their own perspectives. The following assessment measures are carried out in both developmental writing classes:

1. Diagnostic writing in the first week of class
2. Pre and Post Test Sentence Combining exams in English 099 and increasingly in 098
3. Ongoing instructor conferences and written feedback by the instructor on all assignments
4. Peer-group feedback through the length of the class
5. Sentence Combining Final Exams in both English 098 and 099
6. Holistically graded final exam theme in both English 098 and 099
7. Portfolios at mid-semester and at the end of the class
8. Classroom student exit responses regularly during the semester
9. Ongoing reflexive writing assignments and journal entries which stimulate self-assessment
10. SIEF standardized questionnaires (college-wide, annually)

Throughout the semester in English 098, there is ongoing evaluation in the form of written comments on student work and in conferences about students’ progress in improving their sentence writing, punctuation, and organizational skills. Students produce some writing for evaluation once, and often, twice a week. Most instructors use some type of Cross/Angelo Classroom Assessment Technique regularly. Students are also encouraged and often required to do further self-assessment through academic journal entries, split-page journals, peer-evaluation, and collaborative learning projects. Stimulating students to become increasingly aware of their writing processes is something that all developmental instructors find they must do in their classes. Several instructors have also engaged their students in a publication project in which the students each contribute a theme or paragraph that develops a common topic, such as living in a particular neighborhood. This project allows the students and the instructor to assess their progress in a wide variety of writing skills, all of which have an extended point focus since their work on the topic is a semester-long project, done in addition to other writing assignments and themes. At the end of the semester, the students’ ability to write syntactically sound, well-punctuated sentences is assessed by having students complete a sentence combining test which forms a narrative delineating a dilemma situation. In the second part of the test, the students write a paragraph offering their solution to this dilemma. This writing allows instructors to assess the students’ basic organizational and development skills. This two-part exam constitutes forty percent of the student’s final grade, into which are factored other writing assignments and their daily work. Future assessment plans in English 098, which will be implemented in the Fall, ‘99 semester, include a sentence combining pre and post test and a group holistic grading of the final exam dilemma theme.

Throughout the semester in English 099, students are also assessed by an on-going evaluation of their day-to-day writings and essays. This is done through written comments on their work and in regular conferences. Instructors evaluate prewriting work, drafts, and revisions in addition to the final piece. Students are also given assignments which stimulate self-assessment, much like those given in English 098, and, as in 098, instructors use a variety of Classroom Assessment Techniques to monitor students and to encourage this self-assessment. At the end of the semester in English 099, students are given a two-part final exam to assess their progress in the class. This exam includes a sentence-combining component, which gives us an indication of the students’ syntactic fluency and their sentence-building capacity which mirrors their ability to see and
express relationships between ideas. The second part of the exam is the timed writing (one-hour) of an essay on one of five assigned topics. The students have opportunities for extensive pre-writing before they write the paper in class. The individual instructors assess their own students’ sentence combining exams using a staff-generated rubric. The students’ final exam theme is read and evaluated by two instructors other than the one who taught the students’ course. Students who do not receive two satisfactory grades (a third instructor reads the paper if the first two do not agree) get an opportunity to revise, rewrite, and edit the paper for re-submission to the reading committee. Even at this late stage of the course, there is an opportunity for self-assessment. The students also have the chance to revise and edit their sentence-combining exam. This final exam work constitutes forty percent of the student’s final grade, which also includes grades earned on other papers and on their daily work. Future assessment measures will include an attempt to gather and collate the types of writing and grammar errors which occur in the final exam papers in order to generate program-wide data.

At present, the data which is disseminated beyond the developmental program consists of the Pre and Post-Test Sentence Combining results and whatever data individual instructors can gather from their students’ portfolios or from tests which they may have given. These are sent on the college-wide assessment forms to the chair of the CASL Committee. The developmental instructors, who meet regularly, do discuss the current assessment techniques used in their classes as well as others that they have researched. In the past, such discussions have led to our dropping of the purely grammar-oriented 099 editing final in favor of the more holistic sentence-combining test which has editing skills implicit in the larger syntactic work. These discussions have also led to the present dilemma format of the 098 final exam. The Coordinator of the Developmental Writing Program is currently working with the Dean of Students and the Director of Institutional Research to bring a sophisticated student tracking system on line, a system that could generate extremely useful data which we could use to draw productive inferences about our program. Such studies could show success rates in successive writing courses that our developmental students take or they could compare the success rates of students who took one or both of the developmental writing classes before attempting English 101 and 102, with those who tested directly into English 101 or 102. We could also generate and study a much more focused set of demographic data in order to draw some reasoned inferences about their impact on the success or failure of our students. Such data could help us understand more clearly the problem of attrition that we encounter in our classes. If such a tracking system were in place, we would also be able to design and use a much more comprehensive Program Exit Questionnaire. Such a student flow model is long overdue here at MCC, although some of the delay has been caused by our transition to a new computer system. When this tracking tool is in place, it will be an invaluable assessment resource for every teacher and administrator in the school.

Assessment of Developmental Reading

To assess students entering the Reading Improvement classes we employ traditional assessment and informed assessment tools. The traditional assessment instruments are two standardized tests; the Nelson Denny Reading Test (NDRT) and the Gates MacGinitie Reading Test (GMRT). To establish instructional levels, all students entering the Reading Improvement classes are required to take a standardized reading test. The initial assessment tool is the NDRT, Form F, to assess pre-performance and establish a
benchmark for the evaluation of each student’s required academic growth. Students scoring below the third grade level on the test are required to take the GMRT, Form K, as an additional tool for assessment. The GMRT has shorter, simpler passages to confirm the other reading test result. After the initial (traditional) assessment, informed assessments are used. These assessments provide systematic documentation of student reading performance through multiple techniques, across diverse contexts. In-class reading assignments require students to construct meaning from a text by written expression. Computerized reading assignments are also assigned to reinforce reading skills. Students are also required to keep a synthesis journal in which they reflect upon information presented in class and the reading assignments given throughout the semester. To assess progress at mid semester the NDRT, Form E, is administered to students. The final assessment process requires administering the NDRT, Form G, for the final and the NDRT, Form H, for the retest. Students that are required to take the GMRT, Form K, initially will take the GMRT, Form L, for their final assessment test.

**Assessment of Developmental Mathematics**

The primary goals of Developmental Mathematics are to ensure student success in college level coursework in Mathematics and to enhance the student’s confidence in his or her ability to achieve this success. According to the college mission statement the plan objectives of Developmental Education are; . . . “to determine preparedness for college level coursework” and . . . “to determine percentage completing subsequent objectives”.

Assessment in Mathematics 021 (BASIC MATH) is accomplished primarily by means of a pretest and post-test. On the first or second class meeting of the semester each student is given a 40-question multiple-choice assessment pretest, the content of which covers the course outline. The pretests are machine graded and a SCANTRON “item analysis” is run for each section. This enables the instructor to determine what the areas of difficulty are by recording the percentage of the class that missed each question. During the course of the semester the students are tested or quizzed between 22 and 27 times. Of these tests, four are 25 question multiple-choice exams, each of which includes 10 questions from the original assessment pretest. These four exams also have a SCANTRON item analysis run on them. At the end of the semester the students take a comprehensive 50-question multiple-choice final examination which is in fact, the original 40-question assessment test plus 10 additional questions. The questions and the answer choices have been scrambled. This is the post-test.

The results are reported back to the assessment office on a form which they provide. They are also made available to the appropriate administrators, advisors, and program coordinators.
Assessment of Occupational Education

In order to address Mott Community College’s mission regarding the provision of training a “well-prepared workforce that can successfully compete in the global community,” MCC offers several occupational programs. The objectives of assessment of occupational programs include the following:

- To determine the percentage of students completing program requirements.
- To evaluate student performance on licensure examinations.
- To determine the percentage of students securing employment in their major field.
- To evaluate effectiveness of vocational/technical programs.
- To monitor the number of students earning degrees or certificates in each program.
- To analyze the course content through:
  - SIEF’s
  - Program Review
  - PROE
- To disseminate data collected through assessment to Occupational Coordinators and Associate Deans to use in:
  - Creating academic course offerings.
  - Budget planning.
  - Planning for student retention.
  - Implementing course content revisions.

Student Instructor Evaluation Forms (SIEF’s) are used at the end of the semester in each course within an occupational program. These forms provide data regarding the students’ perceptions about the quality of the course. (See Appendix)

Program review is done on a three-year cycle with one third of the college participating each year. During program review, faculty from a given program meet to review data about student performance in their program. The Office of Institutional Research provides a comprehensive package of information including student retention and successful completion data for individual courses within the program. The faculty also review course embedded assessment results and data from licensure exams. After reviewing all of the data available, the faculty write action plans describing what steps will be taken over the next three years to improve student retention and performance. Other uses of program review data:

- Analyze data for course offerings.
- Develop budget to support instruction.
- Annual review of curricular needs.
- Plan for revision of curricular improvements.
- Obtain advisory committee support for curricular changes and equipment needs.

Program Review for Occupational Education (PROE) is a self-evaluation of occupational programs that is done on an annual basis and results are reported to the state. PROE
includes such assessment tools as a student survey, an instructor survey, and advisory committee surveys. Uses of the data collected include:

- Provide information as required by the Michigan Department of Education for improvements in occupational courses and/or programs.
- Collect input from students, faculty, and advisory committees for recommendations on improvements.
- Plans for curricular changes in content.
- Plan for equipment needs to support course content.
- Assess strengths and weaknesses.
- Collect data to support instructional budget process.
- Develop a three-year plan for implementing Program Strategic Initiatives.

The assessment tools used, SIEF’s, Program Review, PROE, annual planning and three-year planning, are all to ensure the successful completion of the students’ goals to obtain a high paying, high skilled occupation. This collection and use of this data represents the process of continuous improvement in the instructional delivery of content, in methodology, and in fiscal support of Academic Instruction in Occupational Programs.

The following pages are brief summaries of the types of assessment that take place in individual programs.
### CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Unit Coordinator</td>
<td>Successful completion of each course</td>
<td>End of each semester</td>
<td>All program students</td>
<td>Retention rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Course eval</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program upgrades</td>
</tr>
<tr>
<td></td>
<td>Successful program completion</td>
<td>End of semester</td>
<td>All program students</td>
<td>Based on survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>feedback (strength weaknesses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exp. Computer lab time was added for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>physician order entry</td>
</tr>
<tr>
<td>Health Unit Coordinator</td>
<td>At the students planned appointment</td>
<td></td>
<td>Students who choose to sit for exam</td>
<td></td>
</tr>
<tr>
<td>National certification exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employers survey</td>
<td>Annually</td>
<td></td>
<td>All graduates</td>
<td>Indication of satisfaction of HUC program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rebecca Shust

DIJ
Current Assessment Activities HUC 05-Mar-99
## CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td>Successful completion of individual courses. (75% minimum)</td>
<td>End of each semester</td>
<td>All program students</td>
<td>Retention rates. Course eval</td>
</tr>
<tr>
<td></td>
<td>Successful program completion</td>
<td>End of spring semester</td>
<td>All program students</td>
<td>Determines need for re-admittance. Determines eligibility for board exam</td>
</tr>
<tr>
<td>Certified Dental Assisting exam</td>
<td>Annually</td>
<td>Those students who choose to sit for exam</td>
<td>Composite data used for instructional improvement</td>
<td></td>
</tr>
<tr>
<td>Graduate surveys</td>
<td>Annually</td>
<td>All grads</td>
<td>Indication of satisfaction of DA program</td>
<td></td>
</tr>
</tbody>
</table>

Cathy Smith

DIJ
Current Assessment Activities DA 05-Mar-99
## CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td>Successful completion of individual courses. (75% minimum)</td>
<td>End of each semester</td>
<td>All program students</td>
<td>Retention rates. Course eval</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Successful program completion</td>
<td>End of spring semester</td>
<td>All program students</td>
<td>Determines need for re-admittance. Determines eligibility for board exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certified Dental Assisting exam</td>
<td>Annually</td>
<td>Those students who choose to sit for exam</td>
<td>Composite data used for instructional improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate surveys Employer surveys</td>
<td>Annually</td>
<td>All grads</td>
<td>Indication of satisfaction of DA program</td>
</tr>
</tbody>
</table>

**Cathy Smith**

DIJ
Current Assessment Activities DA 05-Mar-99
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHR-1&amp;2 yr. AND/PN Child Development (1&amp;2 yr.)</td>
<td>PROE</td>
<td>Once every five years</td>
<td>Students, Faculty, Advisory Committees</td>
<td>Program Improvements, Resource Allocation</td>
</tr>
<tr>
<td>Dental Assisting DENTAL Hygiene Fluid Power/Robotics Interpreter training Photography Tech</td>
<td>“”</td>
<td>“”</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>Respiratory Therapy Paralegal Tech</td>
<td>“”</td>
<td>“”</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>Standards &amp; Measures Data For State-Approved Occupational Programs</td>
<td>Completion rates in Developmental, general education and occupational specialty courses</td>
<td>Annually</td>
<td>All occupational Students including Special Populations</td>
<td>Improvement of student success and occupational program</td>
</tr>
<tr>
<td>Michael Benner &amp; Louvella Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DIJ
Current Assessment Activities C&T Ed 05-Mar-99
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics</td>
<td>Advisory Committee</td>
<td>Yearly</td>
<td>Vice President, Dean, Faculty</td>
<td>Upgrade program equipment requirements, State reports, Perkins requirements, Upgrade training for faculty.</td>
</tr>
<tr>
<td>PROE</td>
<td></td>
<td>3-5 year cycle</td>
<td></td>
<td>“</td>
</tr>
<tr>
<td>Plant visits to meet with Apprenticeship coordinators &amp; maintenance supers</td>
<td>ongoing</td>
<td></td>
<td>“</td>
<td></td>
</tr>
<tr>
<td>Geoffrey Geisz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DIJ

Current Assessment Activities 05-Mar-99
## CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA</td>
<td>Grad survey</td>
<td>Yearly</td>
<td>Graduates 1 year post grad</td>
<td>Curriculum Changes 1) Weaknesses in program 2) Changing trends in workplace 3) Faculty development</td>
</tr>
<tr>
<td></td>
<td>Employers survey</td>
<td>Yearly</td>
<td>Employers of grads</td>
<td>Curriculum changes 1) Weaknesses in program 2) Changing trends in workplace 3) Faculty development</td>
</tr>
<tr>
<td></td>
<td>Clinical instructors survey</td>
<td>Yearly</td>
<td>Clinical instructors of Capstone course</td>
<td>Curriculum changes 1) Weaknesses 2) Faculty development</td>
</tr>
<tr>
<td></td>
<td>PROE</td>
<td>Yearly</td>
<td>Faculty &amp; students</td>
<td>Identify weaknesses: Program, Facility, Equipment, Resources</td>
</tr>
<tr>
<td></td>
<td>Competency assessment report</td>
<td>Yearly</td>
<td>Clinical instructors of Capstone course</td>
<td>Curriculum changes: content format learning activities</td>
</tr>
<tr>
<td></td>
<td>Program eval</td>
<td>Yearly</td>
<td>Compile info from above</td>
<td>Budgeting Program/equipment needs Development of faculty Resource needs</td>
</tr>
<tr>
<td></td>
<td>Course completion rates</td>
<td>Semester</td>
<td>Students</td>
<td>Changes in format of course, content of course and/or learning activities</td>
</tr>
<tr>
<td></td>
<td>SEIF</td>
<td>Semester</td>
<td>Students</td>
<td>Changes in format of course or learning activities</td>
</tr>
<tr>
<td></td>
<td>Pre/Post test</td>
<td>Semester</td>
<td>Students</td>
<td>Change in content and/or format of courses</td>
</tr>
</tbody>
</table>

Kathy Viehaber

DIJ
Current Assessment Activities PTA 05-Mar-99
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting/Design</td>
<td>Program Completion Rates</td>
<td>End of each academic year</td>
<td>Discipline Faculty/Assoc. Dean</td>
<td>Review &amp; discuss methods to improve retention. Potential schedule modifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate employment</td>
<td>End of each academic year</td>
<td>Discipline. Faculty.</td>
<td></td>
<td>Review potential program changes. Identify specialty areas that may be added to program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test/Post-test</td>
<td>Each semester</td>
<td>Discipline. Faculty.</td>
<td></td>
<td>Advise students on appropriate Courses. Indicator of needs for other teaching / learning techniques (instructional improvement)</td>
</tr>
<tr>
<td>(All courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Review</td>
<td>Yearly</td>
<td>Discipline. Faculty/Assoc. Dean Academic V.P.</td>
<td>Ongoing students needs. Curriculum development Initiatives. Equipment needs Improve instructional Effectiveness.</td>
<td></td>
</tr>
<tr>
<td>(College initiated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROE</td>
<td>3-5 years</td>
<td>Discipline. Faculty, Assoc. Dean, Academic V.P. State Dept. of Educ.</td>
<td>Program improvement Enhance student learning</td>
<td></td>
</tr>
</tbody>
</table>

John Irwin

DIJ

Current Assessment Activities D/D 09-Mar-99
### CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
</table>
| Associate Degree Mechanical Engineering Technology | * Written tests & skill assignments -hands on skill demonstration avg. 12-30 per Semester | 8 weeks & 16 weeks grading | *2 year college Tech students  
*students for 2+2 college transfer BS programs | Brainstorming Sessions for subject content  
*Upgrade equipment selection  
*Indicate changes in job markets |
|                               | *Availability of Certification:  
- State of MI  
- Trade Union  
- AWS Certification  
- Individual GM plant class  
- Assessment Student Employment Reports  
- Industrial Advisory review |                  | *One-year college certificates students  
*Course demographics  
*College retention rates  
*Local manufacturing rate | |
|                               |                                                                         |                  | *Industrial apprenticeship  
*Global manufacturing trends | |
|                               |                                                                         |                  | students for Adult skill gratification  
*on-going feedback | |

John Sullivan

DIJ  
Current Assessment Activities MET 05-Mar-99
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses Aide</td>
<td>Successful completion of course (80% minimum)</td>
<td>End of 7.5 weeks</td>
<td>Programs students</td>
<td>Course Retention rates Eligibility for competency eval testing</td>
</tr>
<tr>
<td></td>
<td>State competency evaluated test (CENA)</td>
<td>Offered monthly</td>
<td>Students wanting to sit for exam &amp; become CENA</td>
<td>Data for instructional strengths &amp; weaknesses of program. Program improvements. Number of eligible students. Marketing purposes</td>
</tr>
</tbody>
</table>

Pat Ward

DIJ
Current Assessment Activities NA 05-Mar-99
## CURRENT ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>CYCLE</th>
<th>TARGET POPULATION</th>
<th>USE OF RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA</td>
<td>Certification Exam Results</td>
<td>Annually</td>
<td>New grads</td>
<td>Course content, Curriculum, Instructional, Effectiveness.</td>
</tr>
<tr>
<td></td>
<td>Attrition rates</td>
<td>“</td>
<td>All students currently enrolled in OTA program</td>
<td>Instructional Effectiveness. Strategies to improve retention.</td>
</tr>
<tr>
<td></td>
<td>SIEFs</td>
<td>End of each semester or session</td>
<td>All students taking OTA course</td>
<td>Instructional Effectiveness</td>
</tr>
</tbody>
</table>

Wendy Early

DIJ
Current Assessment Activities OTA 09-Mar-99
Assessment of Transfer Education

One of the primary responsibilities of Mott Community College is to “create a smooth transition for students from high school to the community college and then to other educational institutions” (MCC Mission Statement). Therefore, the goal of assessment in this area is to ensure a smooth transition for our students into transfer college or university programs.

In order to determine how well our courses, disciplines and general education prepare students for transfer to other educational institutions, MCC uses a variety of assessment methods.

The Graduate Follow Up Survey is completed by students who receive an associate degree or certificate while here at MCC. It is administered one year after graduation. The survey asks students for information regarding their current educational status and how well they feel MCC prepared them for the institution they are now attending. It also asks about their employment status, degree of preparation for employment and satisfaction with the placement services. Results are available in the college Graduate Survey database that is accessible to all college employees, and are also distributed to relevant faculty and divisions on campus.

One of the Michigan Core Performance Indicators is the measurement of Performance at Transfer Institutions. This state report is completed annually, during the fourth quarter, and is submitted to the state Dept. of Education. This report provides data regarding student rates of transfer. Data is also collected annually regarding degree and certificate completion rates. This information is reported annually during the first quarter to the Michigan Department of Education.

The Michigan College Transfer Consortium is a group of state universities who volunteer to provide information annually on transfer student performance at their institution. Many institutions provide data annually regarding student success (as measured by GPA), and this network is expanding and becoming more formalized statewide. All information is received and maintained by the Institutional Research office.

Upon admission to MCC students provide information regarding their primary goal for attending college. At the time of graduation or exit prior to graduation, this question is again asked of students in order to determine degree of goal attainment.

Assessment of general education also contributes information relative to transfer coursework by MCC students. Course embedded assessment and course/discipline review data are used to monitor student retention and success (defined as receiving a 2.0 or greater, or and S grade).

Faculty, program coordinators, student support services, advisors, and counselors use transfer assessment data. All relevant reports are posted on the Reports Database on
Lotus Notes and accessible to everyone on campus. In addition, the Transfer Coordinator in the Counseling and Student Development Division maintains regular contact with the transfer admissions staff in the universities to ensure that materials printed and distributed to MCC students are accurate and up-to-date. Transfer Advisement days are held each semester to encourage students to work directly with the universities on their individualized transfer plans.

**Student (Customer) Satisfaction**

The objective of this form of assessment is to determine if Mott Community College has responded to the various needs and aspirations of students during their educational experience at the college. Faculty and administration should use this information to enhance student learning by improving support services and by identifying and attempting to minimize detractors from the educational experience.

Specific goals regarding student satisfaction include:

- To determine the degree of student satisfaction with classroom learning and provide a basis for improvement in the learning environment.
- To determine reasons for course/program withdrawals and drops and provide a basis for improvement of student retention.
- To determine degree of satisfaction with support services and provide a basis for improvement in services offered.
- To determine degree of success in accomplishing academic goals and provide a basis to guide changes in curriculum, teaching methods, and courses offered.

The Mission Statement of Mott Community College states that “anticipating and responding to its (the community’s) varied needs and aspirations” is part of the college’s goal. The Mission Statement further states Mott Community College will “provide academic advising, counseling and other essential services to ensure student success”.

To assess Mott Community College’s success in meeting its students’ perceived needs, several tools have been used on an on-going basis. Some of the tools have been revised recently, and some are in the process of being revised. These tools, although not directly measuring student attainment of skills, affect and knowledge, (except perhaps the Employer Surveys) are important sources of information regarding the college environment, classroom environment and support services. The Mission Statement supports gathering of information about teaching and learning: “The college’s strength lies in promoting excellence in teaching and eliminating barriers to learning.”

A major tool available to the classroom instructor is the **Student Instructor Evaluation Form** (SIEF). This form addresses student satisfaction with course content and method, examinations, instructor behavior and the overall value of the course. All full-time faculty must have the SIEF completed by the students for each class taught at least one time per year. Many faculty members elect to use the form more often. Part-time faculty
administer the SIEF every semester. The results are distributed to individual instructors, to the division and to the Academic Vice President’s office. This feedback should be relevant (instructors are encouraged to add their own questions to the instrument) and timely. The information is used as part of the faculty evaluation process, to guide faculty development goals, and to help assess the need for curriculum content or teaching/learning process changes.

If a student withdraws from all classes, an Exit Interview for Withdrawals is scheduled with a counselor. This group of students is interviewed with open-ended questions to discover if the college has been “anticipating and responding to its (students/community) varied needs and aspirations”. The results of this interview are collated and distributed to all faculty members and printed in a newsletter on an annual basis. The information is to be used to guide the teaching/learning process and to guide counseling and admissions in the development of methods to prevent or anticipate student withdrawal from the college.

A random Student Satisfaction Survey is taken of the student population every three years. The students are randomly chosen and representative of the student population. This survey addresses satisfaction with all support services, the college campus environment, classroom environment as well as demographic information. Information is disseminated from the Office of Institution Research through e-mail to the faculty and through newsletters on a three-year cycle. This information is relevant to all college support services and is used to guide improvements in the support services.

The Exit Interview for Graduate Candidates is distributed to all candidates at the time of application for graduation. This form addresses satisfaction with support services, satisfaction with the college’s ability to help the student meet personal goals, satisfaction with the college environment and expectations for employment. Distribution of the results of the survey occurs through faculty e-mail and/or newsletters on an annual basis. This information is relevant to all college support services and programs. The results should be used to guide improvement in these areas.

Employer and Community Satisfaction Surveys are used to confirm the college is meeting its mission to “train a well-prepared work force”. This critical area will help determine if students are meeting their academic goals and if these academic goals (skills, affect, and knowledge) are appropriate to the employers and the community. The faculty receives a copy of the results. Data summaries are published and distributed to faculty, students, and the community on a three-year cycle. Employer and community satisfaction results should be used to help modify existing programs, help assess the relevancy of existing programs, help determine the proficiency of graduates, and help identify the need for new programs or areas of study at the college.

Information from all of these tools will be available to the individual instructors, the divisions and the college for establishment of goals and objectives, budget considerations and long-term planning. Information from the SIEF is returned to the faculty within six weeks of the end of the semester. These are an integral part of faculty evaluation and may be used to identify weaknesses and strengths in teaching methods, learning
activities, course content, and/or course sequencing. Faculty may use this information to establish faculty development goals. The *Exit Interview for Withdrawals* results can be used by the counseling/advising center as well as individual instructors or divisions to address difficulties with retention of students. This information identifies trends or problems that could be solved before the student is at risk for attrition. Both the *Student Satisfaction Survey* and the *Exit Interview for Graduate Candidates* may reveal difficulties with access to or knowledge of various support services available to the students. (See Appendix p. 63 & 76) This information is used by faculty, support services and administration. *Employer and Community Satisfaction Survey* results are used by faculty, program coordinators and administrators to support competency of program graduates, identify necessary changes in program content and/or the need for new programs.

**Exit Level and Follow-Up Assessment**

The objective of this type of assessment is to determine if Mott Community College is meeting its Mission to “train a well-prepared work force that can successfully compete in the global community”. To enable Mott Community College to achieve this mission the college has stated that it will “Maintain its campuses, state-of-the-art equipment, and other physical resources that support quality higher education. The college will provide appropriate services, programs, and facilities to help students reach their maximum potential.”

Specific objectives of this section of the assessment plan include:

- To determine the degree of satisfaction with the educational experience at MCC among graduates and provide a basis for improvement in resources, services, programs and the teaching/learning environment.
- To determine the degree of employer satisfaction with MCC graduates and provide a basis for improvement in attainment of skills, affect and knowledge required in the work force.
- To determine alumni perceptions of the MCC experience and provide a basis for improvement in resources, services, programs and the teaching/learning environment.
- To determine the degree of community satisfaction with MCC and provide a basis for improvement in resources, services, programs and the teaching/learning environment.

The *Exit Interview for Graduate Candidates* is completed by the student at time of application for graduation. This form addresses satisfaction with support services, satisfaction with the college’s ability to help the student meet personal goals, satisfaction with the college environment and expectations for employment. Distribution of the results of the survey occurs through faculty e-mail and/or newsletters on an annual basis. This information is relevant to all college support services and programs. The results are used to guide improvement in these areas. (See Appendix p. 76)
Information regarding the occupational program graduates is collected and distributed by Career and Job Placement and the Institutional Research Office. Individual programs within the various divisions, associate deans and the vice presidents’ offices receive this information and use it to guide program enrollment, revisions in course content/method, budget and/or resource allocation.

One-year after graduation a survey is distributed to the graduates regarding employment status, whether employed in a field related to their MCC program and/or whether they are continuing their education. The quality of the preparation received at Mott Community College for their chosen field is also addressed. Many of the technical and health related programs survey graduates one year post graduation regarding their perception of the knowledge and skills obtained at Mott Community College for employment in their chosen field. This information is valuable in determining the need for changes in resources, teaching methods or content in the various courses/programs available on campus. Results are distributed to relevant faculty and divisions to be used in program review.

Degrees and Certificates conferred numbers are available through the Office of Institutional Research and distributed to the divisions in Program Review. This data is used to determine if students who entered the college seeking degrees or certificates are meeting their goals. Pass rates on licensure and certification exams are available for many of the technical or health related program. The program faculty and/or division collect this information. If available, information on specific areas of strength/weakness within the examination may guide changes in the curriculum.

**Employer Satisfaction Surveys** are needed to confirm the college is meeting its mission to “train a well-prepared work force”. This critical area will help determine if students are meeting their academic goals and if these academic goals (skills, affect, and knowledge) are appropriate to the employers and the community. The faculty receives a copy of the results. Data is published and distributed to faculty, students, and the community on a three-year cycle. Employer and community satisfaction results should be used to help modify existing programs, help assess the relevancy of existing programs, help determine the proficiency of graduates, and help identify the need for new programs or areas of study at the college.

**Community Satisfaction Surveys** are conducted by Institutional Research on a bi-annual basis and used to measure the perceptions of the community and community leaders regarding the college, its programs and services. The survey includes business and government leaders, service organizations and community groups. This information is to be used by marketing and admissions to help assess whether Mott Community College is meeting its Mission to “build the community it serves” and to “attract and sustain businesses that contribute to the community’s economic well-being and quality of life”.

32
If a student withdraws from all classes, an Exit Interview for Withdrawals is scheduled with a counselor. This group of students is interviewed with open-ended questions to discover if the college has been “anticipating and responding to its (students/community) varied needs and aspirations”. (See Appendix p.62) The results of this interview are collated and distributed to all faculty members and printed in a newsletter on an annual basis. The information is to be used to guide the teaching/learning process and to guide counseling and admissions in the development of methods to prevent or anticipate student withdrawal from the college.

A non-returning student survey is sent to students who did not return for the following fall semester and who had originally indicated degree-seeking goals. On a bi-annual basis this information is gathered by Admissions and Institutional Research. The data is used to determine reasons for non-completion of education goals and also for decision making regarding program and student services improvement.

Follow-up and Exit assessment is critically important to the continued growth and improvement of the college and its many programs and support services. This assessment helps to determine if the college has met its goals of “providing quality higher education” and training “a well-prepared work force that can successfully compete in the global community.” Are our students leaving the college with the skills, knowledge and affect required by the community and its employers? Reflecting back on the ability of the college to prepare our students to meet the demands of the community and work place by assessment outcomes will help guide improvements/changes in the college and its programs.
Mott Community College

Assessment Plan

Overview
## Mott Community College Assessment Plans

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>MEASURE</th>
<th>CYCLE</th>
<th>POPULATION /PROGRAM</th>
<th>DISTRIBUTION OF RESULTS</th>
<th>USE OF RESULTS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Entry</td>
<td>Educational Goal Data</td>
<td>Upon Admissions</td>
<td>All Students</td>
<td>Student Development Directors, Associate Deans, VPs</td>
<td>Profile of Entering Students</td>
<td>Admissions, Recruitment and Articulation I.S. I.R.</td>
</tr>
<tr>
<td>B. General</td>
<td>Placement Testing (CPT)</td>
<td>Upon Admissions</td>
<td>All New Degree or Certificate Seeking Students (see attachment A)</td>
<td>Counselors Advisors Program Coordinators Individual Student</td>
<td>Recommended placement into courses. Reading scores used for admissions into Health Science programs</td>
<td>Counseling/Advising</td>
</tr>
<tr>
<td>C. Developmental</td>
<td>High School Transcripts</td>
<td>Upon Admissions</td>
<td>All Students 22 yrs. of age or younger</td>
<td>Counselors Advisors Program Coordinators</td>
<td>Evaluation of prior academic performance</td>
<td>Admission, Recruitment and Articulation</td>
</tr>
<tr>
<td>D. Occupational</td>
<td>Developmental Enrollment (% enrolled in developmental courses)</td>
<td>State Aid Date Each Semester</td>
<td>All students with less than 17 credit hours numbered 100 or higher</td>
<td>Counselors Advisors Developmental course Instructors Learning Center</td>
<td>Track Developmental students Refer for support services</td>
<td>VP, Academic Affairs I.R.</td>
</tr>
<tr>
<td>E. Transfer</td>
<td>Course Embedded Assessment</td>
<td>Beginning and End of each semester</td>
<td>All Students</td>
<td>VP Academic Affairs Associate Deans Program Faculty</td>
<td>Measure cognitive, behavioral, and affective gains in courses</td>
<td>Program/Discipline Coordinators Program Faculty</td>
</tr>
<tr>
<td>F. Satisfaction</td>
<td>Course Completers % Retained</td>
<td>End of each semester</td>
<td>All Program Students All General Education Students</td>
<td>VP Academic Affairs Associate Deans Faculty</td>
<td>Measure satisfactory attainment of course outcomes</td>
<td>V.P. Academic Affairs I.R.</td>
</tr>
<tr>
<td>G. Follow Up/Exit</td>
<td>Student Grades</td>
<td>End of each semester</td>
<td>All Students</td>
<td>VP Academic Affairs Associate Deans Faculty</td>
<td>Measure student performance in each course, and by discipline</td>
<td>I.R.</td>
</tr>
<tr>
<td>TYPE:</td>
<td>MEASURE</td>
<td>CYCLE</td>
<td>POPULATION /PROGRAM</td>
<td>DISTRIBUTION OF RESULTS</td>
<td>USE OF RESULTS</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>A. Entry</td>
<td>Pass rate for subsequent college courses</td>
<td>End of each semester</td>
<td>Students enrolled in ENGL 101, MATH 101, PLSC 171, PSYC 281, SOC 191</td>
<td>VP Academic Affairs Associate Deans Developmental Faculty Program Faculty Learning Center</td>
<td>Measure the performance of students in courses following developmental level</td>
<td>Faculty Program Coordinators I.R.</td>
</tr>
<tr>
<td>B, D</td>
<td>Program Completion Rates (graduation rate)</td>
<td>End of each Academic Year</td>
<td>Occupational Program Graduates</td>
<td>VPs Associate Deans Program Faculty State Dept.</td>
<td>Measure graduation rates, identify programs needing revision</td>
<td>I.R.</td>
</tr>
<tr>
<td>D</td>
<td>Licensure and Certification Exams Nursing Respiratory Therapy Dental Hygiene Dental Assisting Health Unit Coord. Cosmetology O.T.A. P.T.A. Autobody Repair Automotive Tech. Quality Assurance Interpreter Training Medical Transcription Legal Assistant</td>
<td>Annually</td>
<td>Students enrolled in and completing programs offering licensure and certification exams</td>
<td>VPs Associate Deans Program Faculty State Dept.</td>
<td>Composite data used for instructional improvement</td>
<td>Associate Deans Program Faculty I.R.</td>
</tr>
<tr>
<td>G</td>
<td>Employment of Graduates</td>
<td>One year or more after graduation</td>
<td>Occupational Program Graduates</td>
<td>VPs Associate Deans Program Faculty State Dept.</td>
<td>Placement Performance and Employer Satisfaction</td>
<td>Career &amp; Job Placement I.R.</td>
</tr>
<tr>
<td>TYPE</td>
<td>MEASURE</td>
<td>CYCLE</td>
<td>POPULATION /PROGRAM</td>
<td>DISTRIBUTION OF RESULTS</td>
<td>USE OF RESULTS</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>A</td>
<td>Entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Developmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Occupational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Follow Up/Exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|------|------------------------|-----------------------------|-------------------------------------|----------------|--------------------------------------|----------------------|

| E    | Transfer Rates | Annually | Students enrolled in degree programs and completing at least 12 cr. hrs who enroll within two years for at least 12 cr. hrs in a degree program at a four year College/university | VPs Counselors Advisors State Dept. | Measure transfer levels, performance and where our students transfer to | I.R. |

| B, C, D, F | SIEF Student Instructor Evaluation Form | Annually | All full time and part time faculty | Section results to faculty, composite results to Assoc. Deans, VPs | Measure satisfaction levels, faculty evaluation | Faculty I.R. |

| F, G | Exit Interview for Withdrawals | At time of student withdrawal from all courses | Students who withdraw from all courses | VP, SDIS Counselors Advisors Learning Center | Measure reasons for withdrawals, improve retention strategies | CASD I.R. |

| F, G | Student Satisfaction Surveys | Bi-Annually | Statistical Sample of all students | College Wide NCA | Measure levels of satisfaction, plan for program and service improvement | I.R. |

| B    | Cumulative GPA and credit hours attempted | End of each semester | All Students | Individual Students VPs Student Service Director Associate Deans | Notification of students for: Deans List Standards of Academic Progress violators | I.R. |

| G    | Degrees and Certificates Granted | Annually | All Graduates | VPs Divisions State Dept. | Graduation/Completion Rates | I.R. |

<p>| F, G | Graduate Exit Interview | Annually | All Graduates | VPs Divisions | Measure satisfaction with college programs and services | I.R. |</p>
<table>
<thead>
<tr>
<th>TYPE:</th>
<th>MEASURE</th>
<th>CYCLE</th>
<th>POPULATION /PROGRAM</th>
<th>DISTRIBUTION OF RESULTS</th>
<th>USE OF RESULTS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F, G</th>
<th>Employer Satisfaction Surveys</th>
<th>Bi-Annually</th>
<th>Regional Employer Community</th>
<th>College Wide</th>
<th>Measure satisfaction with college programs and services</th>
<th>Divisions I.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Non-Returning Student Survey</td>
<td>Bi-Annually</td>
<td>Students who did not return for following fall semester who had indicated degree-seeking goals</td>
<td>College Wide</td>
<td>Measure reasons for non-completion of education goals Program and Service improvement</td>
<td>Admission, Recruitment and Articulation I.R.</td>
</tr>
<tr>
<td>F</td>
<td>Community Satisfaction Survey</td>
<td>Bi-Annually</td>
<td>Various community leaders and other constituent groups and individuals</td>
<td>College Wide</td>
<td>Measure perceptions of college, Program and Service improvement</td>
<td>I.R. Marketing</td>
</tr>
</tbody>
</table>
ASSESSMENT PLAN

APPENDIX
PERSIST RECOMMENDATIONS
November 1997

I. Transfer Students

Recommended Procedure Statement
Transfer students with documentation of having successfully completed college-level English Composition and/or Math and a content area class requiring extensive reading (C or better) at the sending accredited institution will be exempt from the appropriate components of placement testing and orientation.

II. Non-Candidate-for-Degree Students

Recommended Procedure Statement
Students who are granted non-candidate-for-degree status (NCFD) are exempt from placement testing and orientation and may enroll in courses without prerequisites unless they change their educational intent to pursue a degree or certificate or if they wish to enroll in college-level English Composition or Math.

III. Placement Testing

Recommended Procedure Statement
All new degree or certificate seeking students are required to complete English, reading and math placement testing before registering for classes.

IV. Academic Advising

Recommended Procedure Statement
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 are encouraged to seek advisor or counselor assistance. Degree or certificate seeking students who have a cumulative grade point average below a 2.0 or are undecided regarding a program major or who are enrolled in developmental course work are required to see an advisor or counselor each term in which they are in that status.

V. Early Admissions High School Students

Recommended Procedure Statement
Delete the above sentences from the section. Modify the first sentence in this section to read high school students in good academic standing may take college classes with permission of a parent/guardian and their high school principal or counselor.

VI. Orientation

Recommended Procedure Statement
All new degree or certificate seeking students are required to receive college orientation prior to registering for classes.
TABLE OF CONTENTS

PAGE

General Information ........................................................................................................ 1
Degree Requirements .................................................................................................. 3
Definitions .................................................................................................................. 4
Outcomes .................................................................................................................... 5
The Process for Approval of Courses/Sections to Satisfy one or more General Education Requirements ........................................................................................................ 8
Computer Use Application Form ................................................................................ 9
Multi-Cultural/Ethnic Application Form .................................................................... 10
Natural/Technical Laboratory Science Application Form ........................................ 14
Writing Across the Curriculum Guidelines and Application Form ......................... 15
GENERAL INTRODUCTION

In the mid 1980’s, the Commission on Institutions of Higher Education of the North Central Association, the regional agency that accredits Mott Community College, added the requirement to its conditions for membership that every college and university have a significant, unified general education component as part of its degree requirements. MCC already required English 101 and 102 (or 105 for certain curricula) and Political Science 171 for all degree programs, but NCA mandated that the college requirements be expanded and grounded in a strong philosophical base.

CPSC created an ad hoc committee to study the degree requirements and make a recommendation. The committee met several times and put forward a set of recommendations. Those first recommendations were neither approved nor implemented.

The following year the Academic Affairs Subcommittee of the CPSC was charged with studying the mandate and presenting a new proposal. The subcommittee met several times and carried out an in-depth study of what our college’s faculty considered to be the skills and knowledge that each student must have before receiving an MCC degree. Surveys were given and the results were compiled. After the subcommittee identified and defined those expectations, a task committee was formed to develop a detailed proposal and bring it back to the Academic Affairs Subcommittee as a whole. The members of the task committee were Cy Leder, Academic Affairs Chair, Leonard Meizlish, Robert Caskey, Carol Holm (later replaced after her retirement by Noel Stemen) with Mary Fifield and Jim Drummond ex officio.

The task committee met weekly throughout the remainder of the academic year and during the spring and summer sessions. The task committee also met with faculty from some of the academic disciplines seeking their reactions and suggestions. Work continued into the following academic year, 1990-91, with a full report coming to the Academic Affairs Subcommittee in the fall. The subcommittee held several open forums which were attended by large numbers of faculty, administrators, and students. At the same time, members of the task committee attended division meetings to answer questions and garner input.

The Academic Affairs Subcommittee then passed the general education proposal after making several changes. The proposal included definitions and outcomes as well as specifying the new degree requirements. CPSC passed the proposal after considerable discussion but with no changes. The President approved the new degree requirements, and they were forwarded to the Board of Trustees who approved them at one of its regularly scheduled meetings. The requirements apply to all MCC students who began taking classes in the Fall semester 1992 and thereafter.

After the general education requirements were adopted by the Board, the CPSC approved a structure and process to be used in implementing the new requirements. The CPSC Co-chairs appointed four ad hoc committees which were charged with developing criteria for evaluating and accepting courses and/or sections. The committees were composed largely of people who responded to a request for volunteers. Each committee developed a form that faculty could use when proposing a course or section that is to fulfill one of the general education requirements. These forms were used to facilitate review and approval by asking the necessary questions and indicating the material that needed to be included or attached. Over time, these forms have been edited and revised, and they have been very useful. The forms now being used are at the end of this booklet, and they are quite similar to those created by the ad hoc committees.

Proposals for general education approval were made directly to the specific ad hoc committee which then forwarded the form and recommendation to the CPSC via the Executive
Vice President for Academic Affairs. CPSC dealt with the recommendations and forwarded them to the President for his approval. The ad hoc committees continued to function through the end of the fall semester, 1994. Their work was really extensive because of the huge number of proposals. To accommodate changes in programs caused by the general education requirements, the Curriculum Subcommittee sometimes met in 8 hour marathon sessions.

Now that the masses of changes and proposals have been dealt with, the ad hoc committees have been dissolved. General education proposals, like all other curricular proposals, come to the CPSC, are forwarded to the Curriculum Subcommittee for study and then come back to CPSC and on to the president for his approval.

Following final approval and implementation of the new degree requirements, the North Central Association used the MCC philosophical base, process, and requirements as a model for other colleges. The members of the task committee, at NCA’s request, explained the MCC degree requirements to a large audience at the annual convention. NCA also published an article written by the task committee members.

The overview, written by Robert Caskey and edited by the task committee, remains the philosophical foundation underlying our degree requirements. It is printed below:

OVERVIEW

The general education requirements must be taken by all degree seeking students. These 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 perspectives 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.
DEGREE REQUIREMENTS

1. A. minimum of 62 credits: at least 30 of the last 45 credits must be taken at Mott Community College.
2. A cumulative grade point average of at least 2.0.

GENERAL EDUCATION REQUIREMENTS FOR ALL ASSOCIATE DEGREES

Category
I. 10 credits
   A. English 101
   B. English 102 (or 105 for certain business and technical programs)
   C. Political Science 171

II. At least one course in each of the following:
    9-10 credits
    A. Humanities or Social Science
    B. Natural/Technical Laboratory Science
    C. Multicultural/Ethnic Studies

III. Demonstrated Math 101 eligibility by placement or by completion of Math 021

IV. Complete at least one course that involves Writing Across the Curriculum and one course that involves Computer Use. These courses will be identified in the college class schedule.
    Courses in Category I may not be used to fulfill the Writing Across the Curriculum Requirement

DISTRIBUTION REQUIREMENTS

A.A.

Humanities:
8 credits which will include courses from category IIA above
(courses must be in more than one discipline)

Natural Sciences:
8 credits which will include natural science courses from category IIB above. Mathematics may satisfy part of this requirement. (Courses must be in more than one discipline)

Social Sciences:
8 credits which will include courses from category IIA above
(courses must be in more than one discipline)

A.S.

Humanities:
At least 8 credits which will include courses from category IIA above
(courses must be in more than one discipline)

Natural Sciences:
At least 18 credits which will include natural science courses from category IIB above. Mathematics may satisfy part of this requirement. (Courses must be in more than one discipline)

A.A.S.

See specific occupational programs

A.G.S.

Humanities:
4 credits which will include courses from category IIA above.

Natural Sciences:
4 credits which will include courses from category IIB above.

Social Sciences:
4 credits which will include courses from category IIA above

Occupational Courses:
4 credits from an occupational program.

A total of 36 credits must be earned from these four groups.
DEFINITIONS

In order to identify, describe and analyze the kinds of skills and knowledge expected of Mott Community College graduates, it was necessary to compose clear definitions of each. The following is the list of definitions written by the general education task committee and eventually approved by the Academic Affairs Subcommittee, CPSC, the president and the Board of Trustees.

**Multicultural and Ethnic Studies**
The study of non-European groups such as African, Middle Eastern, Asian, African-American, Latin American and Native American, which may include their history, culture and social issues.

**Natural/Technical Science**
The observation, identification, description, experimental investigation and theoretical explanation of natural phenomena or technical processes.

**Mathematics**
Precise artificial language to analyze and solve problems using literal, numerical and operational symbols.

**Humanities**
The fine arts, literature, philosophy, speech, foreign language and sign language as vehicles for human expression as well as means by which to understand the human condition.

**English Composition**
Theory and practice of organizing and communicating thoughts clearly in writing.

**Political Science**
An analysis of political processes as they relate to the American and other systems of government.

**Writing Across the Curriculum**
Extensive use of writing as part of the learning process in partial fulfillment of a course’s requirements.

**Computer Skills**
Use of computers to contribute to learning in fulfillment of a course’s requirements.

**Social Science**
Anthropology, economics, geography, history, political science, psychology and sociology as vehicles to study behavior of individuals, groups and societies.

1/11/91
OUTCOMES

As mentioned in the introduction to this booklet, the CPSC, and especially the task committee and the Academic Affairs Subcommittee, sought to identify the types of knowledge and skills we would expect of MCC graduates. In order to make the objectives of the general education requirements clear to everyone connected with MCC’s educational process -- faculty, students, administrators, staff and Board of Trustees -- the following outcomes were identified for each of the requirements:

Writing Across the Curriculum

• To reinforce the skills needed for effective communication through the written word.

• 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 importance of the American Constitution.

• To understand the operation of the American political process and be familiar with institutions of government.

• To understand the rights and responsibilities of citizenship.

• To understand significant domestic and international governmental issues and to relate them to the American system of government.

Natural/Technical Sciences

• To acquire knowledge of the principles of science and technology that are basic to scientific inquiry and research.

• To understand the principles of modern science and technology in order to stay abreast of the growing body of knowledge about the physical universe.

• To use the methodology and discipline of the scientific model, enhanced through the study of the natural and technical sciences.

• To understand the interrelationships among the sciences and technologies and how they affect quality of life.
**English Composition**

- To organize and communicate thoughts clearly, cogently and correctly through writing and speaking.
- To use the structure of language -- words, sentences, and paragraphs -- to explain and support ideas and opinions.
- To use correctly the mechanics of language--spelling, punctuation, grammar, and usage.

**Humanities**

- To understand and appreciate representative aesthetic and creative experiences.
- To understand creative contributions by artists, poets, philosophers and composers.
- To broaden one’s awareness of artistic creativity as a reflection of human experience.
- To understand the language of a foreign country, including the ability to use basic foreign language skills.
- To express oneself orally in an effective manner.

**Mathematics**

- To understand numerical data and perform computations for day to day use.
- To acquire skills in mathematical analysis and synthesis essential to the discipline.
- To understand the importance of mathematics as it relates to daily experiences and the world around us.

**Computer Use**

- To have an awareness of the contribution that computers make to the acquisition, organization and distribution of information.
- To be able to use the computer for coursework and everyday activities.
- To be familiar with software appropriate to one’s needs.
**Multicultural/Ethnic Studies**

- To be aware of the diversity and commonality of cultures and ethnic heritages.
- To be aware of the history and evolution of a country into an ethnically diverse nation.
- To be knowledgeable about the interdependency of nations and global issues.
- To be aware of perspectives, traditions and contributions of various cultures and ethnic groups.

**Social Science**

- To understand how particular disciplines of the social sciences contribute to the understanding of individual and group behavior.
- To understand the interrelationships among the social sciences.
- To understand the social science methodology of observation and reflection in the study of human behavior.
THE PROCESS FOR APPROVAL OF COURSES/SECTIONS TO SATISFY ONE OR MORE GENERAL EDUCATION REQUIREMENTS

By investing the approval process in the usual CPSC process, we hope that general education study and evaluation can be handled efficiently and effectively. The ad hoc general education subcommittees worked very hard both in developing criteria and in handling the huge number of proposals that came in after the Board’s approval of the general education requirements. We believe that it is now workable and desirable to dissolve the ad hoc committees and fold general education proposals/approvals into the standard procedures used by CPSC.

Courses approved as fulfilling the multicultural/ethnic requirement or natural/technical laboratory requirement are approved for all sections and all faculty teaching them because approval is based on course content. Writing Across the Curriculum and Computer Use are approved by instructor or section because they usually involve a teaching approach rather than course content. Social Science and Humanities courses do not require any special action or approval since they have always been identified by CPSC.

Those who wish to have courses/sections receive general education approval should obtain the appropriate form from the PRIME computer system or see the division secretary for assistance. (Copies of the forms are included in this booklet.) These forms and support materials should be submitted to the Executive Vice President for Academic Affairs’ office, and they will be placed on the CPSC agenda. In the past, ad hoc committees handled approval of general education proposals and sent the recommendations to CPSC. From now on, forms will come to CPSC and be referred to the Curriculum Subcommittee as are most other curricular matters. The curriculum Subcommittee will study and evaluate proposals and send recommendations back to CPSC which, upon approval, will forward the proposals to the president.

When a faculty member submits the Form-1A for study and approval of a new course or course revision, he or she should indicate in the appropriate space that general education approval is being sought. (The Form-1A for courses now includes a check off asking if the course originator seeks general education approval.) The faculty member would then need to attach the form(s) and support materials to the Form-1A when submitting it to the Executive Vice President’s office. CPSC will refer the Form 1-A and all attachments to the Curriculum Subcommittee, which will consider the general education application along with all of the other matters relevant to the course proposal.

It should be noted that if a course revision goes through the CPSC process, continued general education approval is not automatic since the revision may have altered the bases for the previous approval. Similarly, if a course is deleted because a new course replaces it, the new course does not automatically carry the general education approval that was attached to the deleted course.
Use of Computers In Meeting General Education Outcome Requirements

Course Name and Number__________________________Sections(s)__________________
Program and/or Discipline_____________________________________________________
Instructor Name____________________________________________________________

General Education Requirements

Definition of Computer Skills:
Use of computers to contribute to learning in fulfillment of a course’s requirements.

Outcomes for Computer Use:
• To have an awareness of the contribution that computers make to the acquisition, organization and distribution of information.
• To be able to use the computer for coursework and everyday activities.
• To be familiar with software appropriate to one’s needs.

Criteria

Please answer the following in the space below or on additional pages. Please type.

1. Explain the hands-on component for computer use in this class.

2. Describe the end product expected of all students that will substantiate computer use, such as a report, essay, chart, graph, spreadsheet, others.

3. Indicate the minimum number of hours per semester that students will be using the computer:
   Fewer than 5 __________
   5 to 10 __________
   More than 10 __________

4. How can the understanding of and skills used with the computer acquired in this class be transferred to other courses or life experiences?

Attach the document which will be distributed to students explaining:
1) how computers will be used in this class
2) what the course requirements are that must be fulfilled through computer use.

Submit 45 copies to the Executive Vice President for Academic Affairs Office or attach it to the Form 1-A if it is part of a proposal for a new course or revision.
Criteria for Evaluating Courses with Multicultural/Ethnic Content

**Definition - Multicultural and Ethnic Studies**

The study of non-European groups such as African, Middle Eastern, Asian, African-American, Latin American, and Native American, which may include their history, cultural, and social issues.

The course must be constructed for students to attain one or more of the following outcomes:

**Outcomes**

- To be aware of the diversity and commonality of cultures and ethnic heritages.
- To be aware of the history and evolution of a country into an ethnically diverse nation.
- To be knowledgeable about the interdependency of nations and global issues.
- To be aware of perspectives, traditions and contributions of various cultures and ethnic groups.

**Criteria**

Any course offered to meet the multicultural/ethnic studies requirement for graduation must meet at least one of the following criteria:

1. The course must cover a non-European group or groups of people such as those described above.
2. The course must cover the history, culture, social issues, or related topics of (a) non-European group(s).
3. The dominant theme of the course must be devoted to one or more of the groups of people, cultures, or regions that are non-European.

PLEASE SUBMIT YOUR PROPOSAL ON THE ATTACHED FORM
Mott Community College  
Multicultural/Ethnic Studies  
Course Classification Form

From:_______________________________________________Date:__________________

Contact Person:______________________________________________________________

CATALOG DESCRIPTION:

1. Discipline______________________________________________________________

2. Course Name___________________________________________________________

3. Credits __________ Contact Hours__________

4. Co- or Prerequisite(s)_____________________________________________________

5. Course description in catalog (for courses already offered. If for new course, the
description is already in the Form 1-A.)
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

CONTENT OF COURSE - THE FOLLOWING NEED TO BE ATTACHED IF COURSE IS ALREADY OFFERED. If it is a new course, the following is in the Form 1-A and need not be repeated.)

6. Topical outline ( )

7. Objectives of course ( )

8. Brief description of teaching materials, textbooks, references, projects, independent study, etc. ( )

9. How students will be evaluated. ( )
RELEVANCE TO THE STUDENT AND THE COLLEGE:

10. How does the course satisfy the definition of multicultural and ethnic studies: The study of non-European groups such as African, Middle Eastern, Asian, African-American, Latin American, and Native American, which may include their history, cultural, and social issues.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

11. Any course offered to meet the multicultural/ethnic studies requirement must meet at least one of the criteria listed below. Please check one or more.

_____ The course must cover a non-European group or groups of people such as those described above.

_____ The course must cover the history, culture, social issues, or related topics of (a) non-European group(s).

_____ The dominant theme of the course must be devoted to one or more of the groups of people, cultures, or regions that are non-European.

12. Which of the following non-European groups does the course cover?

_____ African

_____ Middle Eastern

_____ Asian

_____ African-American

_____ Latin American

_____ Native American

_____ Other __________________________
13. **OUTCOME:** Please check one or more. The course will enable students:

_____ To be aware of the diversity and commonality of cultures and ethnic heritages.

_____ To be aware of the history and evolution of a country into an ethnically diverse nation.

_____ To be knowledgeable about the interdependency of nations and global issues.

_____ To be aware of perspectives, traditions and contributions of various cultures and ethnic groups.

If this proposal is for an already existing course, forty-five copies of this form and necessary attachments are to be submitted to the office of the Executive Vice President for Academic Affairs.

If you are proposing a new course or course revision, please submit this form and its attachments with the Form 1-A you turn into the office of the Executive Vice President for Academic Affairs.
NATURAL/TECHNICAL LABORATORY SCIENCE
GENERAL EDUCATION REQUIREMENTS

Course Name and Number ______________________________________________________

Program and/or Discipline _____________________________________________________

Instructor(s) Name ___________________________ Date ___________________________

General Education Requirements
To be approved, a course must meet the definition and a minimum of one of the outcomes for natural/technical science laboratory courses listed below. The course also must provide a minimum of one-third of the class hours in the laboratory and include the laboratory experiences as part of the course grade.

Definition of Natural/Technical Laboratory Science Courses:
• The observation, identification, description, experimental investigation and theoretical explanation of natural phenomena or technical processes.

Outcomes for Natural/Technical Laboratory Sciences:
• To acquire knowledge of the principles of science and technology that are basic to scientific inquiry and research.
• To understand the principles of modern science and technology in order to stay abreast of the growing body of knowledge about the physical universe.
• To use the methodology and discipline of the scientific model, enhanced through the study of the natural and technical sciences.
• To understand the interrelationships among the sciences and technologies and how they affect quality of life.

Criteria
Please answer the following on additional pages. Please type.

1. Indicate the Outcome(s).

2. Describe the activities that will take place in the laboratory and how these activities will achieve the designated outcome(s).

3. Describe how the student uses the hands-on, problem solving process through observation, identification, description, experimental investigation and theoretical explanation to explain natural phenomena or technical processes.

Please attach the following documents:
1. Course description and topical outline.
2. One or more student laboratory assignment sheet(s) (skill sheet) that illustrates how the outcome(s) is/are achieved.

Submit this form and attachments to the office of the Executive Vice President for Academic Affairs. If this form is connected with a proposal for a new course or course revision, submit it and attachments with the Form 1-A
DEVELOPING WRITING ACROSS THE CURRICULUM COURSES

I. INTRODUCTION

Definition
Writing Across the Curriculum is extensive use of writing as part of the learning process in partial fulfillment of a course’s requirements.

Outcomes
• To reinforce the skills needed for effective communication through the written word.
• To communicate ideas, opinions and processes and procedures by using vocabulary and terminology related to specific trades, disciplines and professions.

II. GOALS

The goals of WAC are to use a significant amount of writing to bring about one or more of the following:

1. The promotion of learning in the classroom by the use of student writing as a teaching method. Just as the spoken language is a tool used in the teaching of any subject, so can writing be such a tool.

2. Improved writing skills for our students. If we as a faculty are committed to making students proficient in a discipline or field, and writing is part of that discipline or field in the world of work, then we should develop and use writing as well.

3. Improve the communication between students and between instructor and student and encourage more discussion in the classroom. Since writing enhances the student's ability to think, organize thoughts and communicate thoughts, it will produce more and better interaction and discussion in the classroom as preparation for the workplace.
III. EXAMPLES OF WRITING ACROSS THE CURRICULUM

Writing can be a part of every class session, a one-time special project or anything in between. The following are some suggestions (but don't regard this as a complete list; the possibilities are endless):

* Weekly care plans  
* Reaction papers  
* Written summaries of articles read  
* Discussion based on short papers that respond to readings or workshop activities  
* Problem-solving writing assignments  
* Incrementally written papers with several drafts examined, discussed and revised in class (process-oriented assignments)  
* "World of Work" writing (memos, letters, reports, proposals, manuals)  
* Purposeful, transactional papers that help others act or that fulfill a definite "real world" need  
* Flow chart or decision chart for troubleshooting  
* Description papers on problems encountered in completing a task and how to avoid such problems in the future  
* History taking and written plan of service  
* Following an assessment exercise and writing a recommendation report to improve deficiencies found  
* Write an installation manual for a certain part, then have students exchange assignments to "user-test" the instructions  
* A commentary or letter to the editor  
* Write questions you would anticipate on a test after you have read an assignment, then answer your questions  
* Comparison papers  
* Clinical journals  
* Research papers  
* Written case studies  
* Directed notes  
* Short papers  
* Analytical reports  
* Cataloging  
* Notebooks  
* Time lines  
* Student developed teaching plans  
* Team editing, team-writing for collaborative learning  
* Papers addressed to peers or to a specific professional readership  
* Resume writing  
* Essays  
* Term papers  
* Laboratory notebooks  
* A job description/job specification sheet  
* Letters of application  
* Calendar of special events  
* A written critique of a published article, ad, etc.  
* Writing a business plan  
* Newsletter writing  
* Summary of class content presented  
* Writing to explain a phenomena/concept/principle  
* Analyze arguments in writing  
* Letter writing from two different perspectives on an issue of concern
WRITING ACROSS THE CURRICULUM
GENERAL EDUCATION APPROVAL FORM

Name(s) of Instructor(s) _______________________________________________________

School________________________________________ Area/Discipline _________________________

Proposed Course (and Section if instructor is not using WAC in all sections of the course)
_________________________________________________________________________

DIRECTIONS:

Please fill out the form as completely as possible. It is not necessary to include all three lengths of writing experience in your class. It is necessary that the instructor complete the last part of the form in which he/she explains which of the goals of this WAC program (See page 1 of this form) the writing activities will fulfill and how.

Send completed course proposal form to the Office of the Executive Vice President for Academic Affairs, CM1003. Or include form and attachments with Form 1-A if you are submitting a proposal for a new or revised course.

I. List the short writing experiences you plan to offer in your WAC course. Also note: 1) frequency of each activity, 2) the approximate length of time for each activity, 3) the method of evaluation for each activity, 4) whether the activity is done in class or out of class.

EXAMPLE:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FREQUENCY</th>
<th>APPROX. # OF PAGES OR TIME LENGTH</th>
<th>EVALUATION</th>
<th>IN CLASS/OUT CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Free Writes</td>
<td>Weekly</td>
<td>5-10 min.</td>
<td>Credit/NC</td>
<td>In Class</td>
</tr>
</tbody>
</table>

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________
4. _________________________________________________________________________
II. List the medium length writing experiences you will offer in your course. Also note the same criteria as listed in I.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FREQUENCY</th>
<th>APPROX. # OF PAGES OR TIME</th>
<th>LENGTH</th>
<th>EVALUATION</th>
<th>IN CLASS/OUT CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. List the long writing experiences you will offer in your course. Also note the same criteria as listed in I.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>FREQUENCY</th>
<th>APPROX. # OF PAGES OR TIME</th>
<th>LENGTH</th>
<th>EVALUATION</th>
<th>IN CLASS/OUT CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the three goals of the WAC program (See page 1 of this document) will these writing activities as a whole fulfill?

1. [ ]
2. [ ]
3. [ ]

Explain how the writing activities as a whole will achieve this/these goal(s):

(Append extra sheet(s) if necessary)

11/19/96
dbs
Mott Community College

STUDENT EVALUATION OF INSTRUCTOR FORM

Purpose: To improve instruction and help evaluate instructors.
Please fill in each oval completely so your responses are recorded clearly.

1. At the end of this semester, how many credits will you have completed (at any institution)?
   A. 1-15 cr.  B. 16-30 cr.  C. 31 or more cr.
      O  O  O

2. Did you take this course because it is a requirement?
   YES  NO
      O  O

3. The course objectives were clear.
   YES  NO
      O  O

4. The instructions for assignments were clear.
   YES  NO
      O  O

5. The course was well organized.
   YES  NO
      O  O

6. Generally, the instructor was well prepared.
   YES  NO
      O  O

7. The instructor presented the course content clearly.
   YES  NO
      O  O

8. Evaluation procedures were fair.
   YES  NO
      O  O

9. The instructor used a variety of approaches to meet different learning styles.
   YES  NO
      O  O

10. The instructor encouraged students to participate and contribute.
    YES  NO
       O  O

11. The instructor showed enthusiasm for teaching.
    YES  NO
       O  O

12. This course helped me to improve my knowledge or skill.
    YES  NO
       O  O

61
COURSE WITHDRAWAL QUESTIONNAIRE

PART I: CHECK THE TERM YOUR COURSE WITHDRAWAL APPLIES TO:

☐ Summer, 19___  ☐ Fall, 19___  ☐ Winter, 19___  ☐ Spring, 19___

PART II: WHICH OF THE FOLLOWING APPLY TO YOUR REASON(S) FOR DROPPING CLASSES (CHECK ALL THAT APPLY)

ACADEMIC ISSUES

☐ Time the class was offered
☐ Taking another class
☐ Dissatisfaction with class/Class not what I expected
☐ Not adequately prepared to take this class
☐ Success/grade in class
☐ Where the class was offered
☐ Class schedule too heavy
☐ Other

NON-ACADEMIC ISSUES

☐ Medical (personal illness, family, etc.)
☐ Financial problems preventing you from continuing in school
☐ Child Care
☐ Personal
☐ Employment (new job, shift change, etc.)
☐ Other
Mott Community College  
1998-99 Student Satisfaction Survey

PLEASE FILL IN THE BOX BELOW YOUR CHOICE. FILL IN THE BOX COMPLETELY! (EXAMPLE: □)

1. When do you attend classes?

<table>
<thead>
<tr>
<th>All day classes</th>
<th>Mostly day classes</th>
<th>Half day/Half evening classes</th>
<th>Mostly evening classes</th>
<th>All evening classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

2. Where do you attend the majority of your classes?

<table>
<thead>
<tr>
<th>Main Campus</th>
<th>Southern Lakes Branch Campus (SLBC)</th>
<th>Lapeer Campus</th>
<th>Distance Learning/Telecourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

3. What is your enrollment status right now?

- □ Full-time (12 credits or more)
- □ Part-time (less than 12 credits)

4. How do you describe yourself?

<table>
<thead>
<tr>
<th>Am. Indian/Alaskan Native</th>
<th>Asian/P.I./Filipino</th>
<th>Black/African Am.</th>
<th>Hispanic/Chicano</th>
<th>White/Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

5. What is your gender?

- □ Male
- □ Female

6. How many children do you have who are 5 years old or younger?

- □ 0
- □ 1
- □ 2
- □ more than 2

7. Do you live in the City of Flint?

- □ Yes
- □ No

8. What is your family income range?

<table>
<thead>
<tr>
<th>Under 10,000</th>
<th>10,001-20,000</th>
<th>20,001-30,000</th>
<th>30,001-40,000</th>
<th>40,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

9. What is your age?

- □ 0-18
- □ 19-21
- □ 22-25
- □ 26-30
- □ 31-35
- □ 36-40
- □ 41-50
- □ 50+

63
10. How many semesters have you attended at Mott?

1 2 3 4 5 6 7 or more Semesters

☐ ☐ ☐ ☐ ☐ ☐ ☐

11. What form of transportation do you use to attend MCC?

Own vehicle Car pool Public transportation Other ____________

☐ ☐ ☐ ☐

12. What is the highest level of education you have completed?

H.S. Diploma G.E.D. Certificate Associate Degree Bachelor’s Degree Graduate Degree Professional License Other

☐ ☐ ☐ ☐ ☐ ☐ ☐

13. Would you recommend MCC to others?

Definitely yes Probably yes Uncertain Probably no Definitely no

☐ ☐ ☐ ☐ ☐

14. Please indicate your plans for the next academic semester:

Plan To Work/Not Attend College ☐ Plan To Attend MCC ☐ Plan To Transfer To A 4-Yr. College/Univ. ☐

Plan To Attend Another Comm. College/Technical College ☐ Undecided ☐ Other ☐

15. What Educational Goal Are You Currently Pursuing At Mott Community College?

Courses Only/No Degree ☐ Courses To Maintain/Improve Job ☐ Courses To Transfer ☐

Complete Certificate ☐ Complete Associate Degree ☐ Other ☐

16. What is the primary job/work category you’re seeking? (please mark one response only)

Professional ☐ Business ☐ Health Services ☐ Technician ☐ Skilled Trades Worker ☐

Service Worker ☐ Agriculture ☐ Military ☐ Undecided ☐ Other ☐

17. Who was most influential in your decision to attend Mott Community College? (please mark one only)

Parents/relatives/spouse ☐ Friends ☐ High School Counselor/Teacher ☐

College Counselor/Teacher ☐ MCC Student or Graduate ☐ Other ☐
<table>
<thead>
<tr>
<th>Aspect</th>
<th>SA</th>
<th>A</th>
<th>DK</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom space is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space for clubs, activities, leisure, lounges, etc. is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study space for students is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses are academically demanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is good rapport between faculty and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is good rapport between staff and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCC is warm, friendly, supportive of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students receive adequate recognition for their accomplishments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Labs are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Labs are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Support Labs are adequate (reading, writing, language etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Labs are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy Machine Availability is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational Facilities are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The campus is generally a safe place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of courses offered is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size is appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisors are available when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs of Study are flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is diversity and racial harmony at MCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are adequate opportunities for student employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear student complaint/grievance process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student government is accessible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropping and Adding courses is easy to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help is available to research my career goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help is available to improve my study habits and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate your level of satisfaction with each of the following aspects of MCC using the following scale:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>DK</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Don’t Know</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>DK</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am accomplishing my educational goals at MCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would choose to attend MCC again</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend MCC to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLEASE RATE OUR SERVICE AREAS:

Mark on the left if you’ve used the Service Area and If you’ve used the Service Area, mark on the right how satisfied you are

<table>
<thead>
<tr>
<th>Have You Used The Service Area?</th>
<th>If Used, How Satisfied Are You?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used Frequently</td>
</tr>
<tr>
<td>Academic Advising</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Recruitment</td>
<td></td>
</tr>
<tr>
<td>Applewood Café</td>
<td></td>
</tr>
<tr>
<td>Athletic/Recreation Programs</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td></td>
</tr>
<tr>
<td>Campus/Public Safety</td>
<td></td>
</tr>
<tr>
<td>Career Resource Center</td>
<td></td>
</tr>
<tr>
<td>Cashier’s Office</td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td></td>
</tr>
<tr>
<td>Concerts &amp; Cultural Programs</td>
<td></td>
</tr>
<tr>
<td>Counseling Services</td>
<td></td>
</tr>
<tr>
<td>DisAbilities Svcs for Students</td>
<td></td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td></td>
</tr>
<tr>
<td>Job Placement/Employment</td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td></td>
</tr>
<tr>
<td>Orientation Program</td>
<td></td>
</tr>
<tr>
<td>Parking Lots/Ramps</td>
<td></td>
</tr>
<tr>
<td>Peer Tutoring Service</td>
<td></td>
</tr>
<tr>
<td>Registration Office</td>
<td></td>
</tr>
<tr>
<td>Snack Bar Food Services</td>
<td></td>
</tr>
<tr>
<td>The Learning Center</td>
<td></td>
</tr>
<tr>
<td>The Writing Center</td>
<td></td>
</tr>
<tr>
<td>Transfer Advising/Counseling</td>
<td></td>
</tr>
<tr>
<td>Veteran’s Services</td>
<td></td>
</tr>
<tr>
<td>MCC Web Site (<a href="http://www.mcc.edu">www.mcc.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>
Please add any comments you may have:

THANK YOU FOR YOUR INPUT!
Graduate Survey goes here

Page 1
Graduate Survey goes here

Page 2
Mott Community College
Graduate Survey Data

Surveyed Graduates Responding

96/97  291 (as of 8/98)
95/96  385
94/95  321
93/94  399
92/93  230

Mott Community College
Graduate Tracking Process

Graduate Exit Survey
At the point that the Registrar’s Office identifies the group of students who have applied for and been approved to receive a Certificate or Associate Degree from MCC, they are given an Exit Survey (copy attached). This survey attempts to capture general satisfaction with the educational experience as well as services available to students.

Graduate Follow-Up Survey
The full graduate class from each academic year is also surveyed a year after they have left the college. The Graduate Follow-Up Survey (copy attached) is a form similar to that used by most other community college in the state. Core data from this survey is housed on the Lotus Notes college-wide database.
This data is used to submit the annually required state report “Follow-up by Program”.

Graduate/Alumni Association Involvement
Upon graduation, every student automatically becomes a member of the MCC Alumni Association. This includes transitioning the student’s file from the Colleague section of Datatel to the Benefactor section. Benefactor files are tracked and administered by the Foundation for Mott Community College Office.
Surveyed Graduates Responding=1,141

361 (31.4%) of Mott Graduates reported transferring to another college or university.

725 (63.5%) of the survey respondents from Mott have reported finding full time employment (30 hour or more per week).

566 (49.6%) of the survey respondents from Mott have reported finding part-time employment (less than 30 hours per week) and are not seeking full time employment.

1291 (113.1%) are employed including both of the above categories. Total represents more than 100% due to the fact that some graduates are holding more than one job.

98 (8.5%) of the survey respondents from Mott report that they are employed part time (less than 30 hours per week) and are seeking full time employment.

From our total survey only 3 (.2%) or the respondents are in the armed forces.

110 (9.6%) of the survey respondents indicate that they are unemployed and seeking employment. This represents an average total Graduate Placement Rate of 90.4% for the four years surveyed.

89 (7.8%) of the survey respondents are unemployed and are not seeking employment.

37 (3.2%) report that they are involved in other employment status (examples include self-employment, care giving in the home).
361 (31.4%) of Mott Graduates reported transferring to another college or college.

What universities or colleges do our Mott Graduates transfer to?  
(Top 10 responses)

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan (Flint)</td>
<td>185</td>
<td>(51.2%)</td>
</tr>
<tr>
<td>Ferris (Flint)</td>
<td>23</td>
<td>(6.4%)</td>
</tr>
<tr>
<td>Saginaw Valley</td>
<td>21</td>
<td>(5.8%)</td>
</tr>
<tr>
<td>Michigan State College</td>
<td>17</td>
<td>(4.7%)</td>
</tr>
<tr>
<td>Eastern Michigan College</td>
<td>11</td>
<td>(3.0%)</td>
</tr>
<tr>
<td>Baker College</td>
<td>8</td>
<td>(2.2%)</td>
</tr>
<tr>
<td>Wayne State College</td>
<td>6</td>
<td>(1.7%)</td>
</tr>
<tr>
<td>Hurley Hospital</td>
<td>4</td>
<td>(1.1%)</td>
</tr>
<tr>
<td>Ross Medical Center</td>
<td>1</td>
<td>(0.3%)</td>
</tr>
<tr>
<td>St. Clair Community College</td>
<td>1</td>
<td>(0.3%)</td>
</tr>
</tbody>
</table>
725 (63.5%) of the survey respondents from Mott have reported finding full time employment (30 hour or more per week).

566 (49.6%) of the survey respondents from Mott have reported finding part-time employment (less than 30 hours per week) and are not seeking full time employment.

Where are our graduates currently employed?

648 (56.7%) of the graduates responding to our survey are working in the Flint/Genesee County area.

252 (22.1%) of the respondents are working in other areas of Michigan.

49 (4.3%) of our graduates indicate that they are working out of state.

Are our graduate’s current jobs related to the program in which they received their degrees?

519 (45.5%) of our graduates are working in jobs that they report are directly related to their degree program.

148 (13%) are working in jobs they feel are indirectly related to their degree.

Our graduate’s current wages or salary per hour are:

348 (31%) report earning more than $15.00 per hour.

92 (8%) report earning between $13.00 and $15.00 per hour.

83 (7.3%) report earning between $11.00 and $13.00 per hour.

How do our graduates feel that their degree has improved their career?

395 (34.6%) report that their pay rate is better now.

381 (33.3%) of the respondents reported their job satisfaction is better now.

384 (33.6%) report that they feel their suitability for the job (interest and aptitude) is better now.

350 (30%) report that their opportunity for advancement is better now.

285 (25%) report that they feel their job security is better now.
We asked our graduates: “Now that you have graduated, how well prepared do you feel you are in each of the following areas?”

**Communication-Writing Skills**: 487 (42.6%) graduates responded “Very Well” and 397 (34.8%) of the graduates responded “Well”. (Total=77.4%)

**Communication-Reading Skills**: 510 (44.7%) graduates responded “Very Well” and 364 (32%) graduates responded “Well”. (Total=76%)

**Communication-Speaking Skills**: 427 (37.5%) graduates responded “Very Well” and 401 (35%) graduates responded “Well”. (Total=72.5%)

**Math Skills**: 252 (24.7%) graduates responded “Very Well” and 366 (32%) graduates responded “Well”. (Total=56.7%)

**Computer Skills**: 225 (19.7%) graduates responded “Very Well” and 301 (27%) graduates responded “Well”. (Total=46.7%)

**Problem Solving Skills**: 392 (34.3%) graduates responded “Very Well” and 417 (37%) graduates responded “Well”. (Total=71.3%)

**Organizational Skills**: 470 (41.2%) graduates responded “Very Well” and 433 (38%) graduates responded “Well”. (Total=79.2%)

**Teamwork Skills**: 491 (43%) graduates responded “Very Well” and 462 (41%) graduates responded “Well”. (Total=84%)

**Leadership Skills**: 394 (34.5%) graduates responded “Very Well” and 419 (37%) graduates responded “Well”. (Total=71.5%)

**Skills And Knowledge Related To Your College Major**: 473 (41.5%) graduates responded “Very Well” and 473 graduates responded “Well”. (Total=83%)

We asked our graduates how they rate the overall quality of their education.

319 (28%) graduates responded “Excellent”.
624 (54.7%) graduates responded “Good”.

(Total=82.7%)

We asked our graduates what effect their experience at Mott had on their self-confidence/self-concept.

956 (83.8%) graduates responded “A Positive Effect”.

We asked our graduates “Overall, how does your current job compare to the kind of job you expected to have as a result of completing your Mott College program?”

135 (11.8%) graduates responded “Better Than Expected”.

75
MOTT COMMUNITY COLLEGE
EXIT SURVEY FOR GRADUATION CANDIDATES

Name____________________________________ SS#____________________

Program of Study (major)____________________________________________

Degree Applied For________________________________Date Awarded_____  

Which item BEST describes you when you first entered MCC?

☐ Entered after graduation from high school
☐ Entered after being in the work force
☐ Transferred from another 2 yr. College
☐ Transferred from a 4 yr. College or University
☐ Entered after completing military service
☐ Entered after starting or raising a family
☐ Entered after retiring
☐ Other____________________________________________

What Year did you first enter MCC?

☐ 1983      ☐ 1987  ☐ 1993  ☐ 1999

Please evaluate each MCC service area listed. Check only ONE box for each line.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Satisfied With Service</th>
<th>Not Satisfied With Service</th>
<th>Aware of Service But Didn’t Use</th>
<th>Unaware of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling &amp; Student Development</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>DisAbilities Services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Library Services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Health Services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Parking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Snack Bar/Food Vending</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tutoring</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Career Center</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Job Placement Services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Bookstore</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Admissions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Registration</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Service</td>
<td>Satisfied</td>
<td>Not Satisfied</td>
<td>Aware of Service</td>
<td>Unaware of Service</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Cashier’s Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation/Athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Life/Student Clubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Enrichment Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicate the source of funds for your college education at MCC:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Major Source</th>
<th>Minor Source</th>
<th>Not A Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, Relatives, Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment while attending college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Savings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse’s Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Security Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran’s Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Grants (Pell, private grants)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships (private, federal, local etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans (student loans, NDSL, bank loans)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reimbursement By Employer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please indicate what goals are important to you.**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Goals Important To Me</th>
<th>Goals MCC Helped Me To Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase mastery in an academic field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve reading, writing, math skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To obtain a certificate or associate degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To transfer to another college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To discover a suitable career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve skills in my career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase promotional opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To prepare for a new career field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be active in student/campus activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To meet new people, establish friendships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To expand involvement in the arts areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase self confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To improve leadership skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To become more independent and adaptable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please check your level of satisfaction with the following:

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing, Grading Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Job Opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activity Opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Class Schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Your Career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Sizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Study Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What BEST describes what you will do after graduation?

- [ ] Employed in a field Related to my MCC degree program
- [ ] Employed in a field Unrelated to my MCC degree program
- [ ] Continuing my education at ________________________________ (name of school)
- [ ] Serving in the Armed Forces
- [ ] Caring for a home/family
- [ ] Unemployed, seeking work
- [ ] Unemployed, not seeking work
- [ ] Retired
- [ ] Other ________________________________

IF You Are Employed Right Now:

What is your approximate annual income? $______________________________

What is your Job Title? ________________________________

Name of Employer ________________________________

Do you plan to attend MCC in the future?

- [ ] Yes
- [ ] No
- [ ] Undecided

HAS YOUR MCC EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?

- [ ] Definitely YES
- [ ] Probably YES
- [ ] Uncertain
- [ ] Probably NO
- [ ] Definitely NO

WOULD YOU RECOMMEND MCC TO OTHERS?

- [ ] Definitely YES
- [ ] Probably YES
- [ ] Uncertain
- [ ] Probably NO
- [ ] Definitely NO
Upon graduation, you will become a member of the Mott Community College Alumni Association. Alumni benefits include employment services, professional development, giving support to future MCC students and enjoying the educational and cultural benefits of the college community. Please let us know if there are any special services or questions we can help you with. Contact the Student Employment Office (810.232.3285) or the Alumni Office (810.762.0425) for more information.

THANK YOU FOR YOUR INPUT!

PLEASE RETURN TO THE MCC INSTITUTIONAL RESEARCH OFFICE, CM 1000, 1401 E. COURT ST., FLINT, MI 48503 Call 810.762.0230 for more information or assistance.
MOTT COMMUNITY COLLEGE
1998
EXIT INTERVIEW FOR GRADUATION CANDIDATES

Graduate’s Comments

“Mott College has been a wonderful experience. I am forty-one years old and began college for the first time here at Mott. I have had many excellent instructors and have met wonderful staff and students. I have taken several Distance Learning courses also (Great)! If you need a public relations person, please let me know”.

“I have always said, ‘What you put into something, you get back’. My main concern all through the education I received at Mott, was to enhance and strengthen my commitment to my customers in the food industry. I am happy with the many new ideas I have learned from Chef Crawford, Grace Alexander, Chef Miller, and Chef Reems”.

“The instructors in the music department, especially Mary Nieuwenhuis are fabulous. The knowledge that they share made it a joy to come to school everyday. I would recommend the music department to anyone. Also, there is not enough parking!

“In regards to the quality of instruction, I feel the Gerontology and Social Work divisions were both excellent. I can only think of one case I would say made me very unhappy with the quality of instruction. In this case, the instructor’s attitude affected the experience in a very negative way. I learned what was needed in spite of the bad experience”.

“Please try to improve the registration process in the future for incoming students. There were times during the busiest registration periods when I had to wait for extended periods of time. When there are only one or two windows open it creates a burden on your time”.

“I was very happy with my experience at Mott Community College. The instructor’s were excellent! The class sizes were just right. I feel that I received a very solid education”.

“My overall view of their college is good because it aids in improving grammar and spelling skills. For the business division it aided in introducing new skills and also enlightening me on some of the mishaps that can happen when operating your own company”.

“The only problem I had with the college campus was getting questions answered in the Prahl College Center. It seemed like none of the people I came encounter with, knew what they were doing. I found other places to get my questions answered”.

“I have enjoyed attending Mott Community College and look forward to the graduation ceremony”.

“Going to college was a wonderful experience for me. It has given me better self-confidence, and it has helped me to expand my thinking, in all respects. I enjoyed my instructor’s lectures. Because I made the choice of continuing of my education, my life feels more enriched. I never want stop learning”!

“I have enjoyed my studies at Mott College, my instructors were pleasant for the most part”.
“The criminal justice program at Mott Community College is the best! All the instructors are great with their students. Dr. Avon Burns is an excellent instructor and she also serves as a wonderful role model”.

“I think you need to improve Campus Safety. Their response time is slow and they never seem to be around when you need them”.

“Overall I would rate Mott Community College very high. I feel my education experience here has been very valuable. It would be even better if more instructors would be understanding”.

“When I first attended college in the mid seventies and early eighties, I went to Baker College. I was dissatisfied with the college and instructors. In 1991, I came to Mott, because my sister was here. I am glad because the instructors here worked with me”.

“The complaint I have is that when people like me work in an office from nine to five, we like to see more evening classes. The telecourse classes are alright but, I don’t think you learn as well. Some of the instructors aren’t very helpful with those classes”.

“I have enjoyed my stay at Mott Community College. Night classes worked out good for me. The instructors seem to treat students different at night”.

“I was really impressed with the Fine Arts Department. They were so flexible between all my classes and my work schedule. Mott has a tasteful setting; landscaping, view, and classrooms. Security was great, I felt safe at any time of the day or night”!

“I have enjoyed my experience at Mott and have been impressed with the majority of the instructors; in particular, their attitude and knowledge”.

“I really enjoyed the years I spent at Mott College. I regret that I didn’t start right after high school however, each class was a learning experience. I met some wonderful instructors and students”.

“During my time in college I hardly learned anything. Unfortunately, it is required to repeat many classes that are similar to high school. I feel like I wasted large amounts of money”.

“Keep up the good work! Thanks for all the help given to me. I would like to stay. I really enjoyed my educational experiences”!

“In 1991, I was a young student right out of high school. I came to college with the intent to pass the classes and transfer. Four years later I was still here trying to pass the classes. I dropped out of school. Mott kept on sending me things in the mail until I decided to come back. Finally I am graduating. Thanks Mott”!

“I feel that Sharon Eisen and Mary McDougall are the best instructors that a person could have”.

“Being at Mott was a good experience. I found that some of the services were unorganized, such as the bookstore and registration. The student workers acted as if they never knew what was going on. There were to many different answers to the same question”.

“I am probably only one of the thousands of people who have attended Mott Community College who greatly appreciate the low tuition rates”.

81
“I have really enjoyed my stay at Mott. What started out temporary has turned into a degree, and for that I am proud. Mott has a small campus with caring instructors and students that are willing to help each other anytime. With this degree I am confident and believe, I can succeed”.

“The paralegal program was very helpful for me. This helped me to understand a vital part of our legal system. Please continue this much needed service”.

“After I graduated from high school, I wasn’t ready to move on to a university. I am glad that I stayed home and attended Mott. It has helped me prepare for what is waiting for me at a four-year college. The people here have been extremely helpful. I appreciate all that Mott has done for me”!

“A few classes in the Social Work field need to be offered more often”.

“Mott College has shaped and molded my life, especially in the socializing areas”.

“The past two semesters here at Mott have been especially encouraging for me. The majority of my classes were instructed by Dr.Knapp. I have found her to be very encouraging and helpful to me, professionally and personally. What I have learned here will be with me for the rest of my life”.

“I have recommended Mott Community College to all my friends. I am proud of my nursing degree. I feel prepared for the state boards. I went to Baker College and received an Associate Degree. Although I appreciate having the degree, I fell it is not sufficient as Mott”.

“I have enjoyed Mott Community College. I was impressed with the instructors, the class size, helpful staff, and the clear and orderly campus”.

“I work on electric forklift trucks. The fact that very few of your classes apply to my trade is not your fault. My employer should have given me the opportunity for more special training”.

“I am very dissatisfied with the government. My w-2 form was ten thousand dollars, and I do not qualify for any financial aid. I support myself completely. I did get my last two classes paid for through a special grant. I think something should be reevaluated in figuring out who receives financial aid”.

“I am very pleased with the satisfactory that Mott Community College has established for me. Mott has helped me improve my academic skills which will help me prepare for a suitable career field.”

“I have enjoyed my experience at Mott. The college has enhanced my self-esteem. I will continue to take new child development classes as well as any class that seems interesting to me. Thank you for the experience.”

“I enjoy your college and would like to see a college radio station for me to have a hip hop mix show on. I mix on WDZZ & MSU radio. Contact me at 638-7542” (Andrew Rosa).

“Would have like to feel that my instructors were more behind my classmates and me.”

“I would like to commend the Writing Center and it’s staff for making such a difference in the lives of English students at MCC.”

“I would recommend MCC to anyone for anything except Dental Hygiene.”
“Commencement was too long, I felt that it was unnecessary to plug in the proposal for Mott. This was not an advertisement opportunity.”

“My time at Mott was enjoyable for the most part. I learned about bureaucracy, and how to make my schedule fit Mott’s schedule. The CISY department needs more tutors available. The computer lab needs better-trained assistants and should be open late on Fridays. All classes should be available at night.”

“Overall, I have not had any complaints about the school. There have been some terrible snow days when I had hoped the school would close due to terrible driving conditions – but that didn’t happen. I have had some wonderful instructors along the way. I was very upset when I went to the bookstore, gave my name to the manager to order a nursing cap for graduation and was informed by the assistant manager that they decided not to order them (nursing uniform shops do not carry the same size hat).”

“With the help of Mott Community College, I will be successful after college and be able to make a name and place for myself in our society.”

“The rules change monthly in the Nursing program. No one in any of the offices on campus can give you a straight answer or no 2 people in the same office will give you the same answer. No one follows through on anything. The nursing office will post something – then no one in the office knows anything about it. Financial Aid can never find your file or don’t know answers to any questions without asking whoever is at lunch.”

“Geoff Geisz and Tom Fonger of the Electronics Technician curriculum are the two finest instructors I have ever had at any level, including the old Flint Junior College, UM-Flint, and GMI.”