

Systems Portfolio

Charles Stewart Mott Community College

7/9/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1

1.1

Following the consensus of higher education organizations such as the Association of American Colleges and Universities, the Association of American Community Colleges and the Higher Learning Commission (4.B.4), Mott developed a set of general education learning objectives representing the versatile knowledge and skills crucial for college graduates to possess beyond their specific area of study. These learning objectives are developed and periodically reviewed by committee, with the most recent comprehensive review in 2007-09. During 2008, the College Professional Studies Committee (CPSC) convened a group of faculty and academic administrators to revise general education requirements. This review committee included at least one member of each academic division, and was responsible for researching the issue as well as facilitating communication with divisions. The committee was charged to consider the community college mission, identify components of a well-rounded education, and develop requirements that would easily transfer to other institutions. Their work culminated in approval by CPSC to establish new general education requirements for the college's associate degree programs, as well as to add three "essential learning outcomes" -- critical thinking, global awareness, and citizenship -- representing the knowledge and skills that all associate degree graduates should be able to demonstrate, in addition to those addressed by the general education requirements and those within each specific program of study. (3.B.2)

The three outcomes are intentionally aligned with the college's [mission](#) to "provide high quality, accessible, and affordable educational opportunities and services that cultivate **student success** and **individual development** and **improve the overall quality of life in a multicultural community**" [emphasis added] and are understood to be infused throughout the college curriculum. These outcomes are described in full on the college's "[General Education Requirements](#)" webpage. (3.B.2) (4.B.1)

Information about claims regarding community engagement, service learning, and contributions to economic development can be found on the [Community Resources](#) and [Experiential Learning web pages](#), and in Questions B1 through I5 of the [Graduate Follow-Up Survey](#). (3.E.2)

1.2

The college aligns and determines general education outcomes using the same set of processes described in detail in 1P1.1, above.

1.3

See 1P1.1 for a description of how the college articulates the purposes and content of general education outcomes and 1P1.7 and 1R1 for information regarding articulation of level of achievement.

1.4

The institution's general education program is designed for degree-seeking students who will require versatile knowledge and skills outside their area of study. By embedding essential learning outcomes in courses, the college seeks to ensure that all students earning associate degrees are prepared to advance their personal, professional, and global environments. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. No single course is solely responsible for imparting these skills; they are infused throughout the entire college curriculum through the essential learning outcome requirement of "critical thinking," which includes the ability to analyze information, to adapt as the environment changes, and to apply various modes of inquiry in different contexts. (3.B.3) Every degree program also "recognizes the human and cultural diversity of the world in which students live and work" through the "[global awareness](#)" outcome. Mott's global awareness outcome, also infused throughout the curriculum, requires students to "demonstrate an understanding of the diversity of culture, race, ethnicity, nations, religions and political and social systems." (3.B.4) Additionally, Mott requires associate degree students to successfully complete a minimum of 18 general education credits at 100 level or higher, with 12-13 credits specified by the General Education Requirements List on the college's "[General Education Requirements](#)" webpage. (3.B.1)

New and significantly revised programs and courses are required to undergo a curriculum review process overseen by the [College Professional Studies Committee \(CPSC\)](#), co-chaired by the Vice President of Academic Affairs and the Vice President of the faculty union, and comprised of six faculty (one from each academic division) and five academic and student services administrators. The process begins at program/discipline level with faculty discussion and completion of the relevant CPSC forms ([Form 1](#), [Form 1A](#), [Form 1AC](#), [Form 1AM](#), [Form 1AP](#), [Class Size Change](#)), then moves to a division-level discussion and vote. The results of the divisional vote are included in documentation sent to CPSC. Essential learning outcomes and their definitions are listed on CPSC forms, and publicly viewable on the college's [General Education Requirements page](#). The forms require faculty to identify the essential learning outcome(s) embedded in each course, and to support their choices during Curriculum Subcommittee and CPSC review processes. This review may (and sometimes does) result in revisions. (3.B.3) (4.B.1) (4.B.4)

Mott's faculty and students are actively involved in scholarship and creative works. Outstanding student work is displayed in the annual student art show, and music faculty and students are involved in several performances each year. Faculty attend conferences and other relevant professional development opportunities. This year, 16 Mott students presented research and artwork at the Michigan Community Colleges' LAND (Liberal Arts Network for Development) Conference. (3.B.5)

1.5

Mott ensures essential learning outcomes and general education requirements remain relevant and aligned to student, workplace, and societal needs through several processes. (3.B.1) One is through the process detailed in 1P1.4. Advisory committees established for all career and technical education programs regularly review curriculum proposals and changes, discuss "soft skills" required in their professions, and provide feedback to program coordinators and deans. ([Advisory Committee Meeting Minutes](#)) This feedback may be communicated to divisional representatives of the College Professional Studies Committee for discussion at the monthly CPSC meeting. (3.B.4) The college's Vice President of Academic Affairs is serving on the Michigan Community College Association's Center for Student Success transfer project, which brings community college and university representatives together to discuss alignment of curriculum and outcomes to improve transferability of courses and block programs from community college to university level. These discussions have affirmed the relevance of Mott's essential learning outcomes and resulted in minor changes to general education requirements. A review may also be prompted by anyone who completes a Form 1 (publicly available on the college's website) and submits it to CPSC for action.

1.6

Mott offers various co-curricular activities to support student learning. The Faculty Director of Experiential Learning, with input from the Experiential Learning Advisory Council, supports development and integration of service and experiential learning projects. During Fall 2017, the office supported 21 projects, taking students off-campus to work with children and other community members to provide dental health education, reading and tutoring support, baking instruction, among others. Following each project, the Faculty Director of Experiential Learning works with faculty to deploy a [self-assessment](#) to all participating students. The survey was designed with assistance from the Office of Institutional Research, and asks students' to assess the project's success in helping them to attain a better understanding of course content, global awareness, and citizenship. (4.B.2)

The Honors College, Phi Theta Kappa, and International Committee support other supplemental activities, such as an annual Global Issues Film Festival, Constitution Day, Mott's clown troupe, and Fulbright scholar lectures. Mott's Office of Student Life oversees development and function

of all student organizations. Detailed information about campus clubs and their activities can be found on the college's "[Clubs and Organizations](#)" webpage. (3.E.1)

1.7

Following the 2009 revision of essential learning outcomes and general education requirements, the faculty Committee for the Assessment of Student Learning (CASL) and the Office of Planning, Research, and Quality Initiatives were tasked with identifying general education assessment tools. CASL is comprised of faculty members from every academic division and meets monthly to monitor and improve assessment activities on campus. CASL developed an in-house general education test, allowing all faculty members to submit questions. The General Education Assessment is a computer-based, multiple choice exam administered to students each Fall semester. Based on the recommendations of CASL and the college's Office of Institutional Research, Mott also contracts with ETS to administer the Proficiency Profile instrument biannually during Winter semesters of even-numbered years, and adds questions to the Community College Survey of Student Engagement (CCSSE), which is administered biannually during Winter semesters of odd-numbered years, and to the Graduate Follow-up Survey, which is administered annually by the Office of Institutional Research, allowing students an opportunity to self-assess their growth regarding the essential learning outcomes. (4.B.2), (4.B.4)

1.8

Please see 1P1.7 and 1R1.

1R1

Mott's essential learning outcomes (citizenship, critical thinking, and global awareness) are aligned to the college's mission to "provide educational opportunities and services that cultivate student success and individual development and improve the overall quality of life in a multicultural community;" general education requirements are embedded in all associate degree programs and assessed by the following instruments: (4.B.1), (4.B.2), (4.B.4)

[General Education Assessment](#)

Throughout six years of deployment, mean percentage scores for each of the three test sections are consistently in the mid-70s. In general, students who have accumulated sufficient credits to reach second-year status perform better on the assessment than those with 25 or fewer completed

credits. Similarly, students enrolled in 200-level courses have historically performed at a higher level than those enrolled in 100-level courses. Students in transfer programs, which include a higher percentage of general education courses, outperform students in applied associate degree programs. In general, there is a positive correlation between age and test performance, with the exception of the small pool of students in the 50-59-year-old range. Throughout the six years, men consistently score higher than women, with largest gaps in global awareness and citizenship. Although the relatively small numbers of underrepresented minority students in the sample make it risky to draw definitive conclusions, it appears that Black/African-American and Hispanic students routinely achieve lower scores than White students, with the most significant gaps in global awareness scores.

While no external benchmarks are available for Mott's General Education assessment, CASL has established a target of 70%. With composite scores above 70% overall and within each of the categories, students' performance on the General Education Assessment has been viewed as "satisfactory." Gaps in achievement on this test for Black/African-American and Hispanic students have been noted by CASL as similar to achievement gaps indicated by other measures. CASL members have been puzzled by achievement gaps noted for female test-takers, which are inconsistent with results from other measures.

ETS Proficiency Profile

The 2016 percentile ratings listed in the linked chart provide a comparison of Mott scores to a cohort of 77 other associate-degree-granting institutions across the U.S. The 2014 percentile ratings are based on 84 institutions' student testers. As noted in the college's 2013 Systems Portfolio, ETS Proficiency Profile results have not been widely used at Mott. As new members of CASL have become familiar with the test and results, members have expressed surprise at the low proficiency rates indicated by this measure. Faculty and academic administrators serving as proctors have raised concerns that the test is designed to assess the proficiency of students from associate to doctoral level, and that some questions are intimidating for students with low confidence and sense of self-efficacy. Proctors report significant numbers of students seeming overwhelmed by the difficulty level and either guessing at answers or leaving large sections incomplete. While the committee believes in the importance of setting high standards and acquiring national benchmarking results, they are currently researching and discussing strategies to ensure that at-risk students are not negatively impacted by participation in this assessment and that the results are indicative of student skill levels. ([2014 ETS Comparative Data Guide](#), [2016 ETS Comparative Data Guide](#), [ETS Proficiency Profile Mott Scores 2014](#), [ETS Proficiency Profile Mott Scores 2016](#))

[Community College Survey of Student Engagement \(CCSSE\)](#)

Through CCSSE, students answer questions regarding "emphasis" on essential learning outcomes in their curricula. Results have been fairly consistent through the most recent

administrations of the survey, indicating that approximately 90% of students feel that critical thinking is emphasized “some” through “very much,” while only about 65% of students report the same level of emphasis on citizenship and global awareness. ([CCSSE Gen Ed Questions 2015](#), [CCSSE Gen Ed Questions 2017](#)) CCSSE is unable to benchmark these specialized questions; however, CASL has established 70% as the internal target. As results have been shared and discussed at CASL and all-faculty meetings, faculty report increased intentional use of the language of the essential learning outcomes in an effort to build student awareness and proficiency.

Graduate Follow-Up Survey

In self-assessing essential learning outcome proficiency, for the past three years, 98-100% of graduates have indicated that they are “adequately” to “very well” prepared in critical thinking, 88-95% say the same for global awareness, and 90-95% for citizenship.

In terms of the general education requirements, 93-100% of GFS respondents self-assess preparation in writing, reading, speaking, math, and computer skills as “adequately” to “very well” prepared, with highest levels of preparation indicated in reading, and lowest in math. More than 80% of graduates self-assessed level of preparation in writing, reading, and speaking as “well” or “very well.” Graduates’ assessment of preparation in math showed significant improvement in 2016, perhaps as a result of Mott’s addition of the “stats track” to the traditional algebra-based pathway.

GFS results are published annually on the Mott website and provide the basis for many of the measures shared annually with career and technical education (CTE) program coordinators.

Experiential Learning Survey

Since Fall 2015, the Offices of Experiential Learning and Institutional Research (IR) have collaborated to survey students participating in course-level experiential or service learning. Numbers of responses have ranged from 22 to 110 per semester, with gains experienced as more instructors have participated in experiential learning projects. The exception was the Fall 2017 survey, to which just 28 students responded. The Faculty Director of Experiential Learning is working with IR and faculty to increase response rates for Winter 2018. Over the past five Fall and Winter semesters, respondents were asked to rate responses on a five-option scale, ranging from “strongly disagree” to “strongly agree,” with an additional option of “not applicable.” Students assessed their experience in relationship to course objectives, workplace skills, and three measures designed to align with the college’s global awareness and citizenship general education outcomes. Over five semesters, percentages of respondents who agreed or strongly agreed that participating in experiential learning helped them to gain academic skills related to the course ranged from 68% to 95%. Percentages of those who agreed or strongly agreed that the experience had helped them to develop “professional skills for the workplace” ranged from 68% to 100%. Percentages of those who agreed or strongly agreed that participating in experiential learning helped them to “broaden understanding of different

cultures, races, social classes, ages, and/or gender groups” ranged from 80% to 95%. This question was designed to align to Mott’s “global awareness” general education outcome. Participants also assessed whether their participation had increased their awareness of community needs, and whether their contributions had benefited the community, to which 77% to 95% responded “agree” or “strongly agree.” These questions were designed to align to Mott’s “citizenship” essential learning outcome. These results are reviewed by the Experiential Learning Advisory Committee and CASL. CASL has established 70% as the target for all general education measures. (4.B.2)

III

Closing Achievement Gaps

To address achievement gaps noted in the General Education Assessment and other college data, Mott convened a task force to identify methods of “Closing the Achievement Gap” at Mott. More than 50 faculty, staff, and administrators met over several months to research, study Mott’s data, identify existing best practices, and create a series of recommendations. The group identified four intervention points: counseling and advising, financial aid, classroom and faculty relationships, and campus engagement. Within each area are several plans of action, including case management advising, building financial awareness among middle school students and parents, faculty diversity training, and a mentoring program for underrepresented minority male students. Progress toward implementation has been steady, with the creation of the “Talented Men of Today” (TMOT) mentoring program, movement to assigned advising, and Mott’s increased presence in several secondary schools. While it is difficult to measure the impact of specific interventions, target improvement rates and external benchmarks were established by the CTAG committee and should provide some insights into the success of the program as it becomes more fully implemented. ([Closing the Achievement Gap Report](#))

Increased Faculty Reflection on Teaching and Learning

One of the challenges of assessment was that most data traditionally shared with faculty was in aggregate form, allowing everyone to assume that issues reflected in that data were from someone else’s program. In recent years, the college has moved toward a practice of providing program- and faculty-specific data. For example, in addition to composite general education results, all faculty whose students participate in the General Education assessment receive section reports of their students’ performance rates, encouraging faculty to compare their students’ results to college-wide results. The new model of course-level assessment, launched in 2017, requires faculty to discuss learning objectives and outcomes with other faculty teaching the course, consider their students’ performance in comparison to students enrolled in other sections, and to discuss methods of teaching. ([Course-Level Assessment Form](#)) This process is reported by faculty to have increased alignment in teaching to learning objectives across multiple sections of the course, increased awareness of students’ learning gaps, and fostered attempts to find new

ways to address those gaps. These changes are expected to result in improved measurable outcomes.

CTL Sessions

The Committee for the Assessment of Student Learning (CASL) has worked with the Center for Teaching and Learning (CTL) to provide specialized training content and work sessions to lead faculty through course-level assessment. As Year 2 data comes in, the committee has requested additional CTL sessions specific to needs identified in the course-level assessment reports, leading to greater alignment between available trainings and faculty members' self-identified needs.

Mapping of General Education Content

As CASL works to improve general education assessment, there is interest in being able to further disaggregate essential learning outcomes data. A faculty member with release time to work for the Office of Planning, Research, & Quality Initiatives is mapping course-level essential learning outcomes to each of the college's Guided Pathways.

Increased Analysis of General Education Assessment Measures

In 2018, CASL began to look critically at differences in student outcomes between the in-house General Education Assessment and the ETS Proficiency Profile. As of March 2018, the committee has begun to study point biserial correlation of the multiple choice answers to the General Education Assessment, and to assess the differences in difficulty level between the General Education Assessment and the ETS Proficiency Profile. These analyses will continue at CASL's annual retreat in June, 2018.

Formalization of Targets and Benchmarks

Traditionally, Mott has had few formally-recognized targets or benchmarks, focusing instead on general "improvement" as opposed to a specific number. With the arrival of a new college President, Dr. Beverly Walker-Griffea, and increased understanding of assessment, the college has begun to identify targets. The Executive Cabinet, led by the President and facilitated by the Office of Institutional Research, established a Strategic Planning Dashboard, identifying measures and setting target goals related to the college's 2013-18 [Strategic Plan](#). ([Strategic Planning Dashboard](#)) The Closing the Achievement Gap (CTAG) committee established a series of internal targets and external benchmarks to measure progress in meeting the needs of Hispanic

and African-American male students. ([Closing the Achievement Gap Report](#)) CASL has established a general target proficiency rate at 70% for the General Education Assessment and other measures of student proficiency and satisfaction. Last year's launch of course-level assessment also prompted faculty conversation on targets, with nearly 40% of faculty identifying a "proficiency rate" for their courses, even though they weren't specifically asked to do so. During the 2018 round of course-level assessment, faculty are asked to identify proficiency and mastery rates. This data is expected to form the basis for the identification of internal targets for student proficiency rates, led by the Committee for the Assessment of Student Learning (CASL). ([CASL Presentations to Faculty Members Course-Level Assessment](#))

Sources

- 2013-2018 Strategic Plan Website
- 2014 ETS Comparative Data Guide
- 2016 Course Level Assessment Presentation
- 2016 ETS Comparative Data Guide
- 2017 Course Level Assessment Presentation
- 2018 Course Level Assessment Presentation
- Advisory Committee Meeting Minutes
- CASL Presentations to Faculty Meetings- CLA
- CASL Presentations to Faculty Meetings- CLA
- CCSSE
- CCSSE Gen Ed Questions 2015
- CCSSE Gen Ed Questions 2017
- Class Size Change Form
- Closing the Achievement Gap Report
- Clubs and Organizations Webpage
- Community Resources Webpage
- Course Level Assessment Form
- CPSC Agenda and Summary website
- CPSC Form-1A
- CPSC Form-1AP
- ETS Proficiency Profile Scaled Scores 2014
- ETS Proficiency Profile Scaled Scores 2016
- Executive Cabinet.pdf
- Experiential Learning Webpage
- Form 1
- Form 1AC
- Form 1AM
- General Education Assessment Results
- General Education Requirements Webpage
- Global Awareness
- Graduate Followup Survey

- Graduate Follow-Up Survey Results 2015
- Graduate Follow-Up Survey Results 2016
- Mission Statement
- Service Learning Surveys
- Strategic Planning Dashboard

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2

2.1

The College Professional Studies Committee (CPSC), co-chaired by the Vice President of Academic Affairs and the Vice President of the faculty union, and comprised of academic administrators, a student services administrator, and a faculty representative from each academic division on campus, is responsible for oversight of the creation and revision of academic programs. CPSC requires faculty proposing new or significant revisions to identify course-level outcomes, which then aggregate into program-level outcomes ([CPSC Form 1-A](#).) With support from its Curriculum Subcommittee, CPSC ensures that outcomes for new and revised programs are aligned with the college's mission, educational offerings, degree levels, and transfer institutions. Based on its mission, Mott strives to provide accessible and affordable education that allows students to be successful. Information about claims regarding community engagement, service learning, and contributions to economic development can be found on the [Community Resources](#) and [Experiential Learning webpages](#), and in Questions B1 through I5 of the [Graduate Follow-Up Survey](#). (3.E.2)

The Program Review ([Program Review Discipline Forms](#), [Program Review CTE Forms](#)) process requires program faculty to discuss learning objectives, student engagement and achievement, best practices, and goals for the program's future. The process encourages faculty collaboration and provides a formal opportunity for academic deans to gain additional insight into challenges faculty and students are facing. The program review process culminates in a meeting of program faculty, the divisional dean, and the Vice President of Academic Affairs, allowing administrators to provide support for best practices, and intervention as necessary. All of Mott's programs and disciplines ([Program and Discipline Reviews](#)) are assessed within a five-year cycle. (4.B.4)

2.2

Program-level outcomes are derived by aggregating CPSC-approved course-level outcomes for all program courses, with the new process for assessment of course-level objectives serving as the mechanism for program-level assessment. Mott is currently completing year two of a five-year cycle, and expects to have assessment for all active courses completed by the end of the 2021 academic year. However, numbers and specificity of course objectives vary widely, with some courses approved for 80 competency-based objectives and others focusing on broader groups of skills. In order to allow for a standardized process, CASL asked faculty to identify three "overarching" course objectives (for example, 25 specific steps in a Nursing course might aggregate to "safely administer medication"), and to report outcomes of direct measures of student assessment for those objectives.

2.3

CPSC documents and course syllabi articulate the purposes and content of course outcomes. Achievement level of outcomes is assessed via the institutional course-level assessment process. This process requires faculty to identify proficiency and mastery targets and rates, and to report results of direct measures of student assessment. Data is analyzed at discipline and program level, and by the Committee for the Assessment of Student Learning (CASL) and presented in summary form at monthly faculty meetings. (4.B.1)

2.4

In developing [Guided Pathways](#) for all programs, career and technical education (CTE) faculty continued to consult with advisory committees and other industry partners to ensure that program courses contain relevant content and are aligned with workplace needs, and also to choose specific courses within the general education list to ensure student preparation for specific demands within each profession. The global awareness essential learning outcome, which is infused throughout the curriculum, requires students to “demonstrate an understanding of the diversity of culture, race, ethnicity, nations, religions and political and social systems.” (3.B.4) Mott’s essential learning outcomes (citizenship, critical thinking, and global awareness) are aligned to the college’s mission to “provide educational opportunities and services that cultivate student success and individual development and improve the overall quality of life in a multicultural community;” general education requirements are embedded in all associate degree programs and are assessed by the college’s [General Education Assessment](#), [ETS Proficiency Profile](#), [CCSSE](#), and the [Graduate Follow-Up Survey](#). (4.B.2) Discipline faculty developing Guided Pathways consulted with faculty teaching in baccalaureate programs, particularly those articulating with Mott and accepting large numbers of Mott transfers, to ensure that courses included in each pathway are aligned and sequenced to ensure positive transfer outcomes for Mott students. (3.B.4)

The Guided Pathways work prompted faculty to review reading requirements added to all courses in 2013, resulting in some changes to prerequisite levels. Some programs implemented a “ramp-up” approach, allowing students to take introductory program courses with a developmental reading placement score, but requiring higher prerequisite scores for courses taken in subsequent semesters. This allows students to begin their chosen program with no delay, but also addresses the need for students to have higher proficiency levels in order to successfully progress through the program. As students are assigned to Guided Pathways, this will become a useful data point to inform additional program revisions.

2.5

Mott’s Office of Student Life oversees development and function of student organizations. While student groups have latitude to create clubs around their interests, seventeen of the college’s 32

[currently-active clubs](#) are directly aligned with academic programs and disciplines, and have program faculty as club advisors. (3.E.1) Several programs in the Health Sciences, Fine Arts & Social Sciences, and Technology divisions require clinical placements, requiring students to apply curriculum in a structured, supervised environment. Mott's Office of Experiential Learning works with faculty to develop projects aligned to course objectives that provide meaningful interaction between students and the community. Faculty participating in experiential learning projects are asked to distribute an [electronic survey](#) to their students. Among other factors, the survey assesses project alignment to learning goals for the course. (4.B.2)

2.6

Faculty have primary responsibility for selecting tools, methods, and instruments used to assess learning outcomes. Within each course and program, faculty have the right and responsibility to choose appropriate tools, methods, and instruments to assess attainment of course and program learning outcomes. The faculty Committee for the Assessment of Student Learning (CASL) is responsible to developing and/or selecting tools, methods, and instruments to assess general education, and course-level and program-level outcomes. CASL consists of members from all divisions, many of whom bring specialized knowledge in assessment. The faculty Coordinator of Experiential Learning worked in conjunction with the Office of Institutional Research to develop tools, methods, and instruments to assess experiential learning activities. (4.B.2) Additional instruments containing components of program-level assessment, such as student surveys, Program Review, and PROE surveys, were developed by the Offices of Institutional Research and Planning, Research, and Quality Initiatives and the State of Michigan Office of Community College Services.

2.7

Mott employs several instruments to assess program-level outcomes. These include PROE surveys, developed by State of Michigan Perkins grant administration, and are administered to students, faculty, and advisory committee members of career and technical education (CTE) programs on a 5-year rotation ([PROE Student Survey Instrument](#), [PROE Faculty Survey Instrument](#), [PROE Advisory Survey Instrument](#)). Mott's 5-year Program Review process ([CTE Program Review Instrument](#), [Discipline Program Review Instrument](#)), developed by the Office of Planning, Research, & Quality Initiatives and now in its sixth year, assesses the current status of each program and discipline. [Course-Level Assessment](#), informed by several models presented at Valencia College's 2017 Community College Conference on Learning Assessment and by feedback from two recent HLC site visits (one to receive approval for online programming and one [additional location visit](#)), provides a detailed assessment of course-level objectives. The process was developed by CASL with support from the Office of Planning, Research, & Quality Initiatives. (4.B.2) Mott also uses the [Graduate Follow-Up Survey](#), developed by the Office of Institutional Research, to gather students' self-assessment of their levels of "skills and knowledge related to [their] college major." Several programs have external assessments or licensure exams, which inform curriculum and instructional practices. Mott collects, analyzes, and reports results of third-party assessments for Nursing, Respiratory

Therapy, Occupational Therapy Assistant, Physical Therapist Assistant, Dental Assisting, Dental Hygiene, Sign Language Interpreter Education, and Cosmetology programs. Mott's programs also benefit from college involvement in statewide articulation development. (4.B.1), (4.B.2), (4.B.4)

1R2

Mott's course- and program-level learning outcomes are assessed by the following instruments:

PROE

Mott administers PROE surveys, developed by the State of Michigan's Perkins grant administration, to assess student, faculty, and advisory committee perceptions of state-approved CTE programs. Surveys are administered as a component of PROE review. Program coordinators review survey results and performance data for each of the Perkins Core Performance Indicators (third-party assessment results, completion, retention, and employment statistics, and non-traditional student participation and completion) on a 5-year basis. Surveys are completed in program courses by all students who have accumulated 12 or more program credits. Students are asked whether written course objectives are available and communicated to them, relate to the course, and are used to keep them aware of their course progress. Rating options follow a five-option scale, ranging from "Poor" to "Excellent," and a sixth option for "Don't Know." For 2016 and 2017, the percentage of students selecting "Excellent" and "Good" ranged from 79% to 96%. Most students who did not choose one of these options chose "Average." ([Student PROE Results – 2016](#), [Student PROE Results – 2017](#))

All faculty teaching in the program (including part-time and adjunct faculty) complete the faculty survey instrument, rating their participation in establishing program goals, course objectives, and competency-based performance objectives, as well as their use of competency-based performance objectives. Faculty are presented with the same six-option scale, with quality ratings options ranging from "Poor" to "Excellent," and the additional "Don't Know." For 2016 and 2017, the percentage of faculty selecting "Excellent" and "Good" across all 5 questions regarding their participation in developing and using course objectives ranged from 40% to 100%, with ratings highest in programs with the most full-time faculty. ([Faculty PROE Results – 2016](#), [Faculty PROE Results – 2017](#))

Advisory Committee members rate program content and quality, correlation to industry standards, and availability of industry-standard equipment, using the five-option "Poor" to "Excellent" scale with a sixth option for "Missing." When asked to rate the degree to which the "program is based on performance objectives that represent job skills and knowledge required for successful entry-level employment," throughout 2016 and 2017, 75% to 100% of respondents chose "Excellent" or "Good." Ratings dipped slightly when advisory members were asked to rate the degree to which the "program is periodically reviewed/revised to keep current with changing

job practices and technology,” with “Excellent” and “Good” responses totaling 67% to 100%. Ratings fell more significantly when advisory members were asked to rate the degree to which “follow-up data provide information used to review and, where warranted, revise the program, ranging from zero to 100%. Although these numbers may simply indicate lack of communication between program faculty and advisory committee members, these results were noted as action items by program coordinators, deans, and Vice President of Academic Affairs. ([Advisory PROE Results – 2016](#), [Advisory PROE Results – 2017](#))

Survey results are compiled by Mott’s Office of Institutional Research, and are distributed to the relevant CTE program coordinator and academic dean, Manager for Career & Technical Education, and Vice President of Academic Affairs. Results are analyzed and addressed as part of the PROE assessment, and also used as part of the college’s Program Review process.

Program Review

In 2013, Mott launched a new Program Review process requiring program and discipline faculty and academic deans to review, on a five-year rotation, program data from the previous three years, analyze current conditions, and establish five-year goals. The Vice President of Academic Affairs reviews reports and meets with program/discipline faculty and their dean to discuss goals and resources needed to accomplish those goals. Beginning in 2018, with the first year of Round 2 of the Program Review process, faculty and deans will also track program/discipline progress against the goals that were established during Round 1.

Discipline faculty receive data on student demographics, seat counts, grade distribution by section and faculty member, and information on courses into which their students are currently enrolled. Program faculty receive the same sets of information, plus student retention and completion data. Career and technical education (CTE) program coordinators complete the Program Review process in conjunction with PROE review, and receive additional Perkins-specific data. ([CTE Program Review Data Sample](#), [Discipline Review Data Sample](#)) As students enter Guided Pathways, discipline faculty will also be provided with pathway-level data, in order to identify loss points and other stumbling blocks to student success. Throughout the past five years, all but two programs and all but one discipline have completed the Program Review process. All three missed deadlines due to long-term absence of full-time faculty members, and will be completed in 2018.

Course-Level Assessment

In 2017, the Committee for the Assessment of Student Learning (CASL) launched a new course-level assessment process requiring courses to be assessed on a five-year rotation. Tweaked for 2018, it requires all faculty teaching a course to meet, discuss student learning in relationship to course objectives, assess Bloom’s taxonomy levels related to teaching those objectives, identify

strengths and gaps in terms of student proficiency, and identify a plan to address gaps. Faculty submitted [calendars](#) indicating which courses would be assessed each year.

During 2017, approximately 20% of Mott's courses were assessed, and, with the exception of three programs/disciplines experiencing long-term faculty absence, all scheduled assessments were completed. Most improvement plans are course-specific, with faculty detailing changes to assignments, sequencing, teaching methods, etc. Many indicated that they had enacted the improvement plan immediately to improve learning for students currently enrolled in the course.

Although faculty were not asked in 2017 to provide proficiency or mastery targets or performance rates, many included that information. The 2018 forms require faculty to identify proficiency and mastery target rates, and to provide proficiency and mastery rates for their students. One of the challenges that faculty have previously encountered is that differing external requirements for accredited programs create barriers to establishing a consistent internal target. This process allows each program and discipline to measure against an individualized target.

Overall patterns gleaned from the 2017 administration were analyzed by CASL and presented at a faculty meeting, attended by all full-time faculty and academic administrators ([CASL Presentation on Course-Level Assessment](#)). Faculty identified proficiency rates for 39% of courses assessed during 2017; mean rate was 69%, and median 75%. Mean mastery rates (reported for 35% of courses assessed in 2017) calculated to 74% and 79%, respectively. The committee also worked to identify types of assessment used by faculty teaching each course, and Bloom's Taxonomy level(s) employed. These summary results were presented at the same faculty meeting, allowing CASL members to engage colleagues in conversations around student learning.

Graduate Follow-Up Survey

The survey includes a question asking graduates "How well prepared do you feel you are" in "skills and knowledge related to your college major," with five response options ranging from "poorly" to "very well." In [2016](#), 98.5% of responding graduates chose responses ranging from "adequately" to "very well," with nearly 89% of graduates selecting "well" or "very well." Results were similar in [2015](#), with 97.7% of respondents choosing "adequately" to "very well," and nearly 85% selecting "well" or "very well." Because Mott's GFS was developed internally by the Office of Institutional Research, no external benchmarking is available for this measure.

External Assessments and Licensure Exam Results

Graduates of several of Mott's Health Division programs, as well as those in Cosmetology and Sign Language Interpreter Education, sit for [occupational licensure and certification exams](#).

Aggregate and program-specific results are reported annually to program coordinators, deans, the Manager for Career & Technical Education, and the Vice President of Academic Affairs, and shared for discussion with relevant program faculty.

In 2017, approximately 9% of Mott's graduates took one of these tests (179 of 1951), with an overall success rate of 95%. Specific program pass rates ranged from 70% to 100%, with six of the eight programs reporting pass rates of 100%. Overall performance levels were similar in 2016, with an aggregate pass rate of 93%, and pass rates for seven of the eight programs ranging from 79-100%. Sign Language Interpreter Education (SLIE) graduates achieved a 14% success rate in 2016, following major changes to the certification exam. While curriculum revisions were already in progress when test results were received, they provided additional incentive to faculty to realign the program. By 2017, pass rates for the new exam had returned to 75%. ([Perkins 1P1 Results](#))

Mott's Office of Institutional Research annually reports these results to the State of Michigan's Office of Postsecondary Education. Results are disaggregated by program, gender, and race/ethnicity, as well as by the Perkins Special Populations categories, providing success rates for students who have identified disabilities, are economically disadvantaged, non-traditional (by gender), single parents, or displaced homemakers, or have limited English proficiency. Results are reviewed annually by the Manager for Career & Technical Education, the Interim Executive Dean for Planning, Research, & Quality Initiatives, and the Vice President for Academic Affairs. Although disaggregated totals are small for most groups, pass rates ranged from 83-100% in 2016 and 93-100% in 2017. Women slightly outperform men in both years. There were no Hispanic students in the cohort for either year, but African-American males achieved 100% pass rates in both years. In 2017, the only demographic group below 100% was white females, whose pass rate was 93%. When further disaggregated, the data indicates that white females in the Dental Hygiene program account for all but one of the non-successful testers. ([Perkins 1P1 Results](#))

Based on past graduates' performance rates and accreditation standards, Mott's Executive Cabinet has established internal target rates for each of the health science certification exams. In 2016, all programs met the targets with the exception of Dental Assisting. In 2017, all programs met the targets with the exception of Dental Hygiene. ([Strategic Dashboard](#))

The State of Michigan has established a performance benchmark of 92% and annually publishes composite scores for each community college in Michigan, allowing Mott to compare internal scores with overall state performance and with community colleges with comparable characteristics, such as Delta and Kalamazoo Valley. Unfortunately, no program-level data is shared, so faculty are unable to assess their students' success rates in comparison to programs at other community colleges. ([State-Level Perkins 1P1 Chart](#))

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Based on results and insights gained from analysis of available course-level and program-level assessment data, a number of improvements have been implemented. At the program level, significant revisions to the Sign Language Interpreter Education (SLIE) program were proposed by the SLIE program coordinator and approved by the College Professional Studies Committee (CPSC) during the 2017 academic year ([December 18, 2016 and March 24, 2017](#))

At course level, although faculty were not asked to provide improvement plans, 50% of the 2017 course-level assessments included details regarding changes that instructors had already implemented or were planning to implement as a result of their assessment. Academic Literacy faculty noted that some instructors teaching the course were receiving stronger student portfolios than others, and planned to “learn from what those teachers are doing and replicate it where possible.” They also concluded that they would “solicit student advice on how to be successful” to be shared with students in future classes. Cosmetology faculty noted that students had increased theory test scores with the inclusion of a “special project to reinforce learning.” (4.B.3)

Others focused on improvements to classroom assessment, noting plans to evaluate exam questions and other assessments to ensure that they could more accurately assess learning outcomes in subsequent attempts. (4.B.3)

In 2018, all course-level assessments are required to contain a plan to address skills gaps. Of the assessments received by the end of Fall semester, plans included “consider breaking this unit into smaller parts,” assigning homework to ensure students are “revisiting the lecture material,” and “implementing a mandatory online review for points.” (4.B.3) ([Course-Level Assessment Spreadsheet](#))

Mott’s Dental Hygiene program coordinator attended the Commission on Dental Competency Assessments (CDCA) conference in January 2018 to learn more about recent changes made to the certification test, exam preparation, and calibration of examiners. Mott’s program has begun requiring students to complete mock board exams in Fall and Winter semesters of their second year of the program, and to remediate following their HESI practice exam. (4.B.3)

Sources

- 2018 Academic Discipline_Review Process
- 2018 CTE Program_Review Process
- Academic Literacy
- Additional Location Visit
- Advisory Practice Survey Form 1
- Advisory PROE Results 2016
- Advisory PROE Results 2017

- CASL Presentations to Faculty Meetings- CLA
- CCSSE
- CCSSE 2015
- CCSSE 2017
- Clubs And Organizations List
- Community Resources Web page
- Course Level Assessment
- Course Level Assessment Spreadsheet
- Course Level Assessment Spreadsheet Calendar
- CPSC 032417-summary
- CPSC Form-1A
- CPSC Summaries December 18, 2016 and March 24, 2017
- CPSC summary-121616
- ETS Proficiency Profile
- ETS Proficiency Profile Scaled Scores 2014
- ETS Proficiency Profile Scaled Scores 2014
- ETS Proficiency Profile Scaled Scores 2016
- ETS Proficiency Profile Scaled Scores 2016
- Experiential Learning Webpage
- Faculty Practice Survey Form 1
- General Education Assessment Results
- General Education Assessment Results
- Graduate Followup Survey
- Graduate Follow-Up Survey Results 2015
- Graduate Follow-Up Survey Results 2016
- Guided Pathways
- Occupational Licensure and Certification Exams
- Perkins 1P1 Results
- Perkins 1P1 Results Spreadsheet
- Perkins 1P1 State Data
- PROE Faculty 2016
- PROE Faculty 2017
- PROE Student Survey Instrument
- Program Review File
- Sample CTE Data Set
- Sample Discipline Data Set
- Service Learning Surveys
- Strategic Planning Dashboard
- Student PROE Results- 2016
- Student PROE Results- 2017

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3

3.1

Mott is aware of its role in a multi-cultural society, as evidenced by the college's [mission statement](#) "to provide high quality, accessible and affordable educational opportunities and services that cultivate students' success and individual development and improve the overall quality of life in a multicultural community." Mott's [diversity statement](#) acknowledges the college's "special responsibility to the community to promote equal access and success for minority students," and to "preserv[e] a multi-racial, multi-cultural environment." The college has established an outreach program to local high schools encouraging underrepresented minority students to prepare for higher education. (1.C.1) Mott's [admissions application](#) requires students to identify a preliminary certificate or degree program, gender, date of birth, student status, citizenship status, high school graduation status, and reason(s) for attending. It gives students the option of identifying race/ethnicity, disability status, willingness to be contacted by a Disability Services representative, and first-generation student status. This information provides a basis for offering supports to specific groups. Students identifying certificates or applied associate degree programs considered non-traditional for their gender are contacted by the Special Populations program. Male students who self-identify as Hispanic/Latino or Black/African American are recruited to join the "Talented Men of Today" mentoring program. (1.C.2) Those who self-identify as first-generation college students are referred to the TRiO program. Students with exemplary high school records are encouraged to apply for the Honors College.

Following acceptance to the college, students without valid ACT/SAT scores complete Accuplacer assessment tests in Math, Reading, and Writing. Based on Accuplacer scores and, in some cases, an essay assessment, students are advised to register for required foundational courses appropriate for their current skill level. ([Accuplacer Placement Chart](#))

During appointments required for all new students, advisors provide referrals to resources such as Mott's Special Populations program (open to all students in state-approved career and technical education certificate and associate degree programs who meet at least one of the following criteria: individual with disabilities, economically disadvantaged, enrolled in a program classified as non-traditional for their gender, single parent, displaced homemaker, limited English proficiency), TRiO, clubs and other student organizations, intramural athletics, etc.

During advising appointments, students choose a "[Guided Pathway](#)." Guided Pathways within associate of applied science programs were developed in conjunction with each program's advisory committee and are comprised of a sequence of occupational courses and specified general education courses to provide students with the "best fit" skills for their profession. Guided Pathways within associate of arts, associate of science, and associate of fine arts programs were developed in conjunction with baccalaureate program faculty and are comprised of a sequence of discipline courses and specified general education courses to provide students with a transfer experience maximizing transfer of credit and preparation for baccalaureate studies.

Through attending classes, students learn about the library, Writing Center, Math Empowerment Center, and Foreign Languages Center. Students meeting eligibility criteria are referred to the college's chapter of Phi Theta Kappa. Based on needs, concerns, and interests, students are reminded about support services they may have previously rejected, and may be referred to tutoring. Mott purchased Starfish software in Summer of 2017, and, following a Fall pilot, launched "MyCompass" in Winter 2018. "MyCompass" allows faculty and select staff to raise "flags" prompting outreach to students regarding concerns about attendance, lack of needed supplies, financial aid, and class performance. The system also allows "kudos" for high/improved performance.

3.2

Mott identifies key stakeholder groups and their needs through immersion of the college's Executive Cabinet and Leadership Team in the regional community. Through involvement in [dozens of community groups and organizations](#), employees gather information regarding opportunities and needs, and report that information back to the relevant Executive Cabinet member. Mott's Executive Cabinet is ultimately responsible for prioritizing key stakeholder groups and needs to address with college programming.

Regional employers (owners and managers of companies employing Mott graduates) are one of the college's most significant stakeholder groups. All certificate and associate of applied science programs have active advisory committees, comprised of employers, secondary and baccalaureate partners, and industry specialists. Employers provide insight into current industry skills and equipment; their recommendations drive curriculum changes and equipment purchases. The college's Student Employment Center works with local employers, linking students and graduates to employment opportunities, and identifying training opportunities leading to employment. Mott's Office of e-Learning and Apprenticeship partners with more than a dozen regional employers to deliver credit-based apprenticeship training programs.

That office also facilitates online student success, supporting student enrollment in and completion of the college's required DLES (distance learning preparation) pre-requisite course, and ensuring that faculty meet [certification requirements](#) required to teach online courses.

Mott facilitates meetings among secondary, baccalaureate, and Mott faculty to discuss and align curriculum. The college maintains more than 200 agreements with [29 secondary institutions](#), and approximately [150 agreements with 16 baccalaureate institutions](#). Mott is a community partner in "The Flint Promise," which provides Flint high school graduates funding for a 2- or 4-year degree program, and is working with local high schools to increase the number of underrepresented minority students pursuing post-secondary degrees. The college partners with the Genesee Courts to offer a diversion program for young, non-violent offenders, and is running a pilot Second Chance Pell program, designed to reduce recidivism and improve prisoners' transition into society by providing marketable skills and credentials. (1.C.1, 1.C.2)

As dual enrollment expands, secondary students, parents, and school administrators are becoming another significant stakeholder group. Throughout the past five years, Mott faculty have provided introductory courses at more than a dozen high schools in Genesee, Lapeer, Tuscola, Livingston, and Shiawassee counties. In addition to Mott Middle College, the college also maintains middle college partnerships with seven other regional districts, and is on track to partner in 11 early/middle colleges by Fall 2018. Mott's dual enrollment coordinator, the Executive Director of Academic Operations, meets with secondary administration, students, and parents to discuss needs and address issues.

3.3

Mott's [Strategic Plan](#) identifies "Student Learning & Success" as an overarching goal, committing to "utilize research to assess and develop curriculum to meet the needs of students, employers, the community, and transfer institutions," "to create learning-centered environments that offer all students an opportunity to succeed," and to "provide innovative developmental education and college readiness programs that work to close achievement gaps and address structural inequities that impede student success." (1.C.1, 1.C.2) Faculty are responsible for the development and improvement of academic programming, informed by advisory committees and other employer groups, accrediting agencies, secondary and baccalaureate partners, changes in professional and industry standards and academic best practices, and analysis of student outcomes, including achievement gaps. (1.C.2) New and revised courses and programs are developed by program or discipline faculty, approved by the relevant academic division, and submitted to the College Professional Studies Committee (CPSC) for approval. ([CPSC Process](#)) ([Sample CPSC Processes](#)) Significant revisions are referred to the Curriculum Subcommittee of CPSC, and then forwarded back to CPSC with a recommendation regarding approval.

3.4

The college's Office of Academic Affairs is ultimately responsible for ensuring assessment of academic programs. The Vice President's office oversees the five-year [Program Review](#) process, and the Office of Planning, Research, & Quality Initiatives provides consultation to the faculty Committee for the Assessment of Student Learning (CASL), which is leading the college's [assessment](#) processes. The college also uses external assessments, such as the State of Michigan PROE assessment and relevant industry certification exams.

3.5

The College Professional Studies Committee (CPSC) is responsible for reviewing course and program viability, and approving changes or discontinuation when necessary. Revisions are

prompted by faculty and academic administrators, resulting from feedback from professional development, advisory committees and other employer groups, accrediting agencies, secondary and baccalaureate partners, and analysis of student outcomes. Student, faculty, and advisory committee surveys required by PROE, enrollment data provided for program review, and reflection required by the program review process lead to revisions and, more rarely, requests to discontinue programs. A number of factors are considered prior to program discontinuation, including limited market demand or earning potential for graduates, low enrollment in the program, and unavailability of qualified faculty. (4.A.1) Course and program revisions are developed by program or discipline faculty, approved by the relevant academic division, and submitted to CPSC for approval. Requests to discontinue courses come from program faculty or divisional deans. Requests to discontinue programs are submitted to CPSC by divisional deans, after careful consideration of the impact on students and faculty, and consultation with the Vice President of Academic Affairs and other Executive Cabinet members, including the President. If approved by CPSC, recommendations go to the Board of Trustees for final action.

1R3

PROE

Every five years, all state-approved Perkins grant-funded programs undergo PROE assessment, requiring faculty and administration to conduct surveys of current students, faculty, and advisory committee members. The first four questions of the advisory survey ask committee members to rate relevance of program objectives, the program's success in providing relevant job experiences; the responsiveness to "upgrading and retraining needs of employed persons," and the success of the program revision process, with five response options ranging from "Poor" to "Excellent," and a sixth option of "I don't know," or "Unable to Evaluate." During the 2016 and 2017 cycles, 75% to 100% of respondents chose an "Excellent" or "Good" rating for each question, with the exception of the Photography program's Advisory Committee. Of the three members who completed surveys, one chose "Acceptable" when asked to rate the program's responsiveness to "upgrading and retraining needs of employed persons," and one chose "Unable to Evaluate" in response to the statement that the "program is periodically reviewed/revised to keep current with changing job practices and technology." ([PROE Advisory Survey Summary](#), [PROE Calculations](#))

Program Review

Every five years, all programs and disciplines complete Program Review, requiring faculty and administrators to assess the past five years' worth of program activity, look at current student success data for the program, and plan for the future. This process results in changes to courses and programs, and occasionally, discontinuation of a program. Beginning in 2018, with the first

year of Round 2 of the program review process, faculty will also assess outcomes established during Round 1 of the process. ([Program Review List](#))

[Graduate Follow-Up Survey](#)

The survey includes a question asking graduates “How well prepared do you feel you are” in “skills and knowledge related to your college major,” with five response options ranging from “poorly” to “very well.” Nearly 18% (409 of 2317) [2016](#) Mott graduates provided responses, up from a 13% response rate (300 of 2364) in [2015](#). In 2016, 98.5% of responding graduates chose responses ranging from “adequately” to “very well,” with nearly 89% of graduates selecting “well” or “very well.” Results were similar in 2015, with 97.7% of respondents choosing “adequately” to “very well,” and nearly 85% selecting “well” or “very well.”

External Assessments and Licensure Exam Results

See discussion of these results in 1R2.

Online Success Measures

Several years ago, the college acted to address trend data showing that online students were not performing as well as their on-ground counterparts. In response, Mott developed a Distance Learning Evaluation Session (DLES) Prep Class that students are required to successfully complete prior to registering for an online course. The Manager of e-Learning and University and Workplace Partnerships annually analyzes success rates in online courses, comparing them to on-ground success rates. Significant differences in success rates are noted and shared with divisional deans. ([Online Course Success Statistics](#))

For the past five years, overall success rates have exceeded 70%. However, online Mathematics courses continue to be a concern, with significantly more students succeeding in on-ground courses. Limited sections of Mathematics courses are offered online, as faculty and the Dean of Science & Mathematics work to address the discrepancy.

1I3

Several improvements have been implemented in response to the credentialing outcomes in Dental Hygiene. The program has implemented a requirement that students complete a practice exam in Fall and Winter semesters of their final year in the program, and spend a prescribed amount of time completing remediation activities. The program’s coordinator recently attended

the Commission on Dental Competency Assessments Educator Conference to provide feedback to the organization regarding the impact of recent changes to the exam, and ensure future communication regarding such changes.

As Mott's Executive Director of Academic Operations has sought and received feedback from secondary administrators, parents, students, and faculty teaching dual enrollment courses, several new processes have been implemented. Faculty interested in teaching cohorted dual enrollment are now required to attend an orientation session at the secondary site. Presentations and peer-to-peer discussion groups are routinely scheduled in the college's Center for Teaching and Learning to allow faculty to share experiences and best practices. During Winter semester, [sessions](#) were held on January 10 and 11, with 12 faculty attending. The Executive Director meets with each secondary school's administrative team to address issues, and schedules annual parent/student meetings to ensure that the college receives feedback from and communicates with students and their families.

The Manager of e-Learning and University and Workplace Partnerships provides data to the Dean of Science and Mathematics and mathematics faculty who are certified to teach online courses as faculty seek to improve success rates.

All but three programs and disciplines at Mott have undergone program review within the past five years, and all have identified goals and implemented improvements as a part of the review. One example is the Computer Network Engineering program, which identified a need to significantly revise program curriculum. The program review process resulted in a sabbatical request for a full-time faculty member to research and write new curriculum. The sabbatical was proposed and approved by the college's Sabbatical Review Board for Winter 2018. ([CNE Program Review](#))

Similarly, the [Psychology discipline review](#) identified a need to develop additional research opportunities for students. This discovery led Mott's Psychology faculty to collaborate with University of Michigan – Flint's Psychology faculty, resulting in Mott student participation in the UM-Flint Student Research Conference. In 2017, Mott students completed 22 research projects, presenting at the conference alongside students from UM-Flint and Kettering University.

Sources

- 2013-2018 Strategic Plan Website
- 2018 Academic Discipline_Review Process
- 2018 CTE Program_Review Process
- Accuplacer Placement Chart
- Admissions Application
- Advisory PROE Results 2016-2017
- Assessment

- CNE Program Review
- CPSC Process
- Diversity Statement
- Early College Faculty Orientation CTL Session Report
- Elearning Faculty Requirements
- Executive Cabinet Organization Memberships
- Graduate Followup Survey
- Graduate Follow-Up Survey Results 2015
- Graduate Follow-Up Survey Results 2016
- Guided Pathways
- Mission Statement
- Occupational Licensure and Certification Exams
- Online Course Success Statistics 2014-2017
- Perkins 1P1 Results
- Perkins 1P1 State Data
- PROE Calculations
- Program Review List
- Psychology Program Review 2018
- Sample CPSC Processes
- Secondary Institutions
- Strategic Planning Dashboard
- Strategic Planning Dashboard
- Transfer and Articulation

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4

4.1

Mott faculty determine the level of preparation required of students for the specific curricula, programs, courses, and learning they will pursue via College Professional Studies Committee (CPSC) processes detailed in 1P2.1 and 1P3.3. ([CPSC Process](#)) Faculty qualifications are consistent with HLC guidelines. Faculty qualifications and course objectives are consistent across all modalities and locations of delivery. (4.A.4)

Individual students' level of preparation is assessed upon enrollment via Accuplacer testing, or prior completion of standardized tests or transfer credits. Mott's Developmental Education Steering Committee (DESC) has developed a Multiple Measures model for placement that includes performance in selected high school courses; this is expected to be implemented for the 2019 academic year. ([Multiple Measures Process Document](#)) Students follow mandatory placement guidelines developed by faculty and approved by CPSC regarding completion of foundational coursework. ([Placement Guidelines](#))

Prerequisites, including completion of developmental courses, are communicated to students and other stakeholders via college [catalog](#), [course schedule](#), and individual students' academic plans (accessible to them via MyBackpack). Advisors and program coordinators of the college's certificate of achievement and associate of applied science programs also provide regular reminders to students regarding prerequisites, grade point average requirements for selective admissions programs, and other requirements.

4.2

Regardless of location or modality, processes for quality assurance are consistent. In addition to its main campus located just east of downtown Flint, Michigan, Mott Community College offers academic instruction, workforce training, and/or community enrichment in five additional locations: Southern Lakes Branch Center in Fenton, Livingston Center in Howell, Northern Tier Center in Clio, Lapeer Extension Center, and Thumb Correctional Facility, a medium-security prison also located in Lapeer. These sites were selected to serve neighboring rural counties lacking higher educational opportunities, and, in the case of Thumb Correctional Facility, to serve prisoners participating in the U.S. Department of Education's Second Chance Pell pilot program.

The college is approved to offer distance education programs, and offers the Associate of Applied Science in Computer Information Systems as well as online courses representing every college division. Mott participates in the Michigan Colleges Online (MCO) collaborative, allowing students at participating community colleges to complete Mott courses that are applied toward their home college degree program, and in the State Authorization Reciprocity Agreement (SARA).

Program rigor is maintained by the College Professional Studies Committee (CPSC), Curriculum Subcommittee, and academic deans and faculty. Evaluation of academic rigor occurs during review of curriculum, faculty performance, and students' academic performance and outcomes. Changes to courses or programs are initiated by faculty and reviewed by division before gaining

final approval by CPSC. Program and certificate information is published in several locations on the college's website, including on [academic divisions' webpages](#), in the [college catalog](#), and on the ["Academics" webpage](#). (3.A.1)

Mott maintains consistency in quality and learning goals across all modes of delivery and at all locations in several ways. The first is continuity in leadership. Faculty teaching at all locations and online work under the direct supervision of their divisional dean and the Vice President of Academic Affairs. Secondly, all faculty meet a minimum level of qualifications consistent with HLC standards regardless of location or modality of teaching. Additionally, all instructors are required to teach the same course content with the same objectives, as put forth by faculty and approved by CPSC. Finally, in order to ensure that distance-learning courses are effective and consistent with face-to-face courses, all faculty teaching online are required to become certified in online instruction by the Educational Technology Organization of Michigan (ETOM) ([Faculty List](#), [Faculty Requirements](#)) and to complete Mott Curriculum Design training (3.A.3) Dual enrollment sections are taught by Mott faculty, using the same course descriptions and objectives, ensuring quality and consistency. (4.A.4) Deans are responsible for the regular evaluation of all faculty, in accordance with the college's faculty collective bargaining agreement. Part-time faculty are evaluated each semester for their first three semesters of employment. Adjunct faculty are evaluated annually. Full-time faculty undergo a three-year probationary period with required annual evaluation, and then are evaluated every four years subsequent to obtaining full-time status. ([Faculty CBA](#))

4.3

Mott Community College does not award credit for prior learning experiences. The college's registrar is responsible for evaluating military ([Veteran Services Additional Important Information College Credit for Military Experience webpage](#)) and college transcripts for students seeking transfer credit, under the direction of academic faculty and CPSC. Students are eligible to transfer credits from other regionally-accredited institutions by sending an official transcript to the registrar's office. The college generally accepts freshman and sophomore credit from regionally-accredited institutions. (4.A.3) ([Transfer Credit to Mott Community College webpage](#)) If courses have recently been evaluated, the registrar's office provides immediate determination. If courses have not previously been evaluated for transferability, the registrar's office sends course information to the appropriate academic dean, who forwards it to discipline or program faculty for review. (4.A.2)

The college grants articulated credit to high school career and technical education (CTE) students who successfully complete secondary courses aligned with introductory college courses, and who meet college performance criteria in subsequent in-program college courses. This process begins with high school and college faculty meeting to determine whether curriculum is or is able to be aligned, discussing course outcomes, and establishing articulation agreements, which are then reviewed and approved by the division dean and Academic Vice President. Articulation agreements require students to successfully complete the next college course in their pathway in order to be granted articulated credit. In programs for which program

faculty have determined that industry certifications are aligned to Mott courses, students who have earned the industry certification may be eligible to be granted credit for the corresponding Mott course. This allows industry professionals and high-performing graduates of Mott's Workforce Training programs to seek college credit as they transition into Mott's credit programming.

4.4

Mott's associate of applied science faculty are required to hold and maintain appropriate industry certifications as a condition of employment, ensuring they remain cognizant of requirements for employment in their fields. With input from advisory committees and support and oversight from academic administration, faculty are responsible for selecting, implementing, and maintaining specialized program accreditations. Each associate of applied science programs is led by a faculty program coordinator, who receives release time to ensure that the program remains relevant, which includes implementation or maintenance of [specialized accreditation](#). (4.A.5)

4.5

Academic performance of credit-seeking students is measured and documented with several instruments in addition to class assignments and grades: the college's General Education Assessment, course-level assessment, the Community College Survey of Student Engagement (CCSSE), the ETS Proficiency Profile, third-party certification results, and various state and national outcomes measures and benchmarks. This is true at the main campus and all sites with one exception. Due to prison regulations, students at Thumb Correctional Facility are not currently allowed to participate in assessments or surveys requiring internet access.

In addition to data gathered through analysis of student coursework and grades, faculty and academic deans are provided with and facilitated through annual analysis of section-level outcomes information on the college's General Education Assessment exam and relevant third-party certification results, and college-level outcomes on course-level assessment, CCSSE, and the ETS Proficiency Profile. Academic deans regularly review grades and other data for all course sections taught within their division. Potentially troubling patterns are noted and addressed with individual faculty through mentoring, professional development, and improvement plans as needed.

Mott's program review process requires deans and faculty to review and analyze faculty- and section-level student outcomes data and to submit a written plan addressing areas for improvement.

In addition to general education outcomes required for all associate degree programs, each associate and certificate program identifies course-level learning objectives, which are

communicated to students in [published course descriptions](#) and on course syllabi. (3.A.2) Mott employs several instruments to assess the level of outcomes attainment by graduates. Mott's Program Review process requires analysis of student success rates in all program and discipline courses, and provides information regarding courses and student gaps that trigger "loss points," signaling lack of mastery of objectives. Mott's course-level assessment process provides assessment of students' attainment rate of course-level outcomes. Mott's Graduate Follow-Up Survey collects students' self-assessments of "skills and knowledge related to [their] college major." Several programs have external assessments or licensure exams, which provide another measure of graduate competency. Mott annually collects, analyzes, and reports results of third-party assessments for the Nursing, Respiratory Therapy, Occupational Therapy Assistant, Physical Therapist Assistant, Dental Assisting, Dental Hygiene, Sign Language Interpreter Education, and Cosmetology programs. Mott also receives some success data regarding graduates who transferred to specific Michigan universities.

4.6

Faculty and the college's Division of Academic Affairs bear primary responsibility for selecting tools, methods, and instruments to assess program rigor across modalities, with an emphasis on implementation of processes that lead to significant, meaningful, and sustained analysis and improvement. The faculty Committee for the Assessment of Student Learning (CASL) is responsible for selecting and developing processes and instruments for course-level and program-level assessment that provide direct measures of student proficiency and comparison of results between internally- and externally-developed assessments. Under the direction of the Vice President of Academic Affairs, the Office of Planning, Research, & Quality Initiatives developed a standardized Program Review process and template. Mott uses portions of the Graduate Follow-Up Survey, developed by the Office of Institutional Research, as an indirect measure of rigor, and reported results from graduates' certification exams as direct measures.

1R4

Program Review

Since the 5-year Program Review process was established in 2012, all but three programs and disciplines have completed the first cycle. Two programs and one discipline, all scheduled for review in 2017, were pushed into 2018 due to long-term medical leave of a discipline faculty member, the untimely death of a program coordinator, and the unexpected mid-year departure of a second program coordinator. All three will be completed during 2018.

Program faculty collaborate with their dean to complete a Program Review, which includes establishing five-year goals and action plans. Following submission, groups meet with the Vice President of Academic Affairs to discuss and revise proposed plans as needed.

The Program Review process requires faculty to review success rates of students in all program or discipline courses. This data typically allows faculty to identify achievement deficits and loss points indicating lack of mastery of course material. The [2013 Dental Hygiene Program Review](#) noted gaps in students' critical thinking, professionalism, and communication skills. The [2014 Early Childhood Education program review](#) noted that students were experiencing difficulty interacting successfully with children and parents, objectives embedded in several Early Childhood courses. ([CTE Program Review Instrument](#), [Sample CTE Data Set](#), [Discipline Review Instrument](#), [Sample Discipline Data Set](#))

Course-Level Assessment

Mott's Committee for the Assessment of Student Learning (CASL) launched a new five-year course-level assessment process during the 2017 academic year, which was refined for 2018. By the end of the 2018 academic year, 40% of courses will be assessed. Of 61 course-level assessments received by the end of January 2018, reported student proficiency rates ranged from 0-100%, with five courses reporting student proficiency rates below 70%. Median proficiency rate reported was 90-100%. Reported student mastery rates ranged from 0-100%, with 21 courses reporting student mastery rates below 70%. Median mastery rate reported was 70-79%. CASL shares aggregated data (and selected disaggregated information with faculty permission) with full-time faculty and academic administrators annually at a monthly faculty meeting. ([Course-Level Assessment Instrument](#), [Course-Level Results 2017](#), [Course-Level Results 2018](#))

[Graduate Follow-Up Survey](#)

Mott evaluates the success of its graduates. Michigan law prevents Mott Community College from accessing existing state data on employment rates. In order to compile data on employment and baccalaureate enrollment rates, Mott administers Graduate Follow-up surveys. (4.A.6) Surveys include questions asking graduates "How well prepared do you feel you are" in areas of writing skills, reading skills, speaking skills, math skills, computer skills, critical thinking, global awareness, and citizenship, and provides five response options ranging from "poorly" to "very well." Just over 23% (541 of 2317) of [2016](#) Mott graduates provided responses, up significantly from a 13% response rate (307 of 2364) in [2015](#).

For the past three years, 98-100% of responding graduates have indicated that they are "adequately" to "very well" prepared in critical thinking; 88-95% say the same for global awareness, and 90-95% for citizenship.

Regarding general education requirements, 93-100% of GFS respondents assess their preparation in writing, reading, speaking, math, and computer skills as “adequately” to “very well” prepared, with highest levels of preparation indicated in reading, and lowest in math. More than 80% of graduates self-assessed their preparation levels in writing, reading, and speaking as “well” or “very well.” Graduates’ assessment of their preparation in math showed significant improvement in 2016, perhaps as a result of Mott’s addition of the “stats track” to the traditional algebra-based pathway.

GFS results are published annually on the Mott website and provide the basis for many of the measures shared annually with career and technical education (CTE) program coordinators.

External Assessments

Results of Mott’s External Assessments are discussed in detail in 1R3.

1I4

Mott faculty and academic administration consistently focus on improving student outcomes. This is evident in [preliminary course-level survey results for 2018](#) (received as of January 23) which indicate that formative assessment is being employed in 80% of the courses being assessed (up from 57% in 2017), as well as in the improvement plans that have been implemented as a result of Program Review and Course-Level Assessment – plans resulting in implementation of “La Mesa Espanola” (an open oral communication practice session for students at all levels of Spanish) and the development of an Early Childhood Education simulation lab to provide experience to novice students; additional tutoring hours to facilitate Dental Hygiene students’ development of critical thinking, professionalism, and communication with patients; and simple but significant shifts, such as faculty in Media Arts & Entertainment Technology sending text reminders about due dates to students in introductory courses.

Analysis of results from third-party assessment exams have led to a comprehensive program restructuring in Sign Language Interpreter Education, changes in preparation requirements for Dental Hygiene students, and countless changes to curriculum.

Sources

- 2013 Dental Hygiene Program Review
- 2014 Early Childhood Ed Program_Review
- 2016-2017 CLA Results
- 2017-2018 CLA results

- 2018 Academic Discipline_Review Process
- 2018 CTE Program_Review Process
- AAS Program List
- Academic Division Webpages
- Academics Webpage
- CAPTE Accreditation- Physical Therapist Assistant
- Certificate List
- CoARC Prog Accred Respiratory Therapy
- CODA- Dental Hygiene and Assisting FINAL NOTICE OF ACCREDITATION thru 2021
- Course Level Assessment Form
- CPSC Agenda and Summary website
- CPSC Process
- Elearning faculty list
- Elearning Faculty Requirements
- faculty-cba
- Graduate Followup Survey
- Graduate Follow-Up Survey Results 2015
- Graduate Follow-Up Survey Results 2016
- MCC ACEN Nursing Accreditation
- Multiple Measures
- NAEYC decision report March 2017
- Occupational Therapy Assistant Notification of Re-Accreditation 2017_2027
- Perkins 1P1 Results
- Placement Guidelines
- Sample Course Descriptions
- Sample CTE Data Set
- Sample Discipline Data Set
- Specialized Accreditation
- Strategic Planning Dashboard
- Transfer Credit to Mott Community College
- Transfer Program List
- Veteran Services Additional Important Information College

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5

5.1

[Board Policy 6115](#) encourages faculty and staff “to write and develop original and professional materials in their specific fields,” and affirms that ownership lies with the creator, unless the intellectual property was created by faculty receiving “extra compensation” to do so, or by staff

working on college time. Mott's respect for freedom of expression and the pursuit of truth in learning is evident in the faculty collective bargaining agreement. [Article V of the faculty CBA](#), covering all part- and full-time Mott faculty, contains ten sections outlining rights and responsibilities of academic freedom. Declaring that "[e]ach faculty member will have full rights of citizenship to act, speak, or write as a citizen or in his/her professional pursuit of research activities free from institutional approval, censorship, or discipline," Article V outlines faculty freedoms of religious and political expression, and freedom of "discussion within his/her areas of competence, both within the classroom and in reports of research activities." (2.D) Additionally, The [Student Code of Conduct](#) states that "[a]ll Mott Community College regulations shall be construed so as not to abridge any student's Constitutional rights which include . . . the rights of free expression of thought or opinion, free association, peaceable assembly, or the petition of authorities. (2.D) Mott's [Academic Integrity Policy](#) ensures the pursuit of truth in teaching and learning. (2.D) (2.E.3) The college's [Academic Discipline Policy](#) includes a process to handle cases of academic dishonesty. (2.E.3) Mott has established [Approval Protocols for Primary Research](#), which are developed and guided by the Office of Institutional Research, and published on the college website. Mott's Writing Center, operated as a student support service by the Humanities division, provides one-on-one guidance to students completing writing assignments, including discussion about appropriate use of resources and types of plagiarism. The Writing Center is available to faculty seeking input in creating assignments. (2.E.1)

5.2

Mott's Student Policy on [Academic Integrity](#) states that, "[i]n an academic institution, every member of the community must demonstrate the highest standards of academic honesty," producing original work that is "wholly one's own," including test-taking, essays and reports, and experiments. The policy lists "[t]aking another's work and presenting it as one's own, falsifying data or other information, helping others to cheat, depriving others of the resources they need to complete their work, or presenting work from a previous course to fulfill the requirements of another course" as examples of violations. This policy is published on the college website and required to be included in all course syllabi. ([Faculty Resource Guide Syllabus Instructions](#)) Mott works to ensure that students are aware of the ethical and appropriate use of resources. Mott's Writing Center guides students in all aspects of research and writing, including appropriate use of sources. The college website makes the [Academic Integrity](#) policy easily accessible to students. Part D of the policy includes a definition and examples of plagiarism and links to sources on the topic. Students are required to complete three to six credits in English Composition to meet general education requirements; course content includes proper and ethical use of information resources. (2.E.2) The college's [Academic Discipline](#) Policy outlines a process to address academic dishonesty allegations. (2.E.3)

5.3

As a community college, Mott does not require faculty research, but allows faculty and staff to conduct research under the guidelines of the [“Approval Protocols for Primary Research at Mott Community College.”](#) These protocols were developed by the Office of Institutional Research, and approved by Mott’s Executive Cabinet. Additionally, [Article V](#) of the faculty collective bargaining agreement, which outlines faculty freedoms related to speech, political and religious expression, and discussion within the classroom and in research, begins with faculty obligations regarding those freedoms, including attempting to “be accurate, exercise appropriate restraint, and show respect for the opinions of others.” [Article XVI, Section F](#) outlines the process for addressing student complaints, which includes an appraisal of “adherence to professional standards and codes of ethics” as a factor in evaluation. (2.E.3) In addition to the sources of Academic Integrity information detailed in 1P5.2., faculty are required to include their policy on plagiarism in the course syllabus for each class. ([Faculty Resource Guide Syllabus instructions](#)) Citizenship is one of Mott’s [Essential Learning Outcomes](#), infused throughout each program’s curriculum, which includes “a commitment to academic integrity.” (2.E.2)

5.4

In a unionized environment of “shared governance,” it is the joint responsibility of faculty and college administration to establish standards of academic and research integrity through collective bargaining, and to employ the tools inherent to that process, such as the grievance procedure and faculty evaluation that includes feedback from students, peers, and academic administration

1R5

Student Complaints

Within the past five academic years, Academic Affairs has received 11 formal complaints regarding faculty. None of them note issues of faculty academic integrity. ([Complaint Log 2008+](#))

Student Academic Integrity Violations

Mott’s Academic Dishonesty process allows faculty to address academic integrity violations at course level, prescribing appropriate penalties and then reporting the incident to the Office of Student Services, or to refer the complaint directly to the Office of Student Services for investigation as a student Code of Conduct violation. During the 2015-2017 academic years, 14 complaints of academic integrity violations were reported to the Office of Student Services. Five were processed by individual instructors, with penalties resulting in failure of the assignment in two cases and failure of the entire course in the other three. Five additional instances were

withdrawn by direct request or due to failure of the instructor to provide documentation. Four complaints were referred to the Office of Student Services for investigation as student Code of Conduct violations. All four were found guilty of academic dishonesty; two had academic dishonesty notations added to their college transcripts. ([Code of Conduct Academic Dishonesty Log](#))

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The faculty collective bargaining agreement is renegotiated regularly, generally every two to three years, with provisions for interim changes provided by memoranda of understanding. Should academic integrity concerns arise, they would be addressed in this manner.

Sources

- Academic Complaint Log
- Academic Discipline
- Academic Dishonesty Log.pdf
- Academic Integrity
- Approval Protocols for Primary Research Conducted at MCC
- Article V Faculty CBA
- Article XVI, Section F, Faculty CBA
- Board Policy 6115
- Essential Learning Outcomes
- Faculty Resource Guide Syllabus Instructions
- Student Code of Conduct

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1

1.1

Mott begins assessing students' needs during admissions, including an optional question about first-generation status on the [admissions application](#), and mandating that all new students without valid ACT/SAT scores complete Accuplacer testing. Students near the cut-off for non-developmental placement complete additional departmental testing to place them in appropriate foundational courses. Students who place into developmental writing and/or reading courses have the option to enroll in Accelerated Learning Program (ALP) courses, concurrent developmental and freshman composition sections allowing students to complete both courses within a single semester, or in an Academic Literacy (ACLT) course, which meets developmental reading and writing requirements with fewer accumulated credits. Academic advisors identify underprepared and at-risk students during a required advising appointment prior to first-semester registration. Once students are enrolled in classes, all faculty have access to "MyCompass," allowing them to "flag" at-risk students for interventions by tutoring and advising.

Faculty and advisors provide referrals to academic support systems, including Mott's Writing Center, which assists students, faculty, and staff; the Math Empowerment Center, which provides free drop-in tutoring and support to students; the Gorman Study Center, which supports science and math students with software, models, and study specimens; the Foreign Languages Center, which provides tutoring, group study, and language practice in Arabic, Japanese, German, and Spanish; and The Learning Center, which houses Mott's TRiO, Student Support Services (SSS), Special Populations, DisAbility Services, and Peer Tutoring programs. Several associate of applied science programs offer faculty-facilitated drop-in lab time. (3.D.1)

1.2

Students identify a program of study on the [admissions application](#). Most students must complete Accuplacer computerized assessments in Reading, Math, and English. Scores are used to place students in foundational courses matching their skill level. The college offers developmental courses for students who need additional preparation in order to succeed in college (3.D.2)

All students discuss program selection during their required pre-registration advising appointment; undecided or uncertain students are encouraged to enter into a Meta-Major pathway, designed to expose students to a range of academic program options while maximizing credit attainment toward a degree program. Through the college's MyCompass application, faculty and student support personnel "flag" struggling students, to connect them directly to relevant support services.

1.3

Per faculty collective bargaining agreement, [Article X, Section A.7.c](#), "one of the chief responsibilities of faculty (full- and part-time) is to meet with students at times and in a manner requested by the student." Except for religious observations or emergencies, "no student request for personal assistance or consultation, including by voicemail and email, will be delayed by more than two business days." Article X, Section A.7.c also details a process for faculty offering scheduled office hours, a two-business-day deadline for faculty responses to student voicemails and emails, and a 24-hour deadline for response to online students. Penalties include suspension of eLearning certification and corrective progressive discipline. Deans are responsible for ensuring faculty meet these obligations. **(3.C.5)**

1.4

Mott's library provides academic support in the forms of study rooms, print and electronic collections, research assistance, and educational displays. The library collection policy follows Association for College and Research Libraries and the American Library Association standards: librarians review curriculum for their subject areas, determine scope and depth of the current collection, and assess the need for future purchases to support faculty and students. Faculty are encouraged to email suggestions for new materials under the "[Material Suggestions](#)" link on the "Faculty Resources" page of the library's website.

Advisory committee members, faculty, and academic deans collaborate to ensure that college laboratories are up-to-date and contain sufficient equipment to provide all students with hands-on learning opportunities. The Program Review process allows faculty and deans to identify laboratory needs and request resources. Program coordinators in associate of applied science programs use the annual Perkins equipment request process to address advisory committee recommendations and meet industry standards. Mott's main campus is home to several labs that provide clinical experience for program students and are open to the public, including a Dental Hygiene/Assisting clinic, Applewood Café (Culinary and Baking), Transitions Salon (Cosmetology, Nail, and Esthetics), a Graphic Design center, an Automotive service lab, FabLab (Electronics and CADD), and dozens of other instructional labs where students gain hands-on experience on industry-standard equipment. **(3.D.4)**

Discipline faculty run Mott's academic support labs, training and overseeing a staff of students with proven skills in the subject area. Mott's academic deans are responsible for labs, ensuring that regular staff meetings are held and that issues are addressed. The Learning Center, the home of Peer Tutoring services, hires staff who meet published job description requirements, including an earned bachelor's degree. Staff oversee student tutors, who undergo a full-day orientation, must demonstrate understanding of published tutor policies and procedures handbook, and must complete training that leads to certification through the College Reading and Learning Association (CRLA). Learning Center staff participate in meetings and one-on-one sessions with the Director to discuss concerns and brainstorm innovative ways to enhance student learning. Peer tutors work with the Peer Tutor Coordinator to express concerns, offer suggestions, and receive feedback and support. (3.D.1)

New students are required to meet with an academic advisor, who helps students with selecting a program and pathway, career planning, preparation for transfer, and changing academic programs. Advisors provide personalized academic support and referrals to academic and non-academic support services. Career Counselors help students gain information and insight needed to choose a program of study. (3.D.3)

Students, faculty, and staff are informed about academic support services from various sources, including email, the college's portal, "morning mail" announcements, campus posters, and the college's "info channel." Faculty, advisors, and other support staff provide face-to-face information and referrals. The communication role of faculty and advisors will expand as Mott implements the "MyCompass" system, allowing faculty to raise "flags" to identify student needs for referral to academic supports.

The institution guides students in the effective use of research and information resources in several ways. The library's webpage contains a "[Finding Information](#)" guide, leading students through "finding information and conducting research in the Mott College Library." Mott's general education requirements mandate that students take at least one English Composition course, which introduces them to the basic principles of research and writing. The Writing Center, operated by humanities faculty, provides students with individual guidance as they complete the research process. The Writing Center also provides [guides](#) for gathering and using information, and staff are available to speak about the research process at the request of faculty requiring a research paper. Finally, at classroom level, several courses include content on appropriate and effective use of resources. (3.D.5)

1.5

Executive Cabinet bears primary responsibility for determining which student groups are targeted for services. Employees are encouraged to report emerging trends and student needs to college leadership. Mott's location in Flint, MI, an area continuing to face lower-than-average educational achievement and employment rates, presents the college with an opportunity to serve underprepared students. Involvement with Achieving the Dream, the Strategic Horizon Network, the Michigan Student Success Network, the Michigan Veterans Affairs Agency, and a

number of other organizations and initiatives also help to inform decision-making and ensure that potential trends and needs are detected.

1.6

The college's Executive Cabinet members regularly meet with faculty and front-line staff, as well as with representatives of the Community College Research Center, Achieving the Dream, and the Strategic Horizon Network, in an effort to identify new trends and emergent student needs.

1.7

Based on the region's educational and economic needs, as well as institutional data (detailed in 2R1 below), Mott's Executive Cabinet has prioritized [targeted programming](#) to support pre-college preparation, distance learners, developmental learners, student veterans, underrepresented minority males, and a number of other groups. (3.D.1)

1.8

Students have access to various non-academic student supports, including the Student Emergency Fund; childcare; bus passes; low-cost car repair, hair care/salon, and dental services; food pantries; professional/interview clothing; mental health screening and support; and referrals to social service agencies and organizations. (3.D.2)

Student Emergency Fund

The student emergency fund provides a one-time grant (maximum \$500) to active full- and part-time students experiencing financial hardships impacting completion. The program is funded by the Foundation for Mott Community College and administered by a committee of Student Success staff. Students submit [applications](#) for funding. If approved, a check is disbursed directly to the relevant vendor or creditor. (3.D.2)

Food

The college contracts with a vendor to provide campus food service to students and staff, with a priority placed on offering low-cost, high-nutrition options. The college recognizes that many

students cannot afford to purchase food. The Office of Student Life coordinates with other areas of the college to collect excess food from campus events to share with students, and regularly provides snacks and popcorn. Several departments and divisions on campus make food available to students. In 2018, a group of faculty and staff received Strategic Initiative mini grant funds to support an all-campus food pantry, and to educate students about nutrition, cooking, and urban gardening. Advisors refer students to outside agencies for food assistance, a process that will be facilitated by the implementation of MyCompass. (3.D.2)

Transportation

Students may use cash or financial aid to purchase discounted (\$180) semester passes for Flint's MTA bus system from the college cashier's office. Passes can also be used for other needs, such as medical appointments or food shopping for food. (3.D.2)

1.9

As detailed in Category 3.1, Mott's hiring process is robust. Job descriptions, which specify minimum education and experience levels, require approval by the hiring manager, sponsorship by that manager's Executive Cabinet representative, and approval by Executive Cabinet, before a final review by Human Resources (HR) hiring managers. All new employees are required to attend a college orientation, and entitled and encouraged to participate in professional development. Each division/department receives additional funds for employee development.(3.C.6)

1.10

Non-academic student support services are introduced via [viewbook](#) during the recruitment process, and revisited during orientation, when representatives from each area inform students about available on- and off-campus resources. During pre-registration advising appointments, advisors help students identify and access support services. Eligible students are referred to Special Populations, TRiO, etc. Special Populations staff visit CTE classes. Information regarding support services is posted on the college website and on handouts, pamphlets and brochures placed around campus. Faculty refer students to college offices and services, and to academic advisors who link them to off-campus resources. Assigned advisors connect students flagged in MyCompass to internal and external support services. (see [TRiO Student Support Services](#), [Special Populations/Perkins Program](#), [Special Populations Application](#)) (3.D.2)

1.11

Executive Cabinet members consult with college committees, departments, and external organizations, such as Achieving the Dream and the Strategic Horizon Network, to identify potential assessment tools and instruments. Executive Cabinet is responsible for approving tools developed internally by the college's Office of Institutional Research, and for approving the selection of external instruments such as the Community College Survey of Student Engagement (CCSSE).

1.12

The college employs a variety of internal and external instruments to assess student needs and the effectiveness and comprehensiveness of academic support services. Mott tracks student progress from non-credit to credit programming and progress in ALP and ACLT courses, and uses results from the Community College Survey of Student Engagement (CCSSE), internal Student Satisfaction and Exit Surveys, surveys of students receiving tutoring services, and the HOPE Lab Survey, among others.

2R1

Student Transition from Non-Credit to Credit Programming

The college has established target rates of 7.0% for the percentage of students transitioning from Workforce Development to credit programs, and 10.0% for the percentage of credit program graduates who were also served by Workforce programs. From 2014 to 2017, rates have hovered near the targets, falling just short on both measures in 2017. These data are analyzed annually by Executive Cabinet, presented to the Board of Trustees, and shared with college constituents and the public via the [Strategic Planning Dashboard](#).

ALP/ACLT Data

Mott's Reading and Writing faculty have tracked the progress of students enrolled in ALP and ACLT courses since Fall 2013, as the college has transitioned to offering only accelerated developmental writing and very few stand-alone developmental reading sections. From 2013-2016, faculty have noted overall increases in the numbers of students with an initial developmental placement who attempted and successfully completed English 101 and 102 within one year of enrollment. For Fall 2017, 69% of the 80 students concurrently enrolled in ALP 099 and ALP 101 earned a grade of 2.0 or higher in ALP 101. Throughout the first three years of data

collection, faculty also noted an exception to successful acceleration: students whose initial Reading assessment scores placed them in the lowest-level developmental course, 016. In response, faculty developed ACLT 074 to provide intensive literacy instruction to this group. Since course inception, ACLT 074 faculty have noted consistently significant enrollments of English language learners and students with severe cognitive disabilities. ([ALP Report/ACLT Report](#)) This data is shared annually within Developmental Education Subcommittee, which includes academic, workforce development, student services administrators, academic advisors, and faculty from mathematics, reading, and writing.

Community College Survey of Student Engagement (CCSSE)

CCSSE results for 2017 indicate Mott students are statistically significantly less likely to participate in peer or other tutoring than their counterparts at other large colleges, or among the entire CCSSE cohort. They are slightly more likely to have experienced one of the skill labs affiliated with specific academic divisions; approximately 37% of students reported using at least one of the skill labs during the 2017 academic year, while just 22% indicated they had attended a tutoring session. These numbers are lower than those noted by students in CCSSE's "large colleges" cohort (41% and 37%, respectively), and in the overall 2017 cohort (43% and 36%, respectively). Due to changes in answer options, it is difficult to accurately compare Mott students' 2015 and 2017 responses. In 2017, 70% of Mott students indicated the college emphasized "providing the support you need to succeed at this college," as opposed to 75% of those surveyed at large colleges and of the 2017 CCSSE cohort – and up slightly from 68% in Mott's 2015 survey.

The college has established targets/benchmarks for several CCSSE student engagement measures, based on national results for corresponding survey questions. While nearing targets/benchmarks in some areas, the college has been unable to reach its goals for any of the chosen measures. Results are reviewed by Executive Cabinet. Detailed CCSSE results are shared biannually with the Committee for the Assessment of Student Learning (CASL), and at faculty meetings. CASL is currently working to provide this information in context with other measures so that it is more relevant to faculty. Results are shared publicly on the Strategic Planning Dashboard.

Student Satisfaction Survey Results

Each Fall, all students are invited to complete the Student Satisfaction Survey. The survey includes questions asking students to comment on the adequacy of science, academic support, and technology labs, with four response options ranging from "strongly disagree" to "strongly agree," with a fifth option of "don't know." As with the Exit Survey, all responses are included in percentage calculations. For [2015-16](#), student satisfaction percentages for all three types of facilities ranged from 50-60%. However, when the "don't know" responses are excluded from the denominator, satisfaction ranges jump to 92-96%. The survey also asks students to rate

Library Services, Peer Tutoring Services, the Learning Center, and the Writing Center on a five-option scale ranging from “very dissatisfied” to “very satisfied,” with an additional option of “don’t know/not used.” When non-users are excluded, satisfaction rates are highest for Library Services, which scored an 83% satisfaction rate in 2015 and 2016. The Learning Center also scored consistently, with a 74% satisfaction rate in 2015 and 75% in [2016](#). The Writing Center showed a drop from 73 to 66% satisfaction rates from 2015 to 2016, moving from 5 dissatisfied students in 2015 to 12 dissatisfied students in 2016. Satisfaction with peer tutoring ranged from 63% in 2015 to 61% in 2016. Student satisfaction survey results are published annually on the Institutional Research webpage, and reviewed by members of Executive Cabinet, who are responsible for identifying and addressing areas of concern.

Exit Survey Results

Annually, Mott invites students who have not re-enrolled to participate in an exit survey, requesting student satisfaction ratings on a number of academic and non-academic student supports. Participants are currently asked to rank services on a 5-point scale, from “very dissatisfied” to “very satisfied,” with an additional option of “don’t know/not used.” This is a change from the [2016](#) survey, in which participants were asked to choose one of four options: “satisfied,” “dissatisfied,” “aware of service but didn’t use it,” or “unaware of service.” Participation rates for this survey tend to be lower than for the Graduate Follow-Up Survey, with approximately 200 annual respondents. Satisfaction percentages also tend to be a bit misleading, as all respondents (even those who have never used the service) are included in the denominator.

Satisfaction with library services had ranged from 66-75% from 2014-16; in [2017](#), it dropped to 47%. However, when only respondents who indicate they have used the library are included in the percentages, 85 of 107 (or 79%) indicate they are satisfied. This is not true of the ratings for peer tutoring. When the denominator includes only students who claim to have used the service, satisfaction fell from 88% to 49% between 2016 and 2017. Similarly, satisfaction with the Writing Center fell from 90% to 50% during the same period. The survey changes in 2017 included the addition of satisfaction ratings for the Learning Center and Math Empowerment Center, at 53% and 54%, respectively. Exit survey results are published annually on the Institutional Research webpage, and regularly reviewed by members of Executive Cabinet, who are responsible for identifying and addressing areas of concern.

Tutoring Survey Results

Each semester, students using tutoring services are requested to complete a [satisfaction survey](#) collected by the Learning Center. Students rate whether they are “pleased with the tutoring services,” and provided options from one to five, with five denoting most satisfied. For the past two years, [scores](#) have ranged from 4.7 to 4.9. While 2016 participation rates were at 16%, response rates increased throughout 2017, with 24% of Fall students, 58% of Winter students,

and 79% of Spring students who received tutoring services completing surveys. This information is collected, analyzed, and monitored by the Tutoring Coordinator, Interim Director of the Learning Center, and Vice President of Student Success. Results inform initiatives to improve tutoring services and student participation.

HOPE Lab Survey Results

According to the [2016 survey of student basic needs administered by the Wisconsin HOPE Lab](#), Mott students experience food and housing insecurity at levels equal to or higher than comparable institutions in the region and nation.

2I1

Mott has a number of initiatives underway to address concerns raised by student support data. In Winter 2018, the college began offering English Language for Academic Purposes (ELAP), courses designed to meet the needs of non-native English speakers previously enrolled in ACLT-074. Faculty and academic administration continue to seek options to address the needs of students with significant cognitive impairments.

Following the retirement of a long-term Vice President who oversaw Student and Administrative Services, student services have been restructured into a “Student Success” division, under the interim supervision of Mott’s President, who has extensive student services experience. The college is transitioning to a relational model of student services, working to improve student engagement and satisfaction. Students are currently being assigned to a support network including a staff member from Admissions, Financial Aid, and Academic Advising. The Student Success Division is developing a Process and Procedure manual to be used as a training tool for all new hires.

Differences in satisfaction rates noted by leavers, current students, and graduates provide an opportunity to look at the relationship between student satisfaction and persistence. Leavers report lowest levels of satisfaction, while graduates report highest levels of satisfaction. In January 2018, the College implemented Starfish, branded “MyCompass,” as an early alert and retention tool. The system includes more than twenty flags, including referral to tutoring, inattention in class, behavioral issues, or likelihood of failure; more flags will be created as use of the system progresses. Faculty raise flags, prompting an advisor to offer support to the student. By March, faculty had raised 200 flags, primarily regarding attendance issues. By mid-semester, students had initiated fewer than 10 flags, numbers that are expected to increase as students acclimate to the system. .

Mott is increasing efforts to address student food and housing insecurity. Students can access the Student Emergency Assistance Fund or one of three campus food pantries. Through a mini-grant from the President’s office, two Social Science faculty will begin a community garden this summer and provide instruction to interested students regarding nutritious and low-cost meal preparation. The college is raising funds for a Family Life Center to provide resources to students and community members.

Sources

- ACLT Reports
- Admissions Application
- ALP Report
- CBA X.A.7.c
- CCSSE
- CCSSE 2015
- CCSSE 2017
- DLES Preparedness Sessions
- Executive Cabinet.pdf
- Exit Survey 2016
- Exit Survey 2017
- Finding Information
- HOPE Lab--MCC Survey of Basic Needs Report
- Material Suggestions
- MCC Peer Tutor Student Survey
- MCC Viewbook Final 1.19
- Peer Tutoring Survey Data.pdf
- Special Populations Application
- Special Populations-Perkins Programs
- Strategic Planning Dashboard
- Student Emergency Fund Application
- Student Satisfaction Survey 2015
- Student Satisfaction Survey 2016
- Targeted Programming- Support for Student Subgroups
- TRiO Student Support Services
- Writing Center Handouts

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2

2.1

[Board Policy 6100](#) establishes that “[t]he administration will develop research and evaluation programs which will provide the Board with data to be used in the development of curriculum areas. Use of research findings of other agencies, departments, colleges and universities is encouraged.” The college’s Office of Institutional Research collects and reports student success data, including IPEDS, Voluntary Framework of Accountability (VFA), and Perkins Core Performance Indicators, to several external agencies and organizations. As an Achieving the Dream (AtD) school since 2010, Mott’s data collection on retention and student success follows AtD processes and methodologies. The college also annually provides student success data, including disaggregated retention and completion metrics, to faculty and academic deans for the purposes of program review, to CTE faculty and academic deans to support Perkins action projects and PROE review, and to committees and programs working with subgroup populations. IR staff employ consistent, standardized calculations and collection methods that are documented in the IR office, following definitions and instructions for each entity’s measures. Institutional-level reports are published and/or linked on the IR webpage, and IPEDS and VFA retention and completion rates, as well as targets and benchmarks, are published annually on the Institutional Effectiveness webpage as [Strategic Planning Dashboard](#) measures. (4.C.2) [Internal targets](#) were set by the college’s Executive Cabinet, based on benchmark data from the IPEDS national cohort of comparable schools and the Michigan cohort of VFA community colleges. (4.C.4) The Board of Trustees reviews Dashboard information annually, and retention, persistence, and completion data is shared and discussed regularly in all-college meetings, faculty meetings, and various committees seeking to improve outcomes.

2.2

Executive Cabinet, in consultation with the Director of Institutional Research, has set targets for student retention, persistence, and completion as components of the Strategic Planning Dashboard. Targets are based on benchmark data from comparable institutions in the college’s IPEDS and VFA cohorts. ([Strategic Planning Dashboard Definitions](#))

2.3

Analysis of student success data occurs throughout the institution, with the goal of continuing to increase rates of all measures. Strategic Planning Dashboard numbers are analyzed annually by the college’s Executive Cabinet and presented to the Board of Trustees. The college’s President, Dr. Beverly Walker-Griffiea, shares this data regularly at all-campus meetings, and at a 2017 [all-campus meeting](#) structured to generate strategies to improve student recruitment, retention, and completion. Dashboard measures of completion, persistence, and retention are shared at faculty meetings, with time spent generating and sharing strategies to improve student success. The Student Success division discusses data during weekly meetings, with emphasis on developing strategies to retain students. College committees, such as the College Professional Studies Committee, Academic Affairs, the Committee for the Assessment of Student Learning, and the Developmental Education Steering Committee, regularly consult and analyze these data, as do

academic deans and other staff and administrators in the offices of Institutional Research, Information Technology Services, and Planning, Research & Quality Initiatives.

2.4

[Board Policy 7008](#) outlines Mott's Commitments for Student Success, designed to increase student retention and completion by focusing on persistence, educational goal attainment, academic achievement, and holistic development. The Commitments lay out a process to achieve targets in persistence and completion by focusing on high-quality teaching and student services, a vibrant student life experience, student communication practices and systems, the implementation of Guided Pathways curriculum tracks and advising, and development and maintenance of K-12, university, workforce, and community partnerships. The institution has defined goals for Student Learning & Success, specifically IPEDS 3-year graduation and transfer rates, VFA 6-year graduation and transfer rates, and VFA retention rate. These measures were chosen by the college's Executive Cabinet as standardized, valid measures with benchmarks. Since nearly 75% of Mott's students are part-time, VFA 6-year measures provide a more complete picture of student outcomes. (4.C.1)

2.5

With guidance from Mott's Office of Institutional Research, Executive Cabinet is responsible for selecting the tools, methods, and instruments used by the college to assess retention, persistence, and completion. The college has chosen a combination of IPEDS and VFA data, which together provide national and state comparisons as well as a more complete view of part-time student success. (4.C.4) For requests regarding program-level or subgroup success, the Office of Institutional Research works with the requestor to develop methods and instruments to achieve relevant results.

2R2

IPEDS

Mott's 3-year student success metrics are based on IPEDS 3-year completion and 3-year completion/transfer rates. Mott's completion target/benchmark is set at 16%, the average performance rate of comparable schools in the IPEDS national cohort. In 2016, Mott's completion rate was 16.2%; in 2017, it was 16.3%. Mott continues to work to increase 3-year graduation rates, and to increase success rates for particular sub-groups, such as African-American males. ([Strategic Planning Dashboard](#), [Strategic Planning Dashboard Definitions](#))

Similarly, based on IPEDS 3-year completion/transfer rates for comparable schools in the national cohort, Mott established a completion/transfer target/benchmark of 30%. In 2016, Mott's 3-year completion/transfer rate was 37.4%. While still above the target, it dropped slightly to 34.9% in 2017. Efforts to increase these rates continue. ([Strategic Planning Dashboard](#), [Strategic Planning Dashboard Definitions](#))

Voluntary Framework of Accountability (VFA)

Over the past five years, Mott's percentage of part-time students has consistently increased, from 60% in 2013 to 74% for Fall 2017. VFA's six-year success metrics provide a more accurate measure of student success. Using results from comparable Michigan community colleges, Mott established a 6-year completion target/benchmark of 24.6%. In 2016, Mott's 6-year completion rate was 19.5%, comparable to the 2017 rate of 19.8%. The gap between Mott and other schools' performances in this area was unexpected, and has led to additional analysis and work to address barriers to student completion, including loss of momentum. Executive Cabinet and administrators from academic affairs and student success have widely discussed and shared CCSSE's 2017 report, *Even One Semester: Full-Time Enrollment and Student Success*, which concludes that a single semester of full-time enrollment positively impacts student completion. ([Strategic Planning Dashboard](#), [Strategic Planning Dashboard Definitions](#))

Also based on averages from comparable Michigan community colleges, Mott established a 6-year transfer/completion target and benchmark rate of 47.2% and a retention rate of 73.4%. In 2016 and 2017, Mott's transfer/completion rate exceeded the target/benchmark, at 54.4% (2016) and 52% (2017). Mott's 2016 retention rate was slightly below the target/benchmark, at 72.7%, and hit the target/benchmark in 2017, at 73.4%. While meeting the targets, Mott continues to work to increase student transfer/completion and retention rates. ([Strategic Planning Dashboard](#), [Strategic Planning Dashboard Definitions](#))

Perkins Core Performance Indicator Data

Faculty and deans responsible for Perkins grant-funded Career & Technical Education (CTE) programs are annually provided with institutional-level and disaggregated program-level completion and combined retention/persistence data, based on Perkins 2P1 and 3P1 data. The college works with the State of Michigan Office of Community College Services to establish annual target/benchmark rates. For 2017, the state-wide and institutional target/benchmark for completion was set at 31%. Mott's performance rate was 36.55%, exceeding the target/benchmark and the statewide average of 32.35%. For 2017, the statewide and institutional target/benchmark for retention/persistence was set at 71%. Mott's performance rate was 76.46%, exceeding the target/benchmark and the statewide average of 72.81%. ([Perkins 2P1, 3P1 Mott Reports](#))

2I2

Increased use/analysis of data in Program Review

As Mott begins round two of the program review cycle, it is with increased focus on the analysis of student success data. Currently, the Office of Institutional Research provides [program-level retention and completion data](#). After the transition to Guided Pathways, IR will also provide discipline-level retention and completion data. At the beginning of each program review, the Interim Executive Dean of Planning, Research, and Quality Initiatives meets with faculty program and discipline leads and the academic dean of the division to introduce and explain the data provided. Faculty and the dean begin analysis during this session, and may request additional data at that time. As faculty grow accustomed to seeing program-level success data, initial concerns regarding ties to faculty performance have faded, and faculty and deans have focused on analysis and improvement at program and discipline level. (4.C.3)

Guided Pathways

Mott is transitioning to a Guided Pathways model, which the Community College Research Center (CCRC) has found decreases excess credit accumulation and time to completion, while increasing student completion rates. The model is expected to increase advising conversations regarding time to completion, and to provide a context for advisors to encourage students to enroll full-time when possible. Mott was a Cohort 1 school in the Michigan Community College Association (MCCA) Center for Student Success' Guided Pathways initiative, and faculty developed [curriculum tracks](#) for all programs and disciplines in 2016. During the 2017 academic year, an AQIP action project team comprised of faculty and student success staff developed six [meta-majors](#) which provide exploratory options for undecided students while maximizing credit attainment toward a degree, and an additional "college readiness" meta-major for students with significant developmental needs. In 2018, Mott enrolled in the MCCA Center for Student Success' Guided Pathways 2.0 initiative, launched to address shifts in colleges' advising models that are needed in order to fully implement Guided Pathways. Mott continues to make slow but steady progress toward full implementation. (4.C.3)

MyCompass

Through the implementation of MyCompass, faculty, advisors, and other key stakeholders have tools to provide early intervention to promote student retention and completion. The system was piloted in Fall and fully implemented in Winter 2018. While outcome data is not yet available, as of March, faculty had raised 200 flags for intervention.

Interventions for Minority Males

In 2015, Mott convened a cross-functional group of 50 employees for the [“Closing the Achievement Gap”](#) (CTAG) task force. CTAG recommended several initiatives to improve retention and completion rates for Mott’s minority male students, including a mentoring program, improving minority students’ preparation for and access to college, and diversity training for faculty. “Talented Men of Today,” launched in 2017, is a mentoring social group aimed at building engagement, leadership, and confidence in African-American and Hispanic male students. The program currently serves 14 students, down from 22 in 2017, a 63% year-to-year retention rate. (4.C.3)

Mentoring for All Students

Mott’s 2018 AQIP action project team concluded that Mott should implement a mentoring program open to all students and all college employees, for the purposes of increasing student retention and completion rates. ([Mentoring Presentation](#)) Students and mentors will be organized into groups aligned with academic divisions, so that groups of students will develop connections to each other and their group of mentors. The program is expected to be implemented during the 2019 academic year. (4.C.3)

Sources

- AQIP Mentoring Program Presentation
- Board Policy 6100
- Board Policy 7008
- Closing the Achievement Gap Report
- enrollment day presentation
- Guided Pathways
- MetaMajors.pdf
- Perkins 2P1
- Perkins 3P1 2017
- program-level retention and completion data
- Strategic Planning Dashboard
- Strategic Planning Dashboard
- Strategic Planning Dashboard Definitions
- Strategic Planning Dashboard Definitions

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3

3.1

Mott's Board Policies and Strategic Plan identify several key external stakeholder groups. [Board Policy 8310](#) establishes the responsibility of "[t]he Board and all employees" to "actively promote goodwill toward the College among constituent districts and the general public," and [Board Policy 2010](#) assigns responsibility to college administrators to serve as liaisons to ". . . the

community, the public . . . [and] various stakeholders.” The college’s [Strategic Plan](#) contains an “overarching goal” of “Institutional Image & Community Relations,” which includes goals to “[m]aintain a leadership role in the community by engaging community partners to better meet area educational needs,” and to “[p]romote and share best practices in education at the local, state, and national levels.” The “overarching goal” of “Economic Development” includes goals to “[c]ontinue to partner with local, regional and state entities to ensure that our students are prepared to meet the needs of the workplace” and to “[p]articipate in coordinated leadership with local, state, and regional efforts to attract and retain jobs.” Job descriptions of several Executive Cabinet members, including the Vice President of Academic Affairs, Vice President of Student Success, Associate Vice President for Institutional Advancement, and Associate Vice President of Workforce & Economic Development, contain references to responsibilities related to building community relationships, partnerships, and liaisons, or specific direction to serve “in a leadership capacity on internal and external boards.” Additional stakeholder groups may be identified by college employees and communicated to the relevant Executive Cabinet member in departmental meetings or in the monthly Leadership Group meeting. Key stakeholder groups currently include secondary and university partners, local and regional employers; regional, state, and federal government entities; and the community.”

3.2

Mott is embedded in the community through Executive Cabinet and Supervisory & Managerial employees’ involvement in [national educational organizations, state committees, and Flint-area organizations](#). Regular contact with community stakeholders and state and national leaders allows college administrators, faculty, and staff to identify opportunities and needs related to college operations. For example, Mott is a lead in development of the Flint Promise, a tuition-free scholarship program for high school graduates residing in Flint; is one of just 67 colleges nationwide selected to offer college in prison through the Second Chance Pell pilot program; and is continuing to expand middle college programming, growing from one to eight active partnerships within the past five years, with an additional three expected to be finalized by Fall 2018.

3.3

The college encourages employee involvement in the local community. Most job descriptions for the college’s Exempt and Supervisory & Managerial positions include duties related to community involvement and serving external stakeholders. As a result, Mott’s leaders are frequently community leaders, serving on boards of several major organizations within Flint and Genesee County. This positions college leadership to receive regular input regarding opportunities and community concerns, which are communicated to Executive Cabinet members, where they are discussed, prioritized, and potentially selected as action projects.

Academic Affairs leadership, including the Executive Director of Academic Operations, the Manager of Career & Technical Education, and the Manager of e-Learning and University and Workplace Partnerships, meet regularly with representatives of regional and partner secondary schools and universities. Through this meeting process, Mott's relationships with secondary schools have evolved from individual dual enrollment and articulated career and technical education credit to middle colleges and cohorted dual enrollment courses at sites owned by secondary districts.

Mott's program faculty and academic deans meet regularly with regional employers, many of whom serve as members of college advisory committees. Others visit college programs as guest experts and participate in college career fairs. Mott's Workforce staff and Coordinator of the Student Employment Center meet with employers seeking incumbent worker training and new employees. Through these partnerships, faculty receive guidance on updating curriculum and industry-standard equipment for their programs; seek recommendations regarding the development, elimination, or right-sizing of programs; and provide networking and job opportunities for students and recent graduates.

3.4

Executive Cabinet, with input from offices working with specific constituents, and in consultation with the Office of Institutional Research, is responsible for selecting the tools, methods, and instruments used to assess key stakeholder needs.

3.5

The Executive Director of Academic Operations, who is responsible for cohorted dual enrollment and middle college partnerships, and the Manager for Career & Technical Education, who is responsible for secondary articulation agreements and development of pathways from secondary to post-secondary career and technical education, meet with secondary partners several times per year. These meetings allow partners to communicate successes and areas needing improvement, and to explore opportunities for further development. The Manager for e-Learning and University and Workplace Partnerships holds monthly meetings with the college's University Center partners to identify needs and opportunities.

The Associate Vice President for Workforce and Economic Development serves as the Vice Chair and attends monthly meetings of the Michigan Prosperity Region 6 Career and Education Advisory Council. These meetings allow employers and education providers to discuss employer needs, perceived gaps in training and employee skill levels, and expected industry changes. The PROE survey, which is administered to advisory committee members during the program review process for all state-approved Perkins programs also assesses employer needs.

The Greater Flint Educational Consortium (GFEC) conducts an annual exit survey of high school seniors in Genesee County. Mott's Executive Cabinet annually reviews summary information to assess behavior patterns and identify opportunities to encourage higher percentages of students to pursue post-secondary education.

2R3

Secondary Meetings

Data regarding Mott's secondary partnerships is currently collected in-person, as the Executive Director of Academic Operations meets with secondary staff and administrators involved in middle college and cohorted dual enrollment projects, and with Mott's academic deans and faculty. Concerns include creating a "college" environment in the midst of a high school space, as not all secondary districts have a dedicated middle college or cohorted dual enrollment space that is separate from the high school, and differing rules and expectations for students in secondary and post-secondary education. This information is shared with the Vice President of Academic Affairs, who provides reports to Executive Cabinet.

PROE Surveys of Employers

Mott surveys employers who serve as advisory committee members. During the program review process, each advisory committee member is asked to complete a PROE "Advisory Perceptions Survey," which includes a number of questions designed to determine whether program graduates meet regional employer needs. Employers rate the "instructional program content and quality" based on five quality options ranging from "Poor" to "Excellent," with a sixth option of "Don't Know" in 2017, which was labeled "Unable to Evaluate" in 2016. Due to unexpected losses of program coordinators in Mott's Technology Division, only one program completed PROE in 2017 (the additional programs are being assessed in 2018). Four programs completed the process in 2016. Survey respondents were asked to rate the degree to which the "program is based on performance objectives that represent job skills and knowledge required for successful entry-level employment." In 2016, 75% chose "excellent" or "good," down from 100% in 2015. In response to the statement that the "program is designed to provide students with practical job . . . experience," 100% of respondents chose "excellent" or "good" in both years. In response to the statement that the program responds to the "upgrading and retraining needs of employed persons," 75% of the 2016 respondents chose "excellent" or "good," down from 91% in 2015. This information is reviewed by faculty, program coordinators, academic deans, the Manager for Career & Technical Education, and the Vice President of Academic Affairs. Notable patterns are addressed at program level. ([PROE Advisory Survey Results and Summary](#))

Perkins Core Performance Indicator 4P1 (Employment)

Graduate employment rates provide a practical measure of the college's ability to meet employer needs. Annually, the State of Michigan Office of Community College Services establishes a benchmark and works with each state community college to establish a local target for graduate employment. The offices of Institutional Research and Career & Technical Education annually gather employment information from graduates, which is reported to the Office of Community College Services. For 2016, Mott's Perkins 4P1 employment rate was 92.02%, higher than the state average of 79.95%, and above the benchmark of 87%. For 2015, Mott's rate was 85.26%, also above the state average of 83.67%, and within 90% of the benchmark of 88.1%. This information is provided annually, in aggregate form and disaggregated by program, to all career and technical education faculty, academic deans, and the Vice President of Academic Services, who use it for program review and improvement. ([Perkins 4P1 Mott Data 2015 and 2016](#), [Perkins 4P1 State Data 2015 and 2016](#))

Greater Flint Education Consortium Senior Exit Survey

The Greater Flint Educational Consortium (GFEC) invites high school seniors within the Genesee Intermediate School District (GISD) service area to complete an annual survey. In 2015 and 2016, more than 4200 students were asked to participate. Just over 3000 responded each year: 73% in 2015 and 72% in 2016. The surveys gather information on the number of years that the student has spent in the GISD service area, students' educational and work plans for the next year, career selection, planned level of education, and influencers and influencing events, as well as information on the planning tools and timeline used for decision-making, chosen institution, application for financial aid, and perceived preparation for college. Across the last ten years of the survey, more than 90% of respondents have indicated that they intend to pursue some post-secondary education, ranging from trade school to a doctoral degree, a number considerably higher than the percentage who have already completed or say they plan to complete a FAFSA (79% in 2015 and 2016). Respondents overwhelmingly choose "cost/financial aid" as the "most important" reason for their selection of a specific college or university, with "location" and "program of study" as the next most prevalent reasons. This information is reviewed annually by GFEC members and by the college's Executive Cabinet. ([GFEC Senior Exit Survey](#))

Lake Research Report

Cost is also a theme in the Lake Research Partners telephone survey conducted by the college in anticipation of a 2016 millage request. The survey was completed by 500 likely voters in March, 2016. When asked "What comes to your mind when you think of Mott Community College?" respondents listed "affordable" and "good education" more frequently than any other attributes. Respondents were asked to rate a series of millage support statements using four options: "very convincing," "somewhat convincing," "not too convincing," or "not at all convincing." Lake

Research reported that the “Economy and Jobs” statement was most effective: “Our region knows far too many hardships. It’s why we cannot afford to lose Mott Community College, which provides a quality, affordable college education, job training programs, and gives everyone an equal opportunity to get an education. Mott is a major source of success for our local economy and without it, our families will lose much more. We need Mott to succeed for our community to thrive.” ([Lake Research Report](#))

2I3

Based on feedback received from advisory committee members, other community members, and PROE surveys, as well as graduate employment rates, Mott graduates are in demand by regional employers. Program coordinators report that their students are frequently offered employment pre-graduation. Nonetheless, program faculty and deans continue to seek program improvements to ensure continued success.

Based on the input that Mott’s administrative leadership hears from current and prospective students, and from the community in general, through meetings, conversations, and more formal data collection such as the GFEC Senior Exit Survey and the Lake Research Report, funding for college and employment training are major concerns in Mott’s service district. Mott strives to remain affordable, to develop middle colleges and cohorted dual enrollment opportunities to maximize no-cost college access, and to increase area secondary graduates’ college enrollment rates. Mott has a lead role in the “Flint Promise” initiative and offers programs and outreach activities for preschool through high school students.

The Executive Director of Academic Operations now provides mandatory orientation sessions for faculty teaching in secondary locations, and regular sessions in the Center for Teaching and Learning (CTL) allowing faculty to share concerns, suggestions, and best practices. ([Early College Faculty Orientation CTL Session Report](#))

Sources

- 2013-2018 Strategic Plan Website
- 2016 Perkins Mott 4P1 Data
- 4P1 2016
- 4P1 2017
- Advisory PROE Results 2016-2017
- Board Policy 2010
- Board Policy 8310.pdf
- Closing the Achievement Gap Report

- Early College Faculty Orientation CTL Session Report
- Executive Cabinet Organization Memberships.pdf
- GFEC Senior Exit Survey
- Lake Report
- PROE Analysis 2016-17

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4

4.1

The student academic complaint procedure is established by faculty collective bargaining agreement (CBA) ([Faculty CBA Article XVI.E](#)). The process begins with the student attempting to resolve the issue with the faculty member. If unsuccessful, the student may appeal the matter

to the divisional dean. If the dean is unable to resolve the issue, the dean must notify the faculty member in writing. To continue the process, the student completes a [Student Academic Complaint Form](#), a copy of which is given to the faculty member. The dean must again attempt to resolve the issue and issue a written decision within fifteen working days from the submission of the complaint form. Either party may appeal the decision to the Vice President within five working days. The Vice President has the option to deliberate alone or with a faculty/student panel. The Vice President's decision terminates the appeals process and must be delivered in writing within 15 days. All paperwork related to student academic complaints is archived in the related division offices and in the Academic Affairs area. ([Complaint Log](#))

Per [Faculty CBA, Article V.E](#) the student academic complaint process does not provide for grades to be changed. Only in cases in which a faculty member is unavailable for an extended period or a court order mandates review or change of grade may a grade be changed without faculty consent. In those cases, the faculty member's immediate supervisor must convene a panel of faculty members to review the request and collectively issue a grade.

Mott's policy and practice intentionally emphasize communication among the student, faculty member, and division dean, and is intended to maximize opportunities for resolution at division level. Deans work directly with faculty, students, and the course syllabus, providing education and coaching. Deans also monitor numbers and types of complaints for patterns indicating needs for additional intervention with faculty.

Mott recently implemented a new process for addressing student complaints about non-academic issues or staff. The process covers complaints involving a specific person as well as more general complaints against offices or departments and begins with the student attempting to resolve the issue with the individual or college office directly. If this does not result in resolution, the complaint is reviewed by the manager of that office. If the manager is unable to resolve the issue, the student completes a formal complaint form to appeal to Vice Presidential level. The policy contains language to protect claimants from retaliatory actions. This process was developed by Student Success staff, in collaboration with Executive Cabinet, and was based on the academic complaint process. (see [complaint process](#))

[Board Policy 1325](#) establishes a code of ethical conduct and a process for complaints against Board members. [Board Policy 1640](#) establishes a process for public complaints to the Board, requiring that they be presented in writing and referred to the President for investigation.

4.2

The college has recently implemented a revised public complaint process mirroring the student complaint process, and intended to address and resolve complaints at the lowest level possible, as opposed to beginning with the Board.

4.3

Complaint processes have intentionally been designed to ensure that immediate supervisors are aware of all complaints regarding employees, allowing supervisors to identify and address employee-level patterns. College complaint processes are designed to ensure that complainants are able to involve Executive Cabinet members to address systemic issues that are not being addressed at divisional levels. All complaint processes culminate with the Executive Cabinet member who oversees the department in question, providing opportunity to identify and address division-level or department-level patterns. Communication among Executive Cabinet members at weekly meetings also allows for timely identification of college-wide patterns.

4.4

All complaint processes establish the responsibility of leadership to communicate outcomes and actions to students and other key stakeholders. If the issue is resolved at the first step, it is the responsibility of the academic dean or department manager to communicate; if the issue rises to Executive Cabinet level, it is the responsibility of that individual or his/her designee to communicate outcomes and actions back to students and other key stakeholders.

4.5

With the recent implementation of a revised non-academic complaint process, the college is considering instruments to evaluate complaint resolution.

2R4

Records of student academic complaints are archived in the Academic Operations area. An [Academic Complaint Log](#) has been kept (in spreadsheet form) since 2008. Information from the student complaint process may be used as part of faculty evaluation and as an opportunity for discussion and informal coaching. Over the past ten reporting years, the college has averaged 3.2 complaints per year that are reported to the Office of the Vice President of Academic Affairs. Of the 8 complaints reported to the Office of the Vice President of Academic Affairs since the beginning of the 2014 academic year, only four rose to the level of Vice Presidential review.

As the new non-academic student and public complaint processes are recently-initiated, no complaints have been reported yet.

During the past 10 years, the college has received no complaints of ethical misconduct against any Board member.

No public complaints to the Board have been filed since the submission of the college's 2013 Systems Portfolio.

2I4

As the academic complaint process is part of the faculty collective bargaining agreement, negotiations include review of the process with improvements implemented as needed. The most recent faculty collective bargaining agreement, approved in 2017, amended the academic complaint process to allow deans to resolve student complaints informally. While students retain the right to pursue the complaint via the formal process, the intent is to empower deans to intervene in cases of misunderstanding or miscommunication.

The Center for Teaching and Learning has begun offering professional development workshops educating faculty on how to craft more detailed and precise course policies and clearer syllabus language in order to reduce the number of student complaints and concerns that arise from misunderstandings over course policies or expectations (See "[Creating an Airtight Syllabus](#)"). This has contributed to the decrease in the number of formal student complaints.

The new student non-academic and public complaint processes will enable the college to address concerns from students and other key stakeholders, and to gather feedback to improve systems, policies, and procedures.

Sources

- Academic Complaint Log
- Article V.E Faculty CBA
- Article XVI.E Faculty CBA
- Board Policy 1325.pdf
- Board Policy 1640
- Creating an Airtight Syllabus
- Staff Complaint Process
- Student Complaint

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5

5.1

Through interaction with the community; regional, state, and national organizations and governmental agencies; professional organizations; etc., Mott employees identify or are approached with partnership opportunities, which they bring to the attention of their supervisors. Executive Cabinet is responsible for prioritizing outreach activities, considering institutional

capacity and resources, and approving partners for collaboration. They are guided in their decision-making by the college's [strategic goals](#) to "partner with local, regional and state entities" under "Economic Development" to "engag[e] community partners to better meet area educational needs" under "Human Resources Development."

5.2

Support by Executive Cabinet, Mott's leadership team is primarily responsible for the day-to-day development and maintenance of partner relationships. Under the direction of the Executive Director of Academic Operations, Mott has maintained and built eight active middle college partnerships. The Manager for e-Learning and University and Workplace Partnerships is responsible for continued development and the maintenance of seven current university center partnerships; Mott's involvement in Michigan Colleges Online; and the maintenance and development of apprenticeship partnerships. Mott's Faculty Director of Experiential Learning has developed on-going partnerships with eleven community organizations representing education; health and disaster relief; child development; shelter, housing, and homeless assistance; and environmental and animal assistance, as well as dozens of other educational and community organizations participating in one-time projects. The Faculty Director of the Center for Teaching and Learning (CTL) is Mott's representative to the QuadPOD Consortium, a partnership with University of Michigan-Flint, Kettering University, and Baker College-Flint providing professional development and networking opportunities to faculty at all four institutions.

5.3

With the assistance of the relevant Executive Cabinet member, and Mott's Office of Institutional Research, the project manager of the partnership is primarily responsible for selecting tools, methods, and instruments to assess partnership effectiveness.

5.4

The college primarily uses informal methods of data collection to assess the effectiveness of collaborations and partnerships, facilitating regular partner meetings to discuss opportunities and resolve issues. The project manager is responsible for providing information and recommendations to the relevant Executive Cabinet member.

Mott's Executive Director of Academic Operations is currently working with the Office of Institutional Research to track the progress and outcomes of middle college and other dual enrolled students. A process is expected to be in place by the end of the 2018 academic year.

Mott's university center partners meet monthly with the Manager of eLearning and University & Workplace Partnerships to discuss ideas and resolve issues. The Manager of eLearning and University & Workplace Partnerships is currently working to create a partner survey and to create a standardized process for universities to share data on student transfer and success.

Since Fall of 2015, organizations partnering with Mott to provide experiential learning experiences have been asked to complete a "[Community Partner Evaluation Form.](#)" At this point, no completed forms have been received. The Faculty Director of Experiential Learning continues to reach out to partners directly to seek feedback.

Since October 2012, Mott's Center for Teaching & Learning has collected [attendance statistics for QuadPOD events](#) hosted on Mott's campus. Attendance has ranged from 6 to 155, depending on type of event and intended audience. Average participation for consortium-wide events is 70.9, suggesting that members value the partnership.

2I5

Mott currently employs a relational model with partner institutions and organizations, scheduling and facilitating face-to-face meetings to gather feedback, identify strengths, and address issues needing improvement. However, as secondary, baccalaureate, and experiential learning partnerships continue to expand, the college recognizes the need to establish quantitative data collection processes to track and address trends across partnerships.

Sources

- 2013-2018 Strategic Plan Website
- 2013-2018 Strategic Plan Website
- Partner Evaluation Form
- QuadPodAttendance Data

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1

1.1

Mott's Office of Human Resources (HR) has established processes for recruiting, hiring, and orienting employees. In accordance with [Board Policy 5601](#), Mott's processes seek to "promote equal employment opportunities for qualified individuals in certain underutilized job groups throughout the organization." New positions follow a standardized process requiring the hiring manager to develop a job description from a detailed [Position Template](#), followed by review and approval by the relevant Executive Cabinet member. Hiring managers identify minimum requirements for education, skills, knowledge, and behavior, and are coached by HR staff to develop interview questions regarding all minimum requirements, including those related to ethics and values. ([Sample Job Descriptions](#))

HR staff compare applicant pools to data specified by the college's [Affirmative Action Plan](#); positions may be reposted to increase diversity. Hiring managers are required to assemble diverse interview committees. HR and the hiring manager screen candidates based on qualifications and other factors following a [rubric developed for each position](#). Candidates meeting minimum requirements may be considered for the position; candidates who are determined to be better qualified are offered an introductory interview. Subsequent committee interviews may include open forums and skills-based testing.

HR completes reference checks on finalists, using a standardized process supported by software. After reviewing results, the hiring manager consults with the relevant Executive Cabinet member and HR hiring personnel, and HR extends an offer of employment, contingent upon successful background check and drug test results. The college President approves all new hires.

Once an employee is hired, HR provides an [On-boarding Checklist](#) to the hiring manager. All non-faculty employees are required to attend a one-day college orientation delivered by HR, generally within the first month of their start date. All full-time faculty hires are required to attend "New Faculty Orientation," a three-hour monthly training session throughout the three-year probationary period, introducing college processes, best practices in teaching, and national initiatives, and providing support from deans and fellow faculty members. New part-time faculty are required to attend a three-hour orientation session introducing them to college policies and best practices in teaching.

Staff members providing student support services follow the hiring, onboarding, and orientation processes outlined above, ensuring that they meet the qualifications specified in each job description. Managers are responsible for determining training needs. The college's Center for Teaching and Learning provides opportunities for staff training and development, including Winter 2018 sessions on suicide awareness and prevention, use of the college's new "MyCompass" early alert and "MyBackpack" academic planning systems, veteran support, and ADA compliance. (3.C.6)

1.2

All Mott faculty, regardless of expected teaching location, are hired according to a standardized job description for their program or discipline and according to the same academic credentialing standards. Faculty teaching general education courses hold a Master's degree and a minimum of 18 graduate credit hours within their teaching discipline. Faculty teaching career and technical education courses in Associate of Applied Science programs hold a Bachelor's degree in the program in which they are teaching. Mott faculty who did not meet the minimums established by HLC in 2015 were provided with notification and the opportunity to pursue the appropriate academic credentials by Fall 2017. Faculty who did not create and enact a training plan in 2015 were no longer allowed to teach as of Fall 2017. (3.C.1), (3.C.2)

1.3

Executive Cabinet is responsible for determining staffing needs; members work with departments to identify needs based on anticipated departures and new opportunities. Managers complete a [position request form](#), which requires approval by the relevant Executive Cabinet member. Each position goes to Executive Cabinet for discussion and determination of approval, based on demonstrated need, available budgets, and institutional priorities.

Mott is committed to maintaining a solid base of full-time faculty to contribute to classroom and college programs and activities. Faculty attrition, excluding retirement, has averaged below 1% for the past five academic years. These retention rates help to establish a base of experienced faculty to teach and contribute to the college. Faculty serve on dozens of college committees. Mott employs 144 full-time faculty, who teach about 55% of the course sections offered annually. [Article X](#) of Mott's faculty collective bargaining agreement requires all full-time faculty to complete 90 hours of specified and approved "college engagement" during each semester. Mott's faculty collectively provide a minimum of 25,920 hours of non-classroom contributions to the college each academic year. (3.C.1)

1.4

As noted in 3P1.3, Executive Cabinet is responsible for determining staffing needs. In alignment with the Mott Community College Commitment for Student Success, which pledges to provide "guidance designed to help students succeed every step of the way," Mott provides staff to engage and support students from college entry through completion, detailed in 3R1.

1.5

Executive Cabinet, in collaboration with the Office of Human Resources, is responsible for selecting appropriate tools to track outcomes. Please see 3R1 for details.

3R1

IPEDS/National Center for Education Statistics Data

The [2016 IPEDS data report](#) places Mott at 75 FTE instructional support positions in comparison to an average of 36 at the 31 comparison institutions, and at 230 postsecondary teachers and instructional staff in comparison to an average of 249 at the 31 comparison institutions. [NCES](#) 2016 student:faculty ratios for Michigan community colleges with similar enrollment range from 16:1 at Delta to 24:1 at Schoolcraft, with Mott at 18:1.

[Personal Assessment of the College Environment \(PACE\) Employee Survey](#)

The survey included questions asking respondents to rate “[t]he extent to which this institution is appropriately organized,” [t]he extent to which I receive adequate information regarding important activities at this institution,” and “[t]he extent to which my work is guided by clearly defined administrative processes” on a scale from one to five, with scores between 1.0 and 2.0 indicating a “coercive” environment, 2.0-3.0 a “competitive” environment, 3.0-4.0 a “consultative” environment, and 4.0-5.0 a “collaborative” environment. Mean scores on these items ranged from 3.51 to 3.86, with each score higher than the norm base. NILIE analysis concluded that Mott scores regarding institutional organization and clearly defined administrative processes were significantly higher than the norm base. ([PACE Survey Results](#)) These results were reviewed by the college’s Executive Cabinet.

3I1

Restructuring of Student Services

Mott is in the process of restructuring Student Services, as detailed in 2I1. The area is working to transition to electronic processes to allow students remote access to services and to free staff time for higher-quality interaction.

Increasing Numbers of Full-Time Faculty

Mott has prioritized replacement of departing full-time faculty and the hire of full-time faculty members to address new opportunities. Mott had 138 full-time faculty in 2016, which has increased to 144 as of March 2018.

Sources

- Affirmative Action Plan Summary
- Article X Faculty CBA
- Board Policy 5601
- Employee Commitments
- Executive Cabinet Organization Memberships.pdf
- Executive Cabinet.pdf
- Exit Survey 2015
- Exit Survey 2016
- Exit Survey 2017
- Faculty Engagement Hour Plans
- IPEDS data 2016
- Job Description Template
- Job-Evaluation-Procedure-For-Supervisors
- NCES 2016 student faculty ratios
- Onboarding Plan
- PACE Survey Results
- Position Request
- Position Rubric
- Sample Job Descriptions
- Student Satisfaction Survey 2015
- Student Satisfaction Survey 2016

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2

2.1

[Board Policy 5007](#) establishes that “the Board expects all employees to be supervised and evaluated.” Evaluation processes include performance evaluations for Administrative Support and Supervisory & Managerial personnel prior to the completion of their 12-month probationary period, for Public Safety Officers prior to the completion of their 520-hour at-will employment period, and for Maintenance & Operational and Professional & Technical employees prior to the completion of their 6-month probationary period. Full-time faculty are evaluated by peers and their divisional dean annually during their probationary period, and every four years following. Part-time faculty are evaluated each semester for their first three semesters. Once they reach adjunct status, they are evaluated at least once every three years. Faculty undergo student evaluation annually. [Board Policy 2150](#) establishes that the “Board of Trustees will evaluate the President on an annual basis.”

Based on collective bargaining agreements (CBA) and institutional culture, Mott has a practice of ongoing, informal evaluation, with an expectation that supervisors will provide positive feedback, address employee issues, and meet regularly to establish and monitor progress toward departmental and personal work goals. [Article 12, Section B](#) of the Administrative Support CBA ties annual step increases to performance. [Article 3, Section 3](#) of the Professional and Technical CBA establishes that “[s]upervisors are responsible for conducting periodic discussions with employees concerning performance.” [Article 15, Section 2](#) of the Maintenance & Operational CBA establishes that “[s]upervisors occasionally have the need to discuss topics with employees.” [Article 14, Sections 1 and 2](#) of the Supervisory & Managerial CBA provides the right for supervisors to meet with employees to “jointly establish . . . standards of performance for each of the major work activities.” [Articles IX and X](#) of the faculty contract establish a process of formal evaluation for all faculty. Employees provide input during the CBA process; unions and continuing-status employees have rights regarding formalized disagreement with the evaluation process or outcomes.

2.2

[Board Policy 2150](#), establishes the right of the Board of Trustees to evaluate the President on an annual basis, mirroring the institutional tone of collaboration, allowing that “[c]riteria for the evaluation will be established by the Board with the assistance of the President.” Mott’s practice of incorporating evaluation processes into CBAs ensures that all constituents have an opportunity for input, and that expectations are communicated by multiple voices. When processes also include formal, standardized instruments, the institutional norm is to create a joint committee, comprised of equal numbers of employees who will be evaluated by the instrument and those using the instrument to evaluate others, as well as other relevant experts, such as Institutional Research or Information Technology Services staff. For example, during the 2016 academic year, the college replaced its [Student Evaluation of Instructor Form](#) (SEIF). A committee of faculty, academic deans, and institutional research staff examined a variety of instruments, sought input from divisional faculty, and selected a new instrument.

2.3

Mott's evaluation system has historically been employee-specific, with standards and goals based on responsibilities established by the job description. Job descriptions are intentionally specific, identifying program and service objectives that the individual hired for that position is expected to fulfill. ([Sample Job Descriptions](#)) In 2015, the college's President, Dr. Beverly Walker-Griffea, facilitated 50 faculty, staff, and administrative employees to develop [Commitments for Employee Success](#), six objectives that are aligned to the college's strategic plan, and that all employees are expected to fulfill.

2.4

Deans are required to complete faculty evaluations according to the specifications of the faculty CBA, a process monitored by the Vice President of Academic Affairs, HR Office, and faculty union. Full-time continuing contract faculty and adjunct faculty meet with their Dean once every three years for an evaluation. The evaluation includes a review of the [Student Evaluation of Instructor Forms](#) (SEIFs), which are administered to each instructor's courses at the end of the semester. SEIF results are provided to the instructor and aggregated into a file for the division and the Dean. Faculty members write a self-evaluation for the Dean in preparation of this review. Part-time (non-adjunct) faculty members and probationary faculty members (full-time faculty members in their first three years of employment) are evaluated at least every other semester. These evaluations include classroom visitation, administrative evaluation, and peer evaluations in addition to the SEIFs. (3.C.3) (Faculty CBA: [Article IX, Section D.1](#); [Article X, Section A.7](#); [Article X, Section S](#); [Article X, Section T](#); [Article X, Section U](#)) Mott's Supervisory & Managerial and Exempt employees are charged with evaluating Administrative Support, Professional & Technical, Maintenance & Operational, and Public Safety employees. Exempt employees are responsible for evaluating Supervisory & Management employees. In all instances, employee bargaining units monitor these processes. When needed the HR Office provides support to managers enacting the college's progressive discipline process.

2.5

The college recognizes exemplary performance in various ways. Each month, faculty and staff are awarded [Kudos & Compliments](#), allowing Mott employees to recognize the noteworthy performance of fellow staff and faculty. Annually, the HR Office invites students and employees to nominate for [Outstanding Faculty & Staff Awards](#). Mott's President, Dr. Beverly Walker-Griffea, and other Executive Cabinet members reinforce a culture of employee recognition, establishing time during campus meetings to recognize employee accomplishments.

While compensation and benefits packages are negotiated within the college's six bargaining units, the college works to ensure that it is competitive in those areas. Mott currently does not have compensation or benefit programs linked to employee performance or contribution except to the extent that superior performers are provided promotional opportunities

2.6

Mott employees often refer to the college as the "Mott family." This reflects the college's commitment to hiring outstanding employees and to fostering engagement. Annually, the college's Wellness Advisory Council hosts two Thanksgiving dinners and invites all college employees to participate. The college's President hosts all-campus meetings to share information, answer questions, and gather employee feedback. The Commitment Thought Team hosts "Employee Listening Sessions." The 2014-2017 faculty CBA shifted full-time faculty from required office hours to "engagement hours," ([Article X, Section A.7.b](#)), maintaining faculty obligation to meet with students, while encouraging involvement in other college activities. Mott's approach to AQIP action projects promotes widespread employee engagement.

3R2

[Personal Assessment of the College Environment \(PACE\) Employee Survey](#)

The survey included a set of questions designed to elicit employee evaluation of "Supervisory Relationships," asking respondents to rate thirteen items on a scale from one to five (See 3R1 for score details). Mean scores on these items ranged from 3.58 for "[t]he extent to which my supervisor actively seeks my ideas" to 4.15 for "[t]he extent to which professional development and training opportunities are available." As with all PACE items, ratings by staff were lowest (mean rating of 3.61) and ratings by administrators were highest (mean rating of 4.09).

Aggregate mean for "Supervisory Relationships" was 3.79 for Mott, comparable to the norm base of 3.81.

The survey also included a set of questions on "Student Focus" which provide insight into managers' assessment of performance of faculty and staff under their supervision. When asked to rate "the extent to which non-teaching professional personnel meet the needs of the students," administrators responded with an average rating of 4.05. Administrative ratings for "the extent to which faculty meet the needs of students" averaged 4.03, and "the extent to which classified personnel meet the needs of the students" averaged 3.88. All three ratings were above the NILIE norm base ratings for those items. ([PACE Survey Results](#)) These results were reviewed by the college's Executive Cabinet.

Executive Cabinet noted the difference in faculty ratings for “[t]he extent to which faculty meet the needs of the students” (4.21) and “[t]he extent to which students receive an excellent education at this institution” (4.22) in comparison to faculty ratings for “[t]he extent to which students are satisfied with their educational experience at this institution” (3.97).

Student Evaluation of Instructor Forms (SEIFs)

Every year, all faculty are required to participate in instructor evaluation. Students record their perceptions of quality of teaching, grading, organization, and a number of other factors on a scale from one to five, with options ranging from “strongly disagree” to “strongly agree,” and a sixth option of “not applicable.” Detailed and summary instructor-level results are distributed to faculty and deans. Beginning in 2017, reports also include average scores on each item for the course section, for the instructor, for all sections of the course, for all courses in the discipline, and for all courses college-wide, allowing comparison of performance rates against various benchmarks. Average scores for all faculty for Fall 2017 ranged from a low of 4.11 for “[t]his course inspires me to care about learning” to a high of 4.67 for “[m]y instructor appears to be genuinely interested in the subject matter.”

3I2

Review of faculty results of the PACE survey and verbal feedback expressing dissatisfaction with Mott’s faculty evaluation instrument led the Vice President of Academic Affairs to form a team of faculty, academic administrators, and IR staff to research and recommend a new evaluation instrument. The new Student Evaluation of Instructor Form (SEIF) was deployed in 2017. The original team has continued to seek feedback; responses have been positive overall, with faculty and deans citing greater alignment with best practices, and administrative support personnel citing improved administrative processes.

While Board Policy 2150 specifies annual evaluation of the President, the practice had faded during the previous CEO’s 15-year tenure. At the request of the college’s current President the practice was reinstated in 2018.

The college is working to better understand and remediate issues underlying score differences among employee groups noted by the PACE survey. The President launched the “Employee Commitments” task force in 2014, culminating in [MCC Commitments for Employee Success](#), and has hosted several “College Conversation” meetings, inviting employees to share thoughts and ideas. The HR Office and the Commitment Thought Team are gathering information from employees regarding differences in employee experiences among faculty, staff, and administrators. The group hosted six Listening Sessions in March, 2018, inviting all employees to share ideas for enacting the Commitments for Employee Success. The group is examining results, and is expected to enact action items.

Additional analysis of Student Evaluation of Instructor Form (SEIF) results during the 2018 academic year allows deans and faculty to compare individual scores against institutional averages. As this information becomes available over multiple years, it will allow faculty and academic administrators to identify patterns and monitor trends.

Sources

- Article 12, section b, Admin Support CBA
- Article 14 Sections 1 and 2 S_M CBA
- Article 15 Section 2 M_O CBA
- Article 3 Section 3 ProTech CBA
- Articles IX and X Faculty CBA
- Board Policy 2150
- Board Policy 5007
- Employee Commitments
- Employee Commitments
- Faculty CBA- Article IX Section D.1
- Faculty CBA Article X Section A.7
- Faculty CBA- Article X Section A.7.b
- Faculty CBA- Article X Section S
- Faculty CBA- Article X Section T
- Faculty CBA- Article X Section U
- Innovation Award Documents
- Kudos and Compliments
- Outstanding Faculty _ Staff Award
- PACE Survey Results
- Sample Job Descriptions
- seif form

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3

3.1

Mott [Board Policy 5700](#) establishes that “[p]rofessional development of employees is a benefit, obligation, and priority of the College; an obligation of each employee; and necessary for high quality teaching and organizational excellence.” Mott’s Center for Teaching and Learning (CTL) offers professional development (PD) for all employees, providing in-person and online training in best practices in teaching and learning, campus processes, personal and workplace safety, professional skills, and personal enrichment. Members of all employee groups have access to a “CTL Tech” support team. The CTL’s Professional Development Advisory Council solicits input and maintains faculty and staff subcommittees to ensure balanced offerings. (3.C.4) (5.A.4)

In addition to participating in QuadPOD, detailed in 2P5.2, faculty have access to conference funds established by [Article XIII, Section J](#) of the faculty CBA. The college annually allocates Perkins grant dollars to this fund to provide additional support. Each academic division has PD funds, disbursed according to divisional governance. (3.C.4)

Mott maintains a rigorous hiring process, described in detail in Category 3.1, to ensure that qualified candidates are hired for all positions (5.A.4) College CBAs, covering all but Exempt employees, provide funding and assurance of professional development. [Article 16](#) of the Administrative Support CBA establishes a PD fund covering tuition and conferences/seminars. [Article 17, Section 8](#) of the Maintenance & Operational CBA establishes a PD fund covering educational grants and tuition assistance. [Article 19](#) of the Public Safety Officers’ CBA establishes an educational grant fund. [Article 14](#) of the Professional & Technical CBA establishes a tuition waiver and PD fund. [Article 19, Section 5](#) of the Supervisory & Managerial CBA establishes an educational grant waiver, and [Article 21, Section 10](#) establishes a PD fund. (5.A.4)

3.2

[Article X, Section A.7.a](#) of the faculty CBA establishes an expectation of full-time faculty to engage in “ongoing evaluation and development of curriculum and pedagogy, assessment and improvement of classroom methods to enhance student learning, . . . [and] professional development leading to expanded knowledge and enhanced teaching skills.” [Article X, Section S](#) establishes a process for faculty evaluation, which includes in subsection 7 the right of academic deans to compel faculty to follow an “individual improvement plan” which may include mandated professional development. New part-time faculty and full-time faculty are required to participate in professional development detailed in 3P1.1. The college has established certification and training requirements for all faculty teaching eLearning courses. ([eLearning Qualifications](#)) Faculty who fail to fulfill those requirements are not eligible to teach eLearning courses. (3.C.4)

3.3

In addition to rigorous hiring qualifications, department and CTL trainings, and office process manuals, Mott's student support staff can access professional development through their collective bargaining units. As members of the faculty or Professional & Technical bargaining units, all student support staff have access to conference and training funds through the provisions outlined in [Article XIII, Section J](#) of the faculty CBA and [Article 14](#) of the Professional & Technical CBA. The Office of Student Success has a PD budget, allowing all student services staff additional access to training dollars. (3.C.6)

3.4

[Board Policy 5700](#) establishes that “[e]mployee development activities will be developed to support the College Strategic Plan” and appoints the Vice President of Academic Affairs to “coordinate employee development activities and procedures.” Mott's CTL, under the direction of Mott's Vice President of Academic Affairs, is charged with aligning activities to the college's strategic goal to “[p]rovide comprehensive professional development activities that improve teaching and learning, develop leadership, and strengthen employee skills.” The [CTL's mission statement](#) reflects that goal, affirming a “dedicat[ion] to creating a culture of continuous learning and growth for all faculty, staff, and administrators at Mott Community College.”

[Article XIII, Section I.4](#) of the faculty CBA establishes a Sabbatical Review Board to evaluate proposals for the “value of their course of study to the college.” [Article XIII, Section J](#) establishes the Sabbatical Review Board as the entity responsible for reviewing all applicants to the Vice President's professional development fund. This group meets two to three times annually to review applications, approving only those proposals meeting institutional objectives for program and pedagogical improvement.

3.5

Executive Cabinet, in consultation with the Offices of Human Resources and Academic Affairs, is responsible for selecting tools to track outcomes. Please see 3R3, below.

3R3

[Personal Assessment of the College Environment \(PACE\) Employee Survey](#)

The survey included a question asking respondents to rate “the extent to which professional development and training opportunities are available” on a scale from one to five (see 3R1 for score details). Aggregate employee rating for that measures was 4.15, with means ranging from

3.83 for staff and 4.53 for administrative employees, all above or comparable to the NILIE norm base of 3.81. Executive Cabinet noted the differences in employee group responses, prompting the development of the 2015 CTL Survey of Non-Faculty Employees. ([PACE Survey Results](#))

Center for Teaching and Learning Survey of Non-Faculty Employees

In 2015, the CTL and Office of Institutional Research created and administered a survey to all Mott non-faculty employees seeking input into how the CTL could best serve them. The survey was sent to 437 employees; 116 completed it, with significant levels of participation from the college's Professional & Technical, Supervisory & Managerial, Administrative Support, Grant-Funded & Temporary, and Exempt employee groups. Respondents rated their interest in a selection of proposed sessions; suggested session topics; and rated delivery formats. While most (70%) respondents expressed interest in face-to-face delivery, significant numbers also indicated interest in webinars (45%) or short videos (42%). Respondents rated their level of agreement with the following statements: "I have enough time to attend the CTL sessions that I am interested in" and "The professional development opportunities offered by the CTL are intended for me and relevant to the work that I do." The survey provided five response options, ranging from "strongly disagree" to "strongly agree." Administrative Support, Public Safety, and Administrative Support employees reported highest levels of agreement that they had sufficient time to attend CTL sessions, with "agree" and "strongly agree" response totals ranging from 41-60%, while Temporary/Contract/Grant-Funded, Supervisory & Managerial, and Exempt employees reported lowest levels of interest, with "agree" and "strongly agree" response totals ranging from 21-29%. Administrative Support, Public Safety, and Supervisory & Managerial employees reported highest rates of agreement with the second statement (with "agree" and "strongly agree" responses totaling 52-83%), while Temporary & Contract, Exempt, and Professional & Technical groups reported lowest rates of agreement (with "agree" and "strongly disagree" responses totaling 23-39%). Results were reviewed by the Professional Development Advisory Council, Director for the CTL, and the Vice President of Academic Affairs, and have been used as a basis for continued development of the CTL. ([CTL Staff Survey Results](#))

Professional Development Advisory Council (PDAC) Survey Results

The Professional Development Advisory Council (PDAC) subcommittee for faculty development and the Office of Institutional Research developed and deployed a faculty survey at the October 2015 faculty meeting, asking faculty to rate their likelihood of attending various proposed CTL sessions. Topics were divided into two categories: "General College Information" and "Teaching and Learning." Eighty-four faculty, mostly full-time, provided responses; 79 completed the entire survey. Responses indicated that faculty considered themselves more likely to attend "Teaching and Learning" sessions than "General College Information" sessions, and provided direction regarding topics of most interest. Results were reviewed by PDAC, the Director for the CTL, and the Vice President of Academic Affairs, and continue to inform development of faculty training sessions.. ([CTL Faculty Survey Results](#))

3I3

PACE and CTL survey results have been used to increase access to relevant and timely training:

Development of Training Sessions

PDAC and the Director of the CTL use survey results to inform development and delivery of training sessions, focusing on topics respondents deemed of highest importance and relevance. Based on responses, the CTL has focused on providing faculty with sessions on teaching and learning, worked to solicit and develop presentations on college processes and skills-based training for staff, and enlisted Mott's Department of Public Safety to offer personal and workplace safety sessions. ([CTL Calendar](#))

Development of Alternate Delivery Formats

The 2015 survey of non-faculty employees indicated interest in alternate delivery formats and insufficient time to attend CTL sessions. The CTL has increased online offerings, creating a [CTL Resource Website](#) with videos, online presentations, a blog, and various other resources.

Sources

- Article 14 of ProTech CBA
- Article 16 Admin Support CBA
- Article 17, Section 8 M_O CBA
- Article 19 PSO CBA
- Article 19, Section 5 and Article 21, Section 10 of S_M CBA
- Article X Faculty CBA
- Article X Section A.7.a Faculty CBA
- Article X Section S Faculty CBA
- Article XIII Section I.4 Faculty CBA
- Article XIII Section J Faculty CBA
- Board Policy 5700.pdf
- CTL Calendar
- CTL Faculty Survey Results
- CTL Mission Statement
- CTL Staff Survey Results
- CTL Web Page

- Elearning Faculty Requirements
- Faculty CBA- Article IX Section D.1
- Faculty CBA Article X Section A.7
- Faculty CBA- Article X Section S
- Faculty CBA- Article X Section T
- Faculty CBA- Article X Section U
- PACE Survey Results

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1

1.1

Historically, Mott has re-evaluated its [mission statement](#) within the strategic planning process, approximately every five years. The current mission statement is the culmination of efforts that began in 2001, when significant changes were made to the mission statement as the result college and community listening sessions conducted by the President's office and efforts of a cross-functional Strategic Planning Committee. In 2006, the college conducted an abbreviated review process, inviting all students, faculty, staff, Board members, and members of key community stakeholder groups to participate in a mission statement survey. More than 400 individuals responded, representing all constituent groups. The two most popular statements were identified and Executive Cabinet chose one to recommend to the Board of Trustees for adoption: "The mission of Mott Community College is to provide high quality, accessible and affordable educational opportunities and services -- including programs focused on university transfer, technical and lifelong learning, as well as workforce and economic development -- that promote student success, individual development and improve the overall quality of life in a multicultural community." In 2012, Executive Cabinet recommended streamlining the statement, asking the Board of Trustees to remove the list of examples and to replace "promote" with "cultivate." Approved on December 17, 2012, as part of the 2013-2018 Strategic Plan, "[t]he mission of Mott Community College is to provide high quality, accessible, and affordable educational opportunities and services that cultivate student success and individual development and improve the overall quality of life in a multicultural community." Mott's mission statement is located on the website ["Mission Statement" page](#), in [Board Policy 1130](#), linked on the [catalog's "Welcome" page](#), and in a [cardstock pamphlet](#) distributed to new employees and around campus. ([Board Minutes](#)) (1.A.1)

As established by [Article VIII, Section 7 of the State of Michigan Constitution](#), Mott is a public not-for-profit institution "supervised and controlled by locally elected board." The college [mission statement](#) establishes a primary goal of providing educational opportunities to citizens in the surrounding communities. (1.D.2) The college recognizes its public obligation and strives to engage and serve its community. The college invites community input at Board meetings and special forums, and offers various resources for the community, including workforce development and continuing education programs at several locations, including its Wagner Workforce Education Center, located in downtown Flint. Wagner Center serves as the headquarters for Mott's regional community-based workforce development initiatives and training, offering programs designed to help individuals obtain employment, improve career skills, or prepare for college. The college administers several Community Technology Centers, offering free community computer training. ([Workforce Webpage](#)) Mott offers several other community resources including inexpensive vehicle repair, dental services, concerts and lectures, special events, and children's summer enrichment and sports camps. (1.D.3) ([Community Resources Webpage](#))

1.2

Executive Cabinet meets weekly to discuss institutional priorities and actions and align departmental functions and initiatives with institutional mission and priorities. Institutional values have been established by the [MCC Commitments for Student and Employee Success](#), and by several [Board policies](#), including [acceptable uses of computer labs and internet](#); [accounting](#), [privacy](#), [non-discrimination](#), and [civility policies](#); and [approval protocols for primary research](#). Mott's President and the Board of Trustees have established a series of [Strategic Initiatives](#) for 2018, action items linked to Strategic Plan. The President requests monthly reports from every functional area detailing progress toward initiatives.

1.3

The college's annual budget defines the scope of the mission, as does the annual catalog. The mission statement and the strategic plan identify Mott's students and the community as a whole as the intended constituents of the institution's services. (1.B.3) The [mission](#) is detailed and articulated through the college's [Strategic Plan](#). (1.B.1) Both are made public on the [website](#) and [catalog](#), and in a [pamphlet](#) distributed to employees and stakeholders. Mott's current Strategic Plan was enacted in 2013 and concludes in 2018. Development of a 2019 Strategic Plan is underway. The current plan identifies seven overarching goals and identifies 27 strategies to meet those goals. The college's Strategic Dashboard measures progress. (1.B.2)

The Board of Trustees works with administration to develop policies conveying expectations for all internal stakeholders. These are detailed in 4P1.2. Policies are published on the college's website. Those applying to broad groups of stakeholders, such as the recently-adopted civility policy, are also promoted via campus posters and announcements, ([Civility Poster](#)) and announced at meetings and through special events, such as the "Practicing Civility Initiative."

1.4

Mott's [mission statement](#) reflects the role of community colleges. The mission is the cornerstone of college operations, including academic programs and student support services. Mott "cultivates student success and individual development" by preparing students for baccalaureate transfer and employment. Students seeking university transfer can complete an Associate in Arts, Associate in Fine Arts, Associate in General Studies, or Associate in Science degree ([Transfer Program List](#)), allowing students to complete general education credits accepted by most transfer institutions. Mott offers occupational programs leading directly to employment, in alignment with its mission to "cultivate student success and individual development" as well as "improve the overall quality of life in a multicultural community" by helping to create an educated local workforce. Students can complete an Associate of Applied Science Degree in specialized areas such as health, business, human service and technology. ([AAS Program List](#)), or a Certificate of Achievement. Certificates generally require one year of full-time coursework

and are designed to help students gain entry-level jobs. Programs of study include Computer Applications Specialist and Dental Assisting. ([Certificate List](#)) All courses, certificates, and programs are reviewed by the College Professional Studies Committee (CPSC) for consistency with the college's mission, vision, and values. (1.A.2)

Program creation and revision occurs under the direction of CPSC, detailed in 1P1.4 and 1P2.1. Requests to change student policies and processes may be initiated by any employee of the college and submitted to CPSC. From there, they are forwarded to the Academic Review Subcommittee, which provides detailed comment and approval recommendations back to CPSC. Agendas and summaries of CPSC actions are emailed to all employees. These processes are intended to ensure that proposed changes are transparent, known to all stakeholders in time for comment, and well-reviewed, and that final decisions are consistent with institutional goals.

1.5

[Board Policy 3920](#) establishes that “[f]inancial resources will be allocated to purposes consistent with the College mission, current strategic plan, grant requirements, and conditions of special gifts and bequests.” Executive Cabinet prioritizes allocation of resources, including general fund and capital outlay projects. The Board considers each year's budget within the context of the [Strategic Plan](#) and annual [Strategic Initiatives](#). (1.A.3) The college demonstrates commitment to its community by supporting college readiness activities, including GED, ESL, and ABE preparation; credit and non-credit career training; community enrichment in the forms of K-12 academic outreach, continuing education, and lecture, film, and arts events; and economic development through incumbent worker training and employment fairs. (1.D.1)

The Chief Financial Officer uses priorities established by the mission, strategic plan, and Executive Cabinet as the basis for budget preparation. Proposed annual budgets are reviewed by Executive Cabinet and presented publicly to the Board of Trustees, which approves the annual, mid-year amended, and final budgets. Annually, all faculty and staff are invited to submit grant proposals for “Innovation Awards,” projects designed to impact student learning and/or student success. ([Innovation Award Documents](#)) During the 2017 and 2018 academic years, Mott's President, Dr. Beverly Walker-Griffiea, has set aside \$250,000 to fund mini-grants to support projects promoting student recruitment, retention, and completion. ([Mini-Grant Documents](#))

1.6

Executive Cabinet, in collaboration with the Offices of Human Resources, Institutional Advancement, Academic Affairs, and Institutional Resources, are responsible for selecting tools used to track these measures. See 4R1 for details.

4R1

[Personal Assessment of the College Environment \(PACE\) Employee Survey](#)

The survey included a question asking respondents to rate “[t]he extent to which the actions of this institution reflect its mission” on a scale from one to five (see 3R1 for score details). The mean scores on this item, disaggregated by employee group, were 4.55 for administrators, 3.99 for faculty, and 3.95 for staff, resulting in an overall mean of 4.02, which NILIE analysis concluded was a statistically significant increase from the norm base of 3.87. ([PACE Survey Results](#)) These results were reviewed by the college’s Executive Cabinet, which noted differences in employee group responses.

[Community College Survey of Student Engagement \(CCSSE\)](#)

CCSSE establishes five benchmarks of student engagement, all of which are related to the college mission: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Mott’s 2017 CCSSE results indicate that full-time students are above CCSSE benchmarks in all areas, with scores ranging from 50.7 in Support for Learners to 53.1 in Student Effort, while part-time students are below benchmarks in all areas, with scores ranging from 41.8 in Academic Challenge to 45.8 in Support for Learners. Overall scores are slightly higher for most measures in 2017 than in 2015, with the exception of part-time students’ ratings of Academic Challenge, Student-Faculty Interaction, and Support for Learners, which were all within one percentage point of previous ratings. Detailed information regarding CCSSE results is reviewed biannually by Executive Cabinet, and is shared with the Committee for the Assessment of Student Learning (CASL) and at faculty meetings. CASL is currently working to provide this information in ways more relevant to faculty. Specific CCSSE results are shared publicly on the college’s Strategic Planning Dashboard. ([CCSSE 2015 Executive Summary](#); [CCSSE 2017 Executive Summary](#))

EPIC-MRA Community Poll

As part of strategic planning processes in 2007 and 2013, Genesee County residents (Mott’s service district) were polled. Respondents rated the importance of the college regarding several factors closely related to Mott’s mission statement and strategic plan: quality of life in Genesee County, economic development in Genesee County, providing the first two years of a college degree, and providing job training. Across both surveys, 92-99% of respondents reported Mott as being “important” or “very important” in all areas. ([EPIC-MRA Community Poll Summary](#)) These results were reviewed by the college’s Executive Cabinet and Board of Trustees and published on the Strategic Dashboard.

[Graduate Follow-Up Survey](#)

One of the questions on the survey is directly related to the college mission, and asks participants to “rate the overall quality of [their] educational experience” at Mott, with options ranging from “poor” to “excellent.” Thirteen percent of the college’s [2015](#) graduates and 21% of the college’s 2016 graduates completed the survey. In [2016](#), of 497 respondents, 91% rated their overall educational experience as “good” or “excellent.” In 2015, 90% of 303 respondents chose “good” or “excellent.” These results are reviewed annually by the Executive Cabinet; Office of Planning, Research, and Quality Initiatives; and the Committee for the Assessment of Student Learning (CASL). This is an internal measure, so no national benchmarking is available. Scores exceed the target of 70% established by CASL. ([Graduate Follow-Up Survey](#))

4I1

While available measures reflect stakeholder recognition of Mott’s success in delivering on its mission statement, Executive Cabinet has moved to address the gap between staff and administrative perceptions of college decision-making. During the 2015 academic year, the college’s President, Dr. Beverly Walker-Griffea, convened an Employee Commitment Team, made up of more than 50 employees from all classifications and bargaining units. Led by Dr. Walker-Griffea, the team created six [college Commitments for Employee Success](#) which focus on administrative responsibilities to employees (particularly sharing of information, engagement of employees, and recognition) as well as employee responsibilities (commitment to student success, collegiality, and communication). This project led to development of a college-wide “Commitment Thought Team,” a group of administrative, faculty, and staff employees charged with developing and implementing initiatives supporting the commitments. The Associate Vice President of Human Relations has begun a Leadership Training group, promoting development of leadership skills among mid-level administrators and their staffs.

Efforts are underway to address the gap in student experience identified by CCSSE results. While part-time enrollment has continued to increase, CCSSE results indicate 46% of Mott’s students are working 20 or fewer hours per week; 20% indicate they are not working at all. More than 53% indicate they have no dependent care responsibilities. When compared to 2015 responses, outside obligations for Mott’s students have declined slightly, suggesting an opportunity to increase students’ course loads. With Mott’s move to Guided Pathways, advisors will be meeting with students to assess obligations and to load academic plans encouraging students to successfully progress more efficiently.

Mott’s 2018 AQIP project was Student Mentoring. A cross-functional group developed a model to invite all employees to serve as “campus community contacts” for all interested students. The program is expected to be piloted during the 2019 academic year.

The college has identified Student Engagement as its next AQIP project. A cross-functional team will research and develop a plan to more fully engage students, including those best served by part-time enrollment.

Sources

- 2013-2018 Strategic Plan Website
- AAS Program List
- Acceptable Use Policy
- accounting policies
- Approval Protocols for Primary Research Conducted at MCC
- Board of Trustees Minutes 2-22-2016
- Board Policies
- Board Policy 1130
- Board Policy 3920
- Catalog Link to Mission Statement
- CCSSE
- CCSSE 2015 Executive Summary
- CCSSE 2017
- CCSSE 2017 Executive Summary
- Certificate List
- Civility Policy
- Civility Poster
- Community Resources Web page
- Employee Commitments
- EPIC-MRA Poll 2013 Summary
- Executive Cabinet.pdf
- Graduate Followup Survey
- Graduate Follow-Up Survey Results 2015
- Graduate Follow-Up Survey Results 2016
- Innovation Award Documents
- Institutional Priorities and Reports
- MI Const Article VIII § 7
- Mini-Grant Documents
- Mission Statement
- mission statement web page
- Non-Discrimination Statement
- PACE Survey Results
- Privacy Policy
- Strategic Plan Brochure
- Transfer Program List
- Workforce Web Page

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2

2.1

Mott uses the strategic planning cycle as its primary planning process. [Board Policy 3920](#) establishes that “[i]nput from College staff will be sought in the development of the College mission [and] current strategic plan.” The [2013-2018 Strategic Plan](#), approved by the Board of Trustees in 2012, is the third consecutive five-year strategic plan since 2000-2001. It consists of seven “overarching goals” with specific action steps and corresponding targets under each.

For each plan, the college has used an inclusive process of stakeholder input for the development of institutional priorities. Current goals were updated using a "refresh" process, where departmental managers engaged all employees to suggest revisions and additional goals. The strategic planning process was also designed to garner input from numerous college stakeholders and other external data sources. The plan incorporates feedback from external reviews from The Aspen Institute's College Excellence Program, Achieving the Dream (AtD), and the Academic Quality Improvement Program (AQIP). In addition to a variety of environmental scanning activities, the college has a sustained practice of collaboration with local K-12 school districts and benchmarking with other comprehensive community colleges. Executive Cabinet analyzed and synthesized internal and external feedback generated during the strategic planning process to create a model strategic plan suitable for input from members of the college community and approval by the Board of Trustees. The Strategic Plan is distributed via the college’s [website](#), [catalog](#), and [cardstock pamphlets](#), and has served as a consistent and comprehensive guide to planning and priorities for the past five years. (5.C.3) ([Strategic Planning Documents](#))

Under the direction of the college’s President, development of a new strategic plan is underway. The process will include input from internal stakeholders, including the Board of Trustees, college employees, and students, as well as external stakeholders representing secondary and university partners, advisory committee members, and community organizations.

2.2

Executive Cabinet and the Board of Trustees are primarily responsible for ensuring institutional operations and actions are aligned with the mission, vision, and strategic plan. Executive Cabinet meets weekly to discuss opportunities and initiatives, to receive feedback, and to ensure that actions align with goals. Executive Cabinet considers program improvement, assessment of student learning, evaluation of operations, planning, and budgeting when establishing priorities and ensuring that budget decisions are aligned with the priorities identified in the mission statement and strategic plan. (5.C.2) The Program Review process requires faculty and deans to communicate regarding resources needed to enact program improvement initiatives. The Vice President of Academic Affairs reviews this document and meets with faculty and deans to discuss needs. ([Program Review Documents](#)) These actions are aligned to [Board Policy 2010](#), which establishes responsibility of college administration to ensure college actions “carry out the mission of the college,” and are “to be reported to and reviewed by the Board as Board policy

provides.” New initiatives are reported to the Board of Trustees during the workshop preceding each meeting. The Board is responsible for reviewing and approving college budgets.

2.3

Based on [Board Policy 2010](#), establishing the responsibility of “administrators of the College” to direct operations, the college’s President and Executive Cabinet bear primary responsibility for ensuring institutional operations maximize efficiency and effectiveness. During weekly meetings, Executive Cabinet members discuss the work of the departments reporting to them, with the intent to ensure that efforts are not being duplicated, that information is being shared, and that efficiencies can be realized. Supervisory and Managerial employees are also charged with these responsibilities. Through monthly Leadership meetings, department leaders share news, information, needs, and concerns, and gather information regarding potential duplication of effort.

Academic requirements, policy, and process are established by the College Professional Study Committee (CPSC), which is comprised of faculty and administrative representatives. This committee includes standing subcommittees responsible for Curriculum, Academic Affairs, Distance Learning, and Academic Computing. Meetings of this committee and its subcommittees are open to any member of the college. Any faculty member, student, or administrator can originate proposals for subjects of study. (5.B.3)

2.4

[Board Policy 3920](#) requires the development of “[l]ong-term financial forecasts . . . with underlying rationale and clearly stated assumptions to protect assets through adequate fiscal resources.” It states that “[t]he Board will designate and set aside appropriate fund reserves to support plans for long-term capital and operating commitments.” With support from Executive Cabinet, Mott’s Chief Financial Officer and Accounting staff monitor revenue sources, including enrollment patterns and state aid. This information is presented to the Board, to members of Leadership group, and at employee meetings. (5.C.4) ([Budget Presentations](#))

Mott’s [Strategic Plan](#) establishes that the college will “[m]onitor global markets for emerging fields of study that will bring new opportunities for students, the community and the region.” The institution adopted [global awareness](#) as an essential learning outcome. The college gathers information to anticipate emerging trends in technology, demographics, and globalization via institutional involvement in global workforce initiatives and information received from advisory committee members, regional and global employers, and community and governmental organizations. The college provides corporate training to global companies, and two administrators recently trained at The Siemens Technical Academy in Berlin, Germany. College leaders are active in the National Council for Workforce Education, Corporation for a Skilled

Workforce, and National Council for Continuing Education and Training. (5.C.5) ([ITS Memberships](#))

Most job descriptions of Mott's executive, supervisory, and management employees include a responsibility to serve the community. At Mott, this is manifested in Executive Cabinet leadership in [national educational organizations, state committees, and Flint-area boards](#). Board of Trustees members are involved in the American Association of Community College Trustees, state meetings, and other local organizations. In addition to providing support and expertise to these organizations, their involvement gives the college a voice in national, state, and local decision-making. Weekly Executive Cabinet meetings ensure sharing of information, and that college leadership is apprised and ready to respond to opportunities and potential threats.

2.5

As established by [Board Policy 3920](#), “[f]inancial resources will be allocated to purposes consistent with the College mission, current strategic plan, grant requirements and conditions of special gifts and bequests.” When the Board considers the upcoming budget, they are aware of administrative plans to implement initiatives put forth in the institution's [Strategic Plan](#) and take these into consideration when allocating resources. For 2018, the President and the Board have developed an annual list of [Strategic Initiatives](#). Each department submits a [monthly report](#) detailing activities supporting these initiatives. Employees are invited to apply annually for mini-grant funding for projects promoting student enrollment, retention, and/or completion. Applicants must include target objectives and proposed measures to assess project success. (5.C.1)

In addition to [Board Policy 3920](#), which requires development of long-term financial forecasts of college revenue sources, [Board Policy 3930](#) requires maintenance of minimum fund balances in the general operating fund, building site fund, maintenance & repair fund, and rainy day fund to protect the college from fluctuations in revenue or expenditures, and ensure priorities are maintained. (5.C.4)

2.6

Executive Cabinet, in collaboration with the Office of Institutional Research, is responsible for selecting tools to assess outcomes. Please see 4R2 for details.

4R2

Executive Cabinet has established a [Strategic Planning Dashboard](#), a set of measures and goals tied to each of the college's seven "overarching goals" as identified in the college's [2013-18 Strategic Plan](#). ([Strategic Planning Dashboard Measures](#))

Results for "Student Learning and Success" are consistent with benchmark data from IPEDS comparables and Michigan community college VFA comparables, with a few notable exceptions. Based on average 6-year completion data for first-time, full-time students from Michigan community colleges participating in VFA, Mott established a benchmark of 24.6%. For the 2017 academic year, Mott's rate was 19.8%, up slightly from 19.5% in 2016. Similarly, Mott's rates on all success measures regarding developmental education fall below VFA averages, most notably in the percentages of first-time developmental Math and English students who complete the highest-level developmental course within two years. Conversely, Mott's rates of 3- and 6-year graduation/transfer are above those of comparable community colleges in the IPEDS and VFA cohorts. Mott's 3-year rate ranges from 34.9% to 40.2% (with the lowest rate in 2017), but still above the IPEDS comparable average of 30%, while Mott's 6-year rate ranges from 52-55.3% (also with the lowest rate in 2017), but still higher than the VFA comparable average of 47%. Students' developmental progression rates are improving overall, but continue to fall short of other state community college rates for most measures.

Data for "Technology Initiatives" show that Mott is progressing toward or exceeding goals in all areas. Percentage of students who self-register is expected to rise sharply for 2018, as students are now required to self-register. The college has robust processes for certifying faculty to teach online and for preparing students for online course success with a required distance learning (DLES) course. Pass rates for the DLES class and students' subsequent online courses currently meet or exceed internally-established targets.

In the "Systems Improvement" category, college data are mixed. The launch of three additional AQIP action projects has prompted the involvement of a higher percentage of employees. However, CCSSE data for 2016 continue to show flat or negative growth in many categories.

College measures of "Economic Development" have been stable over the past two years, hovering near or above internal targets. While the strategic dashboard does not identify benchmarks for these measures, the State of Michigan Office of Postsecondary Education has established a target of 87% for Michigan Community Colleges, and calculated a state average for all AAS-granting state institutions of 79.95% in 2016. Mott's 2017 rate of 82% exceeds the state average and falls within 10% of the state's target range, which it considers acceptable.

Target and benchmark data for "Human Resources Development" indicate that Mott's employee turnover rate is trending near the target, and that Mott's employee population is more diverse than employee populations of other Michigan community colleges. Around 70% of Mott employees claim "White" as their racial/ethnic identity, as opposed to 85% of employees at other Michigan community colleges. Mott also has a slightly higher percentage of female employees than reported by other Michigan community colleges.

All of Mott's goals for the "Institutional Image and Community Relations" strategic initiatives are internally-developed targets based on college participation in the EPIC-MRA Poll. Based on

survey results from 2007 and 2013, community perceptions are consistent and satisfaction rates range from 92% to 99%.

The college's "Strategic/Finance" target rates regarding local contributions, millage rate, credit rating, and fund balances are internally developed; performance rates range from slightly below to slightly above targets. The College Financial Indicator score serves as a benchmark. Due to uneven performance in the college's Ballenger Trust Fund, Mott scores have been below 1.1 for the past several years, but have rebounded in 2018.

4I2

Student Learning & Success:

The college's Developmental Education Steering Committee (DESC), faculty teaching developmental Reading, Writing, and Mathematics, and the college's academic administration continue to develop models and to track student success rates and progression through developmental and college-level courses. The college has expanded the pairing of developmental and college-level Writing courses so that students simultaneously complete developmental requirements and their first foundational course. The college offers English Language for Academic Purposes to meet the needs of English language learners, diverting these students away from developmental English courses that were slowing their progress and failing to meet their actual needs. Mathematics faculty are working to align the college's mathematics requirements with those required for baccalaureate programs, expecting to reduce time required to complete math sequences. Student movement into Guided Pathways is expected to increase the numbers of students attempting developmental courses within their first year of enrollment. DESC recently developed a model of Multiple Measures for student placement, expected to be implemented in 2019, to allow students to bypass developmental placement if their high school coursework and grades indicate a high likelihood of success in college-level courses.

Mott continues to work toward improving completion rates by implementing Guided Pathways curriculum tracks, meta-majors, the MyCompass intervention system, and dozens of annual mini-grant initiatives.

Technology Initiatives

During the 2018 academic year, Mott began requiring students to self-register for courses, and has provided staffed computer labs to assist students through the transition.

Systems Improvement

Mott is working to increase student satisfaction with support services, restructuring Student and Administrative Services into a Student Success division, and shifting auxiliary and other support services to other members of Executive Cabinet. This was intended to allow the division to focus on transitioning to a Guided Pathways model, and to implement recognized best practices in this area.

Economic Development

Because Michigan community colleges are unable to access federal wage data, all state institutions struggle to collect graduate employment information. Mott reaches out by phone and email to all graduates, to supplement graduate follow-up data collected via mailed paper surveys. While participation rates are still lower than preferred, the college has been able to gather a sufficient sample to achieve statistically significant results for the past two years.

Human Resource Development

The college continues to seek increased employee diversity, following established processes to ensure that job postings reach a diverse market, and that applicant pools and selection committees include diverse representation.

Institutional Image & Community Relations

Mott contributes to quality of life in Genesee County, hosting programs and events, including summer youth programming, a community-wide open house, and a Summit Supporting Male Diversity in Education. The college is developing a Family Life Center to provide expanded early childhood education and a network of support services to students and their families.

Budget/Finance

For several years, the college has based annual budgets on projected declines in enrollment. Through this conservative approach, Mott made modest additions to reserve funds, maintaining its A+ credit rating.

Sources

- 2013-2018 Strategic Plan
- 2013-2018 Strategic Plan Website
- Board Policy 2010
- Board Policy 3920.pdf
- Board Policy 3930.pdf
- brd_budget_present_6-23-15
- Budget Presentations- 2015 and 2016
- Catalog Link to Mission Statement
- Executive Cabinet Organization Memberships.pdf
- Global Awareness
- Institutional Priorities and Reports
- ITS Memberships
- Program Review File
- Strategic Plan Brochure
- Strategic Planning Dashboard
- Strategic Planning Dashboard Definitions
- Strategic Planning Documents

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3

3.1

[Section 2000](#) of the Board Policies outlines the right of college administration to conduct day-to-day college operations “within the parameters of established policy, state and federal law, and negotiated master agreements,” and the responsibility to inform and seek Board review as outlined by additional policies in this section. Mott’s President, Executive Cabinet, and the Board of Trustees have worked to establish a collegial relationship within these guidelines. The governing board retains only three standing committees. The finance/audit committee provides general oversight of various college funds and review of financial statements, reports from the President or staff, annual audits, and other information deemed appropriate. The personnel committee provides oversight of policy decisions related to personnel activities and needs. The board policy committee drafts and reviews/revises policies, in consultation with the President. Outside of these committees, day-to-day operations of the institution are left to administration and faculty. [Article V.E](#) of the faculty collective bargaining agreement establishes the sole right of faculty to evaluate student academic performance. (2.C.4)

At the invitation of the President, students and employees representing all bargaining units have dinner with board members preceding each monthly board meeting. Following dinner, college administration hosts a workshop informing the board of special projects, opportunities, potential concerns, and accolades. In 2018, workshops recognized student, faculty, staff, and Board member achievements; highlighted budget details and college programs; introduced the college’s reorganized student success area; and provided information about strategic planning.

3.2

[Board Policy 1050](#) establishes the right of the Board of Trustees “to establish direction and general and long-range operational procedures for the proper establishment, maintenance, management and carrying on of the College as authorized under current law” and gives the Board authority to “adopt rules and regulations for its own governance and for the control and governance of the College.” [Policy 1240](#) outlines a “governance style” that “[d]istinguishes between Board policy and the administrative execution of policy.”

[Board Policy 1361](#) requires Board members to “maintain unconflicted loyalty to the interests of the citizens of the College District. This accountability supersedes any conflicting loyalty such as that to advocacy or private interest groups and membership on other boards or staff. It also supersedes the personal interest of any Board member acting as an individual consumer of College services. A Board member’s first and foremost obligation when confronted with issues supported by special or private interest groups is to represent and act only in the best interests of the College.” (2.C.3)

To ensure that the governing board is knowledgeable, [Board Policy 1330](#) requires new members to participate in an “appropriate orientation program designed to acquaint them with the College, Board operating procedures, policy, duties and responsibilities,” and assures access to “budgets, audit reports and collective bargaining agreements.” [Board Policy 1340](#) establishes an obligation to participate in “educational activities” that “enhance their ability to serve effectively as community college trustees.” This policy reflects the Board’s view that well-informed trustees are better able to make decisions on issues confronting them. Mott’s Board meets monthly in subcommittee meetings and meetings of the whole to establish and review policies, consider major purchases, and discuss issues impacting the college. (5.B.1) ([Board of Trustees Minutes](#), [Subcommittee Minutes](#))

The college engages internal constituencies in governance in several ways. Board members are engaged in the Personnel, Finance, and Board Policy subcommittees that review and recommend to the Committee of the Whole. The College Professional Study Committee (CPSC) sets academic policy, such as class size and course prerequisites. CPSC is created through the faculty CBA and is comprised of faculty and administrators. All faculty, staff, administrators, and students have the right to recommend topics for CPSC review. In addition, the institution has many standing committees made up of faculty and staff, which recommend college processes: the Wellness Advisory Committee, Professional Development Advisory Committee, Experiential Learning Advisory Committee, and Developmental Education Steering Committee, etc. (5.B.2) ([Meeting Minutes](#))

3.3

[Section 2000](#) of Mott’s Board Policies outlines the right of college administration to conduct day-to-day college operations “within the parameters of established policy, state and federal law, and negotiated master agreements”, and the responsibility to inform and seek board review as outlined by additional policies. [Board Policy 6100](#) gives the President the authority to “organize the staff in appropriate committees to plan, study, modify, change or develop a comprehensive curriculum, consistent with College Professional Study Committee (CPSC) procedures, contained in the collective bargaining agreement.” The faculty collective bargaining agreement establishes an 11-member CPSC, with five members appointed by the college, five members appointed by the faculty union, and one member elected by the faculty at large. ([Article X, Section R](#)) [Article V](#) of the faculty collective bargaining unit establishes faculty rights to academic freedom, covering freedom of expression, right to establish grading practices and evaluate all students in his/her courses, and ownership of intellectual property. (2.C.4)

3.4

[Board Policy 8001](#) defines “educational public relations” as “a process of communication between the Board, the College District, and its internal and external constituents,” and states that “[t]he Board, through the President and/or his/her designee(s),” will use “multiple channels

of communication” to apprise and seek advice of constituents. Internally, communication is facilitated by a relatively flat organizational structure. The college has historically held semi-annual open forums, ensuring employees receive communications directly from the President and Executive Cabinet, and offering opportunities to ask questions and raise concerns. The college’s Supervisory and Managerial employees meet monthly with the President and other members of Executive Cabinet for the same purpose. Executive Cabinet meets weekly to share information from internal and external stakeholders. Members of the Board of Trustees meet in monthly subcommittees with members of Executive Cabinet, and meet with students and representatives of all employee groups at the dinner preceding the monthly public Board meeting.

3.5

As detailed by [Board Policy 6100](#) and the faculty collective bargaining agreement ([Article X, Section R](#)), CPSC is responsible for ensuring that academic courses and programs are relevant and of appropriate rigor for their course level. Any faculty member, student or administrator can originate proposals for subjects of study by CPSC. As outlined in [Article V](#) of the faculty collective bargaining agreement, faculty are responsible for establishing, maintaining, and assessing student success in meeting academic standards identified for each course. Additionally, the Distance Learning Advisory Committee, a group comprised of equivalent numbers of faculty and academic administrators, is responsible for establishing standards and practices for Mott’s online programs. Mott’s Student Policies include an [Academic Integrity](#) policy, detailing examples of academic dishonesty, and an [Academic Discipline](#) policy, detailing the penalties of failure to maintain standards of academic honesty and integrity. Mott’s Registrar and Vice President of Student Success are responsible for investigating, documenting, and enforcing penalties resulting from acts of academic dishonesty. (5.B.3)

3.6

[Board Policy 2010](#) establishes the role of administration to “demonstrate leadership in the process of planning, decision-making and communications.” Executive Cabinet meets weekly to share information, receive direction from the President, and make decisions affecting college operations. Executive Cabinet members meet regularly with Supervisory and Managerial employees in their departments, who are in turn responsible for communicating relevant information up and down their chains of command. The President holds semi-annual all-college meetings, sharing information with employees at all levels within the organization, and inviting them to comment and raise concerns.

[Board Policy 1241](#) states that “the Board acknowledges the institution’s responsibility to seek community input from a wide range of community stakeholders.” The Board structures its own meetings and activities to facilitate community access. Board of Trustees meetings are held monthly in accordance with the Open Meetings Act of 1976, and the college retains records of

meeting minutes and activities. Examination of these records indicates that Board deliberations reflect the commitment of Board members to preserve and enhance the institution.

(2.C.1) (2.C.2)

3.7

In 2014, Mott's President convened a group of nearly 50 faculty and staff to develop a set of [Employee Commitments](#), tenets outlining the responsibilities of employees to students and to other college stakeholders, and the responsibilities of the institution to employees. Under the commitment to "maximize employee performance," the college pledges to "provide accessible and robust professional development, training, resources, and tools." Following the conclusion of this group's work, the President appointed a Commitment Thought Team comprised of 20 administrators, staff, and faculty, who are charged with employee development. As a result of this team's work, the college is currently providing leadership training to supervisory and managerial employees at each month's Leadership Group meeting, and the Associate Vice President of Human Relations is hosting monthly leadership training meetings.

3.8

[Board Policies 1130 and 1150](#) codify the mission statement and strategic goals, establishing the Board's oversight role in ensuring that the institution acts in accordance with its mission and vision. [Section 2000](#) of Board policy outlines the responsibility of the President and administrative staff to conduct daily operations to support the mission and vision. By Michigan law, Mott's Board of Trustees is elected by residents within the college's service district, ensuring community oversight. (2.C.3)

3.9

Executive Cabinet, in collaboration with the Offices of Human Resources and Institutional Advancement, is responsible for selecting tools to assess outcomes. Please see 4R3 for details.

4R3

[Personal Assessment of the College Environment \(PACE\) Employee Survey](#)

The survey included series of questions in four broad categories, "Institutional Structure," "Supervisory Relationships," "Teamwork," and "Student Focus." According to NILIE, "[i]n the

PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.” The survey asked respondents to rate the institutional environment on a scale from one to five (see 3R1 for score details). The average score across all measures and all employee groups placed Mott at 3.79, toward the top of “consultative.” Category scores ranged from a low of 3.58 for “Institutional Structure” to a high of 4.08 for “Student Focus.” When disaggregated by employee group, scores range from a low of 3.45 for “Institutional Structure” to a high of 4.22 for “Student Focus.” Across all categories, staff ratings were lowest, followed by faculty. Administrative ratings were highest. ([PACE Survey Results](#)) These results were reviewed by the college’s Executive Cabinet, which noted the differences in employee group responses.

EPIC-MRA Community Poll

Please see discussion in 4R1.

4I3

Mott continues to ramp up efforts to communicate more effectively and engage staff in conversations and college decision-making. During 2017, the Commitment Thought Team sponsored “field trips” to various college departments. During Winter 2018, the Commitment Thought Team held six “Listening Session,” inviting all college employees to provide their thoughts and ideas on enacting the [Employee Commitments](#). The Commitment Thought Team is currently analyzing session results to create a plan of action. Throughout the 2018 academic year, the Leadership team has engaged in training to improve institutional communication.

Mott continues to evolve to meet the needs of its community: developing programs and certificates in regionally-emerging markets, increasing online programming, and responding to community needs for dual enrollment and prison education programs.

Sources

- Academic Discipline
- Academic Integrity
- Article V of Faculty CBA
- Article V.E of Faculty CBA
- Article X Section R of Faculty CBA
- Board of Trustees Meeting Minutes
- Board Policies Section 2000

- Board Policy 1050.pdf
- Board Policy 1240.pdf
- Board Policy 1330.pdf
- Board Policy 1340.pdf
- Board Policy 1361.pdf
- Board Policy 2010.pdf
- Board Policy 6100.pdf
- Board Policy 8001.pdf
- Employee Commitments
- Employee Commitments
- Meeting Minutes
- PACE Survey Results
- Policies 1130 and 1150.pdf
- Policy 1241.pdf

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4

4.1

With the assistance of college administration, Mott's Board of Trustees bears responsibility for developing and communicating legal and ethical standards, and has established policies under the broad umbrella of "[Human Resources – 5000](#)" regarding "Compensation and Benefits," "Equal Educational Employment Opportunity/Non-Discrimination," "Labor and Employee Relations," "Records," "Safety," "Staffing and Separations," "Training and Development," and "Working Conditions and Employee Conduct." Within these categories are policies outlining college support for federal laws, state laws, and executive actions regarding employment of veterans, maintenance and availability of personnel files, recognition of bargaining units, sexual harassment, non-discrimination, and affirmative action; as well as policies outlining detailed processes for hiring/employment, avoiding nepotism, employee training and development, employee conduct, civility, and avoiding inappropriate relationships with students. [Board Policy 5800](#) requires employees to "conduct all College activities, operations, business dealings, and relationships with integrity, honesty, and respect for others, in compliance will all applicable laws and regulations and the ethical standards of their profession." Board policies are published on the college's website, some in multiple contexts. For example, Board policies on sexual harassment, drug use, and equal opportunity are republished on the college's [Student Policies webpage](#). The college's [Faculty Resource Guide](#) republishes Board policies specific to faculty.

4.2

In addition to the ethical guidelines included in 4P4.1, above, [Policy 5800](#) prohibits specific behaviors deemed unethical, detailing that "employees may not accept, directly or indirectly, any money or objects of value from any person or company that has, or is doing or seeking, business with the college" and prohibiting employees from "providing excessive gifts or entertainment to others who may represent potential business." [Policy 1325](#) outlines a code of conduct for members of the Board, requiring them to "avoid any conflict of interest with respect to their fiduciary responsibility to the College." (2.A)

Mott's Accounting and Purchasing Offices have established procedures for accounts payable, accounts receivable, petty cash reimbursement, purchase card use, grant purchases, quotes, and sealed bids, among others. Consistent use of these processes is assessed annually in the college's institutional audit and through additional federal and state grant audits. (2.A)

Mott's Office of Human Resources is charged with providing training and reminders regarding Board policies regulating employee conduct. Annually, employees receive a copy of the college's [Acceptable Use Policy](#). Employees involved in purchasing decisions annually receive a copy of the [Conflict of Interest](#) policy and are required to complete a signed conflict of interest disclosure form, which is reviewed and filed in the Office of Human Resources. Upon hire and biannually thereafter, employees complete sexual harassment prevention training and must successfully complete an online exam. Employees who fail to successfully complete are subject to disciplinary action. Additionally, the [Employee Commitments](#) contain a commitment to

employee integrity. Under the subcategory “Provide a culture of professionalism” is a pledge to “embrace honesty, integrity, and respectfulness between and among all employees.”

4.3

In addition to policies established by the Board of Trustees, under the direction of the relevant member of Executive Cabinet, departments establish and publish standardized processes for financial, academic, personnel, and auxiliary functions. Processes are published on the college website, and include [accounting and purchasing procedures](#), [processes for curriculum development and changes](#), [student procedures](#), processes for requesting [travel funds](#), and processes for requesting [food services](#), [event set-up, and facilities](#), as well as dozens of others. If college employees believe processes need revision or are being applied inconsistently, Executive Cabinet provides direction.

4.4

The college [catalog](#), published online, contains information on programs, requirements, faculty and staff, control, and the college’s accreditation. Program and requirement information is available on the [website](#) and in each student’s “My Backpack” application. Information regarding structure and accreditation is also available on the college website. [Gainful employment](#) information is linked to each certificate listed on the website. The website also features two calculators, one to assist students in estimating their “[net cost](#)” of attendance by estimating potential federal aid, and a [tuition calculator](#) that allows them to calculate a total cost per semester, based on the number of contact hours and residency status. The tuition calculator is linked to each program description on [divisional web pages](#). [Section 1000 of the Board Policies](#), posted publicly on the college’s website, explains the community college function and control. (2.B)

4R4

Board of Trustees Complaints

[Board Policy 1325](#) establishes a code of ethical conduct for Board members, and a process for addressing concerns about violations of the code. Within the past 10 years, no complaints have been filed.

Human Resources Actions

At Mott Community College, failure to act with integrity is a violation of Board policy, and actionable by supervisors. Within the past three academic years, six employees have been charged with ethical misconduct. Following an investigation by the Office of Human Resources, all were found responsible and sanctioned appropriately.

Personal Assessment of the College Environment (PACE) Employee Survey

Under “Supervisory Relationships,” the survey contains a question asking employees to identify “the extent to which unacceptable behaviors are identified and communicated to me.” Mott’s mean score on this item was 3.77, toward the top of “consultative,” and deemed to be a statistically significant deviation from the “norm base” score of 3.67. ([PACE Survey Results](#)) These results were reviewed by the college’s Executive Cabinet.

EPIC-MRA Community Poll

Please see discussion in 4R1.

4I4

While data indicate that employees and constituents hold a high level of trust in the organization and hold the college and its employees to high ethical standards, the college continues to improve processes to ensure appropriate oversight. The Cashier’s Office recently developed a new process for [petty cash disbursement](#), requiring completion of a form with employee and cost center manager signatures. In 2016, the college convened a cross-functional “Travel Committee” tasked with updating the [Travel & Expense Guide](#). Federal grant regulations, audit standards, IRS guidelines, and the needs and concerns of the college’s leadership were incorporated into the new rules, which were implemented in 2017.

Sources

- Acceptable Use Policy
- accounting and purchasing procedures
- Board Policies- Section 1000

- Board Policies- Section 5000
- Board Policies- Section 5800.pdf
- Board Policy 1325.pdf
- Conflict_of_interest
- Curriculum Development Process
- driver_information_form
- Employee Commitments
- EPIC-MRA Poll 2013 Summary
- Established Catering Vendors
- Facilities, event setup, food service request form
- Gainful Employment Disclosure
- Net Price of Tuition
- PACE Survey Results
- petty-cash-reimbursement-form
- Program Page-Tuition Calculator link
- Student Policies Web Page
- Travel and Expense Guide
- Tuition Calculator
- Website- Program requirements and info

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1

1.1

Executive Cabinet selects the [Strategic Planning Dashboard](#) measures used by the college to share data and performance information with college constituents. This information aligns with the [2013-18 Strategic Plan](#) goals; data is analyzed annually by Executive Cabinet members and distributed for additional departmental analysis via the college website.

At the department level, Supervisory & Management employees work with staff and the relevant member of Executive Cabinet to determine data needs, and whether reports are available for self-service from the college website or the Cognos system. If not, the relevant Executive Cabinet member (or designee) submits a request to the Office of Institutional Research via the Executive Director of Systems and Operational Improvement. The request is prioritized and, when possible, fulfilled in priority order. Frequently-requested reports and those of interest to a broader constituency may be publicly-posted or submitted to Information Technology Services to create self-service reports.

1.2

Institutional-level data is selected by Executive Cabinet, with support from the Office of Institutional Research (IR), and made available via the [Strategic Planning Dashboard](#) or [IR webpage](#). Departmental-level data needs are determined by Supervisory & Managerial staff, with support of the relevant Executive Cabinet member. Executive Cabinet may also identify a specific data set that needs to be considered by a department, or may forward data from external sources to a department. At department level, Supervisory & Management employees follow the process detailed in 5P1.1, above. Typically, a representative of the Office of Institutional Research meets with the requesting manager and/or member of Executive Cabinet to clarify the information requested and ensure that the request will yield the desired information.

1.3

In addition to dozens of data reports already published on Mott's [Institutional Effectiveness](#) and [Institutional Research](#) webpages, and more than 100 pre-programmed reports available in the Cognos system, Mott's Offices of Institutional Research (IR) and Information Technology Services (ITS) dedicate time and resources to providing relevant information to institutional constituencies. The IR Office maintains an annual calendar of institutional reporting, and schedules time to provide ad hoc reports. IR provides Program Review data, and annually updates the college's Strategic Planning Dashboard. The ITS Office organizes work into two-

week “sprints,” scheduling a mixture of large- and small-scale projects as requested and prioritized by Executive Cabinet.

1.4

Mott’s Office of Information Technology Services (ITS) is responsible for ensuring that data systems (including Colleague and Cognos) and related processes are maintained with timeliness, accuracy, reliability, and security. All servers are virtualized and run on a vSphere ESXi host farm, allowing ITS staff to update and repair hardware while avoiding disruptions and maintaining system availability to end-users. Data is replicated to a remote Disaster Recovery/Business Continuity site, allowing services to be maintained from offsite in the event of an onsite disruption. Updates to each system are performed at regularly-scheduled intervals, driven by software requirements, patches, and third-party updates. The college uses a Palo Alto firewall as its security appliance, which protects the college from external threats. Servers are also housed behind the firewall to protect the system from internal threats.

1.5

Executive Cabinet, in collaboration with the Office of Institutional Research and leaders of all campus offices, is responsible for selecting tools for assessment. The college uses Colleague and Cognos software to track business and student data. The Offices of Institutional Research and Information Technology Services maintain more than 100 reports, accessible to specific employees via Cognos and publicly viewable on the [Strategic Dashboard](#) and [IR webpages](#). Please see 5R1 for additional details.

5R1

The following list provides examples of data and performance results that the college regularly uses as a basis for decision-making:

Program Review Data

Mott’s Program Review process requires every active program to undergo review on a five-year cycle. The Office of Institutional Research plays a key role in this process, providing faculty teaching in disciplines with seven different reports, with three to five years’ worth of metrics in each report, detailing student demographics, final grades by course section, and fill rates. Faculty

teaching in certificate and applied associate degree programs receive ten different reports, including retention and graduation rates, which aren't yet available at discipline level. ([Program Review CTE Data Packet](#), [Program Review Discipline Packet](#), [Program Review File](#))

Strategic Planning Dashboard

The Strategic Planning Dashboard is updated annually by the Office of Institutional Research, and provides measures for “overarching goals” identified in the 2013-18 Strategic Plan. This dashboard pulls in IPEDS, VFA, and Perkins student success data, as well as some CCSSE measures. The college began tracking usage of the Strategic Planning Dashboard in September, 2016. During the remainder of the 2017 academic year, the system logged 268 users, including 124 first-time users. During the first nine months of 2018, the system has logged 232 users, including 125 new users. The average number of sessions per user has increased slightly, from 1.34 in 2017 to 1.43 in 2018. These numbers are reviewed by the Office of Planning, Research, & Quality Initiatives, and shared with Executive Cabinet. While the Dashboard is being used by a number of college constituents, there is room for growth. ([Strategic Planning Page Metrics 2017](#), [Strategic Planning Page Metrics, 2018](#))

Financial Dashboard, WebAdvisor, and Datatel Budget Information

Mott's Institutional Effectiveness webpage includes a [“Financial Dashboard”](#) detailing monthly and cumulative annual expenditure data for each division. Budget managers track departmental spending via WebAdvisor or Datatel applications.

Institutional Survey Results

Mott's Office of Institutional Research collects and publishes results of several annual institutional surveys: the Exit Survey, which assesses leavers' perceptions; Student Satisfaction Survey, which assesses current students' use and perceptions of college services; and Graduate Follow-Up Survey, which measures students' short-term success in meeting career and educational goals.

Personal Assessment of the College Environment (PACE) Employee Survey

The survey included a question asking respondents to rate “[t]he extent to which information is shared within the institution” on a scale from one to five (see 3R1 for score details). The mean scores on this item, disaggregated by employee group, were 3.83 for administrators, 3.53 for faculty, and 3.07 for staff, resulting in an overall mean of 3.35, which NILIE analysis concluded

was a statistically significant increase from the norm base of 3.22. NILIE also identified a comment on institutional use of data as one of the “themes” driving employees’ favorable response to Institutional Structure. ([PACE Survey Results](#)) These results were reviewed by the college’s Executive Cabinet. Members noted the differences in employee group responses.

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Data Distribution

As Executive Cabinet continues to address gaps in employee group perceptions identified in the college’s 2014 PACE survey, they have consistently sought methods to increase communication and data sharing. The President has established an annual series of all-campus meetings and conversations to share data and other information, answer questions, and gather feedback and suggestions. During the 2017 academic year, the President hosted an all-campus “College Conversation” day, presented data on student retention and completion rates, and invited faculty and staff to generate initiatives designed to address student recruitment, retention, and completion.

Supported by PACE results, the college is using MyCompass to make information about students available to faculty. This system allows faculty to track student attendance patterns and to receive information from student support personnel regarding students who have been flagged as “at-risk.”

Program Review

Historically, discipline faculty have received data on student demographics, seat counts, grade distribution by section and faculty member, and a list of other courses in which their students are currently enrolled. Program faculty have been provided with the same sets of data, as well as information on student retention and completion. Career and technical education (CTE) program coordinators complete the Program Review process in conjunction with their PROE reviews, and have additional Perkins-specific data available for review. As students move into Guided Pathways, discipline faculty will also be able to track students’ progress through the pathways, allowing faculty to identify loss points and other stumbling blocks to student success as program faculty are doing now. New in 2018, faculty are being provided with disaggregated student success metrics so that they are able to see differences in outcomes among groups sorted by gender or race/ethnicity. With this change, faculty and deans are able to spot trends in achievement gaps at program level.

Sources

- 2013-2018 Strategic Plan
- 2017 Analytics Institutional Effectiveness Strategic Dashboard Views 2017 20160701-20170630
- 2017 CTE Program Review Data Packets
- 2017 Discipline Program Review Data Packets
- 2018 Academic Discipline_Review Process
- 2018 Analytics Institutional Effectiveness Strategic Dashboard Views 2017 20170701-20180330
- 2018 CTE Program_Review Process
- Executive Cabinet.pdf
- Financial dashboard
- Institutional Effectiveness Webpage
- Institutional Research Webpages.pdf
- Institutional Survey Results
- PACE Survey Results
- Program Review File
- Strategic Planning Dashboard
- TMA Work Order Reports

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2

2.1

[Board Policy 3920](#) establishes a commitment to “maintaining financial stability of the College, its mission, programs, facilities, faculty, staff, and students, in line with its strategic plan,” and establishes a process requiring the Chief Financial Officer to review and use the “Activities Classification Structure financial and program data and trend comparisons” for Michigan community colleges to create benchmarks for budget development, to develop “long-term financial forecasts . . . with underlying rationale and clearly stated assumptions to protect assets through adequate fiscal resources and available cash sufficient to meet payroll and debts,” to “avoid borrowing for operational purposes,” and to ensure “necessary resources to carry out programs and services for students and the community.” The same policy also establishes that “[t]he Board will designate and set aside appropriate fund reserves to support plans for long-term capital and operating commitments.” Annually, Mott’s Chief Financial Officer works with Accounting staff to create a [seven-year plan](#) for projected revenue and expenditures. This information, including revenue assumptions based on enrollment projections, college district demographics, property valuations, projected state and federal allocations, grant funding, and expected third-party gifts, is discussed by Executive Cabinet. It is the responsibility of Executive Cabinet to “maintain student access, affordability, and equity” ([Board Policy 3920](#)) and to establish priorities for the budget presented to Board members.

Annually, Mott’s Chief Financial Officer collaborates with all members of Executive Cabinet to create a five-year “[Capital Outlay Comprehensive Master Plan](#)” that is submitted to the State of Michigan. The college identifies long-term capital planning priorities and a primary project for state funding. The college was selected for state funding, and is preparing to launch an \$8.1 million renovation of Southern Lakes Branch Center, with \$4.05 million contributed by the State of Michigan and \$4.05 million from college bond funds.

[Board Policy 4610](#) establishes that “[t]he President and designated staff will develop a comprehensive program that will ensure proper maintenance of all College-owned real property,” and that “every effort must be made to inspect and maintain buildings and grounds for maximum life expectancy, attractiveness, efficiency and safety.” Office of Physical Plant staff have a long-standing tradition of relational facilities management, in which general maintenance and custodial staff are assigned to a “zone;” constituents reach out directly to staff in their zone or use the department’s TMA work order request system. The department [categorizes](#) work and seeks to maintain the majority of its workload in the “predictive” and “planned” categories. Following the 2016 retirement of Mott’s long-term Vice President of Student and Auxiliary Services, the college restructured operations, with the Office of Physical Plant now reporting to the Chief Financial Officer. Under his direction, the department has addressed personnel gaps created by retirements by awarding a bid contract to a local vendor to provide routine scheduled maintenance. This allows the college to lock in a fixed cost for routine maintenance, while freeing remaining staff to address emergent issues

Fund balance reserves serve as a measure of financial stability. All reserve balances are within ranges established by [Board Policy 3930](#). The college’s Total Composite Financial Indicator (CFI) score continues to be impacted by the investment performance of its perpetual trust, and moved from .61 in 2017 to 1.86 for 2018. ([HLC Response Letter](#)) The college monitors enrollment rates to maintain adequate faculty to student ratios and to forecast future hiring trends, and regularly assesses facilities, including age, use patterns, and an assessment of general

physical conditions. ([2019 Capital Outlay Master Plan](#)) In 2015, the college commissioned a complete, professionally developed facility condition assessment, which was completed in March 2016 and indicated that, with two exceptions, “existing utilities and infrastructure systems are nominally adequate to support current and 5-year programmatic needs.” ([2019 Capital Outlay Master Plan](#)) (5.A.1)

Mott’s [Strategic Plan](#) establishes “Technology Initiatives” as an “overarching strategic goal,” committing to funding “to maintain user-centered, state-of-the-art technology and staffing support that enhances student learning, supports faculty/staff productivity, maximizes student success, and ensures organizational effectiveness.” Mott’s Office of Information Technology Services is charged with maintaining technological infrastructure to support college operations. Mott’s Chief Technology Officer regularly attends the Ellucian Executive Forum and the Michigan IT Executive Forum, and staff annually attend Ellucian Live, the Merit Member Conference, and InfoComm to identify emergent technologies. Utilizing bond funds, the department maintains a seven- to ten-year cycle for the replacement and update of infrastructure elements such as servers, switches, wireless, and firewalls. Items are prioritized departmentally by the ITS and Physical Plant offices, then forwarded to Accounting where the lists are merged. Management and executive staff from each area meet several times per year to review the list and available bond funds, and adjust priorities and spending plans as needed.

2.2

Mott is committed to its purpose as a community college and attentive to the appropriate functions of two-year institutions. The mission statement intentionally describes the objectives of community colleges and acts as a guidepost for initiatives. For example, Mott’s codification of institutional priorities, the [Strategic Plan](#), contains initiatives directly reflective of the mission statement such as, “ensure that MCC programs and services are directly related to the current and emerging labor market needs of our region” and “utilize research to assess and develop curriculum to meet the needs of students, employers, the community, and transfer institutions.” During Board consideration of the upcoming budget, management communicates to the Board the action steps planned to implement these initiatives. Accounting for the initiatives in the budget ensures that the college continues to meet the objectives as a two-year institution. This is described in further detail in Sections 5P3.1-2. (5.A.3)

[Board Policy 2100](#) establishes the “full authority” of the President “to conduct the operations of the College as authorized by law and in accordance with the policies, mission, and goals adopted by the Board.” Executive Cabinet works collaboratively with each other, with community members and organizations, and with their respective staffs in regularly-scheduled departmental and college-wide Leadership meetings to identify opportunities and emerging needs and to establish priorities for action. Annually, Mott’s President collaborates with the Board of Trustees to establish annual “[Strategic Initiatives](#),” designed to address timely opportunities [aligned with the overarching goals](#) of the 2013-18 Strategic Plan.

2.3

[Board Policy 3920](#) requires administration to develop a financial forecast ensuring “necessary resources to carry out programs and services for students and the community.” The Office of Accounting requires account managers to submit an annual budget request and a mid-year revised request. The Chief Financial Officer is responsible for creating a budget forecast and for working with Executive Cabinet to establish an annual budget in accordance with the funding priorities established by the mission, strategic plan, and strategic initiatives. As Mott has faced decreases in funding as a result of declining enrollment, a water crisis that has impacted property values, and flat state funding, the college has prioritized increased efficiency as a means of funding institutional priorities. For example, the college contracted with Cenergistic Energy Conservation to implement a behavior-based energy conservation approach. ([Cenergistic Report](#)) The college’s Energy Specialist implements these principles at college level, working with the Office of Physical Plant to recommend energy saving actions, such as installation of sensors and precise delivery of heating and cooling services, and working with college employees to raise awareness of energy usage and encourage preservation. At the same time, Mott has maintained its commitment to instructional excellence. The college recognizes the contribution of full-time faculty toward student success, hiring 27 new faculty within the past three academic years. Faculty positions comprise 36% of Mott’s full-time workforce, with more than 50% of course sections taught by full-time faculty. ([Percent of Sections by FT Faculty Report](#)) The college neither receives funding from nor disburses funding to a superordinate entity. (5.A.2)

[Board Policy 3122](#) establishes a priority to “aggressively seek federal funding through grants, formula allocations and special funding provisions,” recognizing that federal funds “play an important role in providing support for programs, services, and strategic initiatives for the college.” The college has long recognized the importance of grant funding to launch initiatives and address capital needs. In addition to receiving \$4.05 in state funding to upgrade Southern Lakes Branch Center, the college has recently leveraged grants from foundation partners, new market tax credits, and state economic development sources to fund a Culinary Arts Institute in downtown Flint, allowing the college to expand curriculum, increase program capacity, and expand the market for the program’s student-operated restaurant service and baked goods café.

[Board Policy 3930](#) establishes that “[f]iscal and budget reserves are essential in order to maintain financial stability at the college,” and sets a “minimum unrestricted fund balance” for the general operating fund at 5-10%. One of the college’s fiscal Strategic Initiatives has focused on increasing the reserve fund to 10% to better insulate the institution from revenue fluctuations.

2.4

Executive Cabinet, in collaboration with the Offices of Accounting, Physical Plant Operations, and Institutional Advancement, is responsible for selecting tools for assessment. Please see 5R2 for details.

5R2

Increased Efficiency

In 2013, Mott contracted with Cenergistic Energy Conservation to lower energy consumption and utility costs. From 2013 through 2016, the college's Energy Specialist has tracked energy consumption and expenditures, while implementing a three-pronged approach to energy savings that includes equipment repairs and upgrades, targeted delivery of heating and cooling, and employee behavioral changes. In collaboration with Cenergistic, the college established targets of 20%, 22%, and 24% decreased energy consumption for the past three years. The measures enacted have led to savings of 15.1% for 2016, 19% for 2017, and 17% for 2018, as of January. While budget constraints and slower-than-anticipated progress toward cultural change have prevented the college from reaching the target percentages, reductions in usage have saved the college \$620,678 over the past three years ([Cenergistic Usage Report](#), [Cenergistic Board Report](#)) while also fulfilling recommendations of the Green Initiatives AQIP team. This information is reviewed annually by Executive Cabinet, and presented publicly at Board meetings.

Water Quality Testing

Due to damage to the main campus infrastructure as the result of the Flint Water Crisis, the college initiated a "Safe Campus Water Pledge" in 2016 and began a process of monthly water testing at all college-owned instructional locations. Results for each water access point at every location are published monthly on the college's "[Safe Campus Water Pledge](#)" webpage, which is linked directly to the college website homepage. Since 2016, the college has reported sporadic instances of lead levels that exceed EPA standards, immediate efforts to remedy the situation, and follow-up test results.

Annual Strategic Funding Priorities

Each year, Executive Cabinet establishes funding goals for a number of college initiatives. These initiatives align with the Strategic Plan, but require resources beyond the annual budget or capital outlay plan. As of March, the Office of Institutional Advancement had obtained grants and gifts totaling \$215,653 toward the college's 2018 Strategic Funding Priorities, meeting the \$5000 goal for the Employee Emergency Fund and nearly doubling the \$25,000 annual goal for the Student Emergency Fund. The college is still working to meet funding goals for the International &

Global Studies Program, Out-of-Class and Community Experiences, Closing the Achievement Gap, and the Family Life Center. Mott's Associate Vice President for Institutional Advancement provides regular updates to the other members of Executive Cabinet and quarterly reports to the Board of Trustees regarding progress toward established goals. ([Strategic Funding Priorities Quarterly Report](#))

General Fund Reserve

Executive Cabinet has prioritized a 10% reserve general fund balance to ensure continuity of operations during fluctuating enrollment. The 2017-18 amended budget increases the general operating reserve to 10.04%, meeting the internally-established target. ([Strategic Dashboard](#)) The Michigan Community College Business Officers' Association (MCCBOA) recently surveyed Michigan colleges regarding their policies on fund balances. ([MCCBOA Survey Results](#)) Nine of the state's 28 community colleges participated, reporting responses ranging from "no policy" to "not less than four months' worth of operating expenses." The most common response was 10%. The General Fund Reserve rate and current fund balance are shared with employees at various group meetings, publicly at Board meetings, and via the Strategic Planning Dashboard.

Bond Rating

Mott maintains an "A+" bond rating from [Standard & Poor's](#), allowing the college to fund bonds at a lower interest rate. The college has set an internal goal of achieving an "AA" rating ([Strategic Planning Dashboard](#)), which is ambitious, given the continuing economic challenges in the surrounding community.

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Mott continues to seek opportunities to increase efficiencies. As skilled maintenance staff have retired, the Office of Physical Plant has contracted planned maintenance. This approach secured fixed pricing for a three-year period, while freeing existing skilled staff to address reactive/emergent issues.

The college is considering an increase to the General Fund Balance Reserve rate to further insulate the college from shifts in enrollment or external funding, and to create conditions favoring an increase to an "AA" bond rating.

The college continues to seek grant and gift funding to support specific initiatives, including development of a Family Life Center. Mott recently purchased Woodside Church, home to Mott's Early Childhood Learning Center. Renovations will allow the college to expand the childcare program to serve younger children and infants and establish a Family Life Center.

Sources

- 2013-2018 Strategic Plan
- 2019-Capital-Outlay-Master-Plan
- Board Policy 2100
- Board Policy 3122.pdf
- Board Policy 3920.pdf
- Board Policy 3930.pdf
- Board Policy 4610.pdf
- Cenergistic Report
- Energy Program Matrix
- HLC Response Letter to Low CFI
- Institutional Priorities and Reports
- Maintenance Work Categories
- MCCBOA Survey Results
- Percent of Sections by FT Faculty
- Safe Campus Water Pledge
- Seven Year Financial Forecasts- 2014-2017
- Standard _ Poor_s _ Americas
- Standard _ Poor_s Rating
- Strategic Funding Priorities Quarterly Report
- Strategic Initiatives- Relationship to Strategic Plan
- Strategic Planning Dashboard

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3

3.1

The college holds a monthly Leadership meeting for all Supervisory & Managerial employees. Each month the Chief Financial Officer presents budget information, and makes at

least one annual in-depth budget presentation. The President and other Executive Cabinet members provide data and information about priorities, including Strategic Initiatives, and Leadership team members share information from their areas. Based on these exchanges and consultation with the relevant Executive Cabinet member, each manager submits an annual budget request. Requests are reviewed, priorities are discussed, and budgets are adjusted as needed by Executive Cabinet, with the assistance of the Chief Financial Officer. Mott's annual budgets are built using the process detailed in 5P2.2. The finalized budget is presented to the Board of Trustees for review and approval.

3.2

The annual budget represents the programmatic direction and vision of the college.

It is designed to meet legal requirements and the college's operational and strategic needs. The President is responsible for the budget process and, with support from the Chief Financial Officer, presents recommendations to the Board of Trustees. Prior to the end of each fiscal year, the Board adopts a balanced General Fund Operating Budget and other fund budgets as appropriate, in accordance with the State of Michigan Uniform Budgeting and Accounting Act of 1968. In addition, the Board's Finance/Audit committee receives and reviews budget reports monthly. [Board Policy 3100](#) establishes that "[b]udget revisions will be presented for Board action as necessary, but not less than twice a year, in February and June." Annual budgets are routinely presented three times per year: for approval in June for the upcoming fiscal year, for amendment in February, and for final review in the following June, at the end of the fiscal year. The Board also receives a detailed "budget to actuals" report each month, which includes a short narrative (5.A.5)

After annual budget approval, the Chief Financial Officer monitors enrollment projections and other financial factors to confirm that annual revenues are sufficient to support the approved budget. Budget managers have access to WebAdvisor and Datatel systems to track expenditures from requisition through payment, and are offered an opportunity to adjust budgets mid-year.

3.3

Mott's [Strategic Plan](#) establishes "Technology Initiatives" as a goal, and commits to providing "funds to maintain user-centered, state-of-the-art technology and staffing support that enhances student learning, supports faculty/staff productivity, maximizes student success, and ensures organizational effectiveness." The Office of Information Technology Services (ITS) has created a stable environment with minimal service disruption, detailed in 5P1.4.

The college limits data access to functions specific to the employee's role. ITS requires all system users to change their passwords annually. Students may use the self-service password reset, which requires authentication, or must present a photo ID in person.

ITS maintains a help desk, including after-hours, allowing students and staff to call or enter requests through the online Mojo system. ITS also maintains a “[help page](#)” with links to the Mott Mobile App, Blackboard, Webmail, and various tutorials and tips. Online students can also contact the Office of e-Learning for assistance. In 2017, Mott transitioned from the WebAdvisor system to MyBackpack. MyBackpack allows students to see their academic plan, search for and select classes, and track progress toward their degree. ITS also maintains 48 computer labs across five locations, including three drop-in labs open to all students.

3.4

The Office of Physical Plant is organized according to the “zone” process described in 5P2.1. Each zone is assigned a custodian and a campus “maintainer” – a maintenance generalist. Building issues may be reported in the automated TMA system, or directly to a custodian, maintainer, or public safety officer.

Mott’s public safety officers provide round-the-clock service, 365 days per year, under a “community policing” model. The Department of Public Safety employs sworn police officers, public safety officers, and student interns to provide vehicular and foot patrols of campus, provide emergency response support and training, and campus health and medical services. Mott police officers are sworn deputy sheriffs whose authority extends throughout Genesee County.

3.5

Executive Cabinet is responsible for monitoring environmental conditions and gathering information from internal and external constituencies to identify potential threats and opportunities.

The college seeks to reduce risk in all operational areas. In addition to maintaining minimum reserves specified by [Board Policy 3930](#), Mott continues to “focus on controllable revenues and costs to sustain our current reputation and facilities and provide funding for strategic priorities,” as detailed in the Strategic Plan, resulting in savings described in 5P2.1 and 5R2.

Mott prioritizes emergency preparedness. The Office of Public Safety has developed an [emergency response protocol](#) that assigns campus administrators and staff to specific roles and locations in the event of a campus emergency, and has practiced the drill with all staff and administration on campus in 2016 and 2017. Exempt and Supervisory & Managerial employees have received mandated emergency response training, and Public Safety has developed employee teams in each campus building who are trained to respond to building-level or campus-level emergencies. Public Safety officers provide sessions in the Center for Teaching & Learning, and provide office-specific emergency preparedness training. Emergency call boxes and cameras are located around campus; staff, faculty, and students are encouraged to enroll in the [RAVE Guardian](#) system. College employees are encouraged to enroll in the [RAVE Panic](#)

[Button](#) system, allowing users to report emergencies by pushing a single button. The [Department of Public Safety's webpage](#) includes a series of training videos and a quick-reference list of response prompts for active shooters, airborne releases, bomb threats, power outages, and severe weather/tornado warnings.

3.6

Executive Cabinet, in collaboration with the Offices of Accounting, Institutional Research, Academic Affairs, and Student Success, is responsible for selecting tools for assessment. Please see 5R3 for details.

5R3

Audit Report

Mott undergoes annual audit of financial statements. The [2017 audit](#) was conducted by Plante Moran, "in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*." Auditors issued an unqualified opinion in 2017, and noted that the 2016 report had resulted in an unmodified opinion.

Exit Survey Results

See "Exit Survey Results" in 2R1. Respondents are asked to rate their level of satisfaction with campus/public safety. When results are calculated for users of the service, in 2017, 74% of respondents indicated that they were "satisfied." This is a decline from the 2016 results, in which 88% of respondents who used public safety services indicated they were "satisfied." This decrease in satisfaction levels is consistent across the 2017 survey, suggesting the change in survey response options may have impacted results. Exit survey results are published annually on the Institutional Research webpage, and regularly reviewed by members of Executive Cabinet, who are responsible for identifying and addressing areas of concern. Executive Cabinet members will look closely at 2018 results to identify potential issues. ([Exit Survey 2016](#), [Exit Survey 2017](#))

Student Satisfaction Survey Results

See “Student Satisfaction Survey Results” in 2R1. In 2015, 507 respondents indicated that they had used college computer labs; in 2016, user numbers totaled 354. Results were consistent across both years, with 79% (2015) and 78% (2016) of users of the service indicating that they were “satisfied” or “very satisfied.” Respondents were also asked to rate their satisfaction with public safety. In 2015, 538 respondents indicated that they had used public safety services; in 2016, user numbers totaled 367. Again, results were consistent across both years, with 80% (2015) and 81% (2016) of users indicating that they were “satisfied” or “very satisfied.” Student satisfaction survey results are published annually on the Institutional Research webpage, and regularly reviewed by members of Executive Cabinet, who are responsible for identifying and addressing areas of concern. ([Student Satisfaction Survey 2015](#), [Student Satisfaction Survey 2016](#))

[Community College Survey of Student Engagement \(CCSSE\)](#)

One of the questions included in the 2015 and 2017 CCSSE asks students to rate their level of satisfaction with campus computer labs, with three options ranging from “not at all” to “very,” and an additional option of “N/A.” In 2015, 48.7% of Mott students indicated they were “very” satisfied, as opposed to 41.8% of respondents from CCSSE’s “large colleges” comparison group, and 43.7% from the total 2015 CCSSE cohort. In 2017, Mott’s numbers were more in line with CCSSE benchmarks, with 39.4% of Mott students responding that they were “very” satisfied, compared to 41.9% of respondents from the “large colleges” group and 41.6% from the overall 2017 CCSSE cohort. These results are reviewed by Mott’s Executive Cabinet, who are responsible for identifying and addressing areas of concern, and for sharing significant results with the relevant offices. ([CCSSE 2015](#), [CCSSE 2017](#))

5I3

Members of Executive Cabinet continue to monitor Exit Survey results, working with the Office of Institutional Research to examine 2017 and 2018 results as compared to 2016 measures, in an effort to determine whether departing students’ satisfaction rates have actually decreased significantly, or whether revised survey language and response options have unexpectedly impacted results.

Mott continues to seek efficiencies, consistently looking for ways to automate operations and free employees to spend time on higher-level operations. Mott’s Office of Accounting recently implemented BudgetPak software, moving end users’ budget-building processes from individually-managed Excel spreadsheets into a standardized form.

The college continues to prioritize safety of students, employees, and the campus community. Mott’s Office of Student Success created a CARE team in 2017, comprised of

counseling staff and public safety officers trained in crisis intervention. The college joined [JED campus](#) in 2017, convening a team of faculty, student services staff, public safety, and administrators, to improve college processes around mental health, substance abuse, and suicide prevention.

Sources

- 2013-2018 Strategic Plan
- 2017 Audit
- Board Policy 3100.pdf
- Board Policy 3930.pdf
- CCSSE
- CCSSE 2015
- CCSSE 2017
- Department of Public Safety Web Page
- Emergency Response
- Exit Survey 2016
- Exit Survey 2017
- ITS Computing Support
- JED Campus Survey
- Rave Guardian
- rave panic button
- Student Satisfaction Survey 2015
- Student Satisfaction Survey 2016

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1

1.1

The process for selecting AQIP Action Projects has engaged as many Mott faculty and staff as possible. One example of this is the series of “College Conversations” that kicked off the previous AQIP cycle in December 2014. During four sessions, employees were assigned to cross-functional tables for guided discussions. [[College Conversations- Table Assignments](#)]. [[College Conversations- Table Discussion Guidance](#)] Output was collated and categorized by staff from the office of Planning, Research, and Quality Initiatives (PRQI), which organized

[\[College Conversations- Organized Table Reports\]](#) suggestions into common themes, excluding issues connected to other college initiatives or beyond the scope of action projects. These themes were merged with Strategy Forum results and presented to Executive Cabinet as potential action projects [\[College Conversations- Report to EC\]](#). Mott's Vice President of Academic Affairs collaborates with Executive Cabinet to select AQIP action projects and to assemble leadership and cross-functional, diverse Action Project teams representing as many departments as practical. Increased AQIP Participation is part of the college's plan for Systems Improvement. Mott attempts to build new teams comprised of employees who have not previously served, and tracks the percentage of full-time employees serving on AQIP Action Project Teams using the Strategic Planning Dashboard [\[Dashboard- AQIP\]](#).

AQIP Action Teams (including liaisons from the Office of PRQI) meet regularly and follow the PDCA (Plan-Do-Check-Act) quality improvement approach. [\[AQIP Mentoring Kickoff Agenda\]](#). Upon completion of their work, teams present their findings and recommendations to Mott's Executive Cabinet, which is responsible for launching implementation.

1.2

Mott's [2014 Strategy Forum](#) work focused on a combination of growth opportunities identified in the 2013 Systems Portfolio and Appraisal, which were underscored by the themes identified as a result of the all-employee Conversation Days in 2014. College-wide concerns about student success, particularly regarding retention, completion, and engaging students through meaningful student support services, became the basis for the college's subsequent action projects in Pathways-Based Advising, Student Mentoring, and Guided Pathways Meta-Majors.

6R1

During the current AQIP cycle, the college has completed work on a number of AQIP Action Projects and other initiatives focusing on Helping Students Learn, Meeting Student and other Key Stakeholder Needs, Valuing Employees, and other themes of the Systems Portfolio. [Results of the Process: Completed AQIP Projects 2014-2015](#)

The majority of the student success projects are still in early stages of implementation. Student Pathways and Retention projects resulted in a list of proposed initiatives intended to increase student engagement and retention, and were further refined by the Guided Pathways, Pathways-Based Advising, and Student Mentoring projects, which resulted in the creation of Guided Pathways curriculum tracks, a proposed "intrusive advising" model requiring improved communication among college employees interacting with students, and a planned all-campus mentoring program. Students are being moved into Guided Pathways during the 2018 academic year. The Mentoring AQIP team presented [recommendations](#) to Executive Cabinet in April. Once these initiatives are fully implemented, data collection structures are in place to measure results.

The college has implemented a number of recommendations from the Green Initiatives team's action project, including adding recycling bins to campus buildings and implementing facilities processes/improvements to reduce utility use ([MCC Energy web page](#)), including contracting with Cenergistic Energy Specialists. [Cenergistic activities](#) have resulted in a 14.7% reduction in college energy costs from 2013-2017. These results are reviewed regularly by Mott's Chief Financial Officer and Executive Cabinet, and are presented annually to the Board of Trustees.

6I1

[Improvements: Completed AQIP Projects 2014-2017](#)

Sources

- 2014 Strategy Forum
- AQIP Mentoring Kickoff Agenda
- AQIP Mentoring Program Presentation
- Cenergistic Report
- College Conversations- Organized Table Reports
- College Conversations- Report to EC
- College Conversations- Table Assignments
- College Conversations- Table Discussion Guidance
- Completed AQIP Projects and other Quality Initiatives.pdf
- Dashboard- AQIP
- Improvements from AQIP Projects
- MCC __ Energy Conservation Initiatives

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2

2.1

Mott has developed a human and technological infrastructure to support a culture of quality. The institution strives to engage all relevant employee departments and groups in each AQIP project, prioritizing employees who have not yet participated. The college engages employees in the AQIP process, making systems portfolios, appraisal reports, and action project team progress notes, agendas, minutes, charter documents, data, and reports available publicly [online](#). Team members engage their departments in the work of the AQIP project, frequently seeking feedback from colleagues prior to final team decision-making.

2.2

As an AQIP institution, MCC works to improve performance through a number of specific processes, including the strategic planning process, Strategic Initiatives, AQIP Action Projects, Program Review, course-level assessment, and other standing committees and projects that are documented throughout the portfolio and in publicly available spaces. The strategic planning process used for the 2013-2018 Strategic Plan was developed using a CQI model and includes “Systems Improvement” as an overarching goal. The [Strategic Planning Dashboard](#) serves as a key tracking tool to measure progress toward Strategic Plan goals, detailing performance results in relationship to targets/benchmarks for each overarching goal, and is accessible to all internal and external stakeholders. The [Institutional Research webpage](#) publicly displays dozens of internal and external reports. Each month, the President’s Office prepares and shares with the Board of Trustees an [executive summary](#) of college-wide progress toward Strategic Initiatives. (5.D.1)

2.3

Mott uses CQI/AQIP processes throughout the college to improve existing processes. The college recently made changes to the instrument used by students to evaluate faculty, the Student Evaluation of Instructor Form (SEIF). The change process included the formation of a [joint committee](#) of faculty, academic administrators, and Institutional Research staff who researched options, sought feedback from academic divisions, and selected a new instrument. As the instrument has been deployed, the committee continues to meet to address issues and continue to improve the process. The Committee for the Assessment of Student Learning, Development Education Steering Committee, Green Initiatives Team, Distance Learning Advisory Committee, Professional Development Advisory Committee, and Experiential Learning Advisory Committee all meet regularly to continue to improve processes originally implemented through AQIP or other college projects. These groups, as well as college departments, use and analyze data to monitor results and make further improvements to existing processes. Examples of learning from operational experience to improve effectiveness are detailed in 6R2, below. (5.D.2)

2.4

The college is committed to the AQIP Pathway, and embeds CQI processes into the culture through employee participation in AQIP projects (tracking participation rates on the [Strategic Planning Dashboard](#)), structuring institutional projects similarly to AQIP projects, and fostering a culture in which data is available and is expected to be used. AQIP teams share their work with college departments, Executive Cabinet, and the Board of Trustees. The Office of Planning, Research, & Quality Initiatives provides information to college employees via workshops in the

college's Center for Teaching & Learning CTL, to new members of Executive Cabinet, and to the Board of Trustees.

6R2

AQIP Participation Rates

Based on the 2013-18 Strategic Plan, Mott established a goal of 50% of full-time employee participation in AQIP teams. Throughout the plan's implementation, the percentage has increased from 7% to 35%, with progress impacted by HLC's recent change to the required number of annual AQIP projects. Mott is preparing to launch a new project on Student Engagement, which will further increase participation rates.

Course-Level Assessment

In 2017, the Committee for the Assessment of Student Learning (CASL) developed and deployed a five-year [course-level assessment](#) instrument that included a number of open-ended questions to allow faculty the opportunity to explain their assessment processes and assess student learning levels. This process was completed by all but three programs (all due to long-term absences of full-time faculty), resulting in assessment results for nearly 20% of Mott's active courses. CASL used faculty responses to the [2017 instrument](#) to build a more [standardized form](#) for 2018. As of mid-March, [assessments](#) had been completed for all but seven programs and disciplines, with all still expected. Participation levels and results are reviewed monthly at CASL meetings, and reported several times per year at monthly faculty meetings.

Distance Learning Data

The Distance Learning Advisory Committee (DLAC) oversees Mott's online faculty certification process, the required online learning student preparation (DLES) course, and other eLearning processes. With support of the Office of Institutional Research (IR), the Manager for eLearning and University & Workplace Partnerships compiles and shares annual eLearning success data with the committee, academic deans, and Executive Cabinet. Data is also shared publicly on Mott's Strategic Planning Dashboard. For 2017, 80% of students enrolled in the DLES preparation course completed it successfully (an increase from 77.7% in 2016), and 85% of students enrolled in online courses successfully completed them (an increase from 79% in 2016). ([Strategic Planning Dashboard](#)) Both measures meet or exceed Mott's internally-developed targets. The percentage of students who successfully complete online courses also

exceeds the benchmark of 80% drawn from Tanyel and Griffin's 2014 study: "A Ten-Year Comparison of Outcomes and Persistence Rates in Online Versus Face-to-Face Courses."

ALP/ACLT Data

Supported by IR, faculty teaching ALP (Accelerated Learning Program) courses, which are structured to allow students to simultaneously complete developmental and foundational English, and ACLT (Academic Literacy) courses, which combine developmental reading and writing courses, track student progress via a number of metrics. Of 527 students who enrolled in ALP courses from Winter 2013 through Fall 2016, 66.4% passed English 101. Of those who subsequently enrolled in English 102, 61.1% have successfully completed. While only half (174 of 350) of the students who successfully completed 101 have enrolled in 102, preliminary findings indicate students are not attempting 102 because it is not required by their academic program. Of 297 students who enrolled in ACLT 075 from Winter of 2016 through Winter of 2017, 50.2% successfully completed the course. Of that group, 68.5% successfully completed English 101. This data is discussed at departmental and division meetings and monthly Development Education Steering Committee meetings and is published on the Strategic Planning Dashboard. While the college has made progress since implementing these initiatives in 2013, performance is still below that of the dashboard targets, which are based on a benchmark derived from other Michigan community college students' performance in these areas. ([ALP Report](#), [ACLT Report](#), [Strategic Planning Dashboard](#))

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The Committee for the Assessment of Student Learning (CASL) continues to improve assessment practices, introducing Bloom's Taxonomy and course-level targets for student proficiency and mastery into Mott's processes. Implementation of course-level assessment has increased conversations among faculty teaching sections of the same courses, leading to sharing of effective practices and improved alignment of course objectives among sections. While many adjunct faculty have already engaged in the process, CASL is working to promote additional participation among this group.

English faculty and academic leadership continue to assess results of the developmental shift to ALP and ACLT courses. To address needs of extremely low-skilled students enrolled in ACLT courses, the department added an [ACLT-074](#) course. Among students in that course, faculty noted significant numbers of English language learners, prompting the development of two English Language for Academic Purposes (ELAP) courses ([ELAP-110](#), [ELAP-120](#)). The Developmental Education Steering Committee continues to work to improve student placement, developing a [Multiple Measures](#) approach that is expected to take effect in 2019.

Sources

- 2016-2017 Course Level Assessment Form
- 2017-2018 CLA results
- ACLT Reports
- ACLT-074
- ALP Report
- AQIP Website
- Course Level Assessment Form
- Course Level Assessment Procedures
- ELAP-110 English for Academic Purposes_ Advanced Level
- ELAP-120 English for Academic Purposes_ Advanced Level
- Institutional Priorities and Reports
- Institutional Research Webpages.pdf
- Joint Committee- SIEF
- Multiple Measures
- Strategic Planning Dashboard