

CATEGORY TWO

██████ (names removed)

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Response from the Office of Grant Development as it relates to our function in accomplishing other distinctive objectives:

2P2 How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

The Office of Grant Development at MCC uses a mission-driven approach to the objective of seeking and securing grant funding for the institution. A distinct characteristic of MCC's Office of Grant Development is that it does not see its work as simply grantwriting; but, rather as grant developers, working in partnership with internal and external stakeholders in shaping proposals that address real needs. Although our work often involves initiatives that move forward the instructional aspects of MCC, many others and even those, address non-instructional objectives of our external stakeholders. We determine the objectives of external stakeholders by bringing them into the grant development process at the beginning to determine and state those objectives as they sit face to face with internal stakeholders (i.e. administrators, faculty, staff and students). This give and take dialogue allows the internal stakeholders to feel ownership of the process, express their opinions, and gain insight into what is possible to meet their objectives within the context of the institution's current structure and future areas of change. The internal stakeholders gain insight into the needs of the stakeholders and the expectations they have for MCC to meet those needs. This applies to industry partners seeking economic development support; community and faith-based organizations; civic leaders; and others such as those who live in the neighborhoods that surround the college. The objectives that are set out of this process are derived from a give-and-take that allows for them to be achievable if the project is funded. Even when the project is not funded, the process stands waiting for future opportunities to have it implemented including aspects that can move forward without funding.

2P3 How do you communicate your expectations regarding these objectives?

In the case of the Office of Grant Development, the formal way that these expectations are communicated are in the context of a proposal that is presented to a potential funder at the local, state or federal level. However, throughout the process, the objectives of the external stakeholders are communicated through to others higher on the chain of command that may not have been in the development sessions where the objectives were designed. In the compression planning process used for grant development used at MCC, these individuals are considered in the category of "Who Else Needs to Know?" The communication can happen by email, individual and/or group meetings, or by adding into the planning process individuals that were not at the initial meetings. When people are added into the process, it is because they are seen as having some additional input that is needed to help shape the finale elements of the objectives; and, a straight line of communication about the objectives will not suffice.

2P4 How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

The grant development process used by MCC, itself, has built in mechanisms for doing this assessment and review. Because the planning process involves both external and internal stakeholders from beginning to end, it is a continual assessment and review process. As it is determined that a proposed objectives is not achievable, realistic or a better one is put forth, the appropriateness and the value of the objectives continues to get stronger. Ultimately, the major assessment and review of the appropriateness and value of the objectives takes place in the review of the grant proposal by the external party (funder) who was not engaged in creating the objectives. Both external and internal stakeholders who helped shape the objectives gain value from this assessment and review, either by receiving funds to implement the objectives or by receiving feedback to inform future efforts to implement the objectives.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff needs are determined by the development process itself. Relevant faculty and staff are engaged in the process from the beginning as described in response to the first question. This gives them an opportunity to express their needs relative to the external objectives that are being expressed. At times, those participating in the process may be representative of a larger faculty or staff group. In that case, they often seek feedback from their peers and that is then woven into the planning discussions as they evolve.

2P6 How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

The faculty and staff needs help to shape the final objectives. The beauty of the grant development process that is used and has been described is that the information on faculty and staff needs is not gathered in isolation; but, rather, has a chance to be viewed, tested, challenged and/or embraced within the context of the needs of the external stakeholders. It is the most challenging and rewarding aspect of the grant development process and the process of “Accomplishing Other Distinctive Objectives” at MCC.

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Overwhelmingly, the major non-instructional objectives that are within grant initiatives require defined outcome measures and a prescribed evaluation method. This requires the collection of and analyze of data that is reported externally and internally. The objectives and activities measures are wide-ranging because MCC is involved in non-instructional objectives that are also wide-ranging. For example, we may be looking at our ability to address specific economic development needs of the community and region; the beautification of the land that surrounds our campus and the neighborhoods; or, access to arts and culture by a broader segment of the community.

2R2 What are your performance results in accomplishing your other distinctive objectives?

The performance results within grant funded initiatives are varied. On the one end of the bell curve, there are times when we have not been successful at achieving the objectives; and, other the other end of the bell curve, we have gone beyond what was expected to be accomplished.

In all cases, the results are analyzed and evaluated to determine what we have learned, how those lessons can be applied to future endeavors in the areas of those distinctive objectives; and, in the cases where we have been highly successful, we have disseminated our accomplishments to others so that they can learn.

2R3 How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

As an active participant in the AACC Council for Resource Development, I believe that in terms of the performance of these “processes” for “Accomplishing Other Distinctive Objectives”, MCC does very well in engaging the external stakeholders with internal stakeholders to ensure that the proposed objectives satisfy real needs, are realistic and achievable, and can be sustained when funding is eliminated. One litmus test of the success of the performance of these processes is that the Office of Grant Development has been asked to lead this process for other initiatives in the community.

2R4 How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The performance results of our processes strengthen our overall institution tremendously. Internal stakeholders have a chance to hear first-hand from external stakeholders on a regular basis. As the internal stakeholders have success in Accomplishing Other Distinctive Objectives through the process of implementing a grant initiative, they talk about these successes in peer, executive, leadership and community meetings. The process is so highly valued by partners in our community and region that we work with that the President and Vice Presidents of MCC receive praise for having had an opportunity to be a part of shaping the objectives. This holds true even when a grant initiative is not funded. These partners are more willing to come back to the table to help for on Accomplishing Other Distinctive Objectives in the future because of the performance results of the processes within which they participated in the past.

2I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

Although not very recently, but in the past five years, the Office of Grant Development has improved the process for grant development by embracing compression planning. This has formalized the way in which external and internal stakeholders come together and created a systematic and comprehensive approach to the process of designing distinctive objectives. We are not an island, however; in fact, we strive to operate wholistically. We can demonstrate how our systematic and comprehensive approach has yielded better results for the institution in Accomplishing Other Distinctive Objectives by analyzing the results of particular grant initiatives; however, we must make sure that we are conducting our work within the context of the broader objectives of the institution. We present opportunities and encourage responsiveness to community needs, but others within the institution must provide the leadership to actually insure that the objectives are taken on and accomplished.

212 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

The culture at MCC, by-and-large, is one in which the efforts of grant development are respected as a key factor in helping to Accomplish Other Distinctive Objectives. It is tremendously important that the Division within which the Office of Grant Development sits is fully supportive of the needs of the department; champions and advocates for its roles; and provides critical feedback and constructive criticism that helps strengthen the office's efforts.



AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders -- the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Answer the following question – you can select one of your programs or take a philosophical look at your department as a whole. . .

2P1 - How do you design and operate the key non-instructional processes (e.g. community enrichment, economic development, student affairs, etc.) through which you serve significant stakeholder groups? The MCC UB programs are designed by and operated under strict guidelines and objectives provided by the US Department of Education. These guidelines are set by DOE and mandated as a condition of funding. The objectives that guide the grants services are negotiated and then agreed upon by DOE and the grantee institution being MCC. The key elements of the program loosely related to *AQUIP Category Two* and key stakeholders are information gathering, information sharing and information dissemination to the community at large. The process begins with information sharing in the form of meetings with key stakeholders of the school districts serviced by the programs e.g. district superintendent, principals, and other administrative personnel. These meetings are usually designed as “get to know you sessions”, where the program staff introduces themselves and the program and provide the school district personnel with information about the services provided by program, the expectations for student participation, how the program helps students who participate and how encouraging their students to participate will ultimately help the school districts bottom line statistics. We also provide the school districts with a list of “in-kind” services we provide directly to all students in the districts not just students served by the program. These services mainly include workshops providing information on topics important to all students as they prepare to enter post-secondary education.

The process for information gathering is done in collaboration with key school district personnel. During the “get to know you sessions” with school district personnel, principals of the individual schools serviced by the program sign an agreement allowing the collection of information important to the programs goal and objectives. Examples of the kinds of information collected are; report cards, academic transcripts, recommendations from school district counselors, state mandated and national test scores, demographic information, etc. This information is used by the program in many different ways. The demographic information is used to show need for the

program and placement of the program in specific districts. The academic information is used in determining the appropriate level of services for each individual program participant. This information is also used in helping students understand their strengths and weaknesses which are reflected in their goals and objectives when developing their Educational Development Plans. These plans help guide the student’s successful transition from high school into post-secondary education, which is the main goal of the Upward Bound program.

Information dissemination is done in a variety of ways. One of the programs most effective tools in disseminating information to the community at large would be word of mouth. Our students are our greatest asset in terms of recruiting new students and parents into the Upward Bound program. Another tool the program utilizes is advertising. The program has a number of different ways to accomplish this, yet the most widely used is advertisement via print media. This includes newspaper ads, articles written about the programs successes, our own program produced newsletter, and informational brochures and flyers sent out regularly to all types of community organizations, and the school districts the program serves.

And then related to the topic that you answered above please answer the following questions regarding process:

2P2 - The determination of the institution’s major non-instructional objectives for external stakeholders is done by committee. The Upward Bound programs objectives are written by the funding agent the DOE. The objectives are sent to the program and the program staff sets the percentage amount of participants who they expect to meet those objectives. For the current grant cycle (four years) objectives see chart below.

TABLE 1: Project Objectives

Project Objectives	Outcome/Evaluation Standards	Type of Data/Collection Methods
a. 80% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.	Progress in increasing basic reading, math, and language arts skills, improvements toward proficiency on state mandated standardized tests.	Verification: College Board reading assessment tool; Accu-placer reading test; secondary school records, state assessment test results, and school personnel.
b. 80% of 9 th , 10 th , and 11 th grade participants served during each school year will continue to participate in the Project during the next school year	Show progress in participant retention from year-to-year. Through participant and staff feedback, the Director will assess the effect of the program on the participants	Verification: Written records by the Upward Bound Coordinators to monitor participant retention; Active participation of project participants.

	semi-annually and make appropriate changes based on recommendations.	
c. 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of post-secondary education by the fall term immediately following the expected graduation date from high school	Progress measured by participant enrollment in institutions of post secondary education. Provide participants with financial aid information and college application information and assistance.	Verification: UB staff will review each project senior's application to at least two post-secondary institutions. A copy of each application will be placed in the student's file. Verification: A copy of all letters of acceptance will be placed in each student's file. Follow-up on the UB graduates' post-secondary enrollment status will be conducted.
d. 65% of all UB participants who enrolled in a program of post-secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year	Post secondary persistence measured by participant's enrollment in the fall term of their second year. IR tracking through clearing house, Coordinator contacts and enrollment in other Trio programs.	Verification: Official university information that verifies enrollment, i.e. Official transcripts, registration documentation, National Clearing House documentation and tuition receipts.

The objectives are communicated to the program staff via a timeline that details when and how things are to be accomplished. The coordinators of the program use the timeline as a guide to ensure that critical functions of the objectives are done in a timely manner and that good accurate data is kept on those functions to be used when reporting on whether or not objectives have been met. See sample timeline below.

TABLE 2: Timeline for Accomplishing Critical Elements of the Project

Project Elements	Months of the Year											
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Evaluation of academic year program and staff	X											
Evaluate year-end report cards	X											
Recognition Trip												X
Advertise for summer positions											X	
Planning summer academic component.									X	X	X	
Schedule summer residential program.									X			

Schedule field trips for summer component.												X	
Senior exit survey	X												
Graduation Awards Dinner													X
New/parent student orientation													X
Reading Standardized pre-test	X			X									
Bridge students register for classes													X
Summer and Bridge components begin	X												
University (three days- two nights) visit.		X											
Summer newsletter.	X												
Evaluation of summer and bridge components, and staff.			X										
Reading test.			X		X		X		X		X		
Planning academic year component.			X	X									
Schedule field trips for academic component.				X									

2P4 - How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

The UB programs are required to submit assessments of program objectives twice a year. Midway through a grant year an interim report with a detailed budget is submitted to the DOE that details how the program is progressing toward meeting their stated objective goals. A final report is due no later than 90 days after the grant year ends, and this report details how the objectives were met along with a budget detailing how the grant funds were expended. There is no real feedback from DOE unless there are some problems with the submission of the requested data.

2P5 -How do you determine faculty and staff needs relative to these objectives and operations?

Staff and faculty needs are determined during the grant writing phase. Based on the number of students the program is funded to serve the college will determine the number of FTE's needed to support the program. The program director has the responsibility for hiring faculty, and hires faculty based on grant regulations, and the needs of the students.

2P6 - How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

The program has two components the academic component and the summer component. At the completion of each component an evaluation is done by staff, faculty and students that assess the program implementation in accordance with grant objectives, program services provided to the students, and services provided by the faculty themselves. This evaluation is accomplished by students evaluating the program services, faculty and staff evaluating program services and students and staff evaluating all three. This information is then collated and discussed at the program evaluation meeting held at the end of each session of the program.

And then related to the topic that you answered above please answer the following questions regarding results:

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The two most important measures used by the program to analyze objectives and accomplishments are the interim and final report. Information for the report is collected using a tool provided to the program to capture the specific information DOE needs to make its evaluation of the program, and relates information to DOE on outcomes directly related to program objectives.

2R2 What are your performance results in accomplishing your other distinctive objectives?

The program does not have any other distinctive objectives other than those already written about. However we do provide a variety of different services and introduce lots of creative ways to reach the programs objectives, and are also evaluated for effectiveness at the end of each program session.

2R3 - How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Every four years the performance of the programs is compared nationally to all other UB programs and based on the result of this comparison the program receives points for how well the performed in meeting the stated objectives. These points are assigned as prior experience points and used in determining which programs DOE will continue to fund during the next grant cycle. To date the UB program at MCC has been consistently in the top 10% of funded programs nationwide.

2R4 - How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The MCC UB program is a community based program. The program staff serves as ambassadors of the college in the community. This enhances the college's image in the community and to potential students, which relates directly to current and future student enrollment.

And then related to the topic that you answered above please answer the following questions regarding improvements:

211 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing other Distinctive Objectives*?

Recent improvements have come in the form of increased involvement in community activities. Increased presence in the schools we serve, with more frequent informational sessions for key stakeholders and community organizations.

212 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

The program relies heavily on feedback from stakeholders. The program provides avenues for and encourages feedback from key stakeholders. Program staff and faculty are encouraged to evaluate every aspect of the program and program services in an effort to increase the efficiency of services and improve performance.

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders -- the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Answer the following question – you can select one of your programs or take a philosophical look at your department as a whole. . .

2P1 - How do you design and operate the key non-instructional processes (e.g. community enrichment, economic development, student affairs, etc.) through which you serve significant stakeholder groups?

The Workforce Education Center serves as the headquarters for our community-based workforce development initiatives and training. This site offers a variety of training programs designed for individuals seeking employment, to improve career skills, or enroll in college. Key non-instructional processes for the Workforce Education Center are designed by first determining the needs of the communities in which we serve. The Workforce Education Center offers programs to assist with employment, education and training, and career pathways opportunities. Our Community Technology Centers help connect individuals to technical skills and educational opportunities in neighborhood settings. Mott Community College, through funding from the United States Department of Education and the United States Department of Commerce, has collaborated with three community-based organizations (The Disability Network, The Faith Based Development Corp, the American G.I. Forum of Flint) to offer technology based programs focusing on bridging the “Digital Divide” and to provide hands-on

learning opportunities leading to career development for under-served communities. This interaction also helps in building pathways for individuals to seek further education through enrollment in degree programs.

And then related to the topic that you answered above please answer the following questions regarding process:

2P2 How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

In order to determine MCC's major non-instructional objectives for our external stakeholders we obtain input from community groups and organizations, monitor labor market trends and information, participate in various advisory groups and councils, work closely with the local workforce investment board and state Department of Labor, and obtain feedback from employers. Internal stakeholders as well as external stakeholders are involved in setting these objectives.

2P3 How do you communicate your expectations regarding these objectives?

Expectations regarding these objectives are communicated through meetings and written correspondence such as letters, memos, and reports.

2P4 How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

The department established annual goals that are in line with MCC's established Strategic Objectives in order to further advance the institutional mission. The appropriateness and value of these objectives are assessed and reviewed as they relate to the implementation of MCCs Strategic Objectives on a monthly and quarterly by reviewing contractual performance measures and established enrollment benchmarks. Various programs at the Workforce Education Center and the Community Technology Center are designed to provide opportunities for growth and development and are in accordance with MCC Strategic Objective 2.1—MCC will actively pursue opportunities for growth and development and establishing our unique identity.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff needs relative to these objectives and operations are assessed by need based according to faculty/student ratio and staff support needed to provide assistance with various programs.

2P6 How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Faculty and staff feedback as it relates to programs is reviewed for suggested improvements.

And then related to the topic that you answered above please answer the following questions regarding results:

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Information on client enrollment and participation in the form of reports is collected and analyzed regularly. The quantity of clients to be served in several programs is established each fiscal year. This projection is used as a performance measure to ensure that we fulfill contractual obligations for various programs.

2R2 What are your performance results in accomplishing your other distinctive objectives?

The number of clients served and participants who have completed our various programs is an indication that we have been very successful in accomplishing our other distinctive objectives. As a result of our successes we have been awarded several additional training programs to develop and offer to our clients.

2R3 How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The Workforce Education Center offers quality services and programs to our clients and program participants. Because of our commitment to excellence, we can compete with other higher education institutions and organizations and maintain a high ranking.

2R4 How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Programs at the Workforce Education Center are designed to prepare participants with work related skills as well as basic college entry skills. Clients are encouraged to continue their pursuit of educational opportunities that will assist them in becoming self-sufficient citizens. The institution is strengthened as clients or participants succeed in their educational endeavors.

And then related to the topic that you answered above please answer the following questions regarding improvements:

2I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

The opening of the Workforce Education Center in July 2007 has allowed an expansion of services offered to our clients as well as improved customer service. It has also allowed our staff to work closely with each other and provide a client-friendly environment all in one central location. We have established a client flow system that enables our clients to understand each step of the services being rendered. This has resulted in our ability to fulfill contractual obligations.

212 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?



AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders -- the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions. I do not know what the other distinctive objectives are however, I assume we always wish to work towards meeting our mission which includes ..."promote student success, individual development, and improve the overall quality of life in a multicultural community".

Answer the following question – you can select one of your programs or take a philosophical look at your department as a whole. . . **I selected Admissions**

2P1 - How do you design and operate the key non-instructional processes (e.g. community enrichment, economic development, student affairs, etc.) through which you serve significant stakeholder groups? Community enrichment accomplished through our Admissions & Recruitment Dept. which operates according to a historical calendar of events and programs designed to meet the specific needs of our community stakeholders. That calendar of events is modified as demands/requests come in and new needs are identified, i.e. K-12 leadership needs help with meeting new graduation requirements set by the state. MCC Exe. Dean, Student Services, Dean of CASD and Admissions Staff worked with K-12 committee to identify ways MCC could help. MCC contributed by offering special sections of courses via CCTV.

And then related to the topic that you answered above please answer the following questions regarding process:

2P2 How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

Broad categories or approaches are set by the Board of Trustees who ultimately represents external stakeholders. This filters down through the Executive leadership (Cabinet) that guides the entire college through fiscal and programmatic management. The Executive Dean of SS in consultation with the VP Student Services and Administration identifies opportunities within Admissions & Student Services to contribute toward the meeting of those broad categories with specific programs or process changes. In addition to the people and positions mentioned above, all SS staff, advisory groups and individual stakeholders are involved in identifying worthwhile and critical areas to focus on.

2P3 How do you communicate your expectations regarding these objectives?

Expectations are communicated through:

Meetings MCC Website, Email and US Mail, Television (when possible), brochures & annual goals & objectives and face-to-face communication

2P4 How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Assessment is done through direct verbal feedback, attendance to events, on line and paper surveys, written evaluations from participants.

Those involved in assessment include, high school teachers, counselors and administrators; community leaders, community agency staff, parents & other adult stakeholders, professional associations such as Genesee County Counselors Association.

2P5 How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff provide suggestions and make request both through direct solicitations and through impromptu meetings and conversations with SS staff and managers. Often faculty coordinators will identify a need and arrange to meet to discuss those needs directly. A good example is the GIS program development and more recently the development of MCC Career Cluster brochures which provide attractive, current and specific information on various career areas available at the college & supported by the State of Michigan as high wage, high demand career choices.

How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

And then related to the topic that you answered above please answer the following questions regarding results:

2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Attendance and participation in events and programs, growth in admissions applications, growth in enrollment, survey responses

2R2 What are your performance results in accomplishing your other distinctive objectives?

Based on the support that MCC receives and our 5 year trend of increased enrollments, it is thought that we are and have performed well in meeting our objective of promoting student success, individual development and improvement in the overall quality of life in a multicultural community. Success is also evidenced by the passage of MCC Millage request by that same community.

How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Can't say.

2R4 How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Attention to and satisfaction of the needs of external stakeholders reinforces our position in the area as the number one choice in higher education opportunities. This strengthens MCC financially, in friend raising, name recognition and favorable public opinion. Our relationship with the communities we serve is at the very least maintained and in most cases improved and expanded. It also serves the region hopefully in increased educational levels among our population which should translate in a better prepared workforce and better community climate.

And then related to the topic that you answered above please answer the following questions regarding improvements:

2I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

Recent improvements (some still in process) include: development of Dual Enrollment Handbook for High School Counselors and Staff, Creation of a special orientation for high school students who are considering dual enrollment, GenNET/ Fanet course offerings to assist high schools in meeting new graduation requirements (facilitation of enrollment using alternative instructional formats), creating a web based system for scheduling tours of the college.

2I2 How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

MCC Culture and technology infrastructure does inform and point us in directions that will prove more prone to success, and/or likely to enjoy wide spread support and approval. It also points us in directions that need attention base on consistent and ongoing feedback that our stakeholders give us. They let us know what they like and what they see as frustrating or barriers for their clients in accessing our college.



AQIP Category Two Project

As my job title implies, Student Financial Resource Consultant, Community Engagement & Service, I am well positioned to work with external stakeholders to further the reach of the college within the community. Since the establishment of this new position over three years ago, the objective has been to reach out to the college community through our Community Technology Centers to attract a diverse population of students to the college. In addition, working closely with our Workforce Development staff, we have been able to make the transition smoother for clients coming to us from the non-credit environment to the credit environment. Assisting students with accessing the resources necessary to assist in covering the cost of their education has been beneficial. Conducting Financial Aid Workshops, assisting students with completing on-line applications for grants, scholarships, and loans, helping students coming to us from third party agencies are but a few of the services that has been provided with the onset of this newly created position. My role in the community has enabled me to take on the following roles within the community:

Chair – Genesee County Tax Assistance & Financial Services Coalition

Board Member – Greater Flint Health Coalition

Board Member – The Resource Center

Board Member – The American GI Forum/Hispanic Technology Center

Advisory Board Chair – Spanish Speaking Information Center/Catholic Charities

Member – Hispanic Latino Collaborative of Genesee County

Chair – Health Fair & Walk Committee Hispanic Latino Collaborative

Community Investment Cabinet Member – United Way of Genesee County

Workforce Development facilitator – Community Technology Centers

AQIP Category Two – Accomplishing Other Distinctive Objectives

Address key processes through which you serve the external stakeholders – the processes that contribute to achieving major objectives, fulfilling mission, and distinguishing our institution from other educational institutions.

Description of Key Elements

Services – Workforce Development services are provided to clients interested in the State of Michigan’s No Worker Left Behind Program, whose goal is to train 100,000 workers across the State of Michigan over the next four years and prepare them for high wage/high demand occupations.

Delivery – Twice weekly orientation sessions are conducted at our Wagner Workforce Education Center. To date, well over 2,000 clients have attended orientation sessions since its inception August 1, 2007.

Status – Hundreds of clients have been approved for short and long term training programs as a result. Participants have been attending postsecondary institutions (Four Year Public/Private/Proprietary institutions).

Services – Free Tax Preparation services are provided to residents of Genesee County including the Hispanic Technology Center.

Delivery - Services are delivered at one of nine sites throughout Genesee County.

Status – in the tax year 2007, 1388 federal returns were filed and \$1,042,692 in total refunds disbursed to residents of Genesee County.

Status – Since it's inception in 2002 the coalition has grown in scope and purpose to provide this economic stimulus to the people of Genesee County.

Service – Board Member of the Greater Flint Health Coalition representing the Hispanic Community. The coalitions mission is to improve the health of the citizens of Genesee County through forming partnerships with key stakeholders.

Delivery – grants are awarded to partners to further promote healthy lifestyles, work to address health care disparities to minority populations, etc.

Status – The coalition has secured numerous grants over the years that has provided scholarships for students to go into health care career fields which has directly benefited Mott students. In addition, the coalition is working with Mott and the Hamilton Community Health Clinic to explore the creation of a medical clinic at the Hispanic Technology Center.

Service – Board Member Resource Center. Mission is to mobilize people and resources to creatively solve community problems by connecting volunteers with human service needs throughout the community.

Delivery - Call Center personnel make referrals to various human service agencies in the community for residents in need of basic services. A resource book is available for non-profit agencies for purchase to provide a ready reference guide source.

Status – Mott Faculty has worked with Resource Center Staff to encourage students to engage in community service projects as a part of their learning experience.

Service – Board member/Liaison American GI Forum/Hispanic Technology Center.

Delivery – The mission of the Hispanic Technology Center is to provide local residents with access to computers, provide educational opportunities, career and job preparation, and personal enrichment. It's focus is to specialize in assisting clients with limited English skills.

Status – The center has undergone a major facelift as it continues to serve the needs of the residents of the East Side of Flint. The center is looking to become the site of a medical clinic to the residents of the East Side and will work closely with stakeholders to make this a reality.

Service – Community Investment Cabinet member, United Way of Genesee County

Their role is to invest the funds raised from the annual campaign to provide a continuum of services to our community and to determine the amount of funding to each partner agency.

Delivery – An allocation system that is based on the United Way mission to: unite people, develop resources and create solutions.

Status – The annual fundraising campaign has produced fewer dollars to distribute yet the need is great in the community. As a result, tough choices have to be made to determine who gets funding from a list of very deserving non-profit agencies.

Additional Questions

How do you design and operate key non-instructional processes through which you serve significant stakeholder groups?

I evaluate the needs of the community and how they affect our student body when establishing relationships with stakeholders. As long as there are mutually beneficial ties then I will normally proceed to engage the community.

How do you determine your institution's objectives for external stakeholders, and whom do you involve in setting these objectives?

Conferring with the Vice President for Student Services and other members of the college community we evaluate what the benefit is to the college and the greater community in general. We proceed accordingly.

How do you communicate your expectations regarding these objectives?

I provide monthly status reports that discuss all my activities over the course of the past month.

How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

I confer with the Vice-President and obtain approval before proceeding with external commitments.

How do you determine faculty and staff needs relative to these objectives and operations?

All my external commitments typically relate to my time involvement. Any other Mott employees that are engaged with external stakeholders are on a referral basis only.

How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

I have flow-charted certain processes that make it easier for external stakeholders can use to more easily access college services. In the event that changes are requested by college staff or faculty to a certain process, it is done so with their input and approval.

What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

I have been assigned to be the liaison for the Hispanic Technology Center. In this capacity I will be able to oversee the operations and work closely with staff and board members to meet their objectives. With the recent addition of a grant to do outreach to the Hispanic Community (\$40,000 for one year) which will result in the awarding of 5 \$1,000 scholarships to Hispanic students from Flint Public Schools, measurable outcomes will have to be met as per the grant.

What are your performance results in accomplishing your other distinctive objectives?

The outside boards I serve on have their own distinctive goals and objectives to be met. The major objective is to work to make Flint a better community and serve the citizens in an honorable way.

How do your performance results of your processes for accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

In my role with community outreach & civic engagement, I have an opportunity to feel the pulse of the community and can act as a sounding board as their relationship with the college which I in turn can take back to the college to make others aware of. In my role as Student Financial Resource Consultant, working as a liaison with outside third party agencies makes it easier for them to refer clients to the college that can make for an easier transition to the college.

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for accomplishing other distinctive objectives?

With the recent addition of a \$40,000 grant from the TG Benefits Foundation that will do targeted outreach to Latino Families in the Flint Community, we will be held responsible for meeting performance objectives as a part of the grant. Hopefully this will lead to other future grant initiatives that will further expand our reach in the community.

██████████

2P1. How do you design and operate the key non-instructional processes (e.g. community enrichment, economic development, student affairs, etc.) through which you serve significant stakeholder groups?

Big challenges face life long learning programs in addressing significant stakeholder groups. In the current market, it is very competitive as we face at least four difficult challenges. A) Do more with less B) Deal with increasing competition C) Respond to public needs and D) Cope with and compensate for higher costs of doing business. How do we address these initiatives comes in a variety of ways. First and foremost, it's all about planning to include formal and informal avenues. Develop marketing strategies, price programs and classes that are profitable depending on stakeholders of concern. Build and maintain good positive relationships with stakeholders. Have clear written agreements, and tie these processes to annual objectives that fit into the institutions goals for student success.

2P2. How do you determine your institutions' major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

By being active in community agencies, advisory boards, and professional service organizations, external stakeholders' objectives are not meet by mailers, flyers and catalogs. By meeting in person going to them in developing a stable reputation for quality service, your present stakeholders are the ones who understand your value and we focus on the top 20% of them in setting appropriate objectives.

2P3. How do you communicate your expectations regarding these objectives?

Through instructors/trainers incorporating part of the stakeholders needs into the training classes. Through session evaluations, that allows the participants to record their reactions to the session. Offering participants to take pre and post assessments. Through worksheets and reference materials and follow up contacts with organizations key personnel.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Through evaluation feedback from the participants and follow up with the instructor/trainer and stakeholder.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

By using faculty with expertise in the areas to be addressed and allowing time for the faculty to meet with the key stakeholders to gain a flow of what specific objectives the stakeholders needs to address.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Allowing faculty/trainers the time to meet with stakeholders to tie in specific stakeholder needs and business goals of organization. If it's a sizeable project running a pilot session then review with stakeholder to make sure their needs are being met.

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

We use the training evaluation forms to assess if the training is meeting objectives of the activities.

2R2. What are your performance results in accomplishing your other distinctive objectives?

The biggest performance accomplishment is having satisfied stakeholders, which develops into repeat business and long term relationships.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Even good products die. We watch for decline in flow of activities and launch new ideas of current products or new programs. We network with service organizations, other colleges and review other educational institutions web pages to stay abreast of changes in the field.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The focus is geared at student learning and student success. Not only is this the cornerstone for the institution, it radiates out through the communities we serve and the region. Accomplishing objectives become recognized by the stakeholders, which gains in visibility become communicated locally and throughout the region, which is the best and most effective way in gaining new students and generating new business.

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

The acquired skill for performance results comes through education, training, and practice. Unfortunately, this is a big component that we need to learn more on. We have made some improvements in networking out to expand visibility but need to do more with continuously making process improvements to meet the ever-changing needs of our stakeholders.

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

Being in non-credit programs has a little different culture than in credit when it comes to programming for optimum return. Typically, the best descriptive difference is in formula pricing

for credit programs with a combination of funds coming from tuition and fees, state aid and tax revenues. Non-credit structures focuses on market pricing based on A) Cost of producing the training B) What other programs are charging and C) What stakeholders are willing to pay. The overriding factor for performance results and accomplishing other distinctive objectives is staying in touch with your audience, serving its needs and maintaining a positive image to all stakeholders. With today's declining economy and globalization, stakeholders, communities and students demand good customer service and value for what they want when they want it and in a format that works for their needs. This drives continuous process improvements in new technology, new processes and skills on a regular basis. Today's society demands an educated workforce that employers want to be competitive with to create sustainability in today's market.