

2009 ACTION PROJECT SURVEY RESPONSES
Qualitative Question Responses (Text)—November 2009

A survey soliciting potential Action Project ideas was conducted from November 6 – 16, 2009. The following prompt asked employees to supply text describing ideas for future AQIP Action Projects at MCC:

“Please give us any ideas you have for a future MCC AQIP Action Project. Please type a PROJECT TITLE and then a SHORT SUMMARY of your idea. You do not need to provide details such as staffing, budget etc. but be sure to give us the proposed activity and expected improvement outcome. You may provide up to three ideas in this survey - if you have more than three Action Project ideas, feel free to re-enter the survey site and submit more.”

A total of 123 unique text descriptions were submitted. For ease of use in future discussions, these suggestions have been thematically arranged by AQIP Category below; descriptions appear exactly as they were submitted by employees and no changes have been made for grammar, spelling or mechanics. For categories with large numbers of responses, an attempt has been made to further classify the descriptions by a common theme.

1. HELPING STUDENTS LEARN

Learning Communities

- LEARNING PODS - Developing study groups for students with a mix of peers, peer mentors and faculty/staff mentors to facilitate regular study sessions and workshops to help students achieve academic success.
- 'Learning communities' (maybe not the best term) -- connect students, and connect faculty and staff, to improve learning, success, and retention, as such efforts have been shown to do. Essential part involves faculty connecting on curriculum and goals, staff involvement including student activities, library, counseling, etc. Logistical problems can be overcome, as other cc's have shown. Basically, groups of students in two or three shared classes, and these must provide some connections and coherence-- themes, activities, curricular connections.

Underprepared Students/Student Readiness

- Student learning and success.
- MCC needs a program and supportive services to assist the developmental needs of students.
- Goal 1: Student Learning & Success Project Title: Student Case Management Assign in-coming students to a contact person (faculty/staff) who will help them navigate the MCC systems for admissions, registration, class scheduling and their first college semester. The MCC rep should have regular communications with the students in their "caseload" during that first semester, providing referrals and encouraging students to take advantage of available services when needed; encouraging regular attendance and helping the students develop strategies for their academic success.
- College policy should encourage high academic standards. With so many of our students unprepared to do college level work or unwilling to do any work at all, faculty are under increased pressure from students to lower standards, make things easier, etc. Because it looks bad when half or your students don't complete a class with a 2.0 or better, requirements and standards are increasingly difficult to maintain and justify. Faculty as a whole must adopt a policy of excellence otherwise students simply seek out "easy" programs and "easy" instructors.
- 'Reading is Fundamental' -- a majority of students do not read at 'college' level, or even close. Yet they take all manner of classes, guaranteeing failure. Just creating more 'reading' classes is not the whole

answer, though may be part. Advising and scheduling play a role. We also need to focus on instruction designed to more effectively incorporate 'reading in the disciplines' into many of our classes. Identify essential reading skills, habits, practices in various areas--stress the prof dev to make this a stronger part of the curriculum.

- **BASIC SKILLS** It is very important that students have the necessary basic skills to successfully complete a course. In math and science courses, this is typically done by a prior course prerequisite; example, successful completion of Algebra I. My class depends not on math but on reading comprehension, a skill that is measured by the testing centers reading comprehension tests. All students, however, should have a necessary minimum level of basic skills before being permitted to register for classes.
- **Basic skills continued** An institutional level of basic skills in reading and math should be set. I will refer to this as the threshold level. (1) All students who have not met or exceeded a threshold level score should be required to be retested for each academic year in which they seek to enroll. It is very frustrating as a faculty member to be informed that a student had an inadequate performance when initially tested in 2005; and then the faculty member needs to speculate if that student is now performing at the necessary level in 2009.
- **Basic skills continued (1)** All students who have not met or exceeded a threshold level score should be required to be required to meet with a counselor at the time of registration, in the same way that students with a grade point average of less than 2.0 are currently required to do.
- **Mandatory placement.** Too many students enter our classrooms unprepared to do college level work. Faculty can not do justice to their subject matter and prepare students to be college students. Basic skills in reading and writing should be required for all courses 100 level and above.
- **Set a college-wide required minimum reading, writing (and dare I say - Math) level** before students can go on to college-level courses. Students are currently taking college courses and skipping Engl-016, 098, etc. when they have barely a 5th, 6th, or 7th grade reading level. Related to this, we need to add many more developmental classes, possibly even setting up a Developmental Learning Center that would be the in-road for students who are underprepared to enter college but still want to!
- **As faculty we have noticed that many of our students in the last few years seem underprpared academically and behaviorally for college.** I would propose to develop an AQIP project that would outline identify the behaviors necessary in college students for success (i.e. self responsibility, study skills, professional attire) based on faculty, student and stakeholder perspectives and implement a plan for improving these
- **Setting minimum placement test scores on general education classes(reading, writing and math, where appropriate).**
- **I see a decline in 'student readiness' for college classrooms.** Simple things like using personal media in the classroom and feeling free to enter/exit classroom at will. Students see me as evil when I prohibit these. The concept of 'office hours' is lost on them. Granted, my individual policy may foster this, but I hear it from other instructors as well. They are also lacking in understanding that they will need to study outside of class in order to get a passing grade. "If I sit here each week, the teacher should teach me everything I need to know."

Student Behavior/Cultural Readiness for College

- **Student Ombudsman/Helping Students Survive College -** We need a Student Ombudsman (or advocate) who will help students with problems or issues that impede their ability to stay in school. This person would work with the student and other areas of the college (or community service organizations) to resolve issues relating to admissions, financial aid, personal finance, etc. Basically, they would provide counsel, work with students to formulate an action plan, assist students gather necessary information and/or documentation, and follow-up as needed.

- Related to Goal #1 The Learning Center no longer offers tutoring for developmental classes. With No Worker Left Behind we are getting many students that will not make it through classes because of the lack of tutoring. How can we make sure that we have the services available that our students will need?
- Culture of Learning: Students increasingly come here to "get a degree" rather than "get an education." Although there have always been students who "just want to get by," those students are increasing in number and beginning to overwhelm the academic atmosphere of the classroom. Faculty end up spending time nursing along the less prepared and less motivated which takes time away from the more interesting and challenging activities that the better students need to be competitive in today's international job market.
- Student Success and Retention We simply must find ways to increase our students' ability to persist in their studies. Creating cohorts, learning communities, FYE seminars, and other proven approaches will go a long way toward this goal. A campus-wide commitment to providing every opportunity for our students to be successful in their goals is absolutely essential.
- Students need to become more serious and disciplined about their schoolwork and future.
- A large number of students are ex-offenders. There needs to be things put in place so that the transition is easier for them; these students are different from others and we need recognize those differences so that we can accommodate them.
- Making students more employable by working on skills needed to be able to cope in our technological world without losing basic courtesy and professionalism.
- Publish a short quick tutorial test on how to be a student - something like the new pre-training students have to pass to register for online classes. Every student should know some basics about how to be a student: how to take notes, how to read a textbook, how many hours of study are required for a college class, how to take a tests, etc. Yes, this is available in optional formats, but it needs to be mandatory. All student should be required to demonstrate that they are ready to be students before they are allowed to register for 100 level or above classes.
- Student Success: Students need to learn how to be students. Today too many students don't seem to know the basics of classroom behavior, basic study skills and common courtesy in the classroom.
- Student Behavior I am very concerned about our students having the behaviors/skills necessary to be successful in college and beyond. I'm not talking about writing, math, etc. I'm talking about conscientious self-regulation. Do they know how to study to a level of understanding not just memorization? Do they have the motivation and work ethic to do the work? Do they understand professional behaviors like showing up on time, not interrupting class with phone calls, etc.?

Interdisciplinary Health Care Initiative

- Interdisciplinary healthcare patient safety initiative : Use simulation to ensure that students in the health sciences learn and practice teamwork principles during their education and thus meet the Institute of Medicines (IOM) call for action to prevent medical mistakes, most of which are caused by communication or teamwork deficiencies

Online Mathematics Class

- Develop an online mathematics class in conjunction with My Math Lab or Course Compass. This can attract other students who are normally working during the day or have irregular working hours.

CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

- Allow for student funded positions to promote recycling on campus.

- Art Outreach to Seniors Traveling van with students to offer art in the neighborhoods

CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

- Placement Plan Objective Many students do not relate their college experience to real life work. It often appears that they believe that by getting a degree they will magically become employed in an easy, high-paying job. I would like to see more of an effort to provide students with realistic career projections as well as helping to place students into jobs during their final semester at Mott.
- Job Readiness Skills Employers in Genesee County need high productivity workers. At Mott tend to focus on specific curriculum - job training for specific jobs. I believe there is a general job readiness skill set that is sorely lacking in the county, and it makes business reluctant to locate here. Those skills involve work ethic: show up on time, work hard, do what you're told, try your best, be honest, be courteous, etc.
- Job Readiness continued: Many of job readiness skills (show up, work hard, etc) are needed in the classroom, but faculty tend to accept poor performance on them because we think we are being "kind to students". We are doing them no favors since we are not insisting they learn the basic skills to be a good employee. Students come here to get skills to get and keep a job; we are failing them by not demanding more. We are also failing the taxpayers who fund us because they see us, among other things, as contributing to the economic health of the community.
- MCC falls short in its exposure to new audiences when comparing ourselves to our local competition. The advertising campaign hasn't changed much over the years nor has the format of our published materials. It makes one wonder if we are truly reaching out to a wider audience or if we are flooding the same people with the same information with each advertising and/or mailing campaign. I propose that a study of our audience take place to determine our marketing boundaries and the effectiveness of our current strategies in comparison to our local competitors.
- taken good care of the student and helping the community.
- Case Management Style Advising for AAS degrees. Charge and empower every Program Coordinator to create, develop and maintain individual relationships with every student who has declared their program code(s). Establish best practices for outreach, communication, advising, mentoring etc. and teach Coordinators how to use the college's system tools to monitor data and information about each student. The goal is to further support students towards degree completion and success.
- Workshop presentations for high school students offering creative and critical thinking projects similar to college course studies. Allows college instructors to give demonstrations and information on a variety of topics. Introduces high school students to facilities at the college as a hands on learning experience. Mini seminar sessions covering a diversity of subjects discussing community, state, national and global issues. Knowledge based upon the merging of the arts and sciences as a theme for building a meaningful relationship with information and technology.

CATEGORY 4: VALUING PEOPLE

Employee Professional Development/Resources

- We must get serious about incorporating/mentoring/helping new part time faculty, especially as we rely more and more heavily on them (which of course we should avoid by hiring more full time faculty). But for now, we need to establish true mentoring programs, provide full time faculty time and resources to train, to form ongoing partnerships with, and to truly integrate new pt'ers into the college and the individual disciplines. Otherwise, we are just continuing to throw many new people and thousands of students into hazardous situations.

- Try offering presentation workshops for faculty or staff that explain what assistance or programs are available in each department (don't have to be long) Maybe a brown bag lunch session where questions can be asked after the presentation). Or the the Faculty meeting would be a good place for the faculty to be presented this information, (they are a captive audience), so they may be better able to refer students to areas that may be able to help them, if needed.
- improved orientation/information provided for new employees and updates on specific organizational situations for employees, in general

Resources/Guidelines for Valuing People

- Employee Online Resources: In WebAdvisor, make available, for every employee, their benefits package, vacation, sick, personal time, paychecks, W2's. etc.
- Standard greeting for mcc personnel when addressing a student.
- Proper etiquette for emailing..
- Mott should take care of there faculty and staff in house better than they have. The moral around here is so low. You see and hear lies and people are being treated unfairly. Consultants, Temps, and special people are treated better than the regular employees. Overtime, raises, promotions, jobs, are being given out like candy to this group. But in turn we are told the college has no money. Project title is just called Mott Employees

Internal Resources for Employee Effectiveness

- Create a New Job Aids Position: Create a new full-time position that would create online video job aids in order to capture the processes of each job. A lot of money is being spent in performing job audits, consulting and training. This needs to be captured and made available as a refresher as well as for new people. This needs to be done for Datatel and other 3rd Party applications (EMS, ImageNow, RightNow, DDP, Vertere, etc.). This would help maintain quality of work and prevent loss of procedures.
- Maybe come up with a Key contacts list for new employees (could be based on their department), for example could list who to call for paper, keys, etc...

Professional Development

- professional development and conference opportunities for all employees, not just for a select few, to enhance productivity and to boost morale
- Professional Development: Enable more opportunities and funding for professional development for members of every bargaining unit.
- Increase the frequency of CETL workshops to facilitate staff awareness and knowledge of pedagogical endeavors.

Hiring/Recruiting Faculty

- Develop a plan to replace the aging faculty. It can't last forever!

Health and Wellness

- Fitness/Wellness Center - Create a new and improved fitness/wellness center for employees and students. Center would offer machines to work out on, in addition to credit and non-credit classes (during lunch hour and after work) like yoga, meditation, tai chi, healthy eating, etc. Result would be healthier and happier individuals at MCC.
- A discounted membership at a gym or fitness classes etc. at the Ballenger Field House. Good health makes a healthy environment for the workplace.

- Fitness Center (Relates to 1 and 5 above) Perhaps AQIP would move this project off the "to be done someday" list. The move of the fitness center to the natatorium as has been discussed needs to happen. This would be beneficial to both students and staff. The space it is in now is overcrowded. While the equipment upgrades are appreciated (and long overdue) the facility is not a good one to promote fitness.

CATEOGRY 5: LEADING AND COMMUNICATING

- I would like to see the College formalize a communications process where employees and other stakeholders would be provided reliable information about projects and initiatives undertaken by the College. By way of example it might be nice for the College Community to be updated regularly on building projects such as the Library reconstruction.
- enhanced internal communications access to communications of organizational issues, moves, etc. can be improved
- To work on cross functional teams working to resolve communication breakdowns between departments.
- more meeting with other depts. , to know them better.
- Better communication between departments to help the students find what they need to be successful in college. Students often aren't sure of what departments to go to get their needs met. Staff don't often know what resources are available in other departments, but try to assist the students by contacting other areas to get some direction on who may be able to provide services for the student.
- Better communication among departments/divisions all over the campus. Faculty/Staff, Administrators etc. Fitness Program for Faculty/Staff, Administrators
- Title: Total Campus Interaction Summary: More interaction between main campus and other off site facilities, people, projects, long term goals, etc.
- TOP DOWN COMMUNICATION Many on campus are not even aware of the goals listed above. If we have them, and truly believe in them, then we need to WORK them. This means in everything we do, every single day, every single action, and every single decision. This type of program begins at the top and needs to be fostered, lived and communicated at and from the top down.
- Developing Leaders: starts in the classroom but carries into the realm of student activities. The college needs to provide opportunities for students to develop project planning and reasoning skills. Examples: student initiated projects for campus recycling, transportation, and (see Wildlife Federations - Campus Ecology).
- Initiate an Ambassador Program for Faculty and Staff - Faculty and Staff that go through the training program would become certified Ambassadors for MCC, be knowledgeable about MCC and would commit to helping students and all employees with any questions, problems and solutions on a daily basis.
-

CATEGORY 6: SUPPORTING INSITUTIONAL OPERATIONS

Admissions/Advising/Placement Testing

- Implement Degree Audit
- Project Title - Straight-forward requirements for a degree or certificate Streamline and specify exactly what classes are required to receive a degree or certificate. Then staff to accommodate those requirements. An Associates degree should not take more than two years to complete.
- On-line Admissions application that is datatel driven

- Financial Aid - Something HAS to be done to streamline the financial aid process for students. Students need to be encouraged to apply as soon as they fill out their college application and the time between federal government approval and the pertinent information being entered into Datatel MUST be shortened. A majority of our students receive some kind of financial aid, but streamlining the process for them does not seem to be a priority of the college.
- Need to run through all of our processes for getting a student from admissions to graduation. There are many areas of hold ups for the students that don't need to be there.
- Direct immediate attention to the financial aid processing and computer interfacing problems.
- 1. The college really needs a customer/communication response system that will intergrate and record the mutiple communications and interactions with students as they move through the MCC system from prospective student, to Admissions, enrollment steps, advising/counseling, as well as others. A comprehensive system would allow those that meet with the student to see the history and interactions and also communicate and monitor the student through the various cycles.
- We need a different plan in the bookstore so late students can get their books late. How about keeping grants open longer?
- Improve Student Services at outreach sites. The three main outreach centers of the college, Clio, Lapeer, and Fenton provide a pathway/feeder system for new, current and dual enrolled students to the main campus. Unfortunately its not a costumer service driven process due to the lack of resources available at each site to provide the students. How many students fall through the cracks by not having the above mentioned services and don't make it to the main campus to get enrolled. The expected improvement would be to increase these services for better student services.
- Admissions Development: With the growing number of students on campus we need to have services that truly meet their needs so they can be successful. We need placement testing that happens quickly, so that they can be advised. We must have a Financial Aid Department that is there to work with the students to help them find the resources to be here, not hinder them.
- Currently a student has to wait three business days for the results of the placement test to be hand entered into Datatel. An interface needs to be installed that allows for immediate access to test results in Datatel. By doing this, the student will not have to return to campus to meet with an advisor to schedule classes. This would also prevent input errors.
- Restructure counseling/advising. The current system is confusing for students and staff alike. Create a system whereby a student can work with the same person throughout their education. Moving from a counselor to an advisor once one has chosen a major makes students jump through one more hoop.
- Improvement of the Advising Process. The system needs to be looked at to determine: 1. Are our students receiving the best information? 2. Does our current process meet the needs of our students? 3. How to eliminate the long lines that occur at the beginning of each registration period. 4. Do our advisors and counselors have the tools and resources they need when advising students?
- Focus on Students trying to enroll, get financial aid and counseling. End the long wait times and lines for prospective and current students.
- Improvement of student financial aid procedures and registration process.
- improve student needs/support from admission, registration, financial aid, through graduation, job placement/accurate information on transfer of credits to other universities.
- More streamlining and specialization of the student advising center. I'm hearing, and have experienced less wait time, and better looking surroundings, but little counselor knowledge about my course or selected career pathway....
- Student Advising (relates to Goal 1 above) Student advising was an issue last time we met. While there have been some changes, this area still needs a lot of attention. There continue to be advising sessions governed by the personal interest of some faculty - "take my class whether you need it or not" method.

There are still students who don't take the right courses for transferring. My concern is that we are now operating under the idea that "advising is fixed."

- Develop advising system that requires all program coordinators to conduct all advising for declared program majors
- Improve Student Registration: Create a stream-line registration process that will enable students to complete their registration process quickly and leave with a good impression of MCC.
- tutoring services - tighten down the qualifications, and increase expertise of individuals providing tutoring to ensure that students that are utilizing these resources receive correct information

Registration/Financial Aid

- Develop cost model for tuition that is directly tied to current and future caps for financial aid. Use excess funds collected to provide offset grants for tuition for the 20% of the student body at MCC that do not receive financial aid. This system would optimize collection of available funds while maintaining a low tuition cost for those that do not receive state and or federal support.
- Utilizing Datatel's wait list feature for better class enrollment management. This would allow us to add sections when the numbers of waiting students warrants it, and also create an equitable process for students to enroll- wait listed students would have first dibs on new sections.
- Rational scheduling -- we now have semesters that regularly involve some once a week classes that meet 14 times, some that meet 15, and some that meet 16 -- how do we get away with this? How is this fair to students, to the courses, to people getting paid the same rate? (PS - your length limit on these is frustrating)

Technology

- Education of Students and Employees to MCC systems - ie Blackboard training for Students and Faculty Office training - for faculty and staff before they get new systems Creation of a self-improvement area for Faculty and Staff - allow time during normal work hours for staff to receive training in office systems. Limited to X amount a month?
- Branch sites Technology Improvements. Up date branch sites with higher technology to be more student, Faculty, and staff friendly.
- Technological - more smart classrooms, clickers that can stay in classrooms so they can be assigned to individual students, more photocopiers and printers available that students could use from wireless connection, more faculty training on camptasia, advanced blackboard and other programs to increase use by faculty
- There is much speculation about the technical ability of our students. This speculation hinders our ability to move forward with many cost-saving technological opportunities that we have in place. For example, while many of our competitors have moved to complete on-line registration and publication of course offerings, we at Mott are slow to move our students in this direction because of a perception that has not been proven. Our student demographic is constantly changing and it beyond time for us to get a good understanding of our student population.
- Continue to refine the existing modules we own within Datatel and implement any new modules necessary to address student learning/success.
- Computer Software and Computer Support Services on Campus The college needs to fix all of the daily issues that are keeping faculty and students from having access to working labs and functioning software. This has been a major issue and caused many problems this fall for semester start-up. It is almost December and computers and equipment are still not fixed. Technical support has been removed from the building and support has been very limited and slow in coming this fall. This should be the major focus for an action item.

- Need to streamline and be able to get accurate timeframes for completion of computer work. HELP desk is great but can be fragmented, and you are left not knowing what part was done or when the rest will be completed.

Student Intake Process

- Student Intake and Flow Assessment: Conduct an in depth analysis of the student intake and flow process at MCC to determine needed areas of improvement. This can assist in ensuring that students are successfully enrolled, retained and complete their education and training goals.
- Student Learning and Success If, as we seem to claim, we are truly committed to student success, then we need to begin at the intake process. We need to acquire and apply the most accurate placement testing process available. (Part Two of this description continues in next section)
- (Cont'd from previous section) The next step, and the one in which we fail most dramatically, is to require students to enroll and complete successfully any developmental skill-level improvement courses that are matched to their tested skill levels. Students must successfully complete these courses prior to enrolling in most of our other college-level courses.
- (Cont'd from previous section) Some institutions (community colleges) offer this instruction via non-credit, community education type courses. The advantage is that some may perceive a non-credit course as less threatening or intimidating than an actual "college" course. (Insufficient space to enter complete info. Will email Gail Ives with entire statement)

Environmental Impact/Green Initiatives

- Sustainable Solutions: We need to think about the example we set for our students and the community when it comes to sustainability. What are we doing to reduce our footprint. We have a spotty recycling program and need to look at what it will take to set the example that our students need. Recycling bins for paper/plastic/glass should be found through out our campus. What can we do to reduce our paper consumption on an administrative level? We need to set an example.

Parking

- do more in remodeling the building and more parking space.
- Parking: I frequently hear students complaining about parking. On the first day of Fall classes the traffic was backed up from the main entrance of MCC on Court street, all the way to Dort Highway. Perhaps there are areas on campus that could be converted to extra parking?
- Focus more on Students and parking issues/concerns
- Focus on parking.
- Memorial parking- more parking for the added programs and students for the Mott Memorial building.

Category 6--Other

- To assist in Student Learning and Success, I would make the Spring and Summer semesters ONE semester. There are already a number of 15 weeks classes that span the spring and summer semesters, but there is not a payment plan option because of the shortness of the individual semesters.
- Goal 1: Student Learning & Success Project Title: Enhanced Orientation Expand orientation sessions for in-coming first-time freshmen. Explore utilizing the College Student Inventory (CSI Noel Levitz) processes used by UM-Flint for student retention & success. Develops individualized academic and social strategies for students.
- Campus-Wide Customer Service Training. Training that addresses how to determine what the needs of the visitor or caller and appropriately direct the prospective student to the area(s) that can respond to their needs. Example: There have been numerous occasions that I have had the prospective student to

say that they were transferred 4-5 times or they don't know where to go to get assistance for a certain concern (i.e. financial aid).

- Student test results interfaced with Datatel immediately.
- Create a committee that can make a recommendation on what to do with the Natatorium.

CATEGORY 7: MEASURING EFFECTIVENESS

- Program Review: Development of a comprehensive process to determine if programs at MCC are current, viable and prepare students for employment opportunities upon successful completion.
- Revisit our institutional assessment of student learning.
- Do a thorough review of all programs. Look at low enrollment programs, and where necessary, eliminate as needed.

CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

- Explain what AQIP really is....I have a feeling that those of you who have been around awhile assume that everyone else knows what this is all about and yet I bet if you did a survey, especially of part-timers, you would be surprised/disappointed...EX: Your logal does not define the accroynm -- AQIP. I would think that every time anything that was sent out about AQIP it should include, at the very least, what A.Q.I.P. stands for---a mission statement or motto would even be more benefical. Just a thought.
- Systems Improvement- To respond to rapid changes in the need for technical training and economic development more flexibility is needed in administration and staffing.
- Systems Improvement: Development of an annual opinion survey to be distributed to faculty/staff and students to determine what MCC is doing right and what areas we can improve in.
- Get students involved in the AQIP process? What are their perceptions of how we are doing things.
- Utilizing project management techniques to align our processes with the systems we have on campus. By understanding the physical processes, we can better use the systems we have to assist in a more seamless manner.

CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

- Goal #8 - Recruiting students in a county / city with a shrinking population
- COMMUNITY OUTREACH - Working with a consultant to improve community ties and develop more community activities.