

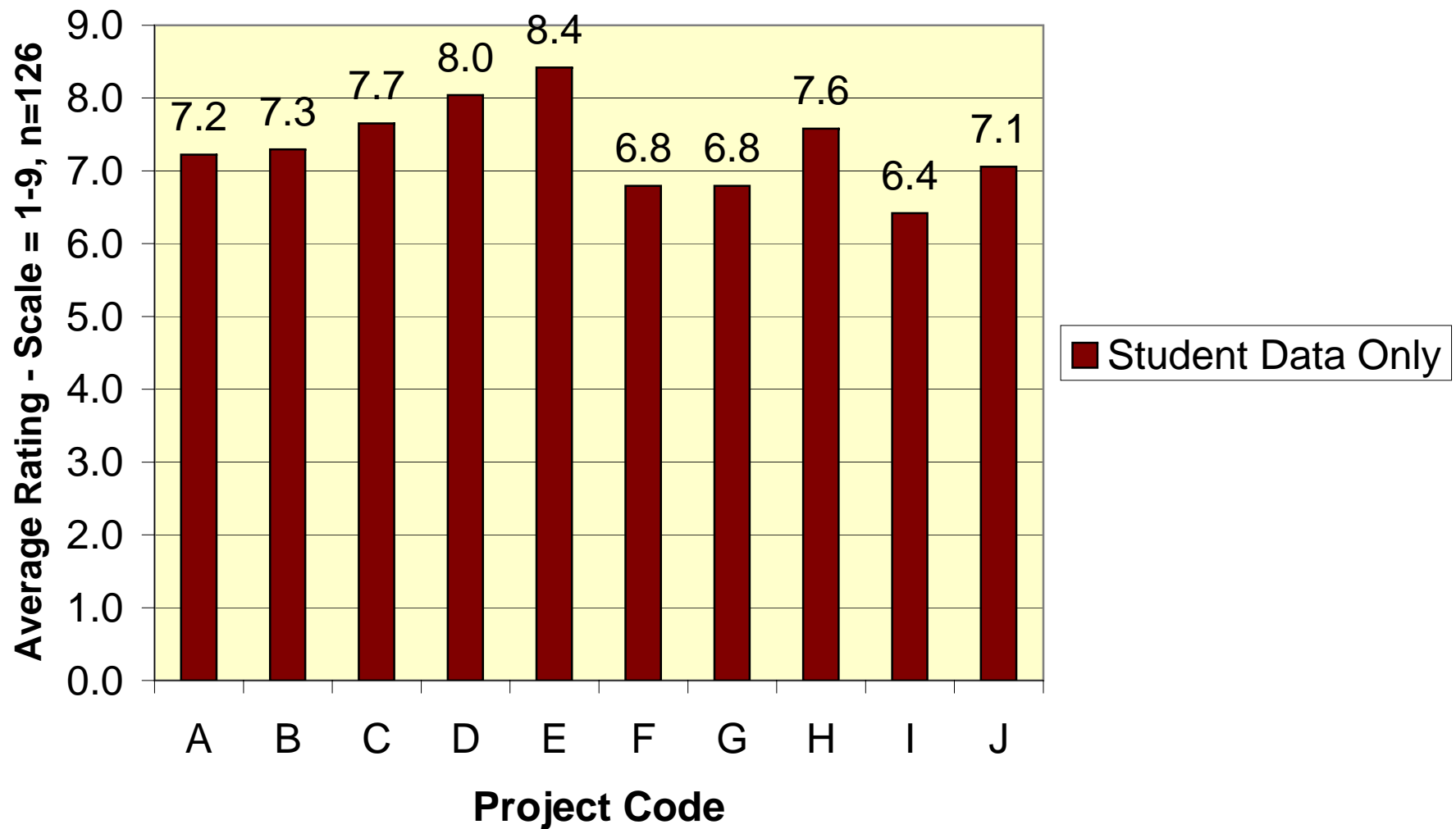


2006 PROPOSED AQIP ACTION PROJECTS

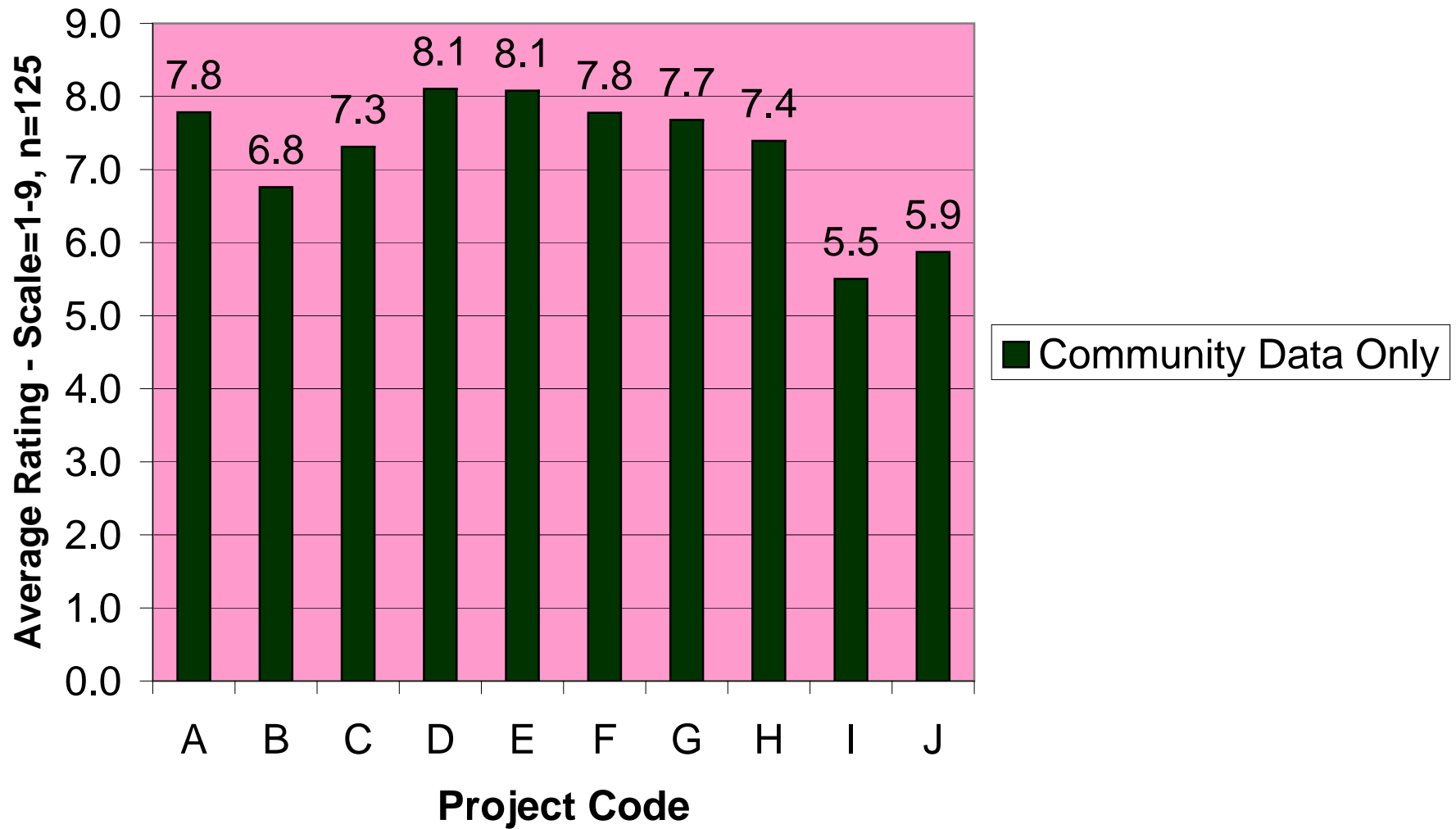


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- A Integrated intake process for new students
 - B College-wide communication
 - C Employee professional development and training
 - D Current student success and support of learning outcomes
 - E Advising for degree completion and transfer students
 - F Increase student retention
 - G Increase and enhance collaborative relationships with K-12 and the community
 - H Cooperative education and experiential learning
 - I Nutrition and food service
 - J Hire more full-time employees
-

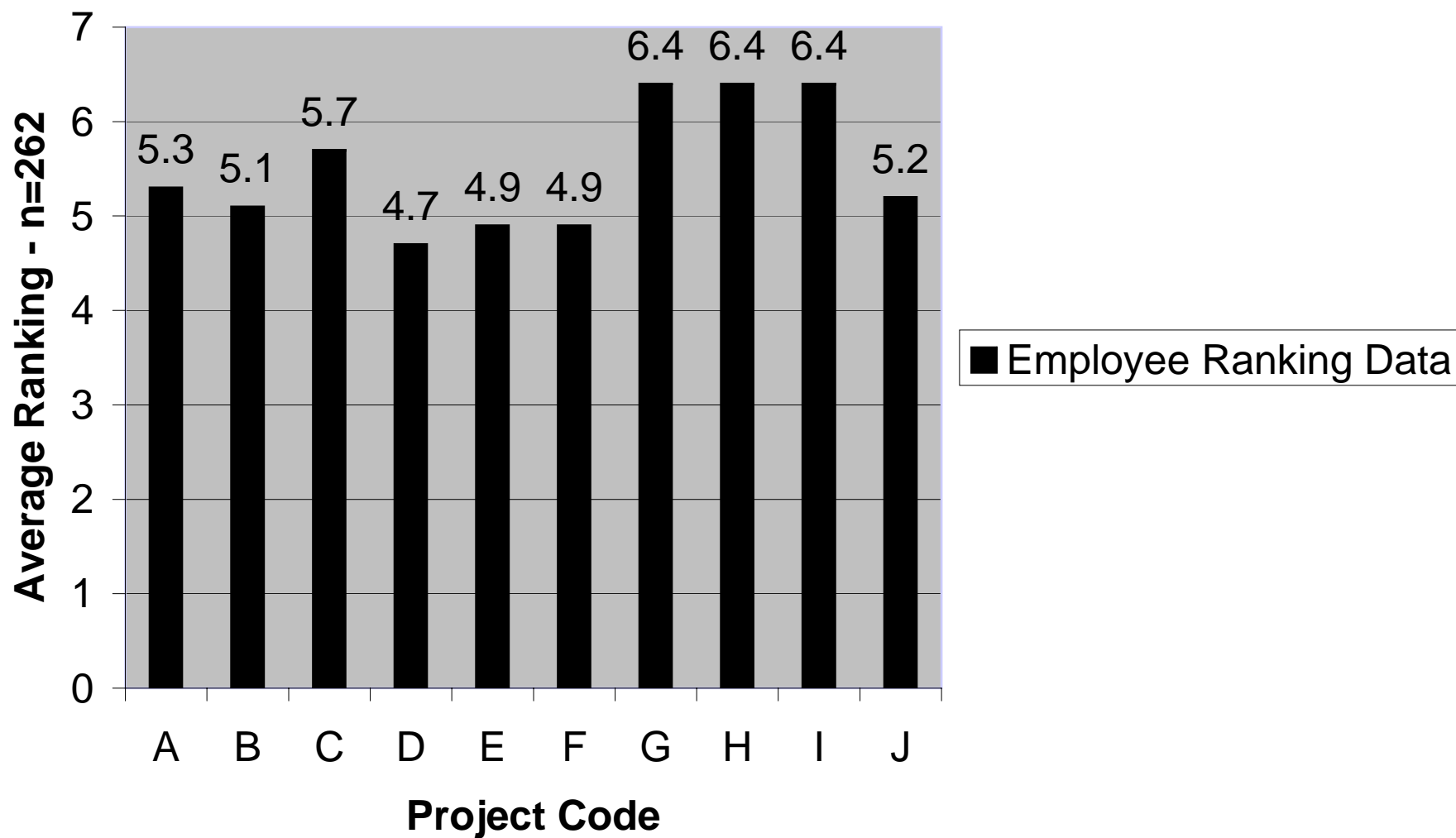
Top Ten Ratings - Students Only



Top Ten Ratings - Community Only



Employee Ranking Data





Mott Community College Project Proposals



A *Integrated intake process for new students*

We Propose - That MCC design an integrated admission, placement testing, and orientation system to maximize successful learning outcomes, increase readiness for college level coursework, and support a more effective and stress-free intake process.

Currently students have to navigate several visits to different offices at varying times in order to complete the intake process before registering for classes. Student intake that is accomplished with a minimum of steps and with reduced cost and frustration will create a better first impression of MCC and result in better retention as student experience greater success. Possible strategies to integrate could include: the use of a single cross-trained intake staff person, providing clear information about succeeding in DL courses, developing orientation modules, the implementation of a computer skills placement test, the explanation of appropriate classroom behavior, and the development of strong advising/mentoring relationships.

Source#: 23 28 33 38 39 55 63 65 71

This project should accomplish:

- Better communication between students, the staff departments, faculty regarding the college politics and procedures
- Establish knowledgeable greeter to walk students through the process
- Interactive process: if this, then this. Example: just completed high school? Requesting financial aid? A cheat sheet
- Facts and figures about student readiness: 80% score at grade 9 math or below; 60% elementary level or below grade 10; 56% grade 10 or below; Orientation purpose—currently part of advising. Deliver content, establish relationship; Huge under-prepared student population; Newly admitted students receive letter from counseling with steps.
- Focus on removing barriers in MCC intake process
- Starting with application process, remove the 24-hour waiting period and signature requirement for online applications
- For testing, adding the computer skills component to the placement test
- Better coordination with 3 off-site locations for intake process (e.g. improve orientation video)
- General notion this intake process needs tweaking and is not necessarily “broken.”
- Currently PCC offers a one-stop location for intake functions

The project will change the culture at MCC by:

- Increase student success rate.
- Create a culture where all employees are part of the intake process.
- Fewer barriers to become enrolled, to fit current culture of immediate services and availability of technology
- Also, to cross-train staff to answer FAQs instead of sending students to another department or call the MCC Info Line—which would lead to more personable service to students
- MCC not financially able to hire intake staff like Baker College that offers to walk students through each step, including inputting financial aid data

This project requires the following leadership and support:

- Need complete college buy-in.
- Continuous workshop/training.
- Cross-department committee to remove barriers, speed up the process, make it more personal and reduce department-to-department referrals
- Cross-training of staff and student workers on FAQs
- Continued utilization of off-campus site managers and their meetings
- Facilities support for “way finding” signage (e.g. outlining the 3-4 steps involved)
- Employees convey enthusiasm for new students and the intake process



TOP TEN - Survey Report: Qualitative Responses



A *Integrated intake process for new students*

<i>Comment Narrative</i>	<i>Response Mode</i>
- REQUIRED Course for credit- complete the process of intake,testing, advising, study skills - week long.beforeclasses start in Fall and Winter.	2nd Online Survey
- At this initial step, gather as much information as possible about the student's goals, interests, placement data and advise directly and appropriately.	2nd Online Survey
- The entire student services area would need to be involved. Many students become very frustrated with the system of dealing with several different offices that do not always mesh together for convenience and ease of the students needs. Obstacles would include the "marrying" of the different offices and overcoming significant procedural changes.	2nd Online Survey
- full-time academic advisor for each division vs. lots, lots of part-time faculty - divisions consider assigning a full-time faculty member for advising - rotate faculty; decide on criteria for advisor selection; consider student intake, in the hallway, between ROOM 217 & 218 vs. current two intake stations. Consider greater use of technology - student have the ability to schedule an appointment with division advisors schedules posted on web; consider regular staff meetings for advisors vs. once a yr. Folks involved in these decisions should be full-time employes from ROOM 217 & 218. Review advising model - current vs. desired model; evaluation - determine how, when, and who will evaluate the advising program and individual advisors'. Use data to make changes/improvements.	2nd Online Survey
- The greatest challenge will be the changes this will require staff to make.	2nd Online Survey
- Proper placement into pre-courses or remediation courses before entering a programStandardized testing for math, reading, and writing before starting courses - everyone must take - even transfer studentsNeed an up-to-date advising guide for all to follow	2nd Online Survey
- I feel the intake process for new students is quite confussing. I have two children who have enrolled in MCC and both have made the exact same complaints. They were sent to diffent departments, and when they arrived they were told to go back to the same department they just left. They went from place to place and no one knew what the other was doing. I don't know if that is due to not having skilled workers or just hiring to many student workers who are not knowledgeable about there jobs.	2nd Online Survey
- If students are oriented properly, i.e. don't have them take an online class or a writing class when they don't have basic computer skills, they are more likely to succeed.	2nd Online Survey
- The students who are entering college now need more direction and guidance that in the past. I'd like to see students be able to enroll and resgister for classes inone visit. The easier we make it, the more students will enroll.	2nd Online Survey
- Make it EASY to get enrolled at MCC. Many depts are involved. A late enrolling, returning, adult student complained that the college seems to be staffed by a bunch of students who have no "stake" in the outcome and don't really care to be of service. He was VERY upset but declined to complain publically. Many students comment to me on the difficult in getting enrolled. This should not be.	2nd Online Survey
- Number of hours to cross train staff on the different policies/procedures for each department they will need to know about and getting them to stop their bad habit of we're not supposed to do this but...	2nd Online Survey
- In order for this process to be sucessful you would need the cooperation from Admissions, Placement Testing, Advisement Center, Financial Aid and Registration.	2nd Online Survey
- Making everyone understand that the student is why we are all here. Everyone from admissions,financial Aid, and student development need to be involved. In the Humanities Department, for example, many instructors require different formats for written essays--can't we be more consistent to avoid confusing students?	2nd Online Survey
- Smooth entry is key.	2nd Online Survey

A *Integrated intake process for new students*

<i>Comment Narrative</i>	<i>Response Mode</i>
- All the departments of the college need to work together to assist all our students in the admissions processes. I would like to see a new work study position created. "Mott Greeters", would be employeeed during the registration process to assist the students and direct them in the process. ie.. application process, financial aid, registration and advising, bookstore. We need to hold their hand more in order to help them through the process. Many of our students are first generation students and do not know what they need to do in order to become successful.	2nd Online Survey
- Integrate the intake process for new students having all departments necessary in one area to streamline the operation and create a more user-friendly system; be sure to train all staff in customer service and remind them that without students there is no Mott...and no job.	2nd Online Survey
- A more integrated pre-assessment process will send a positive message that MCC is student focused. Financial aid needs more full-time employees and a face-lift. Counseling and Advising needs to be integrated with clearer job descriptions. Students are confused who to go to when/where/why. It is a HUGE MISTAKE to encourage more self-registration online. A REAL HUMAN contact who is a professional in the program/field of interest to the student can clear up misunderstandings, make suggestions, & overall save time and money for the student.	2nd Online Survey
- We definitely must improve the overall process from Admissions-to-Placement-to-Advising so that students are placed in the appropriate courses for where they are from the standpoint of reading comprehension, grasp of the language arts, math, etc. Currently, we place students in courses that they are not prepared to master for some of the reasons mentioned above. We need to step back and incrementally help direct people into the appropriate courses for them and that includes inclusion in Distance Learning courses. Too many people are unprepared to succeed in a DL course and in many cases it's a completely new experience for them.	2nd Online Survey
- Implement "freshmen orientation" course (1/2 cr.)to replace current orientation. Assign a full-time counselor to teach course - rotate orientation course assignment per semester.	2nd Online Survey
- Orienting, advising, and supporting students could include some type of learning profile (True Colors) to help them choose instructors and classes that will work for them.	2nd Online Survey
- Probably one of the greatest hindrances at MCC to students achieving their desired career goals is the student intake process. Over and over again I have been privy to feedback from students who have been disappointed at the maze they encounter in trying to navigate the system at MCC to begin, maintain and complete their educational process. If the student intake process can be enhanced so that it is indeed more "student" friendly, we will have accomplished a major goal at MCC in recruiting and retaining students at our institution. The greatest obstacle to implementation probably resides in the unwillingness of many to change methodologies, systems, mannerisms and mindsets because of a perceived threat to individual job security and an unwillingness to admit that we need to do a better job than what we are currently doing. Denial of the truth never helps us to improve. A willingness to assess what we are doing with an attitude to improve will take us a long way in achieving student success goals at MCC.	2nd Online Survey
- Our students often come to us without adequate preparation for college level work, they need all the extra help they can get and an easy way of determining where to get the help that they need.	2nd Online Survey
- Also related to top priority. An improved intake process should improve both student retention and success.	2nd Online Survey
- "Integrated Intake..." Intake of students is somewhat haphazard and seemingly disjointed. it creates anxiety in our students and also creates double and triple effort for Mott employees. We hear the frustration here at the call center. Any improvement in the intake procedure would be greatly appreciated by the students and the call center. If a streamlined process could be developed it would enhance the perception of the college by the general public.	2nd Online Survey
- Make people feel welcome, user friendly, be there and help student through process	Fenton Comm Cnt.
- Students that are coming in are leery; do what can to alleviate that	Fenton Comm Cnt.
- Provide information on what to expect from an intake process to new students	Fenton Comm Cnt.
- Know up front what books are required for classes; inform students that there are used books available as long as they are up to date	Fenton Comm Cnt.
- Include financial aid and bookstore into process	Fenton Comm Cnt.
- Let students know about support services that are available	Fenton Comm Cnt.

SF - Student Forum

A Integrated intake process for new students

<i>Comment Narrative</i>	<i>Response Mode</i>
- Is better now than what it used to be; awareness of current process to students	Fenton Comm Cnt.
- Affordability	Fenton Comm Cnt.
- Get information to parents so that they can encourage their students to check out the college	Fenton Comm Cnt.
- Increase awareness of students we get now	Fenton Comm Cnt.
- Important that k-12 education enhance MCC; they can help let students know what to do and what to expect	Fenton Comm Cnt.
- Survey graduates about their experiences	Fenton Comm Cnt.
- MCC willing to mold itself to community needs – beef up areas of the curriculum such as geography to fill in gaps.	Flint Twp
- Can be done partly in the High School environment, before students come to college	Flint Twp
- Should already be doing this	Flint Twp
- Early Financial Aid intervention	Flint Twp
- Be sure college is friendly and caring, especially to the non-traditional student	Flint Twp
- Project A and Project F go together	Flint Twp
- Use College Survival class to support student success	Flint Twp
- Continue to be pro-active in K-12 outreach, particularly children of incarcerated parents, other at-risk students	Flint Twp
- Identify High Schools that we have a good relationships with, and use that model to improve others – emphasize college goals early on (relates to Project G)	Flint Twp
- Put extra focus on “non A/B” students, recognize their value and needs	Flint Twp
- Admissions should be able to evaluate the needs of students to direct them where they need to go. Cognizant of students who are older and coming back to school.	International Inst.
- Students don’t know what they want to do when they come out of high school.	International Inst.
- Mentor program or counselor program for new students; admission is not as strict as other colleges.	International Inst.
- Young students not familiar with procedures of a new school become very frustrated. They should be able to take a test and then be admitted without having to go to another office.	International Inst.
- Important to be efficient, have to get acclimated to the new system. To be effective have to get student oriented to the process.	International Inst.
- Where to go on campus for scheduling, financial help, etc is confusing	LakeVille
- Transitioning from high school to college – it’s scary	LakeVille
- Get student engaged	LakeVille
- More publicity/marketing on tuition, who to call, financial help, scheduling flexibility, etc	LakeVille
- Going to any school can be intimidating for many and the smoother you can make the process the better.	LakeVille
- Process can be overwhelming for the student that may not be self-driven	LakeVille
- Class scheduling can be chaotic for the working parent	LakeVille
- Take advantage of alumni	LakeVille
- My son didn’t like the smoking in the hallways	Richfield Twp
- More accurate advising. I finally found the information I needed on the web—old catalogs.	Richfield Twp
- You need to keep those catalogs and syllabi	Richfield Twp
- My daughter hated the long lines for registration	Richfield Twp
- Still have to wait forever in the Financial Aid department	Richfield Twp

SF - Student Forum

A *Integrated intake process for new students*

<i>Comment Narrative</i>	<i>Response Mode</i>
- Use the old cafeteria as increased space for registration	Richfield Twp
- Could create a checklist of the information that students need for financial aid—marriage license, birth certificate, diploma, etc.	Richfield Twp
- Had a problem with documentation—given different answers about what information was needed; required several visits. Heard similar complaints	Richfield Twp
- We need to get our advisors on the same page	SF March 9
- Get advisors who know what they are talking about	SF March 9
- They should also include returning students; I wasn't required to take the testing again, but I think it should be required	SF March 9
- When students with disabilities sign up for courses, and tutors should be available—not just 1 hour per week	SF March 9
- Don't overload new students [applause]	SF March 9
- What about needing preparatory courses?	SF March 9
- We all had to take the placement test, but kids are getting into classes that they shouldn't be in. So what is the value of the test? [Answer: it is up to the student, based on the recommendation of an advisor]	SF March 9
- Because of my grades at a previous school, I was not required to take the test; MCC is so different, and courses are not the same between intuitions; it gives the student an idea of how things are different	SF March 9
- I didn't think the intake process was bad the first time—I was a last minute returning students; it's worse if you are a current student and have to go through a process	SF March 9
- Need more advisors—in the Nursing Dept. they have additional advisors	SF March 9
- Is it the student's responsibility to get everything set up for tutoring services	SF March 9
- Does MCC make sure that students have all the information they need to register while they are in high school? (i.e. EDP)	Thetford Twp
- Should be blended with the perspective of the student, not just the organizational/institutional perspective; the analysis must be blended with the perspectives of students	Thetford Twp
- Focus more on efficiency and eliminating overlap (streamlining); providing the registrar with the same information as the business office (not having to provide the same information twice); related to college-wide communications	Thetford Twp
- There is always the danger of too much integration; it's possible that this integration might be detrimental—but it should not be overwhelming; integrate, but don't pile it on	Thetford Twp
- There's a fear of the unknown—at community college, students are still at home; it's different than MSU or other universities	Thetford Twp
- Very important—a young student really is lost; it's a different atmosphere	Thetford Twp
- Our kids have done dual enrollment; they know the people at the College; after that experience they can transfer to another school	Thetford Twp
- This is one reason local students attend community colleges; to test the waters	Thetford Twp



Mott Community College Project Proposals



B *College-wide communication*

We Propose - That MCC establish better internal communication systems and methods to support collaborative efforts and decision making, and promote awareness of policies, procedures and processes among all college employees.

Information is not well shared among college departments and staff members and this often results in confusion, duplication of efforts, gaps in service and loss of institutional history. Consistency in the understanding and use of college information is critical for the success and integrity of college services and accomplishment of college goals and outcomes. Possible strategies for improvement could include: establishment of a communications committee/council made up of college stakeholders, development of a database of services and resources, training of employees on the use of information resources, and more use of web-based resources.

Source#:	20	22	24	25	29	47	62	68
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This project should accomplish:

- Create a culture with a high level communication through standardization and accountability.
- Examples: e-mail—categorize and prioritize immense data; process and procedures; telephone; inter-departmental communication; college-wide communication; database
- Improved documentation and publicizing of both department and college-wide policies, procedures, and processes
- Accurate and timely dissemination of information to students and employees (faculty/staff)
- Development of an ongoing, comprehensive communication tool
- Create varying methods to publicize the same information for greater dissemination of information more consistently

The project will change the culture bat MCC by:

- Well informed employees
- Improve efficiency
- Mutual respect
- Better service to our customers
- It will ensure more accountability and sense of empowerment for employers
- It will provide clarity of the resources that already exist at the college and would better assess what may still be needed
- Improve morale and enhance image of college
- Would assist in reaching the other projects and goals of college

This project requires the following leadership and support:

- EC set and follow organization values
- How do we want to be perceived?
- Training in how to write procedures
- Employees accept personal responsibility
- Committee/group to develop appreciate
- Supervisors/managers understanding their responsibility to communication information more effectively
- More knowledgeable student workers
- Better planning and preparation for the dissemination of information



TOP TEN - Survey Report: Qualitative Responses



B College-wide communication

<i>Comment Narrative</i>	<i>Response Mode</i>
- I often receive random calls and don't have a clue where to direct them. We should have one site where an employee could search by phrase and receive all information regarding a meeting, event, project, offering.	2nd Online Survey
- Coordination of efforts needs to be better as to not waste already strained resources. A master list of different departments should be developed and these departments would be notified in each phase of a project. It would then be up to each department to indicate if they need to be further involved with stated project.	2nd Online Survey
- College-wide communication. Opinion: Often we all seize upon the same concept with fervor, believing ourselves to be the only group/person working on something. Ultimately, we may find that not only has someone else done something about this activity/project, we may actually have worked at cross purposes. Potentially this creates many serious issues and resentment. In other areas, we may find that processes and procedures are not communicated well; we find that "if you know the right person" you can get something accomplished, but otherwise you cannot find the pathway through the maze. Frustrating and disenfranchising are words that come to mind for this. Sometimes there are unwritten understandings - enough said. Stakeholders Everyone is ultimately a stakeholder. Some need to see the contact and communication at a closer degree than others. I believe that the large meetings that the college has conducted for input from various communities is a plus. If you conduct large group followed by small group with a very obvious reporting system, this might be good. If you even use this AQIP method of letting folks participate online, and then have them actually see their word written somewhere or there idea included or considered, this is a plus. Obstacles 1. The pure enormity of the task 2. The ownership that many people feel hence inertia to "allow or enable" change 3. The "fear" that things will change and you may also need to change 4. The need for safety nets 5. Lack of transparency of processes 6. Cba's and hierarchies (not that these are necessarily bad - they just exist) 7. The pocket veto Preferred Outcomes 1. That people know where to find information 2. Information is posted and this cannot be done in secret 3. There is a process and it is real 4. There is a process for communication and it is usable 5. Communication can be evaluated for effectiveness and process revisions can be made i.e. there are plans made for benchmarking and reevaluating.	2nd Online Survey
- I can not even imagine a way to make the communication better here at Mott. Until the mindset of every employee is focused on "Mott" as opposed to "self" will this have a prayer of a chance to work.	2nd Online Survey
- We could achieve better communication across the board than we currently have. There are ways to help faculty become more familiar with the goals of other programs and divisions, and a better knowledge of the range of services available to our students.	2nd Online Survey
- Mott employees should not discover Mott news for the first time in The Flint Journal. We've got a fine email system; notification of Mott happenings would be most helpful.	2nd Online Survey
- It is crucial that everyone knows what is going on. Most important that those involved with an issue or involved in the discussions and those that use it or are affected hands on are involved, not an afterthought!	2nd Online Survey
- College wide communication would involve all employees/departments of the college. An email bulleting could be used to facilitate information with information listed regarding NEW processes/procedures and/or activities. This Bulletin would not necessarily replace any existing publications, however, in the process of creating an information Bulletin, all other forms of internal communication should be evaluated and communication roles clearly defined so that there is no duplication of effort.	2nd Online Survey
- College Wide Communication is very IMPORTANT in order for everyone to know what's going on, on the campus. The communication should be from the President to the Custodian an open line of communication. Currently, only the President, Vice President and Deans and certain Administrative Assistant knows what's happening. These people fail to disseminate the information to the rest of us. I suggest that we need to be able to attend some of the same meetings and receive some of the same correspondence as the rest of the other employees. I believe if everyone was on the "same page", there morale about working here at MCC would be better.	2nd Online Survey

SF - Student Forum

B College-wide communication

<i>Comment Narrative</i>	<i>Response Mode</i>
- Errors in communicating information to students cause student failure. All staff need refreshers, current and correct information on the website and in the directory, shortcuts to phone numbers in departments directly to staff who can verify information.	2nd Online Survey
- College wide communication- the only thing that works is the grape vine, things are spread before the "whole" issue is presented. People are so bias	2nd Online Survey
- Mott staff need to talk to each other. Everyone is doing their own thing and not letting the other departments know what is going on. Students are getting several different answers to questions that are not correct. Student are becoming frustrated and not wanting to return to Mott because of the misinformation.	2nd Online Survey
- College Wide Communication allows us all to be on the same page, and therefore provide correct and accurate information to our student body.	2nd Online Survey
- "College-wide communication" If a central call center is to succeed, communication is critical. From my view as a relative outsider, I do not see much communication between departments and am quite often 'hamstrung' by this lack. The lack of communication damages the college's reputation and cripples our performance as we relate to student callers. I surmise that the entire campus is sharing the same experience. I have a history within General Motors and I've seen the same phenomena create distrust, inefficiency and loss of revenue. Over time, it allows for the formation of 'mini-kingdoms'. Once created they are extremely difficult to dissolve. Perhaps an office, patterned after an 'Ombudsman' style office could work to increase communication. Creating a campus wide liaison office, assuming cooperation could be enforced by upper management, could over time change the paradygm that exists here. A formal information request procedure could be established which would allow for a paper trail to track statistics. This would allow the college to examine deficiencies and plan corrections.	2nd Online Survey
- Ego's would be the biggest obstacle I can see. Everyone needs to see that students are feeling the presure of faculty and their petty fighting.	2nd Online Survey
- I think this is important because it is all too easy to be consumed only with what goes on in your classes, your department, your division. I rarely see or talk to colleagues outside my division unless I am at a faculty meeting or a conference. One obstacle to college wide communication is Mott's sheer size and number of employees. Another is just the amount of work we all have to get done before we can go around talking to people. There is also the possibility that talking to people outside one's dept. or division could cause a threat to the practices currently in vogue within that division. (I personally think that that could be a good thing, but you can't accomplish much if you have someone feeling threatened and defensive.) Ideally, the outcome would be a smoother-running, more unified college, a place where we all have the same goals for the students who come here, a place where students don't hear contradictory information from people at different parts of the college. Most importantly, I think that if college wide communication were improved, we would probably find that most of us who work here share the same basic goals. If that is the case, then communication is the first step to putting our collective energies and talents together towards REACHING those goals.	2nd Online Survey
- I think that the most important issue is college-wide communication. Students are constantly complaining about getting the "run around". Students are sent to offices that they don't need to go to and then they're very frustrated by the time they've went to 3 or 4 different places and many times they take it out on the person in the 3rd or 4th wrong place.	2nd Online Survey
- Make information available in a centralized area.	2nd Online Survey
- College-Wide Communication In a recent experience while attempting to arrange for an external group to participate in an "New Student Orientation," I inadvertently discovered that the Orientation sessions were scheduled for 3 hours versus the usual 2 hours. Although the logic behind the change was reasonable, I believe that all Student Services Personnel or those involved in the Recruitment and Enrollment Process should have been notified of this change. Suggestion: Notify all personnel that may be affected by changes that occur within departments.	2nd Online Survey

B College-wide communication

<i>Comment Narrative</i>	<i>Response Mode</i>
- There are too many communication breakdowns in this institution. Rather than breaking down, our silos continue to grow; providing an atmosphere of ownership, allowing accountability to become non-existent. We need to be accountable - we need to be communicative. Communication is the key to unburdening many of our overworked staff and maybe an end date on consultant positions. There are too many times when departments work on a project together, but neither one communicate; this causes many projects to stall, fall behind and potentially cost the college more money. For example, there are renovation projects in academics that are held up at the front end because someone from another department affected at some point down the road by the academic move has not made a decision on what color the paint on the walls or the carpet should be. Without communication and accountability, examples such as this will continue.	2nd Online Survey
- Communication- Most of us don't know what is happening in other parts of the college. The one newsletter is a pr piece rather than a a communications tool.	2nd Online Survey
- As an adjunct instructor, I'm often in the "dark". This year it is even worse since I did not teach the fall semester. People suppose I know things from the fall and I never was told about them. To top it off, I'm at a branch campus. We get the weekly newsletter after my class meets on Monday so not until Wednesday can I inform my students about activities which they missed on Monday and Tuesday. Faculty on campus were reminded when attendance was due, but there was no such reminder at the branch. I know another adjunct instructor at the other branch campus and they feel the same way. I know many(most?) adjunct instructors never look at their emails. Some teach at two other institutions and I guess I can understand their lack of time. Do NOT think that because you send out an email that people know what is going on. Simple things like having a key to the lab I'm working in prior to the start of classes so I could move my materials in and get organized. I had to wait until after classes began and it took me several weeks to get organized. I've drifted off the topic of communication, but in a way I'm still on task. Part-time instructors are often treated as "second class" teachers. I think if there were better lines of communication some of this would not happen. Oh yes, one final thought. I have no faculty manual or building policy manual. Who is missing the ball and not getting these things to me? I had an accident in my lab and there was NO ONE who could tell me the proper procedure so I could "cover myself". Enough!	2nd Online Survey
- There needs to be a better communication system college wide. It is difficult to direct students to the right resources without current information. This lack of sharing information leads to confusion and frustration.	2nd Online Survey
- everyone must have some involvement in governance, committee work, etc, and have accountability to report to their group! We don't have an understandable system of how decisions are made, and we have a minority doing all the work. These facts lead largely, in my view, to the poor communication. Here's a suggestion:First, make ALL committee meetings happen during only two hours each week, thus many more people participate in the processes, and none of us can end up doing everything as now happens. Second, devote the division meetings to reporting on the business of all these groups, thus we all have regular expectation of knowing what's going on and a chance to offer input. Third, why do we almost never hear directly from the administrators?	2nd Online Survey
- Employees and Departments will have to work together and have a merging of the mind set and work as teams	2nd Online Survey
- Information needs to be easily accessible	Fenton Comm Cnt.
- Establish and maintain integrity	Fenton Comm Cnt.
- Don't forget that communication includes listening	Fenton Comm Cnt.
- Must be understood, critical that it is timely and clear	Fenton Comm Cnt.
- Very important to communicate across lines	Fenton Comm Cnt.
- Has to be encouraged	Fenton Comm Cnt.
- Has to be both up and down	Fenton Comm Cnt.
- Communication from the bottom up – difficult/challenging to get all staff to understand issues of the whole college	Flint Twp
- If the left hand doesn't know what the right hand is doing, student bears the brunt of that.	International Inst.

SF - Student Forum

B *College-wide communication*

<i>Comment Narrative</i>	<i>Response Mode</i>
- Getting people to read email and electronic communications is difficult, but hard copies doesn't work. Set up a web system where people can go to and get the information they need to know.	International Inst.
- Have to use every communication vehicle available to get the message out.	International Inst.
- If having a communications problem is something that needs to get ironed out. If deans are not communicating they need to change that; can't communicate from the bottom up.	International Inst.
- Can result in miscommunication to students	LakeVille
- All you can do is provide the knowledge, can't make everyone read everything	LakeVille
- Very important – miscommunication or no communication is terrible situation; confusing and becomes the same thing over and over	LakeVille
- Can't know everything, but need to know where to direct someone and who does what	LakeVille
- Financial aid and advising do better communication on students' records	Richfield Twp
- More internal—don't have any real opinions	Richfield Twp
- Some employees need to work on their people skills and how to talk to people; some people are not very professional and the college would be a better place if they were more professional [applause]	SF March 9
- We have been trying to get one of the rooms in the Art Department; Mara tells me that she has been trying to get that set up—what is the communication on that?	SF March 9
- Institutions of higher learning are highly departmentalized; it's difficult when a student changes his/her specialty	Thetford Twp
- The counselors—it's frustrating to not be able to see the same person; students often have to repeat issues	Thetford Twp
- As a former student, I have missed feelings. When it came to my credits, they kept forgetting my credits from back in the 1970s; I didn't know exactly how many credits I had in total—that was a problem; it was always a problem when I asked how many credi	Thetford Twp



Mott Community College Project Proposals



C *Employee professional development and training*

We Propose - That MCC commit the resources needed to provide on-going cross- functional education and training to develop college employees' professional skills.

Employees are required to perform diverse job roles in our ever-changing educational environment, and it is important that staff and faculty be professionally equipped to meet the needs of students, colleagues and the community. Clear work expectations, knowledge of changes in technology, educational practices and economic/social trends all help support employees to do the best job they can. Possible strategies include: using retirees to mentor new employees, training sessions on processes such as new student intake conducted by front-line staff, improved understanding of bookstore policies, and establishment of data entry standards. Use of self-evaluations and incentives could also be developed.

Source#: 3 4 5 10 14 17 19 76

This project should accomplish:

- Mentoring and training to accomplish more well rounded and knowledgeable employees
- Helps employees meet qualifications for their positions, especially technological and management positions
- Cross training would help as well

The project will change the culture bat MCC by:

- Would facilitate more efficient, faster service, and relations between employees
- More content and enthusiastic employees
- Easier transition for employees that are promoted or moved to another position

This project requires the following leadership and support:

- Would need support of President and EC
- Needs support from the top down
- They would need to have the vision for its value and believe in its effectiveness
- Supervisors would need to be interested and open with their employees to help them work towards their goals and help preparing them for possible other positions



TOP TEN - Survey Report: Qualitative Responses



C *Employee professional development and training*

<i>Comment Narrative</i>	<i>Response Mode</i>
- Employee Professional Development - Obstacle funding to allow more of this. Preferred outcome to allow Staff and Faculty optional opportunities to increase their skills on the job	2nd Online Survey
- This must involve full and part time, current and new -- all faculty in ongoing projects, not once and done meetings or workshops. Money must be available, but our own expertise can be relied on. These projects should focus on improved general education outcomes, interdisciplinary programs, and much more.	2nd Online Survey
- Diversity Training	2nd Online Survey
- This is really an area that I feel strongly about and if addressed properly could have a positive residual outcome on the other 9 action projects. With a little cross training our staff would be in a better position (an informed position) to help our customers internally and externally. That includes our most valuable customers (OUR STUDENTS). This may assist in doing a better job with directing the student. If we all could be recognized as a college with an excellent, well informed staff of cross/departmental knowledge we would be able to better assist the students, the community, and each other.	2nd Online Survey
- It's essential to continue to provide professional development training due to the wide array of students	2nd Online Survey
- The number of hours that faculty are credited with during the "welcome back week" should be broadened out over the entire semester. Some of the "Welcome back week" seminars should have more follow-up sessions that continue into the semester. There is a limit to what you can accomplish in a 1-2 hour session.	2nd Online Survey
- More input from community to retrain area workders and faculty	2nd Online Survey
- Employee Professional Development & Training: I can remember when I first started at MCC there was Professional Development for Secretaries. That soon was eliminated due to the "cost". In order for secretaries to progress in their field they should have the appropriate training necessary to do their job. I believe once secretaries further their education as far as obtaining their Bachelor Degree/Master Degree, they should automatically be promoted. Currently, if you have obtained your degree in higher education, there is no recognition period that recognizes your accomplishments, not in pay or position. This is suppose to be a educational institution, however the staff who has gone the extra mile to obtain a degree basically gets nothing.	2nd Online Survey
- Professional development should be available for those who wish to add to their skills.	2nd Online Survey
- Professional Development provides our teaching staff with the opportunity to seek and attain the highest level of knowledge, so that we are able to provide a higher quality of education for our students.	2nd Online Survey
- Training for all employees should be a priority concern if we want to provide the best possible services, be they educational or support.	2nd Online Survey
- I'm impressed with what Mott already offers in the way of professional development. There is still room for expanding offerings and opportunities.	2nd Online Survey
- Communication is key to accomplishing anything.	2nd Online Survey
- Employee professional development and training" In my short tenure here, I've received almost no training. "On the Job Training" works in a job where mistakes by the employee cause no damage. At Mott, I don't know of many positions that fit into that category.	2nd Online Survey

C Employee professional development and training

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none"> - Number Three: C - Employee professional development and training - Rationale: This certainly is an absolute essential if we are to provide the highest level of education and training to students. This is something that should be a high priority just as a natural course of "doing business" - our business is educating students and preparing them for a future that demographers predict will require preparation to work in 5 different career areas. Ensuring the faculty has continuous professional development and training so that MCC is "cutting edge" and a real option in today's marketplace is essential. It seems to me that if we fail to keep up with the various fields of study as represented by the disciplines, we are unable to adequately prepare students for their future, which by definition will be highly competitive. Should we choose not to, then our very future will be at stake. There are many new programs, new technologies, new trends, old information that now has a different "spin" because the research is in. If we don't keep up with these various areas, we will not be able to compete.2. Stakeholders - Human Resources, Deans, faculty and ultimately the students, the Board of Trustees and every MCC employee. We are only as "good" as our weakest faculty member.3. Obstacles - The lack of community, trust, and vision for the future of the college. It is not clear where we are going and even, sometimes, what the purpose of the College is. This lack of clarity and sometimes the apparent disdain that is expressed to faculty, create a climate that appears to actively discourage professional development, as well as the development of curriculum that reflects the new trends. It is not always clear that the purpose of the college is to provide an education and this is the role of faculty. Active encouragement of professional development does not appear to be a high priority within the institution, nor does the sharing of information learned.4. Preferred Outcome - every faculty member actively engaged in professional development, enhancing existing curriculum and creating new programs that bring life and hope to a desperate community. MCC becomes the "place to be" if you want a future; and the place that attracts college faculty and administrators from all over the country to "check us out"!!! 	2nd Online Survey
<ul style="list-style-type: none"> - The better our faculty is the better our students will be! 	2nd Online Survey
<ul style="list-style-type: none"> - The preferred outcome would be a better working environment with happy employees. 	2nd Online Survey
<ul style="list-style-type: none"> - M&O employees. Remove the politics from the creation and filling of management and management support positions. Failure to use existing talent results in less interest in development of capabilities. Poor morale and lack of concern from management results in deterioration skills and interest in performance. 	2nd Online Survey
<ul style="list-style-type: none"> - We seem to focus on faculty professional development and assume that the staff are on board with new software, hardware by simosis. Staff need training as well in these areas. 	2nd Online Survey
<ul style="list-style-type: none"> - Learn more when you have a teacher that makes it interesting 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - The better trained the teacher, the better trained the students 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - We have to change to be competitive 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - One of the most important components we have; all staff should be part of that 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - Everyone needs to work to the good of the customer 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - Encourage that employees can be part of the learning process 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - Hopefully when hiring, you check out that the person can do the job 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - Practical experience is important 	Fenton Comm Cnt.
<ul style="list-style-type: none"> - The CC has a very unique role in the community; many instructors are professionals in their fields and there is a responsibility by the dean to bring them in line and common. 	International Inst.
<ul style="list-style-type: none"> - With technology is hard to keep up; it's up to the instructors, etc. to keep up to date too. Professional obligation. 	International Inst.
<ul style="list-style-type: none"> - What kind of expectations are established for the staff as development and/or training goals. 	International Inst.
<ul style="list-style-type: none"> - If education is about measurement as students get ranked by grades, perhaps staff and administration should be given grades by students and staff as well. 	International Inst.
<ul style="list-style-type: none"> - The real issue is how to set up a process that identifies goals for employees and staff. 	International Inst.
<ul style="list-style-type: none"> - It's very important; everyone needs to sharpen their skills. Can leverage a lot of our resources in the community by offering. 	International Inst.

SF - Student Forum

C Employee professional development and training

<i>Comment Narrative</i>	<i>Response Mode</i>
- Look at what professional development is needed for and make wise choices about what to offer; do you need to provide the opportunity to meet a credit requirement	LakeVille
- Never will change; on-going because of new technology	LakeVille
- Must have mandatory professional development in any environment	LakeVille
- Employee professional development and training	Richfield Twp
- Do college teachers have to keep certified like K-12 teachers? Inservice at K-12s not helpful—conferences were better learning experiences	Richfield Twp
- As an out of state student, I needed some kind of orientation to how the college works, etc.	SF March 9
- Is there a course to help with slang or lingo—language I do not understand; I sometimes feel like a baby;	SF March 9
- I think we should have a job developer; I think we should have a referral service, to tailor to employer needs, etc. That would bring more students in [applause]	SF March 9
- We have workshops available for students, but they rarely show up; learning skills and resume workshops are not well attended	SF March 9
- Do employees need to earn CEUs?	Thetford Twp
- Employee Professional Development	Thetford Twp
- Is there a class where instructors find out the learning styles of their students? Find out about this BEFORE the class begins	Thetford Twp
- We have all had instructors in school who knew their subjects, but could not teach;	Thetford Twp



D *Current student success and support of learning outcomes*

We Propose - That MCC create a Student Success Team, a cross-functional group of employees from both Student Services/ Administration and Academic Affairs, to create and support a student- centered learning environment.

We need to more effectively support the academic preparation, motivation and confidence of our students to promote the highest levels of learning and success possible. Students need help to develop pre- requisite learning skills, educational and career goals, better use of support services and other college survival skills. Possible strategies for improvement include: the establishment of mentoring/learning centers, more aggressive communication with and outreach to under-served populations, formation of small groups to support diverse student needs, use of Educational Development Plans (EDP), use of needs assessment surveys, and close monitoring of associate program students by faculty coordinators.

Source#: 9 37 42 50 52 54 64

This project should accomplish:

- Establishment of a cross-functional group of stakeholders that spans across the college and increase the communication; we have the courses and programs that support the student-centered learning environment
- Awareness of the need for a program that addresses the needs and remediation for at-risk students to promote student success and assist with retention
- Students will feel connected to MCC—people at MCC have commitment to student success
- Institutional systems will change vs. “another set of services” offered
- MCC will be more student-focused (vs. program oriented)
- Definition of who MCC students are will be more inclusive (i.e. workforce development program)
- Program completers/graduates will increase
- MCC viewed as a leader in creating student success environments
- Early identification of needs/services for individuals leading to decrease dropouts, failures

The project will change the culture bat MCC by:

- Communicate with the divisions via the stakeholders group
- People would feel empowered
- Develop stakeholder group with ongoing meetings on a regular basis to share information
- Aid in student success and retention via a support network
- Breaking down “silos”
- Individual approach for all students
- “No cracks”
- Can-do attitude
- Empowerment/ownership of student issues as they arise
- More communication/valuing all aspects of institution
- Systems approach to learning/student success/problem solving
- Take advantage of best practices/continuous learning and improvement at MCC
- TEAM approach

This project requires the following leadership and support:

- College-wide
- Supervisor buy in
- VPs and President commitment
- Mandatory meetings to increase communication
- Participation from all parts of institution
- Everyone aware and have opportunities to learn, support, shape how we approach this new system

- TEAMS (multiple) explore aspects/implementation models
- Professional Development/cross training—faculty, student services, staff, and administration
- Board awareness and commitment
- Include students in developing models (find out what will work for them)
- Links to #1 and #11 should be considered and pursued



TOP TEN - Survey Report: Qualitative Responses



D *Current student success and support of learning outcomes*

<i>Comment Narrative</i>	<i>Response Mode</i>
- We have to stop setting our students up for failure by registering first time students in classes they are not prepared to pass (MATH-101 or ENGL-101 against placement test results), by registering students on academic probation in distance learning classes, and by registering students without computer experience or home computers in on-line classes, to name a few. Stakeholders are our counselors and advisors and the students themselves who must be convinced that developmental classes and beginning computer classes are worth their time and money. It would require an honest assessment of student preparedness. It would require a commitment by the college to provide more developmental sections every semester. Many of the students who need these courses arrive late in the registration calendar and the courses they need are full, so they are placed in inappropriate classes. I think the modularized MATH-021 is one solution, where students can take a refresher course in their weakest math area.	2nd Online Survey
- Increasing enrollment results in a larger number of students who do not attain a C or better in the courses that they take and is counterproductive. We need to focus our efforts on improving the learning outcomes for all students; improving our teaching methods to "take people from where they are when they arrive in our class and help them be successful" in spite of the deficiencies they may bring to a given course. This is not as insurmountable as it seems since about 90 percent of our faculty (could be higher) do everything possible to help students be successful. However, we have a small percentage that think students must be prepared for each of their classes, but they fail to consider that with an Open Admission Policy, that many of the students will need more of a focus and a lot of hard work to help them be successful.	2nd Online Survey
- Define and establish student skill levels as prerequisite to all courses. This would include base skill levels of reading, writing, and/or math as relevant. Must be enforceable.	2nd Online Survey
- Our completion rate, let alone the graduation rate at Mott is embarrassing. I respect the fact we have expanded our services to include writing centers, reading labs, and modularizing Math 021 (Math Empowerment Center) but we need to do more. Mandatory placement is not the answer as we would have to totally revise our course offerings to accommodate this. This will require a financial commitment on behalf of the college to see this through. Are we willing to make the financial commitment?	2nd Online Survey
- Student Success should be the top priority. Assess current level of "success" and implement plan to raise graduation rate for associate degree completion, transfer rate to 4 year universities, other indicators of success. Implement strategies to increase level within a 5 year period	2nd Online Survey
- Teaching isn't the point, learning is the point.	2nd Online Survey
- 1) Seek tuition assistance resources for developmental/remedial courses so students won't put up as much resistance to taking these courses. Possibly consider a reimbursement of tuition once the remedial course is successfully completed. 2) Add competency prerequisites to courses so remedial-level students cannot enroll in courses that require college-level reading or math skills until they successfully complete necessary remedial courses. 3) Enforce a college-wide enrollment policy for students who try to bypass remedial courses.	2nd Online Survey
- our current students' success is vital to focus on. They're already enrolled, so why shouldn't they be our #1 priority? We shouldn't let them slip away.	2nd Online Survey
- Clarify what we mean by student success. Not a fuzzy but something tangible and measurable. Can't improve it until we clarify what it is.	2nd Online Survey
- Current student success and support of learning outcomes 1. Hire and train Professional Advisors (52 weeks) 2. Mandatory student educational plans 3. Required classes for students below 2.5 to improve study skills, time management, identification of support opportunities. 4. Make all developmental classes meet minimum of 3 times per week.	2nd Online Survey
- Many students are expected to provide this crucial aspect of their educational pursuit for themselves. It is an easy remedy (action process) that MCC can assist in that will firmly anchor their achievement, and ultimately back them all the way to whatever endeavor they pursue beyond our realm.	2nd Online Survey

D Current student success and support of learning outcomes

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none">- Constant review of and support for the gen ed objectives. For example, a true college-wide coordinated was program wherein profs in all disciplines could attend workshops with English faculty on the reading/writing connection.Suggested reading placement as a pre-req for all courses.Better cross-referencing and descriptions of computer cac courses, so those preparing to transfer know which ones are accepted where and which are beneficial for their major.	2nd Online Survey
<ul style="list-style-type: none">- Student success must all be at the forefront of any educational institutions' goals. We must be able to produce students that will be productive members of the business world. If we cannot produce a student that cannot make positive contributions to our society in whatever field they choose, then we have failed not only that student, but our community and possibly nation as well. Too often students come to us lacking many skills - skills that for whatever reason they did not pick up in the K-12 system. As a community college it is our responsibility to help that student learn or re-learn the concepts that they are lacking.	2nd Online Survey
<ul style="list-style-type: none">- This should go without saying but a college that does not support student success and student learning should close its doors. We need more full-time faculty and we need to be able to get rid of underperforming faculty. The administration then has to commit resources to student learning. Food service would certainly help, continued upgrades in the student facilities, and caring faculty and staff can mke a world of difference. Once we focus on stuent learning, student success will take care of itself.	2nd Online Survey
<ul style="list-style-type: none">- Current Student Success and Support of Learning outcomes - Our students come first, maybe something like and ongoing survey in WebAdvisor so that we can gain a better understanding of our students success and problems. If we can identify the problems, we can then attempt to correct.	2nd Online Survey
<ul style="list-style-type: none">- Current student success and support of learning outcomes...again if MCC focuses on this and provides funding for this area...our students will be more successful because they will have achieved the necessary outcomes to pass the course(s). This will also help with retention...	2nd Online Survey
<ul style="list-style-type: none">- MCC should commit to improving student success and mastery of learning outcomes. It is imperative to Michigan's future to have a highly educated and skilled workforce capable of embracing the expectations of a modern world. Stakeholders -- MCC faculty and administrators, K-12 and univ. partners, students themselves. Obstacles -- depending on needs could include: funding, professional development, process improvement, mentoring, etc. Preferred outcome: increase in the number of students who complete their programs of study with improved outcomes.	2nd Online Survey
<ul style="list-style-type: none">- Need to do more than just lip service for student success. 1. Hire teachers that now how to teach and deal with our type of student population. Remove teachers and staff that do not fit this missions profile2. Require mandatory pre-requisites for each class. Reading comprehension (Columbia Univ. paper) is the highest risk factor for college failure but we have no reading prerequisites. Academic levels need to be set for all three areas: Math, English, and Reading - all three work together not in isolation with reading and comprehension the glue that holds them close.3. Indentify different levels of risk for students entering into our system. For example: Academic Risk (remedial levels), economic risk (income,full-time worker etc), Enviornmental/Lifestyle Risk(single parents, HS dropouts). Each level could have different catagories and cooresponding options to help with success. 4. Personal Attention. Success of any intervention program starts with institutional support and integrity but grows with individual attention and interaction with MCC staff. The high ther risk the more personal attention needed and monitoring.	2nd Online Survey
<ul style="list-style-type: none">- The institution must have at the forefront of its mission the success of its students, thus achieving the ultimate outcome for community colleges in the United States. If this goal is accomplished, we assist our community and country in its workforce development needs and in ensuring that we as a community/nation maintain a competitive edge in the world economy. Student success is a broad based goal and should be the driving force behind any initiative/strategic plan or institutional goal established by MCC. One of the major challenges in achieving the goal of student success is to simply incorporate this objective into our community college culture among all the diverse players who assist in helping the institution achieve its mission, whether it's the highest level MCC administrator or the entry-level student assistant position. Ideally, the preferred outcome for our institution with regard to student success is to ensure that the College is positioned to serve every student at an optimum level so that the student achieves his personal career objective.	2nd Online Survey

SF - Student Forum

D Current student success and support of learning outcomes

<i>Comment Narrative</i>	<i>Response Mode</i>
- Ensure students are ready for the academic rigor of the courses required in their program of study. Students need to possess the rudimentary math, reading and writing skills. Appropriate academic advising is critical.	2nd Online Survey
- Student learning should be our first priority. Quality of their education is foremost.	2nd Online Survey
- For this to be successful we must have buy in from all facets of the institution to include faculty, staff, administration and student services. The main obstacle will be to switch from a program driven system to a student focused structure. Students achieving the highest level of success with minimal institutional resources.	2nd Online Survey
- TOP 3: D, F, A are related. If we can help students determine why they are here, set goals and develop strategies to attain, their success (and ours) is more likely. Developing relationships with our students so we know them and they know who to contact for support will require personal accountability and increased communication between faculty, staff and students.	2nd Online Survey
- Student success must be the college's primary goal/function of both credit and the non-credit side. Student success must also be based on the ability of the student to acquire a job following their education. To attract jobs (and business to our area) students need more emerging technologies courses. The college needs to strongly participate and collaborate with the other Michigan colleges through the MCCETI initiative. Resources can then be shared. New courses will need to be constructed and knowledgeable instructors will need to be acquired.	2nd Online Survey
- Nothing to add to this. Do feel it is important to make our students be successful in their educational pursuit.	2nd Online Survey
- If we can't measure student outcomes why do we collect tuition dollars? This IS what it is ALL about.	2nd Online Survey
- Ensure student success. Increase and enhance collaborative relationships with K-12 and the community. I have a lot of hopes for this one because I teach developmental classes and what I see is a lot of fallout from communities and schools where education is not a priority. If it was, we would not have grown men and women coming to this college with a third grade (or lower) reading level. I would be more than happy to see my position eliminated if it meant that students were getting the basic skills they need in K-12. I don't mean to slam the K-12 system because more often than not I really think that k-12 folks are doing the best they can with what they're dealt. But, I do think there is a disconnect between what K-12 considers "college preparation" and what we as college professors and staff consider "college preparation." Maybe better communication with K-12 would help matters all around. As far as the community, I still think there is this attitude in this community that one does not really need a college education. This is unfortunate because it's passed on and culminates in some of the attitudes I see in my students. I'm not sure how Mott could change that, but becoming more visible in the community couldn't hurt...	2nd Online Survey
- We need to focus on student outcomes to be effective! We need to look at resources that are available program-by-program to assist students (i.e. program specific tutoring. The primary stakeholders are faculty and administration.	2nd Online Survey
- every faculty member needs to know about tutoring, counseling, financial aid, computer lab assistance, library resources for faculty and students and share with students every semester.	2nd Online Survey
- D and F are, in my mind, identical goals, and J is one strategy towards achieving these goals.	2nd Online Survey
- Students that have the desire, but not the skills to succeed. How to study, take notes, tell what is the important info, and what is "additional" info. Get the students that need these basics into the programs available to them before they fail and give up!	2nd Online Survey
- the students and their needs should be our top priority.	2nd Online Survey
- Student success is what MCC is all about.	2nd Online Survey
- The college must be willing to commit to qualified faculty to teach, space for students to learn (space is problem - especially at SLBC), and equipment (without always having to rely on Vocational Education funds)	2nd Online Survey
- Increase tutoring services	Fenton Comm Cnt.
- Extremely important that everyone across the college get together to help students be successful	Fenton Comm Cnt.

SF - Student Forum

D ***Current student success and support of learning outcomes***

<i>Comment Narrative</i>	<i>Response Mode</i>
- Having a mentor available is awesome	Fenton Comm Cnt.
- Current students show initiative, can provide good information to others in the community	Flint Twp
- For a student to be successful they have to have the vision. Once they have the vision have to take ownership; experience the success of rewards and agony of defeat.	International Inst.
- Good idea	International Inst.
- Need to honor the work that students do when looking at student success. Recognize what they do. Celebrate their accomplishments.	International Inst.
- Need to be cognizant of the need to evaluate programs and bring them up to the world.	International Inst.
- Important that the two sides academic and student services are working toward the same goal.	International Inst.
- Student success needs to be interpreted as the entire organization; everyone from grounds people up needs to feel that they contribute to student success.	International Inst.
- Students have to have support to be successful and have to be successful in order to come back	LakeVille
- Knowledge of changes and staying updated to keep the students interested	LakeVille
- Important to standardize the learning outcomes of same courses taught by different teachers for continued success in successive courses	LakeVille
- Do the music classes transfer	Richfield Twp
- My student experience has been good; advising has been good, but they didn't have the info I needed about the Oakland Community College police academy—cost me \$4,000. Advisors needed more current information	Richfield Twp
- The classes have met my needs	Richfield Twp
- MCC still doesn't seem to have many music classes	Richfield Twp
- It's important to keep track of what the transfer requirements are at other colleges	Richfield Twp
- For example, in Chemistry of Calculus, if they have difficulty they need to be able to look to someone for that support	Thetford Twp
- 70% of the kids (students) need remedial courses in college	Thetford Twp
- If I were a student today, I would be most concerned about support mechanisms to help me if I have difficulty—this is very important (rate this item a 9)	Thetford Twp
- 18-25 year olds need groups, activities, and places to fit in; the #1 killer of 18-25 year olds is suicide; they need support groups, activities, places to hang out	Thetford Twp
- I attended MCC back in the late 1970s; I didn't know about college when I attended Ferris State University; after I decided to go back to Mott; Flint Rehabilitation Services helped me; I would like to go back and take a few classes, but I would not want t	Thetford Twp
- I needed a mentor—every class I have taken, they have said if you need help, we can get you someone to help you; whenever you needed help or extra help, they were there to find someone to help, they were always there for you	Thetford Twp



Mott Community College Project Proposals



E *Advising for degree completion and transfer students*

We Propose - That MCC develop a state-of-the-art system for accurate advising, course selection and accomplishment of student requirements to complete MCC degree programs and/or successfully transfer to other colleges.

MCC student graduation rates are among the lowest in the state, and students frequently complain about taking courses that don't transfer or don't meet their degree requirements. In addition, degree auditing is currently a time-consuming manual process. We need to develop the best advising system possible to help students make better course and curriculum decisions and not waste their time and tuition dollars. This will increase completion, retention and graduation rate, as well as support students in their establishment and accomplishment of clear educational goals leading to sustainable careers. Possible strategies include full implementation of on-line degree audit software, student assignment to advisor/coordinators, re-organization of advising staff positions.

Source#:	26	34	51	56	72	75
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This project should accomplish:

- Students have access to the same curriculum information as MCC personnel
- Increase developmental offerings to serve our students' needs
- Less drop out rates and increased graduates
- More student satisfaction with service
- Regular contact with students for more personalized advising by phone, letters, e-mail
- Technology based curriculum database
- Increase student satisfaction
- Training of advisors
- Improve student graduation rates
- Improve student satisfaction with advising services

The project will change the culture bat MCC by:

- Advisors happier, more confident with better communication
- Satisfaction of staff and students
- Frustration would go down
- Effectiveness would retain more student population and higher graduation rates
- Will bring accountability to advising process both for students and advisors
- Improve quality

This project requires the following leadership and support:

- Technology enhancements
- Administrative support for continuous training
- Commitment to full-time advisors
- Internal marketing to students
- Making sure courses are offered for program completion
- Increase the use of technology for scheduling—student have the ability to make their own appointments
- Institutional commitment and openness to change
- Input from advising staff
- \$ to purchase new software—degree audit



TOP TEN - Survey Report: Qualitative Responses



E Advising for degree completion and transfer students

<i>Comment Narrative</i>	<i>Response Mode</i>
- Is it possible to monitor the progress of students in their declared programs--provide them with degree planners, contact them (email?) mid-term with suggestions of what to take next semester? Currently, after their first semester, students can self-register. The better students seek guidance, the ones who need the most help probably do not. A pro-active approach would be nice.	2nd Online Survey
- Stakeholders that need to be involved are: dept. heads and staff, advisors and maybe marketing (for communication efforts). Obstacles maybe lack of communication, pleasant, helpful attitudes on the part of the advisors. Preferred outcome would be minimal frustration on students part, clear understanding on students part and good experience with the process on the students part (positive "word of mouth" experience).	2nd Online Survey
- Stakeholders--Students who transfer to other universities Obstacles--Updated information from other universities to MCC advisors. Make sure students understand exactly why or why not their credits transferred. Outcome--students take maximum credits that would all transfer to the university of their choice. When students change their career plan have informed advisors that guide the students thru the process with minimum loss of credit. Having the updated technology to pinpoint other universities' graduating curriculum guidelines.	2nd Online Survey
- A simplified method to check if requirements are met Maybe a computerized program that students can do themselves	2nd Online Survey
- Students must receive correct information. More collaboration must occur between programs and advising/counseling	2nd Online Survey
- Our first priority should be students completing a degree, or at least completing what they came to MCC for. We need to contact students as well as Mott employees. Embedded traditions (that no longer have merit, but are still in use) may prove to be obstacles of some magnitude. Our preferred outcomes should be satisfied, graduated students. This is also appropos for items A, D, F,	2nd Online Survey
- Students need to deal with an assigned advisor to avoid confusion that comes when numerous advisors begin giving confliction information. Also, part time advisors need to be given regular hours throught the semester to keep their skills current. Mistakes happen when one hasn't been around the datatel and advising systems for several months. Forgetting happens and retraining doesn't.	2nd Online Survey
- Advising needs to be handled by full time advisors and not faculty who seem to cattle students towards their favorite subjects or their friend's favorite subject. This again goes to "Mott focus" vs "self focus" as stated earlier.	2nd Online Survey
- Online registering - add an additional option for degree audit students can interact with...check PROGRAM CODES!	2nd Online Survey
- There needs to be adequate advisors for students.	2nd Online Survey
- More needs to be done on allowing studets to see where tey are in the degree process. i.e. graduation audit on line.	2nd Online Survey
- Advising would certainly eliminate a lot of wrong course decisions	2nd Online Survey
- Important; will have to probably purchase software to keep our advisors up-to-date so they can keep students heading in the right direction for their degree completion and transfer.	2nd Online Survey
- Advising: The cost of this is way too expensive and the way we do it doesn't give the student the best service. We need year round, 40 hour per week employees to do this service - people who do it on an ongoing basis.	2nd Online Survey

E Advising for degree completion and transfer students

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none">- I find that advising for degree completion/transfer is basically impeded by the lack of updated documents as they relate to student goals. First all students need to understand the difference between an Associate's degree completed at Mott versus only taking transfer classes. Once the students have all the information on either option they should be able to make a personal decision on which one best fits their short/long-term goals. Many times students are even unaware of the specific of their degrees, which leads me to believe that they have not asked for the information or it has not been provided by the advisor. Advising students on degree-specific classes by faculty advisors is extremely important because it adds additional light on exactly what may be involved in each class, thus making it easier for the student to decide on a semester schedule and/or usefulness of electives for professional, educational, transfer purposes. The consideration to substitute the current faculty advisor with para-professionals sound quite inappropriate given the benefit to the student.	2nd Online Survey
<ul style="list-style-type: none">- I believe we could make great strides in the area of student success by giving them better advisement to help them reach their goals.	2nd Online Survey
<ul style="list-style-type: none">- Advising for degree completion (degree audit) and transfer students--this will help student complete their degrees at MCC and help with retention...many students leave MCC because they are confused and frustrated with the lack of an automatic degree audit process.	2nd Online Survey
<ul style="list-style-type: none">- Ensure or encourage all students to utilize the Advisement and Counselling services in order to maximize student success measured by pass/fail. These offices can aid the student in selecting courses that are required and/or beneficial AND offer a reasonable chance of passing (based on students' previous education and performance). Similarly, to avoid courses which do not meet these criterion. These efforts will address the student's future semesters.	2nd Online Survey
<ul style="list-style-type: none">- MCC is not ALWAYS and end, but many times it is a beginning for students. As a mom, who spent way too much money sending two children to Universities for their entire Bachelors degrees and finally had a child who was savvy enough to appreciate the benefits of getting her start right here, I can attest that our education here is just as good, if not better, than what students receive at the expensive universities. (By the way, the one that started here, is graduating with her Master's in Accountancy with a 4 pt from Walsh). Our students and community need to become aware of the many, many benefits of students beginning their 4-year degrees, right here, close to home.	2nd Online Survey
<ul style="list-style-type: none">- Advising - Students need help; I have seen self-registered students so upset because they didn't realize what they needed to take or what would transfer. Yes, some advisors make mistakes, but I personally am dedicated to giving the most sound advice I can, including keeping in contact with advisors from other institutes in the area that may be working with my student in the near future. Also, students love the connection with faculty that also help mentor them in their career explorations and academic endeavors.	2nd Online Survey
<ul style="list-style-type: none">- Our system needs to be and is, I believe, in the process of a major overhaul. The ability to increase graduates rates is directly related to the how easy it is to understand and access the correct guides and information on programs and requirements. I found graduating at MSU over 20 years ago a easier and more understandable process than our confusing and multi-level system of requirements. If we have requirements like WAC, SAC, etc we should have a method that is easy to find and visualize the requirements for each degree. 1. Advisors that are properly trained as advisors and that is their main job. I think you should have customer service based college employees that have a background/understanding of Admissions, Financial Aid, etc and are trained for general education and Specific program advising. Our system is a system set up in part for job protection and not for the welfare of the student. You do not need a Degree in Counseling to help students in an advising capacity for degrees completion.	2nd Online Survey
<ul style="list-style-type: none">- I feel it is very important that advisors begin advising and stop acting like registration clerks. Mott has so much to offer students that the advisors should be focusing on as opposed to how many students they can register in a day.	2nd Online Survey
<ul style="list-style-type: none">- Advising needs to match student aptitude/skills with career preparation or employer/workplace expectations.	2nd Online Survey
<ul style="list-style-type: none">- Degree Audit would eliminate the confusion they feel while they are taking courses here to complete an important goal in their life. Degree Audit would bring about student satisfaction, which would assist in our student retention.	2nd Online Survey
<ul style="list-style-type: none">- Advisors role is critical to help students complete	Fenton Comm Cnt.
<ul style="list-style-type: none">- Survey students why they did not get degree or transfer (complete their stated goal)	Fenton Comm Cnt.

SF - Student Forum

E Advising for degree completion and transfer students

<i>Comment Narrative</i>	<i>Response Mode</i>
- Advanced placement courses offered by K-12 is a help to those going on to college	Fenton Comm Cnt.
- Look at different degree audit programs before making a decision on what tool to use	Fenton Comm Cnt.
- When students are planning to transfer, make sure the credits will be transferable	Fenton Comm Cnt.
- Make the program easy enough for the students to figure it out themselves	Fenton Comm Cnt.
- Encourage transfer students to also finish the Associate Degree – “just get the piece of paper!”	Flint Twp
- Community College students (especially males?) need regular support and advisement	Flint Twp
- Keep transfer information up-to-date, well communicated	Flint Twp
- Concerns about credits not transferring to universities – we can help them identify the transferable credits, even when changing programs	Flint Twp
- Students today have no idea what they want to do or be; they get lost in the shuffle. Needs to be more conversation between student and advisor.	International Inst.
- If there is a policy between MCC and another institution, how many of the students are meeting the policies of the transferring institution.	International Inst.
- Important to keep in mind what the student needs; not every student that comes to MCC is there to graduate. Be careful when defining what success means. Important to know what the student goals are and help them accomplishing the goals.	International Inst.
- Be more proactive with students to get them to a certificate of completion, an associate degree, and to the 4 year institution	LakeVille
- OCC said it would be “cleaner” for me to get my degree at MCC (police academy)	Richfield Twp
- The only class I could take would be a 200-level criminal justice	Richfield Twp
- No one has explored my degree completion with me	Richfield Twp
- Not too many courses offered during spring/summer	Richfield Twp
- It would be fantastic to have an articulation with Oakland CC	Richfield Twp
- I will be transferring, and it would be more helpful if there were more transfer guides, especially for schools outside of Michigan; I have had a hard time getting transfer information for out of state schools	SF March 9
- My boyfriend is having a hard time to find classes he needs to get out to another college; there should be a plan for the credits he needs to transfer to another college; had he known this ahead of time, he would not have to take an extra semester	SF March 9
- Kids who just want a general degree here: other colleges have a web site where you can put your major in and find out what your grades need to be (i.e. Nursing requires an 80%); is there a way to provide this personalized information on the web?	SF March 9
- This has so many impacts on the college overall; between my wife and I, we have paid tuition at five different institutions of higher learning; taking courses that don't transfer; sometimes it's not just a transfer issue, but advised to take unnecessary c	Thetford Twp
- Critical for gaining students into the college; if MCC has the image that it is going to send you in the right direction, that would increase enrollment; nothing would be more detrimental than finding out that a degree would take much longer to complete;	Thetford Twp
- Instructors in the Art Area advised me to complete MCC courses before I transferred to UM-Flint; the required courses were actually MCC courses—let me know what I have to take, and where I have to take it BEFORE I register	Thetford Twp
- Colleges often do not accept transfer courses out of greed—they want to have students re-take the courses at their institution	Thetford Twp
- Knowing what is and what is not transferable	Thetford Twp
- I want to know that I have the right information from advisors about my investment for the future (taking classes, being advised to take the correct courses)	Thetford Twp



F *Increase student retention*

We Propose - That MCC establish a campus-wide student retention program to identify methods and target levels of student retention (i.e. course, semester, year to year, program completion, and graduation).

Approximately 50% of our students leave with unfulfilled educational goals each year. Retaining students will help MCC to grow, and provide better educational service to students. Increased student retention will improve the utilization rate of our facilities and improve the chances of upper level courses to be filled with students who are focused on successful completion of their educational and career goals. Possible strategies include: the creation of a retention support center, increased input and/or representation from Academic Affairs, better enforcement of developmental placement and pre-requisites for 100-level courses, and blended educational opportunities including credit, non-credit and certificate education.

Source#: 16 21 31 32 40 41

This project should accomplish:

- Definition of retention
- Integration of helping students identify and meet their specific goals along with the State of Michigan's criteria for retention
- Creation of more certificate programs
- Ensuring that students are directed into the courses that would help them perform college-level work
- Understand why students do not return
- Survey non-returning students
- Build a system to know and understand the barriers that work against retention for the purpose to design, implement plans to affect change

The project will change the culture bat MCC by:

- Students would improve their likelihood of success in achieving their goals
- Enhanced learning experience
- Retention statistics would sharply increase
- Campus-wide ownership of retention efforts
- Focus on students' goals, which defines their major
- Enact change in the culture to empower people and affect change

This project requires the following leadership and support:

- Comprehensive and institutionally cohesive approach
- Significant degree of support from IS and academic disciplines
- Transform leadership and decentralize authority
- Provide professional development to train employees to make decisions and propose ideas that will ensure student success
- Leadership will facilitate cross-functional meetings to learn about issues facing students that affect retention



TOP TEN - Survey Report: Qualitative Responses



F Increase student retention

<i>Comment Narrative</i>	<i>Response Mode</i>
- Increased retention is based on overall employee participation in the everyday activities of the college (quality of student services; quality of education), and community relations (i.e. organize Mott student groups to visit 11/12th graders, invite high school students to visit certain classes on campus to experience 'college' life; involve parents in 'parent information sessions'; etc.)	2nd Online Survey
- I think that if we change the way our Advising model works that it would help with retention efforts. I also think that the counselors could do more than hang out in their offices and register students to promote this effort - Counselors need to stop acting like student retention is only a problem that they talk about in their staff meetings but won't work on without extra pay.	2nd Online Survey
- 1. Give courses credit for Work based learning. 2. Review Degrees requirements and revised degrees to reflect student goals for success. ex Associate in Science - highest status degree (most credits and gen ed requirements); Associates in Fine Arts mid range status - 60+credits, (including some gen ed); Associates in Applied Science 60+ credits (gen ed req inbedded into course).	2nd Online Survey
- must have positive way to identify why students don't return and/or don't complete their goals; provide one-on-one contact more attractively	2nd Online Survey
- Have grade pre-req's (reading, writing, and/or math) on all 100 level coursework. All 200 level courses should have 100 level prereq's.	2nd Online Survey
- Very related to my comments in "D" above. We need to do a better job advising students and suggesting that they complete Developmental Courses when high school transcripts and MCC testing suggest that they will probably not be successful if they don't follow the advisor's recommendations. Also, each faculty member must take a high interest in each student to help them be successful and ultimately retained.	2nd Online Survey
- Once we get them here, we need to KEEP them here. Many of our students are wandering in a daze. The stakeholders should be a combination of advisors, departments, and the registrar. Especially before the fall semester, students need to be "personally" reminded of when school starts so they can register. Having made the phone calls for several semesters, I can state emphatically that our students tend to be clueless of dates and times. Maybe we need to call them all? (ugh, but maybe effective!)	2nd Online Survey
- With more fulltime employees able to give time to student's needs, modifying curriculum delivery, etc., this would also benefit by creating an atmosphere that would support student retention.	2nd Online Survey
- In order to increase student retention, the student will need to know the resources and services are available to meet their needs and how to acquire them. Our students are the reason we are here and our priorities must be set accordingly. If the students are not succeeding, we are not succeeding. Student assistance and services need to be a primary focus for the college.	2nd Online Survey
- Given the effort it takes to recruit and register a student, the fact that so many leave quickly is very expensive. Current students have a strong likelihood to returning, as they already know where the campus is and how to function here.	2nd Online Survey
- more needs to be done to find out why students are dropping out. If students are only coming for the money then we need to have more oversight to stop them.	2nd Online Survey
- Develop a retention committee to plan a college-wide retention program - working together - Faculty/Advisors/Counselors; currently bandaid projects going on - not a good thing - retention needs structure not a study skills workshop or a handout! Design a retention system that uses all campus resources to address student needs.	2nd Online Survey
- Again, nutrition and education on nutrition plays a MAJOR role in student retention. Also, some part-timers just "talk" rather than "teach".	2nd Online Survey

SF - Student Forum

F Increase student retention

<i>Comment Narrative</i>	<i>Response Mode</i>
- The preferred outcome would be the increased retention of students that have taken a chance and tried but failed to succeed at MCC. The dropout rate is very high and the real reasons and causes should be determined. Higher retention, while maintaining standards, results in more output of our product, education.	2nd Online Survey
- We need more services at extension campuses - SLBC, Lapeer. Writing center, computer labs, bookstore.	2nd Online Survey
- Too many students are not achieving their educational goals at MCC. The reasons are varied and sometimes beyond the Colleges' ability to impact; yet we must assess and evaluate ourselves in an objective and comprehensive way to determine how we can increase student success at MCC. Once we clearly understand what are some of the major obstacles students face in achieving their educational goals, we must put in place a plan to remedy as much as possible these hindrances and challenges that keep students from completing their education. The College must have as a major objective the goal of increased student retention.	2nd Online Survey
- retention is a college wide job, faculty, registration, student services, facilities, administration...when every one decides that student retention is important and every one is committed to working on it...we will have student retention... Tinto's retention studies indicate.. "it takes a college to raise a student"!	2nd Online Survey
- I think this goes "hand in hand" with D.	2nd Online Survey
- Obviously increasing student retention would have a positive impact on the previous item. Must identify factors why students do not persist at MCC and develop specific strategies to improve the retention rate.	2nd Online Survey
- Increased student retention may take a huge paradigm shift for some divisions. This would also take \$\$\$\$ to accomplish, but perhaps not as much as one would think. Through student (peer) mentoring programs, other institutions have had great success in improving student retention. There are grant monies (somewhere) for improving this in our community, I am sure. The resources in the Student offices could and should be disseminated to unknowing staff and faculty to assist with babysitting, lodging, transportation, study skills, etc, before students drop out.	2nd Online Survey
- Student retention: Students and Faculty need to take part in sensitivity session/diversity workshops together. A nationally-well-known outfit needs to be hired to facilitate this in a long-range, in-depth format. The Southern Poverty Law Center or the organization that has trained people in the community through the YWCA (anti-racism) need to be relied on rather than individual faculty members who are not themselves members of a racial minority. Storytellers like Rex Ellis, who has worked for the Smithsonian Institution, and promotes education with hope for understanding of the plight of African Americans in this country, especially low-income African Americans, need to be employed. This could become a ground-breaking, creative endeavor, from which many rich ideas for change at many levels emerge.	2nd Online Survey
- It's important to graduate all of the students we enroll.	2nd Online Survey
- Provide supports such as tutoring in difficult subject areas to enhance student learning outside the classroom. Students need to be prepared to spend time outside of class time to study and learn on their own or with supplemental learning activities like practice lab or audio-visual/computerized tutorials. Students need to know these expectations before committing to a program of study.	2nd Online Survey
- There are many facets to increasing retention that are underaddressed.	2nd Online Survey
- If students are registered in classes they are prepared to complete successfully, if they are monitored/mentored during their time here, then our student retention would probably increase.	2nd Online Survey
- Student retention is a very important issue. We may get them in for the first or second semester, but we lose many of them soon after. We could benefit from the research done by Dr. Vincent Tinto, a professor in New York, who has studied this problem for many years.	2nd Online Survey
- Student Retention - We need to compete with other places, and the best thing we can do is make the education our students get here count. Then they want to stay! Making little things like improved parking, a small Subway, etc, is part of their fit and connection to MCC; it all works together as well as good advising and caring teachers that understand the community college student pool.	2nd Online Survey

SF - Student Forum

F *Increase student retention*

<i>Comment Narrative</i>	<i>Response Mode</i>
- Drop out rate is too high. Need to have a method of following up on people in risk of dropping out.	2nd Online Survey
- If we work to increase student retention, we will need to improve many of the other items listed which are part of the student retention system. Student retention is a potential umbrella for 1. better advising (E) 2. student success (D) 3. Food service (I) 4. Cooperative education (H). If we are asked to work on student retention, we may actually give a thought about how we are perceived and about the quality of our "product" whatever our assignment at this college. Stakeholders 1. Student Services 2. Academics 3. Students 4. The Community Obstacles 1. When anyone sees a "slice of a student" it is hard to know the impact of actions upon the ability of that student to stay at MCC or to persist. 2. The process of cause and effect is not perceptible. 3. Why do we value retention? Other than the quote that keeping students we have should be easier than getting new ones, what do we even understand of retention Preferred Outcomes 1. Students stay and succeed at MCC and we are able to offer more than remedial classes to students who never achieve their personal academic goals	2nd Online Survey
- You can't teach them if they are not here. However, do not assume that if they drop out, it is the fault of the instructor.	2nd Online Survey
- first year experiences, learning communities, mandatory placement, orientation all have a stake	2nd Online Survey
- Stakeholders would be all staff. Every staff member needs to be service oriented to the students regardless of what area you work in. Obstacles are educating every staff person on basic questions that might arise in our everyday contact with students. The preferred outcomes would be smooth process in registering, buying/returning the correct books, applying for financial aid, food choices for the students, friendly, and knowledgeable advisors.	2nd Online Survey
- This process should be managed by the Academic Divisions	2nd Online Survey
- Will need to survey students who have left and ascertain why Compare retention rates with other community colleges with similar demographics and geographical location	2nd Online Survey
- Increase student retention -- Michigan lags behind many other states in numbers of graduates -- businesses locate and grow in locations that have a ready supply of skilled people. It is imperative that we participate in helping students achieve the skills that allow them to be competitive in their chosen careers. Stakeholders: MCC faculty and administrators, K-12 and univ. partners, students themselves. Obstacles -- depending on needs could include: funding, professional development, process improvement, mentoring, curriculum redesign, etc. Preferred outcome: increase in the number of students who complete their programs of study with improved outcomes.	2nd Online Survey
- Student Retention - we are all here because of the students, without the students we would not be here. It is important that they are not given the run around by the college which in turn frustrates the student and they typically give up. That those involved in the hands on in dealing with students are involved in the decisions being made.	2nd Online Survey
- All aspects of the institution must be involved in a college wide buy-in of retention efforts. The biggest obstacle is understanding why half of our students leave before reaching their ed. goals. A user friendly approach of blending all educational opportunities to include both credit and non-credit programs and training. Maybe changing from a program driven structure to a student focus structure and everyone focused working together can reduce the fall out %.	2nd Online Survey
- Having to continually recruit new students each semester taxes our systems because of our poor retention of new students. Although there are things out of our control concerning why students do not persevere, we need to do a better job of providing services to help our students here.	2nd Online Survey
- We really need to increase student retention so we have a revenue stream that is more dependable. One suggestion I have is at other colleges I have attended, professors/advisors talk to students about how to better accomplish their goals (which change after they have been in college for even one semester). For example, several of our students SAY they want to transfer and we treat that as "their goal," when in fact, their goal is to get a 4-year degree and they would be better served by getting their 2 year degree BEFORE transferring. However, unless we talk to them throughout their time here, no one ever learns that.	2nd Online Survey

F Increase student retention

<i>Comment Narrative</i>	<i>Response Mode</i>
- Stakeholder -- students who not only want to stay to complete whatever their MCC goal is and also feel a sense of accomplishment/satisfaction. Obstacles- Lack of funds, downsizing of staff, for needed support structure, proper communication between student and college to obtain what is the needs are. Outcome-More graduated/transferred students who would say "I got my degree/certification in " " from Mott and I am working!!! (or) all my credits transferred from Mott and all my money was well invested! I now have my four year degree in four years!!!	2nd Online Survey
- Project F: Student retention goes along with outcomes and student success. If we can address student outcomes, we should improve retention. Again, this needs to be addressed program-by-program and the stakeholders are faculty and administration.	2nd Online Survey
- Often reasons that students stop coming to school have nothing to do with the educational process (life issues)	Fenton Comm Cnt.
- Survey students that do not continue to find out why they did not continue	Fenton Comm Cnt.
- Identify students with learning disabilities earlier and get them the help they need	Fenton Comm Cnt.
- Anyway to provide in home classes but take test in a classroom; availability as an issue; Advertise their availability	Fenton Comm Cnt.
- Goes hand in hand with project D; a successful tutoring/mentoring program will go along way	Fenton Comm Cnt.
- Need MCC support system/staff to help students with life issues, other issues that interfere with student success	Flint Twp
- Retention is good for the student AND good for the college	Flint Twp
- Easier to retain students than to just get them in the door	Flint Twp
- Advisors are key to student retention – every student needs an advisor to look out for them	Flint Twp
- Concerns about classes leading to career, concerns about security	Flint Twp
- MCC is the entrance point for going out into the world and the workforce of our community.	International Inst.
- Entrance exams to determine what students are best suited for to help them find their interests and what they might want to do.	International Inst.
- Development of more on line courses and programs offered for the convenience of students.	International Inst.
- MCC is here to serve, not produce; people will stay when they feel that they have a purpose where they are at. Need to know that there will be people there to help me when I need it.	International Inst.
- Employers hiring requirements have changed over the years; college education is needed in order to be competitive in the market place. This needs to be converted over to the high school graduate.	International Inst.
- Counselors accessible in the evening hours and weekends.	International Inst.
- Make intake process easier	LakeVille
- Provide support to student that will help them be successful	LakeVille
- Need to examine what the student goals are and help get them there	LakeVille
- Students need to know that their comments are valued	LakeVille
- Communication	LakeVille
- Exit interviews to determine why students are leaving and develop ways to funnel them into other paths	LakeVille
- If evaluate classes at end, what are you doing with them; need to be effective	LakeVille
- Perhaps a placement test to identify the students' interest—a kind of career assessment test	Richfield Twp
- I worked from FT to PT just to get more money for school	Richfield Twp
- Realize that some students are just transferring away	Richfield Twp
- Students don't leave because the classes are too expensive	Richfield Twp
- I personally had an excellent experience with a counselor, but peers have reported negative experiences	SF March 9

SF - Student Forum

F ***Increase student retention***

<i>Comment Narrative</i>	<i>Response Mode</i>
- I have been to other universities, but people don't understand how easy it to go through steps at MCC; it is much harder to change programs or get advisors at a University. At universities, it's often done on the computer	SF March 9
- Bad experiences with teachers hurts retention; some teachers tell you they don't care, that they will get paid no matter what; some teachers have a difficult way of teaching	SF March 9
- Smaller class size, and instructors with hands-on experience helps; teachers in the CJ program are awesome	SF March 9
- More consistency	SF March 9
- MCC instructors are not teaching out of a book, they are friendly, they notice when you're gone	SF March 9
- I went to Baker; coming over here was pretty enjoyable. I had no problems going through that process at MCC. Let people know that there are staff you can ask for help	SF March 9
- If the process of getting in wasn't as difficult, then people would not get discouraged; personally, it's easier for me because my mother teaches here. My peers tell me that they cannot get in, and they go to Baker	SF March 9
- Some people are taking courses they don't need	SF March 9
- Train your advisors	SF March 9
- Increase student friendly environment; many people need more one-on-one attention to the steps	SF March 9
- I attended one of these student luncheons in 2000 when I came; a lot of times students don't get information or feedback for situations; I asked a student 2 years ago, and to this day, the problem has not been fixed; what makes you think that we want to s	SF March 9
- Student Government has been working on a system to evaluate the teaching style of every instructor on campus; attempt to match the learning style of the students and the teachers (i.e. sample test questions, descriptions of how they teach, their expectati	SF March 9
- Keep in mind that there are variables in this equation that you do not have control of (i.e. the willpower of the student)	Thetford Twp
- \$30,000 invested in my daughter's education (veterinarian); proud of the fact that she did it herself; attitude is the most important part	Thetford Twp
- Each professor often thinks their course is more important than everything else—there are only so many hours in the day; professors are on a schedule, but a person who has 2 jobs and a family are staying up late to get their work done; people who want to	Thetford Twp
- The greatest complaint from students is having enough money to pay for tuition	Thetford Twp



Mott Community College Project Proposals



G *Increase and enhance collaborative relationships with K-12 and the community*

We Propose - That MCC integrate its efforts to foster existing and new collaborative relationships with stakeholders to expand MCC's impact and value to its service district.

MCC needs to identify, establish and/or strengthen external relationships to better match college resources to community needs and make relevant connections across disciplines and outside of the college. By having a stronger presence in the area K-12 and business and industry community, MCC can create new opportunities for our students and graduates and support curriculum development and integration. Possible strategies include: developing mentor/role model relationships with employers, collaborating with state-wide emerging technology initiatives, and building additional articulations and other cooperative programs with area schools. Increasing our collaborative connections with the community will require institution-wide targets/goals, and the creation of dedicated space and/or staff time to improve these efforts.

Source#: 1 45 46 60 61 74

This project should accomplish:

- We feel that Mott should put mechanisms in place to recognize this is a time of change
- This is a time for need of agility
- We need to get out of "our boundaries" and make contact with community/employers
- Proactive not reactive
- Need to take a more widespread global approach to what will be emerging technology
- Systems approach—to reach out to community
- Value what each group brings to the table/needs—all related

The project will change the culture bat MCC by:

- It would be dramatic/drastic
- We need to be on the cutting edge—tuned to the community when change happens or is needed (agile)
- Would touch on many other AQIP action projects

This project requires the following leadership and support:

- Leadership has to set tone (buy in) that we would be strongly encouraged to be involved
- Synergy—by putting pieces together we get much more (effect) than pieces singly (faculty/staff)
- Need to identify and bring together resources (faculty/staff) to identify the emerging technology and needs to present for administrative support, then trickle down to programs, etc.



TOP TEN - Survey Report: Qualitative Responses



G Increase and enhance collaborative relationships with K-12 and the

Comment Narrative

Response Mode

- The community would embrace MCC, for including it in this initiative. 2nd Online Survey
- Building a "system" of education that increases the number of graduates and creates the highly skilled workforce needed to sustain job opportunities in the area requires MCC to understand the needs and direction taken by business/ industry/labor/government -- and to work with our K-12 and post-secondary partners to insure students have the full suite of competencies required to be successful. Stakeholders -- educational institutions (at least HS, CC, & Univ.), private sector business & industry representatives. Obstacles -- difficult to build and maintain effective communication tools between the various partners, must understand that MCC isn't a "training" institution, but rather an educational institution that provides hard and soft skills, not rote or repetitive skill rotations. Preferred outcomes -- a sustainable mechanism and relationship with partners that allows for a timely response to program improvement, new program development (in whatever format is most effective, be it credit, non-credit, certificate, focused training, etc.), emerging technologies, etc. to create opportunities for MCC students and graduates. 2nd Online Survey
- I think Mott could do much more in the community than it does. There is no interaction between dept. or with any high schools or community groups. We should be mentoring high school students. 2nd Online Survey
- Stakeholders=department heads and staff, marketing. Obstacles might be, getting the information to the individuals. Preferred outcomes would be collaborative relationships that meet the needs of students and their various situations. 2nd Online Survey
- This might help make the dropouts in F above aware of what to expect at MCC and not "fail" if it is not for them. Conversely, it might make others aware that MCC would be the "right" college of them. 2nd Online Survey
- It is important for the College to reach out to the community on a consistent basis and help provide solutions to perceived problems. 2nd Online Survey
- We need to have college wide support and cooperation with the High schools. With Gov. Granholm trying to increase college grad. rates in mich community college and High schools should be a strong link. Delta Cc and Oakland CC to a much better job in working with high schools. They have a complete college approach while MCC has a limited one with the Admissions office and those interested in Articulation as the main thrust. Academic programs regardless of articulation need to be on the front lines in meeting with and building partnerships with High schools which in turn with strengthen MCC programs and college attendance of HS students. Community colleges and High schools face the same type of diverse student with career uncertainty, unstable family life, special needs, etc. Our links and partnerships needs to be deeper than just admissions. Mott and High schools should be partners in anything that is educationally related to both of their students. 2nd Online Survey
- The community needs to be constantly aware of the great job that MCC does. Partnerships and collaborations within the community are paramount to our success. Obstacles would include getting leadership buy in to continually consider this important and be willing to fund necessary aspects of the initiative. 2nd Online Survey
- Mott has great opportunities for local students to get their first year or two of basics done, cheaply. But, Mott has a negative reputation in the high schools, "I'm only going to Mott". I think once the studnts are here, they see the advantages of starting here, then transferring to a four year institution. It is really a great place to start college. The classes are small, and the instructors care (for the most part). We need the high school kids to feel, "I'm starting at Mott because I'm smart"! 2nd Online Survey

G Increase and enhance collaborative relationships with K-12 and the

<i>Comment Narrative</i>	<i>Response Mode</i>
- I see a very strong integration on the student success and the working with k-12 process. We need to work a collaboration with all education faculty to help students and parent value the education process from birth to death. As a local school board member I am told to increase standards at the high school and elementary level yet I do not get the child until they are five years old and I have absolutely no control over how their parents care for them. I see that we will become a two class society those with education and those without. We need to integrate with the work world and education to provide support to the students to value knowledge and want to learn. We also have to individualize student education to meet the learning abilities of each student.	2nd Online Survey
- Recruitment would be enhanced if relationships were established in K-12. Recruitment is essential for the survival of our Program.	2nd Online Survey
- Again for this to be successful we must have buy-in from all aspects of the college, administration, staff, and faculty. For years we've been doing a good job in providing students open access to earn associate's degrees and to prepare for transfer to four year college's. Today more than ever we must become more flexible and responsive to education and training needs of our citizens. We must expand are role in workforce and economic development to meet the needs of both employers and students in addressing the demands of the 21st century economy. The expected outcome would be to ensure academic excellence along with being entrepreneurial, flexible, open minded, innovative, and collaborative always seeking ways to improve.	2nd Online Survey
- Very important; have to do more than just teach to kids to regurgitate	Fenton Comm Cnt.
- Opportunity more real now; educational plans are being completed by middle schoolers	Fenton Comm Cnt.
- Build the concept of educational development plans and follow through	Fenton Comm Cnt.
- Keep strong relationships with community since much of our support comes from the community	Flint Twp
- Work with parents to emphasize the value of college and the very real possibility of student success	Flint Twp
- Target grade school education, use Big Brother/Big Sister model to encourage college plans	Flint Twp
- The community is at stake – MCC plays a key role to reach out to High Schools in areas such as Placement Testing; bring the college to the people, using ideas such as a mobile bus, newspaper surveys, successful basketball program (go Coach Schmidt!), Tom	Flint Twp
- Target parents as early as Kindergarten Roundup activities	Flint Twp
- Do more advertising to the community – reasonable way to obtain first two years of college – SVSU model	Flint Twp
- College doesn't always mean four years; come back to vocational training. Get back to teaching the kids a skill that can provide them with the means to take care of themselves and become a meaningful citizen in our community.	International Inst.
- Improve articulations with other institutions through the use of grants such as scholarships; two years at MCC and remaining years with an articulating institution.	International Inst.
- Will need to work through the middle schools, need to get to students before the traditional high school age; get to the students earlier.	International Inst.
- MCC needs to concentrate on what they do well and be available as citizens to support the work.	International Inst.
- Share advisory boards with between educational institutions in the area; one massive advisory board for the community to leverage resources.	International Inst.
- Renovate the Durant Hotel into the Durant School of Management as a collaborative effort with the other educational institutions in the city.	International Inst.
- Collaboration exists; provide communication to media to inform the community what you are doing.	International Inst.
- MCC exists within a neighborhood; how involved are you in improving or maintaining those neighborhoods? Bring real life education down to the neighborhood level.	International Inst.
- Need to be able to meet the needs of the community	LakeVille
- Need to be sure to look at what is best for the student	LakeVille

SF - Student Forum

G Increase and enhance collaborative relationships with K-12 and the

<i>Comment Narrative</i>	<i>Response Mode</i>
- Let families know costs and financial options	LakeVille
- Keeping up with what the community needs is just as important as the community knowing what is available	LakeVille
- Let the high school kids know what is available to them at MCC; very important that they are aware	LakeVille
- Increase communication with K-12; very important that K-12 staff know how to direct student to improve the flow of the intake process	LakeVille
- This is very important—it was terrible that I became a senior in college before I realized I didn't want to be a teacher	Richfield Twp
- Having experiences in classrooms (or what is going on in your field) before your senior year	Richfield Twp
- Special courses designed to expose students to their career area	Richfield Twp
- Campus tours; it would be a good idea if college students had a panel to answer the questions of HS students	SF March 9
- What will this do?	SF March 9
- I took a test over in the RTC; I know that helped a lot. It made you jump into applying to the college; we took a field trip here, and that was very informational	SF March 9
- I attended Mt. Morris HS, and Baker College came to my high school English class, and my HS counselors did a horrible job preparing us for college; but if the college came to the HS to inform students about college; if students understand how well a commu	SF March 9
- We could probably try to talk with advisors and counselors to promote service learning; this would improve our image and better prepare students, bring the education process full circle; possibly make service learning a requirement for students (i.e. have	SF March 9
- Very important	Thetford Twp



Mott Community College Project Proposals



H Cooperative education and experiential learning

We Propose - That cooperative education and other experiential learning opportunities be expanded in all areas of the college curriculum.

There is an increasing need for students to engage in reality-based education working with mentors on real-world application of the concepts they learn in classes. Combining classroom and world-of-work learning will help our students and graduates to be more competitive in a tight labor market. This will also increase the visibility of MCC students, faculty and our programs to the community. Possible strategies include: faculty working with a wide variety of business, service and industry organizations to create an expanded pipeline of these work-based learning opportunities, field trips and other off-campus events.

Source#: 15 59

None.

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TOP TEN - Survey Report: Qualitative Responses



H Cooperative education and experiential learning

<i>Comment Narrative</i>	<i>Response Mode</i>
- Cooperative education and experiential learning...I have attended a couple of student forums and the students are actually asking for more opportunities at MCC for both cooperative education and experiential learning in the classroom.	2nd Online Survey
- Providing more coop experiences would be great. This would allow student on the job experiences and training.	2nd Online Survey
- Cooperative Education1. Should be an opporuntiy for all Occupational program students.2. Credits should be awared to students with prior work based experience. 3. Work based learning should repalce or substitue for gen ed requiements in Associates of Applied Science Degree.	2nd Online Survey
- In accordance with my first two comments, any changes or enhancements that would positively benefit the educational experience of the student should be made. Successful learning techniques need to be researched, identified, and taught to MCC students so that they achieve a greater classroom experience and be more competitive in the job market.	2nd Online Survey
- Cooperative Education and Experiential Learning -- Rationale - this will probably not make it to the final list of AQUIP items, but this campus offers SO LITTLE in the way of Experiential Learning. Compared to other community colleges, we have virtually "nothing" to offer students. Yes, a few faculty have stepped up to encourage experiential learning OUTSIDE the classroom (Rozycki, Fulmer, Perez-Booth). But there is no institutional commitment to this. Stakeholders -- a combination of faculty and student services staff would be the key stakeholders, followed by direct involvement from students. Obstacles - the obstacles invlove this college exploring what other community colleges are doing with regard to experiential learning. To see the value and importance of this kind of learning is the first step, I believe. No one in student services currently has this type of programming (e.g., offering a Alternative Spring Break experience) as part of any vision for the college. Obviously, we would need to get into Student Services leaders / administrators who value this type of student involvement. Outcomes - I think CLEF funds should be spent to create an office and staff position for Cooperative / Experiential learning... and that student groups should be encouraged to pursue CLEF funding and support for in-the-community learning such as community service. Another outcome would involve the administration making a commitment to this type of learning. If CLEF funds are collect to encourage this type of learning, then the funds should be actively dispursed to students who are willing to take on projects of this nature. Also, more staff and faculty need to be recruited to help in the advisement and leadership of students in this area.	2nd Online Survey
- Experiential education is applying what the research tells us works best about education: a variety of approaches and the opportunity for in depth experiences.	2nd Online Survey
- Stakeholders-Students obtaining certification for some type of employment and the community who hires them.Obstacles--Certifying/training students for employment in a community where the majority was the manufacturing industry.outcome--Support training/programs/certification/degrees from area's stable employment areas ie: Health care, technology, cosmetology and build from it...expand it which may bring in additional community skills needed such as more restaurants (food technology) or auditing (accounting) etc.	2nd Online Survey
- Students need money and need to see relevance in their studies. Co-op ed would provide both.	2nd Online Survey
- It is important to provide students with real life work experiences. Experimental educational opportunitis in current businesses will provide a better understanding of the needs of todays ever changeing work environment.	2nd Online Survey
- Best thing you can do	Fenton Comm Cnt.
- Give students real world problems to solve in their learning process	Flint Twp
- Assist businesses while supporting learning	Flint Twp
- Give students more exposure to career realities	Flint Twp
- Emphasize team skills in the work place and in the learning environment	Flint Twp

SF - Student Forum

H Cooperative education and experiential learning

<i>Comment Narrative</i>	<i>Response Mode</i>
- Children's Lit example good idea	Flint Twp
- Bigger challenge is to contact employers to get them involved in such activities.	International Inst.
- No higher order of learning then experiential learning.	International Inst.
- Students need to get out there and actually do as part of the discovery process	LakeVille
- Visiting other jobs to make sure that field is where you want to go—such as the cooperation between the college and the skill center	Richfield Twp
- For people that go off campus—this needs to be optional, because it's a commuter college, people have jobs, families, etc.	Richfield Twp
- Make it interesting; students won't go to things that are dry and boring; make it fun. Word of mouth brings a lot of people into things	SF March 9
- Students should be building their resumes with experiences—anything to enhance the resumes of students in addition to keeping up grade point, etc.	SF March 9
- It raises the spirits of the students when MCC programs go out into the community; if at all possible, every curriculum should have some kind of field trip; in my ASL class, we had 3-4 things we were required to get out into the community; it would be mor	SF March 9
- It could be a requirement; teachers might be too lazy or too scared to venture out into different styles	SF March 9
- The costs for insurance and benefits for full-time employees would increase	Thetford Twp
- Fire chief in Clio would like to offer fire courses here at the NTC	Thetford Twp
- Related to item C; I was enrolled in a course with an instructor who had real world experience in my area because he was an adjunct	Thetford Twp
- As a journeyman carpenter apprenticeship program, and I am also a firefighter, I had such a hard time to test out of courses with credit for experience; too complicated to earn credits through the credit by exam; make it easier to earn credit by exam; stu	Thetford Twp
- Adjunct faculty are a real value to a community college; as an employer, I want students who have experiences with instructors who are	Thetford Twp
- This is up to the MCC Board to make this decision	Thetford Twp
- This can be about making their hobby their job; the real jobs that are there—we had 700 applications for 5 teaching jobs; match the students with their passions and the jobs that are available	Thetford Twp
- It's also important to have full-time faculty because they are there all the time, they are not cutting students off because they have to be somewhere else	Thetford Twp
- This is right where I see a community college fitting into the community; supporting regional businesses and moving forward	Thetford Twp
- This is really MCC's forte or niche; better than Macomb or Lansing in respect of the technical degree	Thetford Twp
- At the Art Gallery, we have a student who was getting a bachelor's degree, and she needed to exhibit her work to get her degree; she had a show, and it taught her how to set up a show, produce flyers, etc. This type of learning helps the gallery and the	Thetford Twp
- When I attended Flint Junior College, it was on a tool and die apprenticeship; get them the knowledge and skills to do work that they can get into; the skills they need to get into the job market	Thetford Twp
- I rated this the highest—I taught school for 30 years, and some students aren't ready for a 4-year degree; I would want them trained in some kind of technical specialty	Thetford Twp
- I rated this item lowest	Thetford Twp



Mott Community College Project Proposals



I *Nutrition and food service*

We Propose - That MCC commit the resources necessary to re-establish food service, such as a campus food court, with nutritional food choices.

Students and staff are on campus for long periods of time and do not have the opportunity to get a quick and healthy meal. Vending alone is not adequate to meet the needs of students and staff, and efforts are required to revitalize food service on campus. Healthy food selections should be offered in an area that promotes interaction between students and employees. Possible strategies could include a food court, a lunch cart with fresh fruits and vegetables, a soup and sandwich bar. This project could involve the MCC Culinary Arts program, using the facilities to expand learning opportunities and service.

Source#: 27 58 66 70

This project should accomplish:

- Better food choices
- Healthy items such as fruits, vegetables, salads, soups, sandwiches, pizza, breakfast, at affordable prices
- Centralized socializing area/areas for staff, students, guests
- Keep students on campus
- Strengthening opportunities for students to develop friendships

The project will change the culture bat MCC by:

- Another way for students/staff to socialize
- Keep people on campus
- Potential reduction in vending revenue
- Lack of nutritional value of vending machines
- Decrease auto traffic congestion because of fewer students leaving
- Location is critical so it may disrupt other college operations
- Central location easier to maintain
- Small catering of meals for events on campus (not that it needs to be improved)
- Better nutrition—better student
- Better socialization opportunities that will allow students, faculty, staff to interact with each other
- Create comfort zone areas across campus
- Make it more inviting for students to stay on campus
- Provide quality control and campus professionalism
- More attractive college choice from parent perspective
- Mentoring opportunity

This project requires the following leadership and support:

- Tammy/Mary visited UM-Flint & Baker food service operations
- Financial commitment needs to be made
- Supportive vendor (flexible)
- Buy in from administration
- Realize this is a student customer service issue
- A varied menu that would provide options: fries, burgers, wraps, pizza, premium coffee, breakfast sandwiches, fresh fruit, yogurt, hot dogs, salad bar, etc.
- Inviting comfortable atmosphere
- Authorization from VP level for implementation through the catering area of the events office or other appropriate area
- A staff survey could be used to narrow down specific food choices



TOP TEN - Survey Report: Qualitative Responses



I Nutrition and food service

<i>Comment Narrative</i>	<i>Response Mode</i>
- Nutrition and Food Service - This would not only address the dearth of options on campus, and therefore provide nutritious options without having to leave campus, but it would also provide the opportunity for community building within the campus population. Students might actually meet and get to know each other, faculty might be able to meet and brainstorm over a meal, and a creative environment of cooperation and collaboration may be allowed to grow... just by breaking bread...	2nd Online Survey
- A cafeteria area would bring students and faculty and staff together in a social way that would enhance the communication.	2nd Online Survey
- As a commuter campus, there is not a focal point for students. Perhaps if there was a food service area with areas where students could congregate there would be more student involvement. I often pass through the food court area at UMFlint and see students relaxing, but also involved in discussion and conversation. In the same general area are various student services, clubs, etc. I don't view this so much as feeding students and giving them good nutrition as helping to give students more of the feeling one would have on a residential campus. Activities could be promoted in this area, petitions signed, announcements posted(T.V.), etc. Weekly student bulletins could be made available. Bulletin boards could be used for posting activities, but also maybe a "ride board" could be here. I've taken enough time. I hope you can see my vision.	2nd Online Survey
- Funding would be the major factor for all three. The food services could be by an outside vendor preparing on campus.	2nd Online Survey
- food service should be provided by the individual not the college.	2nd Online Survey
- People cannot learn if their blood sugars are yo-yoing under the influence of junk food. What is the REAL problem with us having appropriate nutrition available---other colleges have food courts all over their campuses.	2nd Online Survey
- Nutrition is one of the most valuable educational tools. It helps to increase students' social experiences, demystifies the 'commuting college' persona, and helps insure that not only are the students' basic needs being met but helps keep them on campus (better attendance).	2nd Online Survey
- Good nutritional choices increase learning, concentration, retention, abilities, etc. and common complaints re: vending machine choices and no lunch avail. studies show this tiem & time again. It would increase GPA's too! I can get you a free speaker, veryknowledgable, friend of mine. I have also done the research. (ext.20308)	2nd Online Survey
- Number Two: I - Nutrition and Food Service - 1. Rationale: Increasingly students complain about the lack of "real food" on campus. Again, a significant level of interaction between faculty and students has been eliminated. Past history: not an unusual event for a faculty member to sit in the Snack Bar with a student, a bagel and coffee or a hot dog and discuss issues related to the class or career. This "humanizing" of both student and faculty allowed a more natural relationship to develop, again causing both to see each other very differently and thus create more opportunities for students to expand their career options. The notion of building relationship is supported by retention literature and is referenced throughout the research related to retention. Further, as an educational institution, one could pursue the direction of the development of healthy lifestyle as a worthy goal.2. Stakeholders - the President, Facilities, any potential vendors, faculty, staff and students - possibly culinary arts students. Could even be a fund raising effort that rotates around the clubs on a weekly basis - maintaining sanitary standards would be the challenge should we pursue this option.3. Obstacles - financial, identifying vendors to come on campus, identifying a plan and contract that is mutually beneficial, not "guaranteeing" a profit to the vendor regardless of sale volume.4. Preferred Outcome - Year round choices of foods that are nutritious, hot as well as cold and without preservatives.	2nd Online Survey
- Nutrition and Food Service: Should have never been taken out of MCC. I feel that we should have fresh and nutritional food to choose from, not vending machines. I suggest that we go back to having "Food Services" here at MCC. If not the entire operation, maybe a salad bar & Sandwich bar	2nd Online Survey

SF - Student Forum

I Nutrition and food service

<i>Comment Narrative</i>	<i>Response Mode</i>
- Nobody can be expected to function well eating lunches of ultra-processed, chemical-laden CRAP out of a machine. The selection is limited and the machines are often left half-empty until the more 'unpopular' choices are purchased. Please consider leasing the old cafeteria to an outside vendor again. I know that Latina's Restaurant would be very interested in submitting a proposal.	2nd Online Survey
- Just simple food like pizza, soup, sandwiches, fountain pop. Someone has to be able to make a profit selling these things	2nd Online Survey
- The food issue is less about nutrition than about socializing and seeing each other informally. We used to have a cafeteria where faculty and administrators would sit and eat informally. And talk. We used to have campus wide social events. Now, we are isolated in our own areas and have little contact with people from other areas of the college. At the one event where we do get together, the welcome back breakfast, I used to know everyone in the room. Now I only know a few people outside of my own area. See #1 above. A food service/cafeteria would help. All over the world this is a profit making enterprise. Why can't that happen here? Faculty used to eat with students. It could happen again if there was a place for it.	2nd Online Survey
- Students are on campus for full-time classes and part-time jobs, sometimes all day. Employees have storage and refrigerators in their offices -- what choice to students have to store nutritious meals? The choices in the machines are no better than a 7-11 store. The cafeteria was also a place for students to meet with each other and with Mott employees -- great for mingling.	2nd Online Survey
- Preferred outcome to have a healthy selection of fresh food available conveniently on campus. Obstacles- cost, staffing. Perhaps in collaboration with Culinary arts students provide a fresh and hot food alternative to vending machine food	2nd Online Survey
- It is of the utmost importance to foster learning by offering nutritional food choices.	2nd Online Survey
- The preferred outcome would be fresher and healthier food selections.	2nd Online Survey
- Nutritional choices are necessary for student success. Vendors could pay to be on campus vs. us paying them. Talking with students, staff and faculty, there already is support.	2nd Online Survey
- The lack of Nutrition and Food Service on campus has had a negative impact on the image we have portrayed to our student population and our faculty/staff. The preferred outcome is a positive image that we care about our community.	2nd Online Survey
- Mott need to provide better food services to staff and students. I have heard MANY complaints involving the use of the vending machines. Food services needs to be involved in providing better tasting meals not prepackage food.	2nd Online Survey
- Please bring back REAL food. The food in the machines is not that great. Students have also complained about not having decent food.	2nd Online Survey
- We need food service for students to gather and connect with one another. We also need Faculty and Staff a place to network.	2nd Online Survey
- Many students are here on campus all day and with our parking situation hesitate to leave campus in order to have something to eat. There are no restaurants, fast food outlets within walking distance and the choices in the machines here on campus are, frankly, horrendous.	2nd Online Survey
- Students of our program are on campus for 8 hours a day, both Fall and Winter. It is very unfortunate that they cannot obtain a nutritious meal. There is not time to leave campus and return (and find a parking space). I do not know the obstacles involved. How do all other colleges handle this?	2nd Online Survey
- Providing food services on campus seems to be a given. Proper nutrition, a place to network with colleagues, etc.	2nd Online Survey
- Good food is important to everyone's well being. It is a considerable waste of time to leave campus to get food. The vending machine food is awful. Leadership of the college must be involved to make a commitment to food service. This does NOT mean that the college should have to lose money in this operation. Other institutions have no cost solutions to this issue and I'm sure we can come up with a viable solution.	2nd Online Survey

I Nutrition and food service

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none">- 1 - Nutrition & Food Service -- Rationale -- part of a campus culture involves "meeting spaces" and on-campus cafeterias, student unions, and other outlets provide such "meeting spaces." The "wisdom" to remove one of the few meeting areas students have at MCC with vending machines totally lacked attentiveness to the campus culture. We are struggline enough to develop a campus culture, and this was clearly a step in the WRONG direction. When I write these comments, I am not just speaking about "nutrition" and "food" -- but about how such a meeting space contributes to the campus culture. In addition, not having hot and nutrituous food available for students only encourages them to GO HOME (and not return) to get their needs met regarding food. Stakeholders -- obviously students should be stakeholders, as well as staff and faculty (who, as part of the campus culture, should also feel encouraged to use the cafeteria as a meeting space). Obstacles -- having people involved in the decision-making who CARE ABOUT THE CAMPUS CULTURE. Not people who care about how they can use the space in the basement of the Prah Center for thier own purposes. Not one square inch of existing floor space present in our cafeteria should be given up for any other purpose. It's not just about providing options for food, its about CREATING a meeting space that truly contributes to our campus culture. Preferred Outcomes -- a unique meeting space where students, faculty and staff feel enticed to meet with others for a meal and/or a snack or drink. It should feel like a vibrant center of campus life, this new food service area. The outcome is NOT just about providing nutritous food, but about providing a space in which members of our campus community can congregate and interact AROUND meal or snack times.	2nd Online Survey
<ul style="list-style-type: none">- Food service is not even adequete. It seems to me the culinary arts program could provide an added aspect of food service besides the Applewood dining. Eventhough it is a great place to dine it's not always convient for students and staff "on the go"	2nd Online Survey
<ul style="list-style-type: none">- Good nutrition is the backbone of a healthy life	Fenton Comm Cnt.
<ul style="list-style-type: none">- Use students in the culinary programs to provide the service	Fenton Comm Cnt.
<ul style="list-style-type: none">- Disappointed that college has gotten away from food services	Fenton Comm Cnt.
<ul style="list-style-type: none">- Miss the cafeteria	Fenton Comm Cnt.
<ul style="list-style-type: none">- Proper nutrition is essential to the learning process	Flint Twp
<ul style="list-style-type: none">- Cost control is an issue	Flint Twp
<ul style="list-style-type: none">- Students get hungry, vending machines are expensive.	International Inst.
<ul style="list-style-type: none">- The most successful civilizations were able to succeed because their armies were well fed. Student needs to be well fed and nourished.	International Inst.
<ul style="list-style-type: none">- Important to have nutritional food at a close location that is convenient	LakeVille
<ul style="list-style-type: none">- Part time students are eating in the car on the way to school; but full-time students need a cafeteria	Richfield Twp
<ul style="list-style-type: none">- Suggest that any survey on student use of food be part of a survey	Richfield Twp
<ul style="list-style-type: none">- The old cafeteria was a way for students and administrators to interact with each other	Richfield Twp
<ul style="list-style-type: none">- When I was a student at UM-Flint, the food court was never used at the evening	Richfield Twp
<ul style="list-style-type: none">- A cafeteria would be more advantageous to day students	Richfield Twp
<ul style="list-style-type: none">- Quality of the vending machines is good	Richfield Twp
<ul style="list-style-type: none">- Doesn't concern me—I'm on the go, I get there, I want to learn	Richfield Twp
<ul style="list-style-type: none">- Can we get sandwiches in the Gorman Building vending machines? I have to go to another building to buy a sandwiches	SF March 9
<ul style="list-style-type: none">- Suggestion of putting a roof over the courtyard as a lunch/gathering area	SF March 9
<ul style="list-style-type: none">- We enjoy being in the VADC, but the 60 girls in our class, and we are all taking breaks/lunches at the same time; we get complaints from teachers because we are being loud;	SF March 9
<ul style="list-style-type: none">- If we could get some chairs, benches to sit and eat lunch	SF March 9
<ul style="list-style-type: none">- Concerns about vending services; however, every time I go to the vending machine, I see nothing but junk food (candy bars, chips, etc.)	SF March 9

SF - Student Forum

I Nutrition and food service

<i>Comment Narrative</i>	<i>Response Mode</i>
- If we can't have food service because it's too costly, maybe we can get healthier food in the vending machines	SF March 9
- Deli style, like you would see at a grocery store salad bar	SF March 9
- I would buy sandwiches, soups, salads, fruit	SF March 9
- How soon can you start it? What do you mean by nutritious?	SF March 9
- I speak for all of the girls in the Transitions program, when I say that we are forced to eat on the floor in the CM building; we get a half hour lunch break, and the only place for us to eat is on the floor.	SF March 9
- Student choices concerning nutrition is often driven by cost—cheeseburgers are cheaper than salads.	SF March 9
- I am a vegetarian,	SF March 9
- If you don't get to the microwave first, you might not be able to heat up your lunch	SF March 9
- One solution would be to survey students on what they would buy, what hours they would use the service	SF March 9
- Why don't you subcontract	SF March 9
- People are in such a bad habit with nutritional values, this is very important—bad food is bad fuel; open the mind up and be capable of learning and extend life expectancy; this will benefit them in the long run	Thetford Twp
- Rated this lowest; primarily used by students that are on campus all day	Thetford Twp
- Very difficulty to have this available all day	Thetford Twp
- At the Fenton campus in the morning, it would have been nice to have something other than a candy bar to eat out of a vending machine	Thetford Twp
- This would be prohibited by cost	Thetford Twp
- While I agree this is important, I don't know that's where our education dollars are best spent; it's certainly important, but	Thetford Twp



J *Hire more full-time employees*

We Propose - That MCC commit the resources necessary to hire more full-time faculty and other staff and diminish its reliance on part-time and temporary employees.

Employees who are not in full-time positions do not feel the same sense of commitment from the college and are more likely to seek other employment opportunities. This results in problems with continuity and long-term accomplishment of college goals. Possible strategies include: addressing the historical decrease in full-time/part-time faculty ratios, fill approved full-time positions in a more timely fashion, direct available staffing funds towards hiring full-time faculty and staff, examine administrative positions for redundancy. Continuity and stability can be created by an investment in full-time employees who directly support the student learning and support services priorities of the college, including infrastructure such as computer systems and maintenance.

Source#: 8 35 43

This project should accomplish:

- We'd like to increase morale
- Better support of learning process through cost-effective management of our systems
- Acknowledge commitment of contract and part-time employees
- Many other projects would be addressed with this project
- Improved communication among employee groups and across departments #3
- Improved opportunities for professional development and mentoring #5, #18
- More dedication and commitment to MCC
- Improved quality of student learning #11

The project will change the culture bat MCC by:

- Increase morale and improve systems
- Strengthen services for our internal and external customers
- By increasing commitment to employees, the college will in turn receive a stronger degree of commitment and support from them
- Improve quality of performance in all employee groups
- More shared understanding of MCC mission and purpose
- More common vision
- More quality control
- Employees can grow with the college, more motivated, more time
- Quality decreased when employees are spread too thin
- More training opportunities

This project requires the following leadership and support:

- Commitment from administration to re-direct funds to fill existing/vacant positions
- Determine needed positions currently filled by contract/part-time employees
- Redirect consultant and part-time funding to create full-time positions
- Reconsider job qualifications listings
- Make part-time and temporary positions temporary for only a limited time to evaluate the need for the position.
- Establish criteria and/or process for evaluating those positions to prove their viability
- Budgeting priorities would have to see the importance of this to the college
- Hiring process should be aligned with the mission of college and student learning
- Student learning should drive the budget
- Do we believe student learning suffers with too much reliance on PT? (Data could support this)



TOP TEN - Survey Report: Qualitative Responses



J Hire more full-time employees

<i>Comment Narrative</i>	<i>Response Mode</i>
- This may not be the kind of comment you're looking for, but it is simply unethical to rely mainly on an enormous body of part-time instructors. It isn't fair to students, who should have instructors who are well qualified and heavily invested in education at Mott. It also isn't fair to the part-timers, who--in many cases--have expertise and commitment that go unrecognized in an "official" sense. They deserve to hold jobs that give them living wages, benefits, and recognition/respect.	2nd Online Survey
- Hiring of more full-time employees should not result in replacing current part-time employees. Current part-time employees should always be considered when hiring for a full-time position.	2nd Online Survey
- Full time faculty is absolutely needed. My department needs to grow, but with only one full time (not open to change) it is very difficult to move forward and stay dedicated.	2nd Online Survey
- Part time and adjunct faculty, most of whom must work at two or more facilities just to survive, will never have the time or energy to devote to our students that a full-time faculty member would have. With two thirds of our faculty part timers, how can we be serious about quality education?	2nd Online Survey
- More full-time faculty is the Bedrock of all other issues. Part-timers who juggle jobs and several campuses can't possibly mentor students adequately; can't serve on committees that affect the direction of the college; can't attend prof-development, etc.	2nd Online Survey
- Hire more full time faculty, not employees. The part-time/full-time ratio contributes to a fragmented college. More full-time faculty is essential to operating a quality college.	2nd Online Survey
- We must have more full-time teachers. They are more in tune with what they need to be doing, and they also contribute more to the college through committee work.	2nd Online Survey
- More full-time employees would help with the work load and allow for more quality work.	2nd Online Survey
- The college should hire more full time employees. Full time employees would feel more connected to the college and want to stay. Also, the college needs to hire 2 full time sign language interpreters. Both staff interpreters have been totally dedicated to the college for many years and deserve full time employment. Sign language interpreters are in VERY high demand now and can find better working conditions with higher pay else where. This semester has been the worst I have ever seen. The lack of interpreters will only get worse in the future. I would like for an sign language interpreter to be involved in this process; however, this will not be possible due to the fact we need to be in class and there are not enough substitute interpreters to cover our classes.	2nd Online Survey
- I believe that hiring more full-time employees would bring in more ownership on the part of the employee. This also indicates that the College is seriously considering identifying and implementing decisions through a committed workforce; it will be much harder to implement changes based on part-time workers who may not be as committed to the welfare of students and the organization overall. Potential obstacles I see here would be related to additional cost, primarily stemming from the addition of required benefits for full-time employees. The decision boils down to then, what are we in business for: providing quality education and student services (assuming that full-timers take full ownership of the problem and action steps to correct it) or higher cost concerns. It is hard to build a strong organization without a committed, value-oriented, educated, and critical workforce.	2nd Online Survey
- Always replace full time faculty with new full time faculty (for instance if 2 full time history profs retire, hire 2 new) This can't cost any more.	2nd Online Survey
- Must have personnel to cope with F	2nd Online Survey
- MCC needs to restore the FT/PT quota in order to insure quality instruction and student services. As it stands now, PT seems to be the majority, and it is reflective in MCC's overall performance. Eventually it is bound to effect the outcomes.	2nd Online Survey

J Hire more full-time employees

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none">- Over the past 15 years, not only the full time faculty numbers have dwindled, the numbers of staff have as well. The college continues to enhance our systems that allow the de-centralization of many tasks and reporting functions, but have not increased the numbers of staff. We have allowed our divisional staff to take on more responsibility, but have not realigned tasks so that they continue to do what they have always done, as well as have taken on more responsibility. At the same time, the college continues to employ consultants for years; this practice is unacceptable. Much as the part time faculty are used as an alternative to hiring full time faculty, consultants are being used as an alternative to hiring employees. When a consultant or part time instructor is in place for more than two years, it would seem to indicate the validity of the position and add weight to the rationale for hiring full time employees.	2nd Online Survey
<ul style="list-style-type: none">- Hire more full time faculty. I don't think we are particularly deficient in hiring in other areas, but we have consistently switched from full to part time faculty all over the campus. Can you imagine having part time bookkeeping? Deans? Computer technicians? No? The reasons why we don't have part time people doing those jobs is the same reason we need more full time faculty.	2nd Online Survey
<ul style="list-style-type: none">- I believe that hiring more full-time employees would improve quality in many areas of the college. Professional development, communication, dedication, etc. all would be addressed with this one initiative.	2nd Online Survey
<ul style="list-style-type: none">- it's self-evident that many things can't happen if so much of our faculty feel, and are in many ways, disconnected.	2nd Online Survey
<ul style="list-style-type: none">- I see the full-timers being over burdened in add'l duties than when they were hired in. Also, being full-time would allow us to teach more than just the basic intro class.	2nd Online Survey
<ul style="list-style-type: none">- The hiring of more full-time employees would ensure a better quality of education for our students and secure a more effective, collaborative teaching staff!	2nd Online Survey
<ul style="list-style-type: none">- Hire more fulltime employees! I think this is vital because there is a limit to what you can reasonably expect from part time employees. I teach in the English department here and there are 40+ part time faculty here. I have no idea what percentage of sections of ENGL 101 are taught by part time faculty each semester. I'm guessing it's pretty high. Some of them are fabulous at what they do, but some are not--and some of them keep getting hired back anyway. We look for all these qualifications for full time faculty members, but we will hire someone with a degree in English, someone who may have no teaching experience, and say, "go teach this class." Part time faculty members are not paid enough to have any kind of allegiance to the college or department philosophies; moreover, many of them are creating a patchwork income by teaching at multiple institutions. I don't oppose the use of part time faculty and I don't think that the part time faculty we have here are failing to do their job--a LOT of them are great teachers. But I do think that too many part time faculty severely undermine what we can do and what we can expect to accomplish.	2nd Online Survey
<ul style="list-style-type: none">- FT faculty are key to consistent instruction & achieving D & F.	2nd Online Survey
<ul style="list-style-type: none">- More full time employees to complete the support services tasks. Tasks would be completed more timely if the employees if the employees had the additional weekly hours to complete them.	2nd Online Survey
<ul style="list-style-type: none">- Project J: Hire more full-time faculty. PT faculty are great, but their commitments are often split between Mott and other employers. The most commitment seems to come from the FT faculty who have more time to devote to their main area of responsibility. When I was a PT member, I felt isolated from what was happening at Mott because I had a different level of involvement than I have now as a FT employee.	2nd Online Survey
<ul style="list-style-type: none">- There are contract/temporary employees who have worked at MCC for 4+ years (or more). They are afraid to speak up for fear of losing their jobs, but this practice conflicts with articles of our union agreements. The college is not being fair to these people who work side by side with full time, permanent employees yet are denied the same pay, health and retirement benefits.	2nd Online Survey
<ul style="list-style-type: none">- It is difficult for students to have contact with our part-time faculty. Many are not listed in the directory, have no office, phone or email available for students. Full-time faculty are here on campus and invested in the college's (and its students') success.	2nd Online Survey

J Hire more full-time employees

Comment Narrative	Response Mode
- Tired of having to continuously repeat this. Students and existing employees cannot be expected to display a high level of commitment to the college when the institution itself fails to demonstrate a similarly high level of commitment to student learning and employee development by failing to hire the most qualified fulltime instructors and the most qualified administrators. This institution cannot continue the historical habit of incestuous cronyism at the senior levels simply as a means to enhance someone's retirement fund, or as a reward for someone having been a "good boy." Let's consider hiring the highest quality external persons for the most senior positions and help groom our current staff for senior positions at other institutions. Is this such a radical notion for this institution? Other institutions seem not to think so. It is not enough to hire more full-time faculty; more minority full-time faculty need to be recruited and hired.	2nd Online Survey
- It is very frustrating being part time with no chance of becoming full time. Part timers get discouraged because our ideas don't count, full time make the final decision, it is even sometimes hard to answer students questions because of having to defer to full timers. Often we have had better qualified part timers unable to sign for a class because the full timers get the schedule and sign for courses they are not as well qualified to reach. Students feel the tension and they are the ones who ultimately suffer. Often part timers are more enthusiastic, not complaining about how the college treats them.	2nd Online Survey
- I believe the employees would feel more valued and committed to the college if they were full time.	2nd Online Survey
- Increase minority faculty Include Flint Schools in professional development, student enrichment activities More faculty need to live in Flint Perform in-depth, long-range racial and cultural diversity sensitivity training by professionals in such fields, such as the Southern Poverty Law Center or the Consortium out of the YWCA.	2nd Online Survey
- Number One: J - Hire more full time employees, especially faculty. 1. Rationale: The trend has been to hire more part-time employees - particularly faculty who are only able to provide limited availability to interact with students, develop relationships with students and provide additional opportunities for students as they explore possible career options. Mott has historically been a place that students could develop relationships with their professors and even attend professional development activities that allowed them to see themselves very differently. Often, these students have left MCC and embarked upon very successful and challenging careers in areas that they previously had no knowledge about. These opportunities appear to have been significantly reduced as we rely upon increasing numbers of part-time faculty. 2. Stakeholders - Deans, Human Resources, every academic discipline, and ultimately, the President who must make this a priority if it is to occur. 3. Obstacles - financial and human resources. 4. Preferred Outcomes - Each area have minimally the staffing level that was present in years past when the College was significantly smaller (i.e. in the 70's when the college was fully staffed - by anyone's definition - and enrolled 8,000 students. Now, the college is well over 10,000 and functioning with half or less of full time faculty in many areas compared to that time in history.	2nd Online Survey
- Hire more full time employees	2nd Online Survey
- I'm an adjunct instructor and proud of it. I deem myself a professional, but I note some part time instructors do what is required and nothing more. Full time faculty I would hope are more likely to go beyond the basic teaching tasks. In chemistry there is only one full time faculty member. The administration knew that there was going to be a vacancy in September and did NOT post it until last week. Two full time faculty members is hardly enough to call it a department. I enjoy my part time teaching and usually go above and beyond basic minimums. I would hate to lose my position, not because of the money, but rather because I truly enjoy teaching. In the best interest of the students I feel there should be more full time faculty. The subject I am currently teaching has no full time faculty member teaching it. We have a faculty member who does all they can to take care of necessary things part time people can not do. The ratio should never go beyond 50-50 except for extenuating circumstances.	2nd Online Survey
- More full-time faculty would enhance program continuity which would in turn provide better learning opportunities for students. The obstacle is, of course, money.	2nd Online Survey
- Until we have full-time staff we cannot accomplish our goals of student success. Training and retraining part-timers is wasteful in both time and money. Consistency is necessary.	2nd Online Survey

SF - Student Forum

J Hire more full-time employees

<i>Comment Narrative</i>	<i>Response Mode</i>
<ul style="list-style-type: none">- The college needs to hire full time employees. I am currently part time but am working 38.5 hours a week. My position is that the college is avoiding paying full time benefits. I am an interpreter and there are laws in place by the government that Deaf consumers are required to be serviced by an interpreter. The problem is there is a shortage of interpreters so when they hire contract interpreters, they can't retain them because the hours are never certain, the pay is less, and there are no benefits for them. Ultimately they seek employment elsewhere. I know Mott's pay scale is now lower than other agencies and colleges in general. We need to provide information to the union to alert them that Mott is behind in both its pay and other practices in accordance with other institutions. There must be a way to rectify or show documentation from other places to prove our point. The interpreting profession has changed drastically in the past few years and the demand is much greater for interpreters. The college needs to adjust to those changes.	2nd Online Survey
<ul style="list-style-type: none">- Top is reverse full-time/ part-time faculty ration. The main difficulty is conceptual - neither the administration nor most faculty members think it could really happen. Detailed studies of financials over several decades, with projections of the future, would be necessary - in fact, what would be needed would be a full and detailed empirical study of MCC as a whole, along with a better picture of the political context of the development (past and future) of MCC.	2nd Online Survey
<ul style="list-style-type: none">- Other than "F," none of these will have any impact on improving the quality of education at Mott. They are typical "education" wastes of time, perhaps looking good on paper for some, but, in reality, accomplishing little. Mott's focus should be on attracting and retaining quality teachers (those who think ALL or MOST current Mott teachers are "as good as it gets," stop reading here). This means knowledge of subject, adhering to strong standards and requirements, etc. [this person typed F, but it/E's clear they meant J]	2nd Online Survey
<ul style="list-style-type: none">- By hiring more fulltime employees, we can make sure that there is someone who is not only "present", but also invested in the college, and the student's education, and who can share their knowledge/expertise that will help students succeed, through advising related to their industry, through participation in committees, through studies towards curriculum improvement, etc.	2nd Online Survey
<ul style="list-style-type: none">- Hire More Full-time Employees Rationale - this college continues to hire more and more part-timers as a way of cutting costs. At the same time, with retirements, many divisions have fewer and fewer full-time faculty who are expected to continue to "serve the college" on committees, special projects, etc. In our department, we are currently at about 60% of the full-time faculty that were in place within the past decade. In addition our part-time hires have increased by 300% in just the past five years. At the same time, full-timers are forced to sit on as many as 6 committees in order to fill the campus need for divisional representation. This takes a toll on the existing full-timers and does not allow the division to develop leadership for the future. Stakeholders - faculty and staff, of course. Obstacles - would need to get past Administration's indifference to the lowering full-time / part-time ratio that has been on the MCCEA Union's radar for five years or so. And still, there is no commitment on the part of the Administration to replace vacant full-time positions (e.g., through retirements, deaths). That really hurts the morale of the full-time faculty. Preferred Outcomes -- to have an institutional commitment to returning to a healthy full-time / part-time ratio that is established in conjunction with the many unions on campus. This is especially true for full-time faculty. There should be a state GOAL (i.e., for full-time/part-time ratio) and incremental goals to move toward that goal annually over a five year period.	2nd Online Survey
<ul style="list-style-type: none">- The use of Adjunct faculty restricts the Continuous Improvement of the Faculty - the Old Guard at MCC needs "fresh blood & thinking". Stagnation exists and the Addition of the correct Adjunct members would tremendously increase the change rate sorely needed at MCC.	2nd Online Survey
<ul style="list-style-type: none">- More support needs to be provided for professors. The hiring of full-time instructors is of vital importance. Many part-time professors want to be full-time.	2nd Online Survey
<ul style="list-style-type: none">- Full time employees have a vested interest in making the system work. Part-timers are busy trying to make ends meet. (Not that the full-timers aren't, but there is a big difference in degree.) We need the loyalty and vested interest that comes from having full time employees. Not only teachers, but support staff as well.	2nd Online Survey

J Hire more full-time employees

<i>Comment Narrative</i>	<i>Response Mode</i>
- I would like the college to hire 2 full time interpreters. The current 2 staff interpreters have been dedicated to Mott for many years. Interpreter work schedules have several unpaid breaks during the day. The interpreters are gathering information from other post secondary institutions regarding their policies and practices of their interpreting staff. Mott is very far behind other institutions. I would like for an interpreter to be involved in the AQIP process, however that will not be possible. There are not enough substitute interpreters to cover the classes. Mott is mandated by law to provide these services to deaf students. Available interpreters are pursuing other means of employment because of better pay, benefits, and full time employment. This semester has never been worse for finding interpreters. This trend will only get worse.	2nd Online Survey
- Cost is exorbitant for full time	Fenton Comm Cnt.
- Important to have qualified employees	Fenton Comm Cnt.
- Difficult to have a consistent program when you don't see some of the teachers	Fenton Comm Cnt.
- Expertise can be passed along; a lot of knowledge not being used	Fenton Comm Cnt.
- Faculty who also work in the "real world" bring valuable skills to the classroom	Flint Twp
- Encourage full-time employees to obtain experience in business/industry, other areas of the community	Flint Twp
- A core of full-time employees is important to keep the vision moving forward.	Flint Twp
- This might help continuity and retention of students.	International Inst.
- It is important to have those in the field in the classroom; provides real world experience	LakeVille
- Sometimes it's long distance to call them	Richfield Twp
- FT employees might have more pride in the school	Richfield Twp
- I would appreciate that—if you can't get a hold of a professor because he's only there 15 minutes before class, or if you have to wait for a week later	Richfield Twp
- Don't loose the people who have real world experience—need for adjuncts with jobs in the field	Richfield Twp