



Washtenaw Community College

Self-Study Report

2009

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Washtenaw Community College

Self-Study Report

2009

**For continued accreditation with
the Higher Learning Commission
of the North Central Association of Colleges and Schools**

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Washtenaw Community College

Chapter

Introduction

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Washtenaw Community College submits this self-study report as part of the formal process for requesting continued accreditation by the Higher Learning Commission (HLC) of the North Central Association. The primary purpose of the report is to provide the team representing the Commission with evidence documenting the college's capacity to meet the five criteria for accreditation. The report is also designed to offer a reflection of both the achievements and the potential of the institution for the entire college community, including its internal and external constituencies. Moreover, the self-study report will serve as a guiding document for continued improvement across the college into the future. This study presents a comprehensive self-analysis of WCC's strengths, an honest recognition of areas needing improvement, and thoughtful recommendations for potential directions that will allow the college to sustain and build upon its success in fulfilling its mission as it faces future challenges and opportunities.

A Profile of Washtenaw Community College

Washtenaw Community College serves the population of Washtenaw and Livingston Counties and is located in southeastern Michigan approximately 40 miles west of Detroit and 60 miles southeast of Lansing. The college district is composed of all of Washtenaw County, with the exception of the Northville, Plymouth-Canton, and Plymouth-Northville portions of Salem Township, as well as the Plymouth-Canton portion of Superior Township, all of which are part of the Schoolcraft Community College district; and the South Lyon portions of Northfield and Salem Townships, which are part of the Oakland Community College district. WCC also serves primarily the Brighton and Pinckney areas in Livingston County.



Service Area Demographics

With 322,895 residents as of 2000, Washtenaw County is the sixth largest county in the state of Michigan. According to statistics published by the Southeast Michigan Council of Governments (SEMCOG), population in the county is expected to increase through the year 2020 by 15.6%, or more than 50,000 persons. The college's service area is distinguished by the urban centers of Ann Arbor and Ypsilanti, home to the University of Michigan and Eastern Michigan University, respectively. Ann Arbor is the center of population in the county, with 114,024 residents as of 2000, or approximately 35% of the county's population. The city of Ypsilanti has 22,362 residents as of 2000, with the surrounding area of Ypsilanti Township having 49,182 residents. Population growth in Ann Arbor has slowed in the last decade as expansion has occurred in surrounding communities, such as Pittsfield Township, Scio Township, Saline, Superior Township, and Ypsilanti Township. Livingston County is also forecast to experience population growth over the next 30 years at an approximate 18%-26% change per decade, with much of the growth occurring in the southeast quadrant served by WCC.

The greater Ann Arbor/Ypsilanti community is distinguished by multiple cultural, educational, and technological resources and opportunities. The local community, like the state of Michigan, has experienced challenges in the current economy. As of April 2009, Michigan had the highest unemployment rate in the nation at 12.9%; while the unemployment rate in the county of 7.9% (March 2009) remained below the national rate, it was still far higher than the local 4.6% rate of a year earlier (United States Bureau of Labor Statistics). Nonetheless, the community continues to support a wide variety of businesses, particularly in the life science and high-tech fields, and the college is a partner in training a highly skilled, educated workforce to support those industries.

According to 2007 estimated United States Census data, the area served by the college is economically, socially, and ethnically diverse ([*Washtenaw County Quick Facts Census Data*](#)):

- Over half of adults (50.8%) in Washtenaw County over age 25 have a bachelor's degree, compared with 24.7% statewide.
- The median household income for county residents is \$61,049, compared to \$47,950 statewide.
- Median home value in the county is \$230,800, compared to \$115,600 statewide.
- According to Census data, 76.7% of county residents are white, 12.3% are Black/African American, 0.4% are American Indian and Alaskan Native, 8.2% are Asian, 0.1% are Native Hawaiian

or other Pacific Islander, 3.4% are Hispanic or Latino, and 2.3% claim two or more races.

- According to 2000 Census statistics, 10.3% of country residents are foreign born, and 13.2% speak a language other than English at home as their primary language.

Student Demographics

During the 2007-08 academic year, 20,796 students enrolled in at least one credit course at WCC, while 7,832 students enrolled through the non-credit LifeLong Learning registration system. Enrollment in credit courses during that time was 76, 581, while non-credit enrollment was 18,649. As described in Core Component 1c, the student body of Washtenaw Community College reflects and exceeds the diversity of the local community ([Annual Student Profile 2007-08](#)).

- In 2007-08, 28% of WCC students reporting ethnicity were minorities, exceeding the 24% minority population reported in the county as part of 2000 Census statistics. Of enrolled students providing ethnic information, 16% were African American, 5% were Asian, 3% were Hispanic, and 1% were Native American.
- The majority (70%) of credit and contact hours in 2007-08 were generated by in-district students. Out-of-district (within the state of Michigan but outside of Washtenaw County) generated 25% of the contact hours and 24% of credit hours, while students who are U.S. citizens but reside outside of Michigan generated 3% of credit and contact hours (primarily United Association [UA] members enrolled in the summer training program). Students with out-of-country resident status in the United States on a visa generated 2% of credit and contact hours.
- Students enrolled in credit courses in 2007-08 had an average age of 29.1 years, while students taking non-credit courses had an average age of 44.7 years. Students taking both credit and non-credit courses had an average age of 33.1 years. In 2007-08, 44% of all students at WCC were under the age of 25 years, and over half (51%) enrolled in credit courses were under age 25.
- Many new students arrive at WCC with prior college experience. Of the 7,561 new credit students enrolled at the college in 2007-08, 15% were college graduates, and an additional 24% had previously attended another college or university prior to enrolling at WCC. Five percent of new students were currently enrolled high school students.
- Credit courses are provided through five instructional divisions. Over one-third (36%) of credit enrollments in 2007-08 were in the Humanities and Social Sciences division, followed by the Math,

Natural, and Behavioral sciences division (31%); Business and Computer Technology division (16%); Health and Applied Technology division (10%); and Vocational Technologies division (7%).

- In 2007-08, the college awarded 1,151 certificates and 1,107 associate degrees; both the number of degrees (by 25%) and certificates (by 58%) have increased over the last five years.

Background of the College

Emerging as an idea from a preliminary community survey conducted in 1959 by the Ann Arbor Chamber of Commerce's Education Committee, which revealed the need for a community college in Washtenaw County, Washtenaw Community College has been linked to the community it serves since its founding in 1965. Additional studies by the Washtenaw County School Officers Association funded by the Chamber of Commerce and a citizens' committee formed in 1962-63 verified the demand for a community college to meet the local training and educational needs of local employers and school districts. A county-wide vote established the college in January 1965 with 1.25 mills financial support, and elected WCC's first Board of Trustees. Later that year, Dr. David Ponitz was appointed the college's first president, and a 235-acre agricultural tract known as Huron Farms was purchased for the permanent campus.

In 1966, the college moved into temporary facilities (including a vacant elementary school, a former fire station, and a bowling alley) in the Willow Run Village area of Ypsilanti Township. By September of that year, 58 full-time and 41 part-time faculty had been hired and 1,200 students had enrolled in programs and courses that included more than 30 occupational areas and a general transfer curriculum. By the following year, enrollment had doubled. In 1970, the first building on the permanent campus, the Technical Industrial Building, opened to house occupational programs. The Liberal Arts and Sciences Building (now the Crane Liberal Arts and Science Building) followed, also in 1970, and all operations were moved to the permanent campus. Other additions to campus were the Student Center Building (1976), the Family Education Building (1980), and the Occupational Education Building (1982). In 1975, David Ponitz resigned to accept the presidency of Sinclair Community College; he was succeeded as president by Dr. Gunder Myran.

Throughout the 1980s the college continued to serve the community with high quality programs and services, and received sustained taxpayer support through successful passage of millage renewals in 1982 and 1988, a millage increase in 1986, and a bond request in 1986. The college continued to expand its physical facility to meet the educational and other needs of its constituencies, including the addition of the Job Skills and Campus Events Building in 1990 (later renamed the Morris Lawrence Building to honor an outstanding performing

arts faculty member), which is designed to house programs in areas such as business and industry, music, theater, and dance, and conference services. WCC also grew in its role as community partner, and in 1990 the United Association of Plumbers and Pipefitters, which had formerly trained its apprentice instructors at Purdue University, chose WCC as its new home for their annual Instructor Training Program. This program now brings UA members from across the United States and Canada to WCC for a one-week intensive training course each summer.

As enrollment grew to over 10,000 throughout the late 1980s and into the 1990s, the college continued to keep pace with educational needs. Passage of a bond issue and millage increase in 1996 helped enable the college to fund new technology as well as sustain and expand facilities, such as the Business Education Building in 1996. In 1997, Dr. Myran announced his retirement as president after 23 years of service, and in 1998, Dr. Larry Whitworth became the third president of WCC. WCC's campus and technological support for students continued to see many improvements as it moved into a new century, including the addition of the Gunder Myran Building (2002), the UA Great Lakes Training Center (2003), and the Health and Fitness Center (2007). Since the last self-study in 1999, the college has consistently responded to the needs of the community by expanding its quality academic programs and services, as well as by providing greater access to a life of learning for its students, and consequently has seen growth in enrollments, student success, and completion rates. The community has responded in kind by continuing to show its appreciation for the college through taxpayer support and utilization of the college's facilities and services. The many significant changes that have occurred since the 1999 self-study are discussed in detail in Chapter 3.

A History of Accreditation at WCC

Washtenaw Community College received candidacy for accreditation in 1969 and was fully accredited by the North Central Association (NCA) since 1973. This was followed by comprehensive visits in 1976, 1981, 1990, and 1999. After the 1990 comprehensive visit, the college was asked to provide follow-up information on faculty evaluation, governance, and assessment of student academic achievement. In 1991, WCC submitted a report to NCA on faculty evaluation; in 1992, the college underwent a focused visit to examine the governance structure that resulted from the 1990 collaboration process; in 1995, a follow-up report was submitted on governance and the assessment of student academic achievement; and in 1996 an additional report was requested and accepted on the progress of assessment.

The college's most recent comprehensive accreditation visit from the NCA was in October of 1999. Prior to the visit, in December of 1998, the college had requested NCA approval to offer an Associate in General Studies Degree (AGS) completely via distance learning. Follow-

ing an Evaluator Panel review, NCA requested an on-site visit to review the request, and it was determined that this would be combined with the 1999 comprehensive visit.

Following the comprehensive visit in October 1999, the NCA evaluating team recommended a full ten-year reaccreditation with the next site visit in 2009-10. The college was, however, asked to provide two follow-up reports: a monitoring report on the progress of the AGS degree, and a monitoring report on the assessment of student academic achievement in programs, including general education. WCC submitted the report on the AGS degree in 2001; however, the college had by then reformatted its entire degree and certificate structure and had discontinued the AGS degree, and was, in fact, beginning to offer an Associate in Applied Science Degree (AAS) via distance learning for the United Association (UA) Construction Supervision program. NCA asked that the college request formal approval to offer the AAS degree and requested a focused visit on the issue, which occurred in 2002. NCA accepted the college's request to offer the AAS degree, and asked that WCC submit a monitoring report on the progress on the UA program in Construction Supervision, which was submitted in 2005 and later accepted by NCA (now the Higher Learning Commission). The monitoring report on the assessment of student academic achievement was also accepted by the Commission in 2002, and a follow-up progress report on the assessment of general education was requested for submission by the end of 2004. This report was submitted in November 2004, and accepted by the Commission in early 2005.

Forty years after its initial candidacy, Washtenaw Community College is proud of its long history of accreditation by the Higher Learning Commission of the North Central Association.



Washtenaw Community College

Chapter

Overview of the Self-Study

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Washtenaw Community College submits this self-study report as part of the formal process for requesting continued accreditation by the Higher Learning Commission (HLC) of the North Central Association. The primary purpose of the report is to provide the team representing the Commission with evidence documenting the college's capacity to meet the five criteria for accreditation. The report is also designed to offer a reflection of both the achievements and the potential of the institution for the entire college community, including its internal and external constituencies. Moreover, the self-study report will serve as a guiding document for continued improvement across the college into the future. This study presents a comprehensive self-analysis of WCC's strengths, an honest recognition of areas needing improvement, and thoughtful recommendations for potential directions that will allow the college to sustain and build upon its success in fulfilling its mission as it faces future challenges and opportunities.

Goals of the Self-Study

As it embarked on the two-year process of analysis and self-reflection that is inherent to the occupation of institutional self-study, WCC determined that the Commission's recently revised Criteria for Accreditation aligned well with the college's own mission, vision, values, and commitments to teaching and learning. Very early in the self-study process, with the participation and input of the WCC Self-Study Steering Committee and college leadership, the following goals for the self-study were identified:

- Achieve a ten-year reaccreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.
- Evaluate the effectiveness of college practices, policies, and programs as they relate to the criteria for accreditation.
- Document strengths and areas for improvement across the institution.
- Respond to concerns from the 1999 self-study and team visit.
- Utilize outcomes of the self-study in setting future directions and positioning the college for future success.
- Build upon self-study outcomes to guide institutional and educational improvement.
- Provide evidence that college practices and policies are aligned with the college mission, values, and vision.
- Foster a culture of community engagement through ongoing communication, collaboration, and participation in the self-study process by all college constituencies.

Self-Study Steering Committee

Bill Abernethy

Self-Study Coordinator
Dean, Humanities and Social Sciences

Jennifer Baker

Faculty, Visual Arts Technology

Linda Blakey

Associate Vice President, Student Services

Cathie Dries (retired 2008)

Dean, Continuing Education and Community Services

James Egan

Dean, Distance Learning

Joy Garrett

Director, Curriculum and Assessment

Stephen Gill (ex officio)

Chair, Board of Trustees

Fiona Gray

Supervisor, Student Payment Plans and Collections

Steven Hardy

Vice President, Administration and Finance

Julie Morrison

Self-Study Writer/Editor
Consultant, Academic Assessment and Accreditation

Roger Mourad

Director, Institutional Research

Martha Showalter

Dean, Mathematics, Natural and Behavioral Sciences

Patricia Taylor

Dean, Support Services and Student Advocacy

Lisa Veasey

Faculty, English/Writing

Rosemary Wilson

Dean, Business and Computer Technology

- Demonstrate the college's commitment to its partners and constituencies.

As numerous faculty and staff from all areas of the college contributed to the self-study by serving on committees, providing or analyzing data, or writing evaluative statements addressing the core components, the consistent, overall focus of WCC's self-study was to promote self-evaluation and seek institutional improvement. This is revealed in the strengths, areas for improvements, and areas for future focus that have been identified throughout the self-study report. These results will continue to inform decision making at the college and guide actions to build upon WCC's excellent programs and services well into the future.

The Self-Study Process

The self-study process has provided the college with an opportunity for a comprehensive evaluation of practices and policies across the entire institution. This supports the college's commitment to continuous improvement of teaching and learning. WCC's mission and values reflect the Commission's own stated goal of "Serving the common good by assuring and advancing the quality of higher learning." From the beginning of the process in 2007, it was determined that the self-study was ultimately to be an honest reflection of WCC's capacity to meet its mission and serve its constituencies. To that end, the process was designed early on to be participatory and collaborative, yet streamlined and highly organized.

In February 2007, a small team attended a Workday on Self-Study presented by the college's HLC liaison at that time, Ingrid Walker. William Abernethy, the Dean of Humanities and Social Sciences, was appointed by the Vice President for Instruction to be the Self-Study Coordinator, and Julie Morrison, the college's Consultant for Assessment and Accreditation, was identified as lead writer for the self-study. The President and the Vice President for Instruction provided executive oversight for the self-study process (and all other matters related to accreditation). The Coordinator provided administrative leadership throughout the two-year process, and worked closely with the lead writer and criterion team leaders in coordinating the self-study effort.

The Self-Study Steering Committee and Criterion Teams

In June 2007, a Self-Study Steering Committee was formed (see sidebar on this page). It was decided early that the self-study process for the college would be served best by a small yet very directed and focused steering committee chaired by the self-study coordinator. In addition to the coordinator and lead writer, eleven individuals representing various areas of the college were asked to be part of the steer-

ing committee. Faculty serving on the committee received release time for their work. Later in the process, two more individuals would be added to the committee, one to provide additional support to a criterion team, and one to replace a member who was retiring. In selecting members for the steering committee, the chair and executive leadership considered a number of factors:

- Broad representation of college units
- Involvement of a large number of faculty and staff who serve in leadership roles at the college
- Inclusion of individuals who have a long history at the college (including involvement in the last self-study), as well as newer employees
- Involvement of individuals with expertise in particular areas of the college most related to the criteria, such as planning or curriculum and assessment

The Self-Study Steering Committee began meeting in summer 2007. Following an initial meeting in which members acquired background information concerning the accreditation process (including sample self-studies and introductory information relating to the Criteria for Accreditation), criterion teams were established, with each team led by two steering committee members (see below). Team leaders were assigned based upon their expertise and capacity to address their particular criterion. Team leaders were charged with selecting several additional criterion team members who had the experience and knowledge to collect and analyze evidence supporting the criterion and core components. Teams were formed with the goal of having representation from as many areas of the college as possible while keeping the teams small enough to be functional and focused. In addition to team members, some teams identified resource people who, while not officially members of a criterion team, were assigned specific tasks related to collecting evidence in a particular area.

The initial charge to criterion teams was to further interpret their respective core components in terms of WCC's mission, values, and vision. Teams were encouraged to examine the criteria and core components in light of the distinctive qualities of WCC, keeping in mind the four cross-cutting themes that demonstrate the college to be future oriented, learning focused, connected, and distinctive. As the teams interpreted and analyzed their criteria, they were to identify and collect appropriate best examples of evidence to verify the extent to which WCC is meeting the core components. Finally, teams were instructed to use the evidence as the basis for writing evaluative statements for each core component that would include strengths, areas for improvement, and recommendations for future directions.

Criterion Teams

Criterion One: Mission and Integrity

Linda Blakey, Associate Vice President, Student Services (Team Leader)*
James Egan, Dean, Distance Learning (Team Leader)*
Bill Everin, Research Analyst
Susan Travis, Professional Counselor, Health and Applied Technologies Division

Criterion Two: Preparing for the Future

Fiona Gray, Supervisor, Student Payment Plan and Collection (Team Leader)*
Steven Hardy, Vice President, Administration and Finance (Team Leader)*
Roger Mourad, Director, Institutional Research (Team Leader)*
Damon Flowers, Associate Vice President, Facilities Development and Operations
Paulette Grotrian, Communications Faculty and Department Chair, Humanities
Marla Stuck, Employment Manager

Criterion Three, Student Learning and Effective Teaching

Martha Showalter, Dean, Mathematics, Natural and Behavioral Sciences (Team Leader)*
Lisa Veasey, Faculty, English/Writing and Chair, Curriculum Committee (Team Leader)*
Cheryl Byrne, Faculty, Business
Charles Johnson, Faculty, Humanities and Chair, Assessment Committee (until 2008)
Victor Liu, Dean, Learning Resources
Kathleen Stadtfeld, Director, Educational Services

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Jennifer Baker, Faculty and Department Chair, Visual Arts technology (Team Leader)*
Rosemary Wilson, Dean, Business and Computer Technology (Team Leader)*
Kris Chatas, Faculty and Department Chair, Mathematics
Kelley Gottschang, Faculty and Department Chair, Internet Professional
Debra Guerrero, Director, Learning Support Services

Criterion Five: Engagement and Service

Cathie Dries, Dean, Continuing Education and Community Services (Team Leader) (retired 2008)*
Joy Garrett, Director, Curriculum and Assessment (Team Leader)*
Patricia Taylor, Dean, Support Services and Student Advocacy (Team Leader)*
Janet Hawkins, Associate Director of Public Affairs
Judith Hommel, Executive Associate, President's Office
Krissa Rumsey, Grant Writer Administrator, WCC Foundation
Catherine Smillie, Executive Director, Public Relations and Marketing Services

Collection and Analysis of Evidence

In July 2007, a template for data collection was developed by one of the faculty on the steering committee for use by all criterion teams. This template was adapted by each team to track evidence collected in support of the core components. A database tracking all data and evidence as it was collected was initially made available on the committee's intranet site for all teams to view. This was later replaced by the SharePoint website, which tracked multiple attributes for all uploaded data and evidence and linked directly to documents and web links.

The Institutional Research department was represented on the steering committee, and coordinated the development, administration, and analysis of survey and other data relevant to the self-study. A series of surveys addressing issues related to all the criteria and directed at students, graduates, faculty, staff, and community leaders were administered throughout 2008. These included a survey for faculty and staff focused on issues related to the college mission (winter 2008); a survey of community leaders in business, industry, education, non-profit, and other sectors to gauge their opinions of the college (summer 2008); a broad survey of faculty and staff connected specifically to issues relating to criteria two through five (fall 2008); and an extended version of the current student survey that is administered annually to students each fall (fall 2009).

By the end of 2007, after collecting and analyzing data, teams began writing evaluative statements indicating strengths and challenges based upon evidence for each core component. Resources on writing evaluative statements were made available to all team members and were included as part of an in-service session for the steering committee in January 2008. Evaluative statements were reviewed by teams along with team leaders and the self-study coordinator and writer. The writer compiled the evaluative statements and provided a unifying voice to the self-study. Throughout the process, teams and individuals from across various areas of the college were involved in reviewing drafts and providing feedback.

Communication

In the interest of maintaining a seamless process, the majority of communication occurred at the criterion team level throughout the self-study process. Once criterion teams became fully engaged in their work, full meetings of the Self-Study Steering Committee were called every several months and usually focused on a specific topic, such as evaluative writing, SharePoint training, or searching available data resources at the college. Regular communications with the steering committee occurred via email; however, ongoing meetings with team leaders and communication between teams ensured a free flow of information. Through 2007 and 2008, criterion teams met regularly, usually weekly or biweekly. Criterion team leaders also met regularly (usually monthly) with the self-study coordinator and writer to go over

their progress and address any issues that might have arisen from other criterion teams. The writer also attended team meetings as necessary, and cross-criterion meetings were arranged when needed to address issues pertinent to multiple criteria.

The steering committee was committed from the beginning to accomplish much of its work, data collection, and communication electronically. At the onset of the self-study process, electronic folders were placed on the college intranet for the use by the steering committee. Each criterion team was assigned a unique folder, which included space for meeting agendas and minutes, team information, and data. Additionally, communication and resource folders were created for all team members to share information across criteria and access information and background documents relevant to their work. In fall 2007, a SharePoint website was established at the college for the use of steering committee members. All information initially contained in the committee's intranet folders was transferred to the SharePoint site, which enabled team members to view and work with documents and data easily. Data and evidence sources were uploaded to the site by team members so that this information was readily available to those working on the self-study. In addition to assisting teams in their work, having all data available on the site provided the basis for documents referenced in the self-study report and for the electronic resource room. In fall 2008, a system failure at the college resulted in the loss of SharePoint information, which required the re-uploading of all the data that teams had put in the SharePoint self-study library to that time, delaying progress on the self-study for a number of weeks. Collaboration on the part of the college's Information Systems staff and members of the Self-Study Steering Committee led to the restoration and improvement of the site, which is now a model for potential expanded use of SharePoint applications in other areas of the college.

Throughout the process, members of the steering committee have communicated with the college community about the self-study, seeking input from faculty and staff and providing information about the process. To begin creating awareness of the self-study and accreditation process with the entire college community, the goals and expectations for the self-study were introduced to faculty and staff at the fall 2007 in-service. The *Self-Study Design* and information on the self-study process were presented to the Board of Trustees in January 2008; one of the trustees (and recently elected Chair), Stephen Gill, is also a member of the steering committee. Further sessions at the fall 2008 in-service included presentations by the college's HLC liaison, Andrew Lootens-White. In addition, in late 2007 and throughout 2008, a series of open forums for groups of faculty and staff were held as part of the survey process for the self-study. These forums focused on topics related to the five criteria, with special emphasis on the appropriateness and college community understanding of WCC's mission. A series of broadcast emails from the coordinator kept the college informed of

developments, made the campus community aware of what to expect from the steering committee and criterion teams regarding data collection, and encouraged participation in surveys and providing other feedback. Students were able to learn more about the self-study process through articles in the student newspaper, *The Washtenaw Voice*, and the entire campus community as well as the public at large could become informed and read the self-study report on WCC's [WCC Self-Study](#) website.





Washtenaw Community College

Chapter **3** *three*

Key Changes Since 1999 and Response to Concerns

Many significant changes have occurred at Washtenaw Community College since its last comprehensive self-study visit in 1999. The college has evolved in its programs and services to keep pace with a rapidly changing technological and global society that is far different from that of a decade ago. The physical face of the college has changed dramatically as facilities have been updated and expanded to meet the needs of technology-assisted instruction and a current curriculum. Learning environments designed to meet a broad spectrum of student needs now include WCC's own College on Demand (COD) distance learning format, combining online instruction with lectures available via the latest technologies, and mixed mode formats, offering students blended course options with elements of COD online instruction and traditional on-campus work. The college invariably seeks to balance the need to remain up-to-date while maintaining quality in teaching and learning, and recognizes that providing excellent educational programs and services to fulfill its mission of "making a positive difference in people's lives" remains as relevant today as it was ten years ago. In the last decade, continuous improvements have been made to enable the college to accomplish that mission. Examples of the significant changes that have occurred to serve students and community successfully and position the college to thrive in the future are highlighted below:

- The college's degree and certificate structure was redesigned in 2000 to emphasize career laddering and enable students to complete programs and enter the job market or move to additional higher education more quickly. A number of occupational programs, in particular, have been modularized so that programs contain more highly focused program-related courses in a logical progression; this enables students to complete programs more efficiently. Consequently, completion rates at the college have risen dramatically in the last decade, with an increase of 162% in awards between 1997-98 and 2006-07 (*National Community College Comparative Dataset Total Awards 1997-2007*). At the same time, WCC's general education program was revised from a model in which twenty-four "core elements" were embedded in courses across the curriculum to a distribution model consisting of defined curricular requirements in eight knowledge areas. This has led to a general education program that provides degree students with a more cohesive and comprehensive knowledge set that also has clearer and more measureable and assessable outcomes. In addition, new programs have been created to address growth areas in the community, such as Physical Therapist Assistant, Digital Video Production, Advanced Manufacturing, and Exercise Science.
- WCC has vastly enhanced student access to its programs and services by increasing the flexibility of its learning environments, meeting the changing needs of students, and continually keeping pace with current technologies. High-quality, innovative instruction offered through multiple delivery modes has become a hall-

mark of the college's offerings. Students have a wide variety of traditional and more flexible "FlexEd" options for taking courses at WCC. They include traditional on-campus instruction; online opportunities using WCC's distinctive College on Demand (COD) distance learning format, which features lectures delivered via DVD, video streaming, or podcasting; blended courses, which combines traditional and online formats; and weekend programming, to fit work or family schedules (Core Components 2a and 3c).

- Major renovations have occurred to the campus to bring aging buildings up to date and provide expanded facilities to accommodate new programs and growing enrollments (Core Component 2b). During the five-year period from 2003 to 2007 alone, over \$52 million was spent on campus facility development, maintenance, and repair. Among the most significant facilities improvements from the past decade are:
 - o completion of the Gunder Myran Building (2002-03), which includes the Bailey Library, the Computer Commons, and classroom space for photography and visual arts;
 - o renovations of the Student Center Building that include greatly expanded space for Information Technology Systems and a newly designed Testing Center to accommodate testing for coursework as well as entry and outcomes assessment testing;
 - o construction of the Great Lakes Regional Training Center (2003), designed for use by the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada (UA);
 - o complete renovation of all the science labs in the Crane Liberal Arts & Science Building (2004) to provide updated facilities for science courses;
 - o extensive renovations to the WCC Children's Center (2005-06);
 - o construction of the WCC Health and Fitness Center (2007), a Gold LEED certified and environmentally friendly, state-of-the-art wellness facility that serves students and the local community as an area health center.
- The college's commitment to assessment has been revitalized since the Vice President for Instruction's curriculum and assessment initiatives in 2005, with all full-time faculty currently engaged in creating or revising learning outcomes and/or assessment plans for courses and programs until the entire curriculum is brought up to date and into a three-year cycle of assessment and review. Fully integrated curriculum and assessment processes are distinguished by consistency and rigor in ensuring that outcomes, tools, and data use are aligned and used to promote improved student learning (Core Component 3a).

- Enrollments have grown steadily in the last ten years, with unduplicated credit headcount increasing from 20,000 students in 2001-02 to 20,900 in 2007-08, an increase of 4.5%.
- Student life at the college has changed dramatically in the last decade. This is an area that was a priority for revitalization with the new administration in 1998, and in FY 1999-2000, budget allocations for this area (including student activities, club sports, and the Washtenaw Voice student newspaper) were increased from \$50,000 to \$500,000, Student Activities is now thriving, and in 2008 sponsored approximately 50 events in which 5,311 students took part (Core Component 3c).

Addressing Concerns from the 1999 Comprehensive Visit

Washtenaw Community College has addressed the following three concerns that were raised following the 1999 comprehensive self-study visit by the North Central Association evaluating team:

Concern 1: Assessment

Washtenaw Community has expended a great deal of effort in developing a strong assessment program addressing general education core elements at the course level. Unfortunately, this activity has not been extended to incorporate additional programmatic assessment. As noted by the NCA staff acceptance of the Assessment Plan for Washtenaw in 1997, "Course-embedded classroom assessment without assessment of learning at the program level is inadequate. Results at the course level may not be generalized across disciplines or programs. There is presently little empirical evidence to support the view that assessment at the level of the classroom actually improves student learning." In the two years since this NCA analysis, "Washtenaw has provided program level assessment primarily in the occupational programs. It is time to determine how well students perform as they move through the general education core. In addition, only students who pass courses are currently part of the assessment. No academic histories provide background for the analysis of the data/artifacts collected. The plan does not measure student learning gained by completion of the twenty-four core elements ([Report of a Visit to Washtenaw Community College 1999, pp. 88-89](#)).

Response

Following the 1999 comprehensive visit, the team recommended that the college submit a monitoring report by October 2002 "with the results of the assessment of student learning across all academic programs, specifically including the program of general education" (p. 101). The college's [Monitoring Report on Assessment](#) was accepted by NCA in 2002, and a report on the progress in collecting and using the data from the assessment of measurable outcomes specifically for the general education program was requested for follow-up submission in

2004. *This Progress Report on the Assessment of General Education* was submitted at the end of 2004 and later accepted by NCA.

WCC has implemented systemic changes in its assessment processes and procedures in the last decade, the results of which are outlined in the above-mentioned reports and in Core Component 3a. Additionally, not long after the 1999 self-study, the college underwent a complete revision of its general education model. The revision was prompted in part by difficulty implementing effective assessment of WCC's previous model of general education, in which twenty-four "core elements" were embedded in courses across the curriculum; this was clearly reflected in the concerns outlined by the NCA team in 1999. A new distribution model for general education went into effect in fall 2000; rather than elements embedded across courses, the model consisted of eight areas or "strands." Students seeking an associate's degree must complete approved courses in six content areas: writing, speech, mathematics, science, social and behavioral sciences, and arts and humanities. In addition, they must complete requirements in computer and information literacy and critical thinking. The computer and information literacy requirement may be fulfilled through coursework or by testing. Critical thinking outcomes are embedded in courses meeting the six content areas, so completion of the other areas constitutes fulfillment of the critical thinking requirement (Core Components 3a and 4b).

The new model enabled the college to devise much more effective assessment processes and encouraged cross-disciplinary collaboration in areas where disparate courses meet a strand area, such as arts and humanities. Assessment measures were put into place for each general education area on an initial two-year cycle to ensure appropriate data could be gathered for each strand that would lead to improvement of student learning. Following the 2004 *Progress Report on the Assessment of General Education*, the college heeded feedback from the Commission, and faculty in the general education areas developed measurable outcomes to accompany the strand definitions; this led to further refinement of assessment tools and methods. The Assessment Committee and faculty teaching in the general education areas have worked closely to implement tools that yield valuable information on students' achievement of learning outcomes as they move through the general education requirements. By fall 2007, each of the strand areas had been assessed at least twice and incorporated into the same three-year assessment and review cycle as course and program assessment. To evaluate whether students are meeting the outcomes for a particular strand, they are generally assessed toward the end of a course meeting a general education requirement or in the next higher-level course. In some cases, students may be assessed in a different (non-general education) course, but academic histories are gathered to ensure that they have completed (or are close to completing) the general education requirement for which they are being assessed. They may be assessed regardless of whether they pass or fail

the course. Some areas still prove difficult to assess: for example, the college struggled to find an appropriate tool to assess critical thinking, and strands comprised of disparate disciplines such as social and behavioral sciences have created the challenge of developing multiple outcomes and discipline-specific tools that nevertheless align with a single strand.

Overall, WCC's assessment program has greatly matured in the last decade in spite of major curricular changes, staff turnover, and ongoing revisions to the process. A decade ago, the college already demonstrated its commitment to assessment by having in place a dedicated assessment budget line and a standing Assessment Committee (then the Assessment Steering Committee) per a Letter of Agreement, led by a faculty chair and having a faculty majority whose members received release time. In 2004 the Director of Curriculum and Articulation became the Director of Curriculum and Assessment overseeing the office of the same name, with additional support supplied by part-time administrative staff. At this time, the assessment process was integrated with the curriculum development and review process, so that all assessment planning and reporting could be done on the same forms and on the same cycle as development and review of master syllabi and programs. Yet in spite of the work that had been accomplished, many courses and especially programs had stagnated in their assessments, and a number lacked measurable outcomes.

Perhaps the most significant progress in WCC's assessment history has occurred in the last four years. In fall 2005, to begin the process of updating all course and program outcomes and assessments and incorporate them into the three-year review cycle, the Vice President for Instruction mandated that all full-time faculty revise a course master syllabus; part of this task included improving student learning outcomes and assessment plans. The following semester, assessments for those courses were completed. In fall 2006, faculty were required to work on three projects related to curriculum and assessment, including additional syllabi assessment, refining general education outcomes, or revising program outcomes. The following semester, department chairs were required to submit three-year plans to document their plans for curriculum and assessment work. This jump-start to a revitalized assessment program has resulted in 63% of courses and 92% of programs now having fully updated, measurable student learning outcomes and appropriate assessment plans, and many courses and a number of programs having submitted assessment results leading to positive changes in the last two years. The consistency and heightened standards now expected of program and course outcomes and assessment plans have led to the broadest level of understanding and acceptance of assessment the college has known; it is expected that assessment for the sake of improving student learning will become only more embedded in the daily work of the college in the future. Details relating to assessment at WCC can be found in Core Component 3a.

Concern 2: Faculty Evaluation

The current faculty evaluation process, detailed in an 89-page document, is cumbersome, difficult to use, and considered ineffective by administrators and faculty alike ([Report of a Visit to Washtenaw Community College 1999, p. 89](#)).

Response

The college completely revised its faculty evaluation process not long after the last reaccreditation visit, and has maintained this new system with a few adjustments since that time. The revised process consists of a Student Opinion Questionnaire (SOQ) that is administered each semester and includes nineteen questions relating to teaching effectiveness and methods. The SOQ process is very streamlined, allows for maximum student input, and is intended to focus on teaching effectiveness in the classroom. Initially, faculty members could be flagged for performance issues if they received the following: an overall mean score of more than 2.5 standard deviations below the college mean and 3.75 or less on a five-point scale; an overall mean of one or more sections regarding instructor attendance more than three standard deviations below the college mean; and a response rate of less than 40% for any section. Evaluation and improvement plans were prepared for flagged faculty members. The performance flag procedure was amended in 2008 per a [Student Opinion Questionnaire Letter of Agreement](#) when it was determined that some flags were not always reflective of teaching effectiveness; moreover, the evaluation and improvement plans for flagged faculty proved to be ineffective in raising teaching performance. Currently, those with an overall mean score of 3.75 or lower for any semester are flagged, and faculty who receive three flags within any three-year period are subject to termination. Details relating to the faculty evaluation process can be found in Core Component 3b.

Concern 3: Research Data

Washtenaw Community College relied primarily on survey data to support the preparation of the self-study, and this opinion-based concept has permeated the research approach at the college. Washtenaw needs to establish a research arm that will gather hard data to support the accomplishments and accountability measures of the college and that will undertake cohort and longitudinal studies that will provide quantitative information on which to base decisions ([Report of a Visit to Washtenaw Community College 1999, pp. 88-89](#)).

Response

The Institutional Research department at WCC has undergone a substantial change in its function since the 1999 self-study. The purpose of the office prior to that time was, in many ways, linked to the culture of the previous administration, which emphasized a fairly

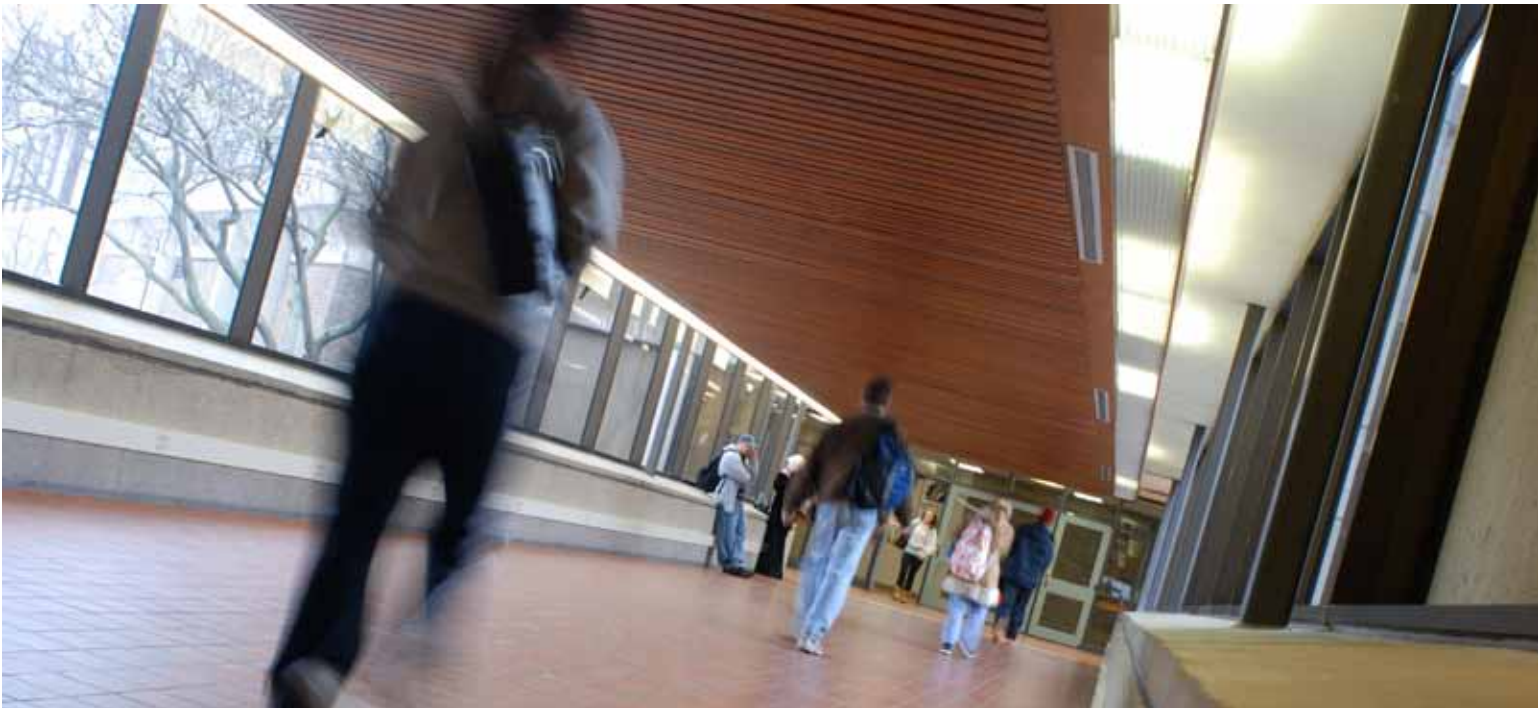
elaborate governance structure with numerous standing committees; the role of Institutional Research was to support the committees and other groups on campus with customized service, particularly survey work, to meet local needs. With the new administration of President Whitworth in 1998, and upon the advice of the consultant-evaluator team in 1999, the department was directed to support a more centralized model that would focus on accountability related to academics; in particular, the office would assess the dynamics of the WCC student population (e.g. demographics); evaluate the productivity of academic departments and programs (e.g. enrollments); and establish and measure student outcomes and institutional benchmarks (e.g. success and retention rates). The office underwent organizational change, going from two full-time staff (a director who undertook mainly committee work and a researcher) to three full-time staff (a director/ project manager, and statistics analyst, and a database specialist, all of whom do research). In addition, the office employs part-time research analysts and technicians.

A decade ago, IR produced primarily ad hoc surveys as requested by departments or groups on campus. After its reorganization in 2000, President Whitworth charged the office with providing and analyzing quantitative data that could be used to measure the college's effectiveness in meeting benchmarks in areas of accountability such as student retention, student success, and enrollments. The office now provides annual internal institutional benchmarking reports, and comparative data reports such as the National Community College Dataset, the National Community College Benchmarking Project (NCCB), and comparison studies with other Michigan community colleges. The department also administers survey instruments intended to provide follow-up data and feedback for continual improvement of services and programs. The office annually measures students' opinions of their educational experiences at WCC as well as satisfaction with student services through the Current Student Survey; moreover, in accordance with state reporting requirements, IR surveys WCC graduates six months after program completion to gather follow-up data concerning employment and education status, as well as gather feedback on experiences related to their educational program. Additional surveys are administered as required on a priority basis to determine needs for new academic programs, new facility planning, and gain information on satisfaction with key services. Recent examples include surveys related to the development of the Health and Fitness Center, the Western Center, student and staff use of the Ann Arbor Transportation Authority public bus transportation to and from campus, and satisfaction with services such as the library and Computer Commons. Institutional Research also provides data for accountability measures for program review, and is integral in data collection for program review for purposes of Perkins Grant funding of occupational programs. The large volume of empirical and longitudinal data provided by the IR department is shared on a regular basis with the Board of Trustees,

and is used on an ongoing basis by the President, executive staff, deans, and other administrators in operational as well as long-range planning. The IR department emphasizes four research protocols to be effective (described in the department's PowerPoint [*Transformation of an Institutional Research Department to Support Central Decisions*](#)):

- Focus on work useful for decision makers
- Focus on critical areas
- Focus on quality, rigor, and depth over quantity
- Focus on projects that require approval at the level of dean or higher to ensure priority

By establishing institutional benchmarks, focusing on student success and accountability through analysis of data such as course success rates and student evaluation of instruction, and using a cohort tracking system that allows the college to study long-term enrollment and outcome trends using internal and national records, Institutional Research now provides information that can be used in evaluating effectiveness, planning, and decision-making across the institution. Details relating to Institutional Research can be found in Criterion 2.



Washtenaw Community College

Chapter

4 *four*

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction to Criterion One

Mission is at the heart of Washtenaw Community College. The college's overarching stated mission is "to make a positive difference in people's lives through accessible and excellent educational programs and services." This mission guides policies and procedures, informs planning and budgeting, and reflects the college's commitments and priorities. The college mission is the cornerstone of work accomplished by faculty and staff, and is the motivating factor in decisions made by the college leadership and Board of Trustees. The college's mission permeates programs and activities developed for students both on and off campus. It sets the tone for the college's interactions with partners in secondary and higher education and business and industry, and defines relations with the diverse community it serves. Above all, Washtenaw Community College's comprehensive mission, vision and values statements reflect the centrality of student learning and commitment to community to both the college's daily operations and to its long-term goals.

In addressing Criterion One, the college demonstrates that it acts with integrity and that it fulfills its mission in ways that engage the entire campus community, including faculty, staff, students, administration, and the Board of Trustees. Specifically, this chapter examines how a commitment to mission, vision and values influences the college's actions, particularly in relation to the community it serves; how the campus community understands and responds to the mission and values as represented both in mission documents and in college policies and procedures; and how college structures and processes support the effective fulfillment of the mission in a manner that is consistent, ethical, and mindful of the needs of its constituencies.

WCC's Mission Statement

Our college strives to make a positive difference in people's lives through accessible and excellent educational programs and services.

- We provide a caring, open door teaching and learning environment.
- We provide excellent teaching, counseling, and support services.
- We reach out to people who have limited income or other barriers to success.
- We enable people to progress in their academic and career pursuits.
- We work in partnership with the communities we serve.

Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

Washtenaw Community College's mission documents are intended to communicate effectively and publicly to all its constituencies the college's purposes and commitments. The college mission documents consist of the following:

- Mission Statement
- Values of the College
- Vision Statement

WCC's Mission Statement

Washtenaw Community College's original mission statement was developed upon the founding of the college in 1965. The mission statement was revised in 1983, 1990, and again in 2002. The most recent formal review of the current mission statement by the Board of Trustees occurred in 2000, at which time a small change in language was made to note the college's delivery of distance learning courses ([*Mission Statement Review by Board May 2009*](#)).

The mission statement is the impetus behind the programs and services the college provides to the diverse community it serves. The mission itself is stated simply as the following overarching goal:

Our college strives to make a positive difference in people's lives through accessible and excellent educational programs and services.

The first part of the mission statement not only enunciates this charge to the college, but defines the college as well, relating the distinctive nature of the college: its "caring, open-door teaching and learning environment"; the centrality of "excellent teaching, counseling, and support services"; the priority of reaching out to those with "limited income or barriers to success"; the goal of enabling people "to progress in academic and career pursuits"; and the desire to "work in partnership with the communities" the college serves. The mission is not only what the college seeks to accomplish, but also what the college strives to be.

The second part of WCC's mission explicates how that mission will be fulfilled (sidebar), and defines the college's scope of activity: occupational and career education, general and transfer education, continuing education and community services, developmental education, students services, and community leadership (discussed in greater detail in Core Component 1c).

Values of the College

WCC's values statement was developed as part of a major revision by the college in 1990 to the mission statement, and communicates the five primary values that guide work accomplished to implement the college mission:

Values of the College

Teaching and Learning: We embrace teaching and learning as our central purpose.

Support: We make every effort to help learners achieve success.

Diversity: We respect differences in people and in ideas.

Partnerships: We plan and work together with respect, trust, and honesty within the college and with the communities we serve.

Innovation: We seek the best possible ways to conduct our work.

By stating the values as inseparable from the mission, the college presents its priorities as guiding principles for all work across campus.

Vision Statement

The college's vision statement was developed in 1995 as part of the WCC 2000 Strategic Plan, and was intended to serve as "a brief and compelling statement of the future condition [the college] will create to achieve our mission during this period of the college's history" ([WCC 2000 Strategic Plan](#)). The final version of the vision statement first appeared in the 1995-96 College Bulletin alongside the mission and values statements. The mission and values statements communicate the college's priorities in delivering programs and services to students and the community; the vision statement affirms WCC's identity as a "learner-centered, open-door" institution, and furthermore declares the college's commitment to success for its three major constituencies: students, community, and staff (see sidebar). The college's pledge to student, community, and staff success, initially developed as a response to a transformational time period leading to the year 2000,

Vision Statement

WCC is a learner-centered, open-door college dedicated to student, community, and staff success. We offer a wide spectrum of community college services with an emphasis on premier technical and career education programs. The College staff continuously learns to improve learning.

Student Success: Our students come first. We are committed to their learning, success, and satisfaction. We strive to serve every student in an effective, caring, and supportive way. In order to enhance student learning outcomes, we engage in continuous improvement of teaching, programs, processes, and structures. We increase our accessibility by reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experiences, and flexible scheduling of classes.

Community Success: We are committed to community learning, success, and satisfaction. WCC's primary contribution to community success is the development of a highly skilled workforce. A strong partnership with area employers emphasizes customized employee training and rapid adaptation of WCC programs to changing job training needs. Through strategic alliances with business, government, labor, and other educational institutions, WCC increases its emphasis on applied technology education, joint technical education programs with the public schools, and basic job-training services to underserved and at-risk groups.

Staff Success: We are committed to staff learning, success, and satisfaction. As a staff, we emphasize teamwork within college units and between the units. We support our colleagues and help them to be successful. We learn to improve learning; that is, we continuously increase our capacity to meet the educational requirements of the students, employers, and communities we serve. Through staff learning, we continuously improve services at each stage of the flow of students through WCC. All staff members align their work to contribute to improved teaching and increased student and community learning.

remains a primary current and future goal which WCC demonstrates accountability in meeting (Core Component 1c). Moreover, WCC's commitment to success is supported through board policies on staff success ([Staff Success Board Policy 5087](#)) as well as student success ([Assurance of Student Success Board Policy 3010](#)) in occupational and transfer programs.

Communicating the College's Mission, Values, and Vision

Washtenaw Community College makes its mission documents available to all its constituencies on campus and in the surrounding community. The mission, values, and vision statements are made public most prominently through the inclusion of statements in WCC's course catalog, titled the [College Bulletin](#) (p. 8-9), and on the college's web site (www.wccnet.edu). Faculty can refer to the mission statement as part of the college's "Guiding Principles" presented in the Instructional Faculty Handbook. As part of the self-study process, the college has recently sharpened its focus on mission by evaluating both the dissemination of mission documents and the understanding of the mission across campus. In an effort to raise awareness and engage the campus in discussion about the college's mission, a series of open meetings focused on the mission, values, and vision statements was held with all employee groups on campus during fall 2007 and winter 2008. These informal meetings, facilitated by James Egan, mathematics faculty and Dean of Distance Learning, and Linda Blakey, Associate Vice President of Student Services, provided an opportunity for faculty and staff from each division of the college to reflect on the current mission, values, and vision statements and respond to the perceived relevance of those statements to particular areas of the college, the college as a whole, and the community at large.

"WCC is more focused on its mission and is more successful at achieving it than any other educational or other institution that I have been involved in during my 30-year career"

-Respondant comment from the 2008 Faculty/Staff Mission Survey

As a follow-up to the group meetings, an online Mission Survey ([Mission Survey Results 2008](#)) was administered in February 2008 to gauge campus awareness of the mission (Core Component 1c). Survey results indicate that the vast majority of college faculty and staff feel that WCC's mission, values, and vision are clearly stated, with 96% agreeing or strongly agreeing that the mission is "easily understood." In addition, a large number (85%) agreed or strongly agreed that WCC's mission "defines learning goals for its students." While this evidence shows that the campus community feels the college's mission, values and vision are clearly articulated, feedback from the earlier focus group meetings ([Mission Presentation Comments](#)) and comments

from the surveys (*Mission Survey Comments*) do suggest areas that may need clarification. One theme in particular that emerged from the responses to both the survey and focus group meetings was the definition of the “open-door teaching and learning environment” cited in the mission statement. A recurring question from respondents was whether the meaning of “open-door” has changed for the college in recent years, in particular considering the college’s implementation of more structured diagnostic entry assessment and course placement procedures in the last decade to ensure improved student placement and academic success. Additional themes that might be distilled from comments from the mission focus group presentations included whether topics such as wellness, citizenship, and environmental consciousness might be appropriate to consider as part of the mission, values, and vision.

Equally important to the awareness of mission on the part of faculty and staff is the recognition of the college’s mission by its students. While the mission, values and vision statements are most readily available to students in the *College Bulletin* and *WCC* website, further avenues for providing access to information on WCC’s mission are being pursued. The college’s emphasis on mission was extended to students at the beginning of the 2008-09 academic year through the college-wide distribution of colorful *Mission Cards* in informational packets during student orientation, at Information Desks across campus during the first week of classes, and during Student Welcome Day activities.

The most recent amendment by the Board to the mission statement in May 2009, which as mentioned earlier resulted in a small change to define WCC’s delivery of distance education, arose in part because of the renewed focus the college community has placed on the mission documents and their meaning as part of preparations for the self-study. It is expected this dialogue should and will continue well beyond the limits of the self-study process.

Strengths for Core Component 1a

- The mission, values, and vision at Washtenaw Community College are clear and well articulated. Recent discussions centered on the mission documents with campus employee groups demonstrate that faculty, administration, and staff understand the mission, values, and vision of the college. The mission, values, and vision of the college are well documented and clearly presented in college publications, employee documents, and on the college website.

Areas for Improvement for Core Component 1a

- While mission documents can be found in multiple publications across campus and on the college website, more ongoing exposure

to information on the mission would raise awareness of the college's purposes and commitments. The wide distribution of mission information to students during orientation, Welcome Day, and other activities is an example of how the college might continue to promote student understanding of the college's mission and its relevance to their experience at Washtenaw Community College. Additional vehicles for distribution of the mission documents across campus and in the community might be the college magazine, Career Focus, and the Lifelong Learning course catalog.

Future Focus for Component 1a

- Mission statements are often adjusted as colleges adapt to meet the ever-evolving needs of the communities they serve. Through focus group meetings and campus surveys, it is clear that there is great commitment to, and overall satisfaction with WCC's mission on the part of faculty and staff. While most on campus found the mission documents to be clearly articulated, certain issues may need clarification. This evidence suggests that, in particular, the college may wish to consider addressing areas such as the definition of the "open door," as well as wellness, citizenship, and environmental consciousness when reviewing the mission, values, and vision.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Washtenaw Community College's [*Diversity in College Employment Policy 5042*](#) defines diversity as "characterized by differences in background, outlook, beliefs, and experience. Such differences are essential to the dynamic, open, lively, challenging learning environment which is central to the college's educational mission." Washtenaw Community College clearly demonstrates that integral to its mission is its commitment to recognizing diversity across campus and in the communities it serves. This commitment is evidenced through college policies and procedures, and through the mandate, stated in the policy cited above, that "all employees of the college work for and toward a more diverse college environment . . . [and] that the college have a diverse faculty and staff that reflects the college's community and provides a rich, broad cultural and educational experience for its students." The college acknowledges the vital role that diversity plays in creating a learning environment that engages students in under-

"Recognizing the growing diversity among our students, staff, and the communities we serve, the college will strive to prepare for a future in which we celebrate the differences in people—a future in which we not only recognize but realize the benefits of our diversity. This preparation requires proactive leadership and accountability at all levels of the institution."

-Washtenaw Community College Board of Trustees Policy 8028: Policy on Access, Success and Equity for Diverse People

standing the rapidly expanding world around them and prepares them to participate meaningfully in a global society. An awareness of the diverse community served by the college is reflected in the diversity of WCC's employee and student groups. As a community college serving diverse and distinctive constituencies, Washtenaw Community College embraces its responsibility to create an environment that is open and accessible, promotes community while celebrating differences, and draws upon the tremendous variety of experiences and ideas to enrich the essential undertaking of teaching and learning.

Diversity Reflected in Washtenaw Community College's Mission

The importance of recognizing and promoting diversity is reflected throughout the college's mission, values, and vision statements. The mission statement itself, which stresses making "a positive difference in people's lives through accessible and excellent educational programs and services," implies support for diverse populations through a "caring, open-door teaching and learning environment," and outreach to "people who have limited income or other barriers to success." The mission statement specifies that the college fulfills its mission by offering programs that "respond to the educational needs of specific groups in the community," and by providing services for special populations (for example, instruction in English as a second language and special needs services).

It is in the college's values statement, however, that diversity, one of WCC's five distinct stated values, is directly addressed: "We respect differences in people and in ideas." By defining diversity as one of WCC's most important values, it is again made clear that recognizing, appreciating, and supporting diversity is critical to the mission of the college. The college vision statement also emphasizes that WCC is a "learner-centered, open-door college dedicated to student, community, and staff success," with a high level of "accessibility" of programs and services to "under-served and at-risk groups." Responding to the diversity of students, staff, and the community, as well the diversity of learning styles and varied needs of college constituencies, is thus not only a critical part of the mission: it is a fundamental aspect of the daily work of the college.

The importance of diversity to WCC's mission is also reflected in the opinions of faculty and staff. In the 2008 Mission Survey, 93% of faculty and staff indicated that they agreed or strongly agreed that WCC's mission recognizes diversity in its students, administration, faculty, and staff, while 74% agreed or strongly agreed that the college's mission provides strategies to address diversity ([Mission Survey Results 2008](#)).

WCC promotes a climate of access, success and equity for persons from different racial, ethnic and cultural groups, age levels, religions, genders, sexual orientations, physical capacities, learning abilities and income levels.

WCC promotes the awareness and appreciation of cultural differences and commonalities among students, community and staff groups—seeking to build community, unity and learning.

WCC works to create and maintain a diverse teaching, learning and work environment that can draw upon the full potential of all individuals in order to provide the very best educational opportunities for all members of our communities.

Diversity refers to the institution's commitment to:

-promote an increased understanding and appreciation of the differences, as well as the commonalities among us through such means as education, professional training, dialogue, and discussion.

-work to ensure that our students and staff profiles reflect the diversity of our service area.

-increase the organization's capacity to work effectively in today's world by attracting and utilizing the best talent available.

-Washtenaw Community College Board of Trustees Policy 8028: Policy on Access, Access and Equity for Diverse People

WCC's Commitment to Diversity in Action

Washtenaw Community College's long-standing commitment to diversity is borne out through policies and procedures that are accepted and understood across the college. The daily operations of the college are governed by expected codes of action that align with WCC's mission and stated value of respecting diversity, such as statements on affirmative action, non-discrimination, equal opportunity for employees and students, sexual harassment, discriminatory harassment, students' rights and responsibilities, and procedures for handling complaints.

The college's stance on diversity is explicitly stated in its policy on [*Access, Success, and Equity for Diverse People Policy 8028*](#) (sidebar), which defines in detail WCC's goals and commitments in this area. Among the goals stated for the college are the following:

- Develop and maintain policies, procedures, and practices that support the recruitment, retention and success of a diverse student and staff population.
- Regularly review educational support materials, college publications, and advertisements to evaluate their effectiveness in reflecting and supporting diversity.
- Develop and maintain curricula that recognize the contributions of people from all backgrounds and promote an understanding and appreciation of this diversity.
- Provide professional development for faculty to increase their capacity to accommodate the varied learning styles of diverse groups.
- Provide college classes, programs, and services that are accessible to all members of WCC's learning community.
- Reflect in the college's visual environment the diversity of students, staff, and communities served by WCC.
- Support, promote, and celebrate diversity through continued training, and social and cultural events.

Hiring Practices

Washtenaw Community College maintains clearly delineated hiring processes that include measures to address diversity that are consistently followed at the college. Employing a diverse faculty and staff that is reflective of the community WCC serves is a priority, as evidenced by the college's [*Diversity in College Employment Policy 5042*](#), which was adopted in 2001 and expressly directs the college administration to "take specific measures to maintain and increase the diversity of the College's employees." The college's Office of Human Resource Management provides a detailed [*Employment Process Handbook*](#) outlining expectations and guidelines for recruitment strategies, including goals of selecting and hiring staff from a diverse population. Other resources available to those involved in hiring processes are materials on the [*Faculty Hiring Process*](#) and [*Affirmative Action Hiring*](#)

Procedures

The college has had a long-standing (since 1975) policy that personnel actions and relationships with employees and applicants for employment are to be non-discriminatory. The clearest and most public representation of WCC's policies on diversity in hiring can be found in the college's [*Affirmative Action Policy*](#), which is administered by the Associate Vice President of Human Resource Management. This policy dictates that WCC's non-discrimination policy and Affirmative Action Program must be communicated at least annually to all college employees through college publications and other media; in addition, the policy is discussed at employee orientation programs for new employees and is an agenda item for the college Board of Trustees and other executive, management and supervisory meetings at least annually. A critical aspect of the Affirmative Action Program is analyzing all employee classifications to determine whether minorities or women are being underutilized, with specific goals and target dates to be set where appropriate and necessary. In recruitment, search committees utilize methods to ensure a broad pool of applicants that includes minorities and women.

Diversity of Faculty and Staff

The college's annual [*Affirmative Action Report 2008*](#) provides statistics on the gender and ethnicity of full- and part-time faculty and staff hires, promotions/transfers, and applicants each year, along with an analysis of areas in which minorities and women are underutilized and a comparison of WCC employment with county-wide statistics. Evidence demonstrates that the composition of WCC's faculty and staff does, in fact, reflect that of the county area served by the college; indeed, the percentage of women (57.05%) and total minorities (23.09%) employed at the college exceeds that of Washtenaw County (table 4.1).

Table 4.1 Comparison of WCC Employee Diversity (2007-08) to Washtenaw County (2000)

	Full Time 2007-08	Part Time 2007-08	Washtenaw County Employment 2000
White	76.91%	77.72%	78.47%
Minority	23.09%	22.28%	21.53%
African-American	16.64%	13.88%	10.02%
Female	57.05%	55.79%	47.29%

Source: *Affirmative Action Report 2008* (Office of Human Resource Management)

In addition to seeking diversity within its workforce, Washtenaw Community College also pursues supporting diversity in its business suppliers. The office of the Vice President for Administration and Finance annually tracks and reports to the Board of Trustees on bids and quotes sent to companies owned by minorities or women. In 2006, 56 (or 54%) of all non-construction bids or quotes were sent to minority- or women-owned companies; in addition, 19 (or 34%) of all awards were made to minority- or women-owned companies (*Vendor Diversity Report 2006*, pp. 16-18). This represents an increase of approximately 10% from just three years previously (*Vendor Diversity Report 2001-03*). The college continues to assess its progress in this area: In FY 2008, (or 38%) of all awards to those responding were made to minority- or woman-owned companies (*Vendor Diversity Report 2008*).

Diversity of Students

Washtenaw Community College benefits from a diverse student body representing a variety of ethnicities, ages, cultures, beliefs, and ideas. The college's geographical location between two urban areas, Ann Arbor and Ypsilanti, and its proximity to two large higher education institutions, the University of Michigan and Eastern Michigan University, play a significant role in ensuring a student population that is highly diversified. Overall enrollment has increased at the college in recent years, with the number of students enrolled in credit courses increasing 4% and the number of students enrolled in non-credit courses increasing 14% between 2002-03 and 2006-07 (Annual Student Profile 2006-07).

"The make-up of the student body demonstrates the Mission of the college. All ages, races, and socio-economic levels are present, with each person working towards their goals."

-Respondent comment from 2008 Faculty/Staff Mission Survey

The average age of WCC students has remained fairly consistent over the last five years, with a current mean average age in 2007-08 of 29.1 years old for students enrolled in credit courses only, 44.7 for those enrolled in non-credit courses only, and 33.1 for those in credit and non-credit combined. A significant number of students at WCC, however, remain younger (under 25), with 19 being the modal or most frequent student age represented in 2007-08. In addition, 44% of all students and 51% of all credit students currently at the college are under 25 years old (*Annual Student Profile 2007-08*, p.18). Within

the last decade, the college has responded to the needs of this younger age group by improving its orientation program and first year experience (Core Component 3c).

The breakdown of the student population by ethnicity has remained relatively stable during the last five years, with slight variances in the Asian population and in the African-American population, and a recent increase in the female population (table 4.2).

Table 4.2 Ethnicity of Student Population at WCC (2002-03 through 2007-2008)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Asian	5.9%	5.1%	5.0%	4.6%	4.5%	4.9%
African-American	15.3%	16.0%	16.3%	17.0%	17.6%	16.2%
Hispanic	2.8%	3.0%	2.7%	2.9%	3.0%	3.0%
Native American	1.0%	1.0%	0.9%	1.0%	1.0%	0.9%
White	71.5%	71.3%	71.6%	71.1%	70.5%	71.6%
Other	3.5%	3.6%	3.5%	3.4%	3.4%	3.4%
Female	52.9%	52.7%	52.9%	52.0%	51.9%	58.5%

Source: Division of Enrollment Services, *Annual Student Profile 2007-08 (October 2008)*.

Washtenaw Community College also provides educational programs and services to an international student population, with 2.3% of college credit hours taken by students claiming out of country residence (*Annual Student Profile 2007-08*, p. 20). The international student population at WCC has declined considerably since 9/11 because it has become more difficult for students to obtain visas; in the last five years, credit hours generated by out-of-country residents decreased from 10,087 in 2003-04 to 5,704 in 2007-08. Nevertheless, the college and larger community continue to benefit from significant number of students from other countries attending WCC, as well as those enrolled at Eastern Michigan University and the University of Michigan. International students are served by an extensive English as a Second Language curriculum (*ESL Courses Website*), as well as centrally coordinated orientation, advising, and counseling services specifically designed to meet the needs of international students (Core Component 3c).

A priority at WCC is to ensure that all students find the college a welcoming, accepting, and accessible environment. The college's non-discrimination statement, as well as statements that outline Student Rights and Responsibilities, are prominently placed in the *College Bulletin* (pp.52-54). Washtenaw Community College has from its inception considered itself to be an open-door institution, providing educational opportunities to meet a wide variety of student needs. The college's mission statement emphasizes WCC's "caring, open-door teaching and learning environment," supporting a diversity of learners and learning styles. The college's *Admissions Policy* clarifies that admission is open

Examples of Programs that Support a Diversity of Students The Student Resource and Women's Center

The mission of the Student Resource and Women's Center is to empower students—both women and men—to reach the highest potential in their education and career development. The Center provides comprehensive, holistic support services including academic advising, career advising, workshops, educational and childcare grants, and referrals to outside agencies and community organizations. The Center advocates on behalf of students helping them overcome barriers that impede their success and promoting an educational environment that values diversity, inclusiveness, and equality.

([SRWC Website](#))

Learning Support Services

Learning Support Services (LSS) offers free tutoring one-to-one on a drop-in basis. All levels of math are covered as well as chemistry, general studies, ESL, computers, business, science, and English. LSS also provides disability services for students who have a physical or hidden disability, including equipment loans, note takers, or assistive technology, and offers assessments and recommendations for students with learning disabilities.

([LSS Website](#))

to all who might benefit from its programs:

Admission to Washtenaw Community College is open to all individuals who can benefit from its educational programs. A focus of the College mission is on the academic, career, and personal goals of the student. The College maintains an admissions process which assists an applicant in learning about Washtenaw Community College programs as they relate to individual academic, career, and personal goals, thereby facilitating the best match between student and program. (WCC Board of Trustees Policy 2005: [Admissions Policy](#))

As already mentioned, recent survey and focus group feedback suggests that some faculty and staff at the college desire a refined definition of “open-door” and what that means to the college. For example, several individuals at focus group sessions asked for clarification of open-door teaching as opposed to open-door admissions, while others questioned whether the open-door statement should be qualified to consider more recent entry assessment and course placement policies ([Mission Presentation Comments](#)). As a distinctive aspect of WCC explicitly described in both the mission and values statements, the open door is a defining characteristic of the college and as such may be a point of continued clarification.

Students across the college are provided with outstanding support services, such as counseling and advising, developmental courses, tutoring, special services for those with learning or physical disabilities, and other learning support services to ensure that they are able to pursue and be successful in their educational goals (see sidebar on previous page for examples). Upholding its mission of reaching out to students with limited income or other barriers to success, the college provides a number of financial awards for students with a variety of needs (sidebar). Students having diverse backgrounds are therefore able to follow a program appropriate to their needs and be successful academically. In this way, Washtenaw Community College achieves its mission of “making a difference in people’s lives” and enabling students “to progress in their academic and careers pursuits.” Students are further supported socially and academically by a large number of student clubs and organizations ([Student Clubs and Organizations](#)) addressing the interests and needs of a broad spectrum of student groups. (See Criteria Three and Four for further discussion of student support services.)

Diversity of Community

Washtenaw Community College is located in and serves residents primarily of Washtenaw County and parts of Livingston County in southeast Michigan. Washtenaw County covers an area of 720 square miles. Its twenty-seven cities, villages and townships are home to about 325,000 citizens living in a wide variety of urban, suburban, and rural settings that offers citizens many opportunities for educa-

tion, recreation, business, industry, and agriculture. As home to two large universities, the county provides a wealth of cultural and educational offerings to students and the community at large. The city of Ann Arbor, where WCC is located, is a center for intellectual, artistic, and technological activity, and is consistently ranked among the best places in the United States to live (Money Magazine, 2006 and 2008), retire (Money Magazine, 2003 and U.S. News and World Report, 2008), start a business (Forbes, 2005 and 2008), and enjoy a healthy lifestyle (AARP, 2008).

Because of its many attractive qualities, the greater Washtenaw County area draws a broad diversity of residents who wish to live, work, and take advantage of the benefits in the area. Census data for Washtenaw County in 2000 (*Washtenaw County Profile Census 2000*) indicated that 23.9% of county residents were minorities, compared to 28.4% of WCC students in 2007-08, and compared to an average minority student population of 28.8% from 2002-2007 (*Annual Student Profile 2007-08*, p. 18). Clearly, the diversity of the college's student body reflects and, in fact, exceeds the level of diversity in the community served by the college.

Diversity of Programs

To meet the needs of its student population and best prepare them to be successful in a diversified society, WCC has developed a varied curriculum with a broad range of programs and courses (see also Criteria Three and Four). Some examples of the breadth and depth of WCC's curriculum are as follows:

- A large credit curriculum consisting of 1205 credit courses and 113 degree and certificate programs (fall 2009) meeting student needs for occupational, transfer, and general education.
- An expansive and flexible curriculum of 582 non-credit courses (winter 2009) that includes offerings for personal enrichment, professional development, licensing and certification, and emeritus (senior) students.
- A comprehensive general education program to meet the requirements for an associate's degree that ensures students achieve competence in writing, speech, social and behavioral sciences, natural sciences, mathematics, arts and humanities, critical thinking, and computer literacy.
- Flexible formats so that students can access education where and when it is most beneficial to them, including through WCC's College on Demand distance learning courses, blended courses, and weekend programming.

Supporting a Diversity of Students through Scholarships

Burt Black Memorial Fund

Burt Black was a student at the University of Michigan and WCC. Despite significant physical and learning challenges throughout his life, he persevered, pursued his dreams and worked diligently toward his goals. In 2004 a Memorial Fund was established to be awarded to WCC students with learning and/or physical disabilities to help pay for services, equipment, tuition, and books.

John Lynch Scholarship

This scholarship award is \$1,000.00 per year, and is given to students attending WCC who are visually impaired.

Delta Gamma Fund

The amount of this award varies; it is awarded to visually impaired students attending the college.

Washtenaw Learning Disabilities Association

This scholarship is awarded to graduating high school seniors with learning disabilities within Washtenaw County.

Perkins Grants

These grants offer assistance for individuals who may be single parents, displaced homemakers, those participating in training/employment in a field non-traditional for his or her gender, economically disadvantaged, disabled, or having limited English proficiency.

WCC Foundation Scholarships

The Foundation provides numerous awards for students of diverse needs (Criterion Five).

- A wide range of developmental, below 100-level reading, writing, and mathematics courses carefully designed to promote student success and progression, as well as a complete selection of ESL courses for non-native English speakers.
 - A variety of courses with a global emphasis (such as Folk Literature and Culture of the Caribbean and South America, Art and Culture of Afro-America, and Dance Appreciation: The World of Dance), and a study abroad program that has recently supported faculty-led, curriculum-based trips to locations such as Peru, Italy, and Japan.
- “...I have found WCC to be the most visionary and progressive college I have taught in. It is creative in its approach and reached out toward diverse populations, enabling them to pursue their dream.”*
- Respondent comment from 2008 Faculty/Staff Mission Survey**

Strengths for Core Component 1b

- Diversity and support for diversity across the college is a fundamental part of WCC’s mission. The college has well-articulated policies and procedures supporting diversity in the workplace. WCC also celebrates, supports, and promotes a diverse student body with a broad curriculum and a wealth of services within the greater sphere of the diverse community which it serves. Departments such as the Student Resource and Women’s Center and Learning Support Services provide outstanding support for disadvantaged and underserved populations, as well as those with physical or learning disabilities. The diversity of the student population is also served by a large variety of student clubs, organizations, and activities.

Areas for Improvement for Core Component 1b

- It is clear from the mission survey comments and mission presentation notes that WCC employees are very proud of their institution, but sometimes maintain impressions that may not accurately reflect current realities. For example, as an institution, WCC has never moved from its commitment to open-door admissions; not all employees are aware that open-door admissions does not necessarily imply open-door access to all courses. Addressing such misapprehensions will help the entire college community.

Future Focus for Core Component 1b

- The conception of the college as an “open-door” institution aligns with its commitment to diversity as a core value. However, the term “open door” is often misunderstood. The college may wish to

revisit the language of the mission statement to clarify its meaning as it relates specifically to the institution so that it can be universally understood across campus.

Core Component 1c

Understanding of and support for the mission pervade the organization.

Multiple indicators demonstrate that there is a high degree of understanding and support for Washtenaw Community College's mission across the college campus. The college's mission of making "a positive difference in people's lives through accessible and excellent programs and services" is embraced daily in the work of faculty and staff, and is realized in the success of the college's students. The many examples presented throughout this document in support of the Five Criteria for Accreditation demonstrate that WCC's mission is reflected and supported throughout the institution. Nevertheless, as mentioned previously, the college has made an effort to raise greater awareness among employees and students about the mission as well as the values and vision of the college through focus groups, surveys, and distribution of informational mission cards. The goal is to prompt an ongoing discussion of the mission and encourage individuals to examine their role in fulfilling it.

Survey Data on Understanding and Support for Mission

Recent data from the employee [Mission Survey Results 2008](#) show that 74% of 716 respondents indicated that they are familiar with the mission; that one in four respondents was unfamiliar with the college mission documents confirms that recent efforts to increase awareness of mission are appropriate and necessary. When presented with the mission, values, and vision statements, however, almost all employees (96%) agreed or strongly agreed that the mission is easily understood. Moreover, employees almost unanimously expressed support for the college mission, with 99% agreeing or strongly agreeing that they support the mission. The majority of respondents felt that faculty and staff, executive administration, planning in their areas, and college policies also support the college mission. While the majority of respondents also agreed or strongly agreed that executive decisions support and align with mission, there was a higher level of uncertainty in this area, perhaps, as one commenter responded, because of lack of "much firsthand knowledge of Board activity" (table 4.3):

Table 4.3 Results of 2008 Mission Survey of WCC Faculty and Staff

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
WCC's mission is clearly understood.	49%	48%	2%	1%	1%
I support the college's mission.	64%	35%	0%	0%	1%
I think that WCC's faculty and staff support the college's mission.	45%	47%	3%	1%	4%
I think that WCC's executive administration (president and vice presidents) supports the college's mission.	41%	42%	5%	2%	11%
The planning in my area supports the college's mission.	52%	38%	2%	1%	6%
The Board of Trustees consistently governs WCC with the college's mission in mind.	26%	37%	4%	1%	32%
WCC's policies consistently support the college's mission.	28%	50%	9%	1%	12%
Decisions at the executive level consistently support the college's mission.	24%	40%	11%	2%	23%

Source: [Mission Survey Results 2008](#) (WCC Institutional Research Department, 2008).

Employees clearly indicate that the mission of the college is well supported at multiple levels of the institution. However, recurrent areas for further study that emerge from [Mission Survey Comments](#) and focus group feedback ([Mission Presentation Comments](#)) corroborate a lack of awareness of activities at the level of higher administration and the Board of Trustees. Several comments from the mission survey suggest a perceived disconnect between employees and upper level administration, and a lack of information at the staff level about activity at the highest levels of the institution. This is substantiated by the relatively high number of respondents replying “don't know” to questions about the Board governing with mission in mind (32%) and decisions at the executive level supporting the mission (23%).

An additional issue raised in survey comments and focus group feedback was the appropriateness to the mission of certain initiatives. Chief among these is the college's new Health and Fitness Center, which opened in 2007. Comments included concerns that the Center is directed toward non-student, paying members rather than students (as of winter 2009, the Center had a student membership of about 25%, or 1272 out of 5035 total members), and suggestions that opening such a Center may not align with the current mission statement. Others commented that the Center was mission-appropriate in that it supports the community as well as students, or suggested that per-

haps a health and fitness component should be added to the mission statement. This is perhaps a subject for continued discussion (see Core Component 2a for more information on support and planning for the Health and Fitness Center).

The Intersection of WCC's Mission with Planning and Goals

WCC's mission guides and informs planning at all levels of the college (Criterion 2). As described earlier, the WCC 2000 Strategic Plan centered on the expansion of the college mission and values to include the college's vision for the future. Recent and current planning has focused on achieving that vision while fulfilling the college mission. The college's vision statement highlights WCC's commitment to the success of its students, community, and staff. Since WCC's 1999 self-study, the college has sought ways to improve success, in particular student success, by establishing and tracking *Institutional Benchmarks* that include student success and persistence data. Ongoing studies of student completion, retention, and success rates are regularly incorporated into planning at the executive, division, and department levels to ensure that student success is being achieved. The college's program for the assessment of student academic achievement in courses, programs, and general education provides a regular cycle of planning, assessment, feedback, and continuous improvement to assure that students are successfully meeting course and program outcomes.

Planning on multiple levels is mission-driven. The president's annual goals address areas of the college directly connected to college mission. Most recently, for example, the president's *Institutional Goals 2008-09* addressed the mission of providing accessible education by emphasizing the expansion of distance learning and the development of full weekend course offerings to accommodate the schedules of busy students; this will support "the college's critical role in the life of the community" by making education available "anytime, anywhere." The president also asks divisional leaders (vice presidents in collaboration with deans) to submit goals for their areas, while deans may further ask department chairs for mission-driven goals for their units.

Examples of How WCC Fulfills and Supports its Mission

Washtenaw Community College's mission statement asserts that the mission is fulfilled by offering the following programs and services (discussed further in Criteria Two through Five):

Occupational and Career Education

Enabling students to pursue employment or advance in their careers is clearly a priority for a college that directly serves the workforce in its community. WCC is responsive to the needs of local business and

industry, and is proactive in developing occupational programs in emerging (particularly technical) areas. Examples of this are certificate and degree programs that have been developed in the last decade in high tech areas such as Internet Professional, 3D Animation, Digital Video, and Computer Security and Forensics. The college also responds to the curricular needs of specific groups, such as the United Association of Plumbers and Pipefitters, and to the training and re-training needs of the local workforce.

General and Transfer Education

As an institution geographically close to two large universities, WCC provides many courses and programs for transfer to Eastern Michigan University, the University of Michigan, and 22 higher education institutions. The college has 55 program [articulation agreements](#) with other colleges or universities, offers 16 programs designed specifically for transfer, and provides hundreds of courses that transfer to four-year institutions as course-for-course or general transfer credit. A broad general education program of distribution requirements assures that students earning associate degrees receive a solid core of common knowledge and skills that will prepare them for lifelong learning, employment, and participation in a diverse and technological society.

Continuing Education and Community Services

The college meets the community where it is most needed by providing credit and non-credit offerings on campus, as well as at its extension centers ([Extension Centers](#) website), business sites, community centers, and online. The establishment of extension sites such as the Harriet Street Center in nearby Ypsilanti and the Hartland Center in rapidly growing Livingston County address specific needs for educational offerings in those areas.

Developmental Education

A comprehensive range of developmental reading, writing, math and academic skills courses below the 100 (college) level are available to help prepare students for college work when needed (see list of [Academic Course Placement Levels](#)). Following entry assessment using COMPASS testing in writing, reading, and math (and, if appropriate, ESL), new students are counseled into the appropriate courses based on their test scores and academic goals. Following successful completion of a required developmental course, students may move up to the next level until they are ready to begin college-level coursework. In addition, a large selection of [English as a Second Language \(ESL\) courses](#) serves WCC's international students and helps them achieve their goals, be it comfort with the English language, employment, or more advanced college-level courses.

Student Services

Washtenaw Community College's extensive student services are outlined in detail in Criteria Three and Four. Among the outstanding

examples of available services are the following: academic advising and career counseling available on campus, online, and at extension centers; free tutoring for students through Learning Support Services; a Testing Center providing comprehensive testing services to students and faculty; Reading and Writing Centers that provide academic support for students; accredited on-campus child care; job placement services; and state-of-the-art computer labs and library facilities.

Community Leadership

The college's role in the community, according to its mission, is "to work to improve the quality of life" in the area it serves. Specifically, the college cooperates "with other community organizations in seeking solutions to local economic and social problems." This is accomplished in many ways: through academic programs based on local workforce needs (for example, the recent development and accreditation of the Physical Therapist Assistant program); through partnerships or the involvement of the institution and its employees in local causes, such as the United Way and Washtenaw Literacy; through innovative programs that meet the educational needs of young people in the community, such as the college's charter school, Washtenaw Technical Middle College (WTMC); and through cultural and educational events that address the interests of local residents while supporting community arts and non-profit organizations (for example, Wild Swan children's theater, or local performing groups such as the Ypsilanti Symphony Orchestra). In these ways and many more, the college exhibits its commitment to stay engaged with and serve its community (for more examples, see Criterion Five).

Strengths for Core Component 1c

- Employees across the college express great support for the mission and feel they are a part of fulfilling it. Planning processes are responsive to student and community needs and are guided by mission, and the various areas of the college support mission through a wide variety of programs, activities, and services.

Areas for Improvement for Core Component 1c

- Approximately 25% of employees responded that they were not familiar with the mission statement when surveyed. A higher level of familiarity with the mission statement should be a goal for the college. Nonetheless, when presented with the mission documents, a very high percentage of respondents indicated their support for the mission, and noted that they felt the mission was supported throughout the college. This indicates that the daily operations of the college do, in fact, align with the mission. Respondents did indicate a lack of awareness of how the Board of Trustees and upper administration carry out the mission.

Future Focus for Core Component 1c

- While employees state that they support the college mission, the mission is not part of the college culture of thinking. Mission support is often accomplished because employees know it is the right thing to do rather than thinking in terms of mission. The college should seek ways to encourage faculty and staff to think in terms of mission first as they accomplish their daily work of making the college and its students successful. This, in turn, would heighten faculty and staff awareness of whether particular components of the mission should be revisited at this time.

Core Component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Governance and Organizational Structures

The first stated goal of governance at WCC is made quite clear in the college's policy on *Staff Collaboration and Governance*: "to provide a system to utilize most effectively the expertise and insights for achieving the mission and goals of the college." This system of governance, established in the early 1990s, has evolved through a presidential transition in 1998 and continues to provide a framework for fulfilling the college's mission and expressing the college's values and vision. Decision-making processes and organizational structures at the college are intended to promote flexibility and quick response in meeting the needs of students, the workforce, and the community, and encourage the empowerment of faculty and staff in doing their jobs. (Organizational charts may be found at the end of the self-study report.)

Board of Trustees

The highest governing body at WCC is the Board of Trustees, which is composed of seven members publicly elected for six-year terms. Elections are staggered so that two to three slots are up for election every two years. Board members include leaders in local business and industry, the non-profit sector, higher education, and community organizations (*Board of Trustees Biographies*). The Board holds public meetings twice monthly, on the second (study session) and fourth (regular meeting) Tuesdays. Meetings provide an opportunity for public comment and remarks from faculty union leaders and faculty committee leaders; students, faculty, staff, and the general public are invited to attend and are offered formal opportunities to participate. Minutes

and agendas for Board meetings are available to the public on the [Board of Trustees](#) website. The Board is responsible for approving and evaluating all policies at the institution, and for hiring and evaluating the college's president. Dr. Larry L Whitworth, the college's third president, was approved by the Board and took office in August 1998.

Executive Leadership

The president provides leadership in both the daily operations and the long-range planning of the college. He meets regularly with his executive and administrative staff, convening with executive staff (vice presidents and executive directors) twice a month and administrative staff (executive staff as well as deans) once a month. Significant changes have occurred in the organizational structures and processes at WCC since the 1999 self-study. At that time, the college had just undergone a transition in leadership, and was moving away from a governance structure that had been overburdened with large committees and elaborate decision-making processes. A result of necessary efforts to move toward a collaborative governance model in the early 1990s, by 1999 the model had become difficult to maintain and sometimes slowed adequate response to community and workforce needs. With the presidential transition, the organization was reworked and procedures pared down. Initially the number of upper level administrators was decreased to streamline the organization; since then, divisions have been reshaped and the institution has remained stable in its organizational structure for some time.

Today, the college has two faculty-chaired, faculty-majority committees that meet weekly during the academic year to review academic matters: the Curriculum Committee, a standing committee responsible for reviewing new and revised courses and programs; and the Assessment Committee, responsible for overseeing assessment planning and implementation across the curriculum. The Curriculum Committee is established per faculty contract with the college, while the Assessment Committee exists per a Letter of Agreement as part the faculty contract ([Master Contractual Agreement WCCEA 2005-09](#), p.24 and p. 69). Faculty members on the committees are supported with release time for their committee work. Various ad hoc or special committees are formed as needed to address specific needs. Some examples of these include the Faculty Professional Development Committee, the Student Success and Retention Committee, the Health and Safety Committee (created per contract with the Custodial/Maintenance union), the Faculty Evaluation Ad Hoc Committee (formed per Letter of Agreement), the Sabbatical Leave Committee, the Environmental Committee, and the Self-Study Steering Committee.

Faculty, Office Professional/Technical, and Custodial/Maintenance Unions

WCC's faculty union, the Washtenaw Community College Education Association (WCCEA), serves to promote collaborative processes be-

tween faculty and administration to ensure the most effective delivery of excellent educational programs and services to the college's students. The contract preamble specifically states: "The Association and College administration agree to work together to solve problems and to support the College's response to the changing educational needs of our students and community through an ongoing dialogue characterized by candor and goodwill" (*Master Contractual Agreement WC-CEA 2005-09*, p. 4). Collaborative processes are encouraged through regular communication with the contract liaison and through monthly contract implementation meetings between administration and union representatives. Contract implementation meetings are also scheduled with representatives of the Office Professional/Technical association each month (*Office Professional / Technical Contractual Agreement 2008-2011*, p. 4) and with representatives of the Custodial/Maintenance union on a quarterly basis (*Custodial / Maintenance Contractual Agreement 2007-2010*, p. 6).

As part of the Office of Human Resource Management, the Director of Labor and Employee Relations and her staff are available to promote continuous improvement of employee relations through training programs, problem resolution assistance and assistance to ensure compliance with state and federal labor laws. Staff will also assist supervisors in dealing with employee discipline issues, and can provide individual consultation, coaching, assistance and guidance to supervisors who feel they may need to initiate disciplinary action.

Student Leadership

Through the Student Activities department, student leaders of all the student clubs and organizations meet monthly for planning, idea sharing, and leadership development. This group provides a resource for student representation for various campus commitments. While the college has in the past had forms of a student assembly, such structured student government has not been sustainable on campus, perhaps because of the less permanent nature of the commuter student population. However, student involvement in campus issues is welcomed and provided through the many student clubs, activities, and organizations, most notably through the Phi Theta Kappa honor society; moreover, very meaningful involvement at the academic program level is sometimes available to students through advisory committee participation. The active student life that has evolved at WCC over the last few years would have been impossible without the influence of strong student leaders of various students groups.

Engaging with Campus Community

The college recognizes the importance of promoting collaboration and communication across campus. Many opportunities exist for faculty and staff to be informed and active in the decision-making process. Much of this occurs at the department level. Department meetings are held regularly for full- and part-time faculty in which both insti-

tutional and departmental issues are addressed and business accomplished. Likewise, monthly division meetings, led by the area deans, encourage communication and information sharing across disciplines. Monthly meetings of the department chairs allow chairs from diverse instructional areas to engage in conversation about common issues. In addition, the college offers the following opportunities for involvement and communication:

- Vice President for Instruction's monthly meeting with faculty
- Monthly meetings of contractual groups (the Faculty Association and the Office Professional/Technical and Custodial/Maintenance unions) to discuss issues that may require collaboration with the administration
- Monthly faculty department meetings, some of which are interdepartmental and may include collaboration with additional staff
- Brown bag meetings on current topics with the President
- Monthly divisional meetings with faculty, staff, and area deans
- Regular advisory committee meetings for occupational programs
- In-service sessions in August, November, and January, including opportunities for all faculty and staff to participate in meetings and workshops relevant to their work at the college

Strengths for Core Component 1d

- As can be seen from the cited examples, the college maintains a strong foundation of collaboration and communication across the campus, encompassing multidisciplinary units and student organizations.

Areas for Improvement for Core Component 1d

- The college needs to increase the awareness of existing governance and administrative structures. This should serve to increase effective collaboration and identify any weaknesses in the processes that may exist.

Future Focus for Component 1d

- While there are adequate prospects for faculty and staff involvement at several levels, there are fewer opportunities for student involvement in governance. Historically, there has not been student support for organized student government. The college may wish to make the effort to approach the student leadership group to encourage and support the development of a more formalized student government.

“Teaching at WCC gives me a strong sense of pride and gratitude. From what I can tell, most of us on campus (regardless of our job title) take the college and its mission to heart.”

-Respondent comment from 2008 Faculty/Staff Mission Survey.

Core Component 1e

The organization upholds and protects its integrity.

Washtenaw Community College upholds and protects its integrity through both practice and process: through practice, by the informed, ethical, and appropriate actions and interrelationships of individuals across the college as they participate in day-to-day operations; and through process, by the implementation of policies and procedures that align with and support the college mission, inform the processes that govern the institution, and guide actions within the organization and interrelationships with individuals, groups, and organizations outside the college.

Processes and systems throughout the college are in place to ensure that WCC acts with integrity with respect to all of its constituencies. The college is in compliance with relevant state and federal laws and accrediting requirements, and demonstrates clear internal processes and policies that promote consistent, honest, fair, and ethical actions at all levels of the organization.

Compliance with Federal and State Agencies

Washtenaw Community College complies with rules, regulations, and reporting requirements at the state and federal levels. These include the following:

- The college places paramount importance on respecting students and student privacy, and follows the guidelines established for the treatment of student records as outlined in the Family Educational Rights and Privacy Act (FERPA) and as dictated in the college's [*Release of Student Information Policy*](#).
- The college has historically complied with the Higher Education Act. With the passage of the Higher Education Opportunity Act in August 2008, the college will be addressing the changes and new regulations required by the new act, such as informing students about textbook and supplies costs at the time of registration.
- The college's Institutional Research department is responsible for providing graduate follow-up data for federal reporting requirements. In addition to providing data to fulfill accountability requirements, the college's graduate survey includes much more detailed information about WCC's graduates' employment and educational activities that is used for continuous improvement of college programs and services.

- The college complies with the American Disabilities Act as outlined in its [ADA Compliance Policy](#).
- The college adheres to Affirmative Action principles and procedures (Core Component 1b), and complies with all Equal Employment Opportunity laws.
- Integrity in the workplace environment is assured through college policies demonstrating compliance with and adherence to regulations such as [Right to Know](#) laws, the Occupational Safety and Health Act, prohibition of sexual harassment ([Policy 5080 Prohibiting Sexual Harassment](#)) and discriminatory harassment ([Policy 5081 Prohibiting Discriminatory Harassment](#)), and the federal Campus Security Act of 1990. Training in sexual and discriminatory harassment and HAZMAT training has been offered regularly to employees and is currently being restructured for online availability (see training information at the [Human Resources Training](#) website). Most recently, 25 sessions of sexual and discriminatory harassment training were offered college-wide to 398 participants in 2005-07.
- Integrity in maintaining the security of the campus environment is assured through compliance with the Campus Security Act and college policies on campus safety as well as crime awareness and security ([Campus Safety Policy 8016](#) and [Crime Awareness and Campus Security Policy 8025](#)). Information on crime prevention and current [Campus Safety and Security Statistics](#) relating to offenses on campus are available to the public on the college website. The Campus Safety and Security department is responsible (in collaboration with local law authorities) for providing the following: crime prevention, protection of individuals, protection of college and personal property, and traffic control. The department also provides escort assistance, non-emergency medical assistance, motorist assistance, key issuance, lost and found, and unlocking of rooms. In 2008, the college implemented a system of automatic voice mail and/or text message emergency alerts, called the WCC Alert Notification Service, that students and employees may request be sent to email addresses and multiple phone numbers ([WCC Alert](#) website). A number of WCC staff and counselors have received training in critical incident managements and crisis intervention. Following 9/11, 18 WCC staff and counselors received training in critical incident management and crisis intervention, earning certification of completion in critical incident stress management from the International Critical Incident Stress Foundation.
- In compliance with the Carl D. Perkins Act, to receive funding for technical and occupational programs, the college reports as required on its occupational programs meeting the Perkins Core Indicators; these performance measures serve as state-mandated standards of success within occupational programs.

- The college complies with state requirements for accountability by participating in the Perkins Review in Occupational Education (PROE), a self-study evaluation of occupational programs, which includes the Core Indicators, assessments by students, faculty, administrators, and advisory committee members involved in the programs under review, and an action plan for future improvement (see sample *PROE Evaluations 2007-08*). Internally, periodic program review (*Program Review Process*) is a vital part of the assessment and evaluation process at the college, and a current focus for departments that are responsible for program oversight is the development and refinement of measurable program outcomes and assessment planning and reporting for all degree and certificate programs (see Core Components 2c and 3a).
- As part of efforts to comply with new FACT (Fair and Accurate Credit Transactions Act) Red Flags legislation and to safeguard confidential information across campus, the college recently updated its Theft Detection, Prevention, and Mitigation program. Consultants from Identity Theft Loss Prevention, LLC, performed an Information Compliance and Awareness Process on campus, auditing departments to discuss preventative measures and determine ways to reduce information loss.

Compliance with Other Agencies

The college meets the requirements of numerous accrediting agencies. These include institutional accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The college's Child Care Center holds NAEYC Academy for Early Childhood Program Accreditation from the National Association for the Education of Young Children. In addition, the following academic programs are accredited by regional or program-specific accrediting agencies:

*Automotive Mechanic Certificate
Automotive Technician Advanced Certificate
Certified by: National Automotive Technicians Education Foundation*

*Culinary and Hospitality Management AAS Degree
Culinary Arts Certificate, Hospitality Management Certificate, and
Baking and Pastry Certificate
Accredited by: American Culinary Federation*

*Dental Assisting Certificate
Certified by: The Commission on Dental Accreditation of
The American Dental Association*

*Law Enforcement Basic Police Academy
Approved by: The Michigan Commission on Law Enforcement Standards*

Registered Nursing AAS Degree

Accredited by: The National League for Nursing Accrediting Commission

Approved by: State of Michigan Department of Community Health Bureau of Health Professionals Board of Nursing

Pharmacy Technology Certificate

Accredited by: The American Society of Health-System Pharmacists

Physical Therapist Assistant AAS Degree

Accredited by: Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association

Radiography AAS Degree

Accredited by: Joint Review Committee on Education in Radiologic Technology

Integrity in Internal Practices

As an institution, Washtenaw Community College consistently demonstrates its commitment to integrity in its operations, beginning with its elected governing body, the Board of Trustees. The Board's [*Guidelines For Excellence*](#) provide voluntary guiding principles concerning the role of the Trustees, which are intended to encourage Board actions that are ethical and centered on the greater good of the institution and its constituencies. When employees were asked on the Mission Survey whether they felt the Board of Trustees operates consistently in an ethical manner, 62% of respondents agreed or strongly agreed, while 35% responded, "don't know," suggesting again that there is some uncertainty among WCC employees about the function and activity of the Board in relation to the daily business of college operations. However, 100% of employees in the executive / administrative group, who due to the nature of their job classification may be more likely to attend Board meetings or follow Board proceedings, agreed or strongly agreed that the Board operates in an ethical manner.

As stated in the [*WCC By-Laws*](#), the college complies with the Michigan Open Meetings Act, with all regular sessions of the Board open and accessible to the general public, and opportunities provided for public comment during Board meetings as described in the college policy on public participation ([*Citizen Participation During Board of Trustees Meetings Policy 1020*](#)). Time is allotted at each meeting for public comment, remarks from the WCCEA, and reports from the chair of the Curriculum Committee.

Protecting the rights of employees and students is of critical importance at WCC. Faculty and employee handbooks describe the rights, responsibilities, employment conditions, compensation, policies, code of conduct, and procedures for employees at the college. The college negotiates in good faith with representatives of its employee groups (Core Component 1d).

Policies delineating *Student Rights and Responsibilities* are included as part of academic information provided to students on the college website, as well as in the college catalog. Included are policies regarding student rights and responsibilities, student complaint procedures, release of student information, assurance of student success, campus safety, appropriate conduct, and use of computing resources.

Fiscal Integrity and Oversight

As described in Criterion Two, the college acts with integrity and circumspection in the management and allocation of its financial resources. WCC is cognizant that the community is a primary stakeholder in the college, with local taxpayer support providing 55% of the college's operating budget (Core Component 2b). The community has consistently demonstrated its support for the college by approving the college millage in public elections, most recently in 2008. *The Annual Financial Report 2008*, including the college's most recent audit, provides evidence that the college demonstrates financial responsibility and integrity. The college is audited by the state approximately every five years. The annual ACS (Activity Classification System) audit requires reporting of data on facilities, budget, and enrollments for comparative purposes at the state level.

An institutional goal in 2007-08 was to implement a default management program for students who have procured federal loans through the college (*Institutional Goals 2007-08*). The college's 2005 student loan cohort default rate was 12.1, significantly higher than the state average for two-year institutions of 5.1, and the only double-digit rate at a public higher education institution in Michigan. It was expected that the program would result in the default rate dropping below 10 by the end of the 2008-09 academic year. Since that time, the Financial Aid Office has, in fact, developed and implemented a default management program for students, including making contact with all borrowers who were delinquent on student loans in fall of 2007 via telephone calls and postal mail. This process has been used to inform borrowers of their repayment options, which serves to educate the borrowers on how to avoid defaulting on their loans. The 2006 draft cohort default rate dropped to 8.3. The Financial Aid Office will continue to expand efforts to reduce WCC's student loan default rate for future cohorts.

An additional recent example of how the college demonstrates integrity is the implementation of course repeat limits, effective fall 2009. By this new procedure, the college sets forth limits by which students may attempt a course twice at their own discretion (assuming all admission and course prerequisites have been met); a third attempt will require recommendation from a WCC counselor or advisor and approval from a full-time WCC faculty member in the appropriate academic area; a fourth attempt or further will require recommendation

from a counselor/advisor, approval from a faculty member, and a \$200 per credit hour Repeat Course Fee in addition to tuition and fees as dictated by student residency status. This policy is being enacted to encourage student success on the course level, as well as to proactively demonstrate effective stewardship of public financial support ([Course Repeat Limit Procedures](#))

Integrity in Communication and Interaction with the Community

Washtenaw Community College represents itself clearly and honestly through multiple college publications and media. Print and on-line publications, including the college bulletin, class schedule, program brochures, college website, LifeLong Learning catalog, literature from the WCC Foundation, and [Career Focus](#) magazine, all accurately depict college programs and services.

The college recognizes the important role it plays within the community and takes seriously the responsibility of maintaining integrity in its relations with those in the local area who support WCC. The college considers feedback from graduates, alumni, employers, and partners in business and industry and higher education as critical to promoting integrity in its actions toward meeting the needs of those in the community. Chief evidence of the community's ongoing support is the repeated passage of millage renewals and increases over the history of the college.

Strengths for Core Component 1e

- In its stated values, the college dictates that it is a priority to “plan and work together with respect, trust, and honesty within the college and within the communities we serve.” WCC complies with all federal and state laws and maintains internal processes and procedures that demonstrate integrity in its daily actions and interactions with its constituencies, both on and off campus. Historically, the college has prided itself in providing services and information to students above and beyond that required by law and will continue to provide such services.

Areas for Improvement for Core Component 1e

- Because 35% of college employees responded “don't know” concerning whether the Board of Trustees operates in a consistent and ethical manner, the college needs to educate faculty and staff better on the work and functions of the Board.

Future Focus for Core Component 1e

- The college already provides information relating to the activities of the Board of Trustees in a readily accessible format on the Board webpage of the college website; however, because feedback from employees indicates some lack of awareness of the operations of the Board, the college should seek methods to create heightened awareness of Board activities, the related documents, and their importance.
- In light of the reauthorization of the Higher Education Act, the college should be proactive in setting in place the mechanisms to be compliant with the new regulations.



Washtenaw Community College

Chapter

5 *five*

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction to Criterion Two

Washtenaw Community College's processes for planning, resource allocation and self-evaluation enable it to fulfill the college mission of providing accessible and excellent educational programs and services, as well as respond to those challenges and opportunities that arise in the future. The college is located in an area that in the last decade has experienced both rapid development in the information and biotechnology sectors, as well as significant decline in automotive and other manufacturing industries; the economic decline and rising unemployment that has occurred in Michigan during the last several years, combined with the steady progression of technology, demands that the college be flexible and responsive in its planning and budgeting processes. WCC has been able to allocate its resources based on the overall educational and job training requirements of its constituents in a way that consistently meets their needs and positions the college to continue to do so into the future, as evidenced by combined credit and non-credit enrollments that have increased by 10.5% over the last five years ([Annual Student Profile 2007-08](#)). That the local community has supported the college by voting to maintain WCC's millage in nearly every election since the college's founding in 1965 indicates that the community believes the college is serving its best interests; this includes the most recent voter support in 2008, with the highest vote count in the history of the college ([Millage History 1965-2008](#)).

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

It is essential for all higher education institutions to be prepared to meet the requirements of their constituents as external factors such as demographics, economic shifts, the needs of local business and industry, and new technologies continually evolve. Planning and resource allocation have to be responsive to those trends that will have the most impact on future challenges directly faced by the college and its students, rather than merely reactive to the trends of the moment.

WCC is uniquely positioned between two large higher education institutions, the University of Michigan and Eastern Michigan University. The University of Michigan, in addition to being the area's largest employer, is one of the largest public research institutions in the United States, and is known as a leader on the cutting edge in information technology, health, and biotechnology research. The city of Ann Arbor itself is a center of many high tech industries, ranging from Internet giants such as Google to smaller information technology and online businesses such as JSTOR (digital scholarly journal archive), ProQuest, All Media, Internet2, Merit, and Weather Underground. Other research and engineering industries in the local community include General Dynamics, the National Oceanic and Atmospheric Administration, NSF International, and the Toyota Technical Center. The greater Ann Arbor/Ypsilanti/Detroit area also has historically had high levels of employment within the automotive industry; the recent economic decline has profoundly affected this sector in particular, although many job markets, including information technology, have also suffered increased unemployment in the current economic climate. Indeed, according to the United States Department of Labor Bureau of Labor Statistics, the unemployment rate in Michigan in April of 2009 was the highest in the country at 12.9%, compared to the national rate of 8.9%. The employment needs served by WCC are thus distinguished by the demands of multiple rapidly changing high-tech industries as well as blue-collar manufacturing careers, both of which have been impacted by the current economic crisis. The college's role in providing training and retraining in careers that are viable in the present climate is critical, and WCC recognizes the importance of being responsive to developing programming related to emerging high-growth jobs that will best serve the local community.

In order for the college to supply the necessary training and education for students to be successful in their career paths or further education, WCC must plan carefully to keep pace with advances in technology

The Community's College

"It is the Chamber's belief that WCC is a valuable community resource that serves the region, including the Ann Arbor area business community, by increasing the availability of relevant yet affordable education. In today's turbulent economic times, as the cost of higher education continues to skyrocket, WCC's role in this community assumes even greater importance."

*Jess Bernstein, President and CEO,
Ann Arbor Area Chamber of Commerce*

A Community Partner in Difficult Economic Times

“Washtenaw Community College is an important partner in developing and sustaining a strong community, especially during these harsh economic times.”

Michael Finney, President and CEO,
Ann Arbor SPARK

in a local environment where changes occur with extreme rapidity; it must also plan to remain financially stable in an economic environment that, in recent years, has become increasingly volatile. To maintain maximum flexibility and currency in its planning processes, the college employs planning on multiple levels and bases decisions on external and internal trends that are most likely to shape the needs of WCC’s students as they participate in a challenging, multifaceted and highly technological society. Above all, the college is mindful of its mission to provide excellent programs and services that are accessible to those who would benefit from them; this goal in itself requires sound financial stewardship and planning regardless of economic circumstances.

Institutional Planning

At the time of the 1999 NCA comprehensive visit, WCC was undergoing a presidential transition. As part of that self-study, President Whitworth, who at that time had been in office for approximately one year, included a document entitled *A Look at the Future: The Next Five Years*, which documented his plan for the college for the first five years of his administration. Many of the items in this plan were further elaborated upon following the NCA visit, and formed the basis for strategic directions for the following five years, and indeed, for the past decade at WCC. The President, together with his executive and key administrative staff, develops Strategic Initiatives that are presented annually to the Board of Trustees and inform other key planning documents at the college. In 2004, the President stated as part of the annual *Institutional Goals 2004-05* that the overarching strategic initiative for the future was “to ensure financial viability.” In alignment with the Board policy on long-range planning (*Long-Range Planning Policy 8060*), this overarching strategic initiative included three pillars that form the basis for institutional goals for five years. Table 5.1 depicts the current state of the strategic initiative and its components:

Strategic Initiative	Current Status
<p>1. Maintaining the support of taxpayers and passing the 2004 millage renewal of 0.85 mills (this did pass overwhelmingly in the November 2004 general election). The 2008 millage renewal also passed.</p>	<p>Millage votes passed in both the 2004 and 2008 general elections.</p>
<p>2. Increasing enrollment</p> <p>The following three initiatives were determined to expand enrollment over five years such that revenues exceed expenses:</p>	<p>Both enrollments (course registrations) and unduplicated headcounts in credit and non-credit courses have increased steadily in recent years. Over five years (2003-04 through 2006-07), credit enrollments increased 8% and non-credit enrollments increased 31%, while credit headcounts increased 4% and non-credit headcounts increased 14% (<i>Annual Student Profile 2006-07</i>, p.1). The most recent statistics show that headcounts continue to grow: in winter 2009, headcount was 13,309, an increase of 7.5% over winter 2008, and credit enrollment was 111,118, an increase of 10.5% over winter 2008 (source: Enrollment Services).</p>
<p>a. Working with the United Association of Plumbers and Pipefitters (UA) to develop an extensive selection of distance education offerings. It should be noted that this goal was ultimately altered; College on Demand, the DVD/online distance education delivery system developed by the college, proved to be as successful with the general population as with the UA, and is now marketed aggressively toward non-UA students as one of the college's FlexEd flexible delivery options, along with WCC's mixed mode and weekend formats.</p>	<p>Enrollment growth in distance learning for UA courses remained steady in 2004-05, but COD was expanded to include courses for the general student population with much success, with an over 200% increase in enrollments between 2004-05 and 2005-06. Enrollments have continued to increase each year since in both COD and blended courses, with enrollments for all FlexEd offerings (COD, blended, and weekend) increasing from 2,153 in fall 2007 to 2,665 in fall 2008 (Office of Enrollment Services).</p>
<p>b. Increased offering of courses in neighboring Livingston County to increase enrollments through the newly available venue, the Hartland Community Center. This is a high growth area and the goal is to increase out-of-county enrollments on campus in future years.</p>	<p>The goal of enrolling 1,550 students in Livingston County by 2005-06 was met that year. In fall 2007 and winter 2008, there were more than 500 enrollments in 32 courses at the Hartland Center, which supplements WCC's larger Livingston County extension center in Brighton (<i>Extension Center Enrollment Data 2000-09</i>).</p>

c. The creation of new and innovative programs with an emphasis on student persistence, and a goal of presenting at least two new programs having high volume potential to the Board for approval each year.	New and innovative programs have been brought before the Board each year for approval. Some examples of high interest programs that have recently been developed are Physical Therapy Assistant, Custom Cars and Concepts, and 3D Animation.
3. The creation of a blended format for courses , with a goal that ultimately 25% of courses could be offered in this format, thus allowing the college to accommodate an additional three thousand students without additional classrooms or support facilities.	Blended courses were gradually incorporated with the COD curriculum. The number of blended courses has expanded, growing from 11 sections of seven courses in fall 2007 to 32 sections of 21 courses in winter 2009.

These three overarching initiatives, and the single strategic goal of fiscal viability in the light of economic variability, form the backbone of ensuing institutional goal documents, as well as department and divisional planning documents.

College Planning Documents

Washtenaw Community College utilizes multiple planning documents. The Annual Budget Plan, while created annually, is informed by long-term planning documents such as the Capital Outlay Plan, and incorporates long- as well as short-term institutional and divisional goals, which are then tied to budget allocations. While the college does not currently publish a single document specifically designated as a “strategic plan,” it is thus the Annual Budget Plan, incorporating the institutional and divisional goals, that serves as the primary strategic planning document at the college. The following planning documents inform and guide planning and allow the college to make responsible and responsive decisions in serving its constituencies:

- *Annual Budget Plan 2008-09*. The Annual Budget Plan provides department chairs, directors, and other unit leaders with information regarding the current general fund operating budget, including the Institutional Goals (see below); divisional goals; current and projected budget; analysis of expenses, revenues, and personnel; campus repair and maintenance projects; and other key data. This information, compiled for the Board of Trustees by the Budget Development Panel (comprising the Vice President for Administration and Finance, the Director of Budgeting, Purchasing and Auxiliary Services, and the Purchasing and Budgeting Analyst) is used by unit heads to determine budget needs for the upcoming year and forms the basis for budget requests (see Core Component 2b for a description of the budgeting process).

- [*Capital Outlay Plan 2009-14*](#). The five-year Capital Outlay Plan describes the college's current and future instructional needs, along with an assessment of underlying present and projected enrollments driving those needs. The plan serves both to fulfill State requirements in requesting funding for capital projects and also to provide a framework for planning for instructional programming, including enrollment data and projections, anticipated five-year staffing needs, and a detailed facilities assessment. The plan is evaluated and updated annually.
- [*Ten-Year Budget Plan*](#). This long-term budget projection is developed to project revenues and expenses forward ten years (currently through 2015) and is updated annually according to the previous fiscal year. Each of the revenue and expense categories are reviewed and updated with any known data, with projections based upon historical trend or anticipated growth information.
- [*Capital Projects and Construction Plan 2007-12*](#). Since 1999, the college has implemented five-year plans to ensure that campus facilities and capital improvements are driven by the needs of students, academic programs, and to meet the challenges of both internal and external factors that may affect WCC's ability to fulfill its mission. This plan, which currently runs from 2007-11, is rigorously reviewed and prioritized annually by the Board of Trustees and modified as needs change; it is designed to be a dynamic and fluid document that captures the more immediate physical needs of the institution as well as the funding requirements for meeting them. Complementing the five-year Capital Outlay Plan and the long-range Master Plan, which are both broader in scope, the five-year plan provides the detailed and comprehensive implementation plans for the most urgent short-term facility needs. During the past ten years, WCC has funded more than \$105 million in capital improvements to its campus buildings and grounds; during this period the college has identified more than 80 capital improvement projects in direct response to urgent physical facility infrastructure needs, as well as updated its functionally obsolete institutional spaces. The budget details for the plan are distributed annually as part of the [*Annual Budget Plan 2008-09*](#). This plan includes a summary of capital projects and campus repair and maintenance projects for the coming five years that are needed to "correct the deterioration that has occurred over the past thirty years" and provide "a framework for upgrades to campus facilities that will be in use twenty years from now" ([*Annual Budget Plan 2002-03*](#), p.43). The college follows the five-year Capital Projects and Construction Plan annually, yet remains flexible enough to make necessary changes as more pressing needs arise. With aging campus buildings (of which some are now more than forty years old), multi-faceted facility planning will help the college continue to identify and fund capital improvements in order to ensure it can successfully fulfill its mission.

- *Master Plan.* In an effort to maintain quality physical facilities to meet the challenges of future programs and promote student success, the college embarked on a comprehensive update to its long-range facilities Master Plan in late 2004. The updated plan, which took 18 months to complete, examined alternatives for potential development, provided campus-wide recommendations, and offered a realistic strategy for implementation that reflects WCC's distinctive goals, traditions, and mission. This plan, updated every seven years, is the longest-range plan at the college, looking forward twenty years.
- *Information Technology Three-Year Plan.* As information technology continues to evolve and impact every aspect of daily operations at WCC, careful and responsive planning is essential to ensure that appropriate infrastructure, systems and user support are available to maintain and support current and emerging technologies. The college's Information Technology Plan is a three-year plan developed by Information Technology Services. The plan is evaluated and updated each year. Each area in the department—Systems Administration, Systems Development, User Support, Network and Telecommunications Services, and Web Services—as well as areas supported by the department, such as Media Services, the Library, and Campus Safety and Security, are included, citing accomplishments, goals, budget, and other specific needs in the plan. Goals are integrated with the college's institutional goals to ensure the college is capable of addressing all technology issues across campus. A specifically funded computer replacement plan includes a four-year cycle of computer replacements across campus (approximately 500 computers per year, or 20%, allows faculty, staff and students to have access to appropriate computing resources while meeting standards for new software and ensuring cost-effective installation of new equipment). Additional issues related to IT are discussed in Core Component 2b.
- *Institutional Goals.* President Whitworth presents goals each year for the institution, which are discussed with the Board in subcommittee meetings and at their annual retreat. These goals are developed with the President's executive staff and key administrators, and also incorporate divisional goals, which arise from meetings with Vice Presidents, deans and other key leaders from various units. The goals are presented at administrative staff meetings and are widely distributed to department chairs and units through the Annual Budget Plan. The President also communicates these goals through state of the college addresses during faculty in-service.

Division and Departmental Planning

Planning at the divisional and departmental levels both is driven by and also feeds into institutional planning. As with institutional planning, processes are flexible to allow for changes in the local job market, technology, and student needs. While all areas of the college participate in planning for their areas as part of the annual budgeting cycle, department chairs and deans or division heads are given autonomy to set their own planning processes within the framework of this process. Typically, divisions set annual goals with accompanying budget allocations, which undergo a multilevel review process. At the department level, many departments work together to set annual goals, while in some divisions this occurs on a more ad hoc basis according to need. For example, in the division of Humanities and Social Sciences, each department submits goals to the academic dean, who incorporates and includes those goals with the broader divisional goals when making annual budget requests. High tech curricular areas, in which rapid change can be expected, such as the division of Business and Computer Technologies, undergo department planning on a more ongoing basis to address evolving technologies; in addition, areas such as this with multiple occupational Perkins-funded programs align their planning with the cycle for grant application. High priority divisional and departmental plans are then incorporated into institutional goals each year as appropriate.

To prepare for the annual budgeting process, each department chair or director receives a package of information regarding the current budget and is required to submit any additional budget requests for the following year to the dean of their division. The dean reviews the request and submits it to the appropriate executive office, whence the request, if approved, is forwarded to the Budget Departments. The Budget Department consolidates all requests and schedules annual budget hearings, which are attended by the President, Vice President for Administration and Finance, Director of Budget, Purchasing and Auxiliary Services, and the Purchasing and Budget Analyst, the executive officers, and any applicable staff. Each executive office is scheduled for an individual budget hearing as well. During these planning and budgeting meetings, each financial organization center is reviewed to determine how it is performing relative to the current budget and required to justify any requested additional budget. At this time, any discretionary expenditure amounts are distributed based on the priority of the requests. Full-time personnel dollars are budgeted by taking all authorized strength positions and calculating the increases specified in the contractual agreements for each of the bargaining units and anticipated increases for the independent staff, as well as increase projections for retirement and fringe benefits. To further support instructional needs, the academic deans are provided with discretionary funds that can be allocated according to divisional needs; these allocations are often used to fund equipment purchases or special events to support instruction in a particular area.

Academic Program Planning

The ultimate goal of planning is to ensure that the excellence of WCC's academic programs can be maintained and supported in the future. The college prides itself on its innovative, high quality programs, and endeavors in its program planning to keep stride with new technologies and directions so that students will be prepared for work and life in a fast-paced, technological society. Ideas for academic programs may be brought forth from internal sources, suggested by faculty, or prompted by external factors. Advisory committees composed of experts in the field are a powerful influence on the college's occupational programs and are a source for new program ideas. While the college does not employ a systematic method of environmental scanning, WCC faculty are highly active in their fields; occupational faculty, in particular, are typically highly involved in the professional areas they teach, and keep pace with current trends. One recent example of this is the creation of the Motorcycle Service Technology certificate program; at the urging of faculty in the automotive department, who recognized the need for such a program, the President met with motorcycle dealerships in the community to ensure the viability for the program in the area.

The college is also often approached by businesses or community organizations with ideas for new programs. Such suggestions are rigorously investigated for feasibility and appropriateness to the college's mission, and are developed into programs only if they serve the needs of WCC's students. For example, the college recently rejected a suggestion from local hospitals to implement a Medical Coding Technician Program once further study of the job market revealed that such a certificate program would provide no significant job enhancement to WCC graduates. Similarly, a recent request for an associate degree program for compliance officers for medical researchers was also rejected when studies showed that a bachelor degree was the standard for this field, so an associate degree was insufficient for job attainment. The college is currently considering other associate degree programs in comparable fields to meet the needs of the local health care industry.

Program development, particularly in occupational areas, is based on career laddering and economic viability. Many programs are logically laddered from certificates through degrees and post-degree certificates. All proposed programs include a statement of need, and programs seeking Perkins grant funding undergo an especially detailed needs assessment including local job market information, enrollment projections, and other data that is prepared by the Office of Institutional Research (see [Needs Analysis Synopsis](#) for sample). Program enrollments are evaluated annually by the President, executive staff and deans to determine viability in light of student population trends. Each spring, new program proposals and program discontinuations are presented to the Board for approval (see sample [New and Discontinued Programs Board Report](#)). In accordance with the strategic

initiatives, high-volume programs are a priority for the college. Since 1999-2000, 111 new programs have been approved (of those, four were reactivated programs that had previously been discontinued) and 68 were discontinued. (For a complete list of new and discontinued programs, see [*New and Discontinued Programs List 1999-2000 through 2008-09.*](#)) Much of this activity occurred between 1999 and 2001, at which time the college's degree and certificate structure and general education model were revised, necessitating that many programs be changed to meet the new requirements. Overall, however, the development, revision, or discontinuation of programs is intended to reflect the college's responsiveness to evolving needs of students and the current and changing job market. Recent programs that have addressed emerging technologies and locally growing employment areas have included degrees and/or certificates in Internet Professional, Motorcycle Service Technology, Advanced Manufacturing, Physical Therapy Assistant, 3D Animation, and Digital Video Production.

Institutional Research

A critical aspect of determining current and future opportunities for the college is examining both internal and external trends that might impact short- and long-term planning. At the time of the 1999 self-study, the college lacked an internal mechanism for collecting quantitative data that could guide decision making; indeed, the NCA team report suggested the college "establish a research arm to gather hard data to support the accomplishments and accountability measures of the college . . . and undertake cohort and longitudinal studies that will provide quantitative information on which to base decisions" ([*Report of a Visit to Washtenaw Community College 1999*](#), p. 89). In response, WCC's Institutional Research department (IR) was subsequently transformed from a unit that primarily generated opinion surveys requested by particular units at the college, into a well-defined, highly productive research arm of the institution that collects and analyzes data from multiple sources for purposes of studying the WCC student and community population and student outcomes attainment (Chapter Three). This allows WCC to track changes in demographics and institutional trends in retention, success, and persistence that better enable the college to fulfill its vision of promoting student success. President Whitworth specifically directed the department to focus on outcomes-driven data collection that would inform decision making. The information provided to academic deans and departments by IR guides the planning process in that it helps in evaluating current and future needs of the college community.

Institutional Research draws student data directly from the Banner student system, which can be used internally to help the college more fully understand its student population, track changes over time, and identify areas for improvement. For example, the study of local demographic growth areas such as neighboring Livingston County was a driver in one of three strategic initiatives (outlined above) developed

Focus on Innovation

The effort has been to introduce innovation in a multi-disciplinary context. A goal for 2008-09 is to both mature and spread the teaching of innovation across instructional areas of the college. Note should be made here of the congruence between the goals of teaching innovation and the emerging requirements for well-trained employees in business and industry. The clear expectation is to have both blue- and white-collar workers of this century able and ready to solve problems, improve systems, examine realities, and propose and evaluate alternatives . . . in the coming year, involvement of at least twenty faculty in self-identified innovation projects will be the mark of success.

Institutional Goals 2008-09

by the President and executive staff in 2004-05 that led to a more prominent WCC presence through courses offered at the Hartland Community Center. Internally, careful examination over time of student success and retention rates has led to planning and budgeting to improve college curriculum and organizational structures. One example of this is the revamping in 2005-06 of the Math Center, which took place following an institution-wide longitudinal study of course completion and success data that revealed low rates in the primarily self-paced curriculum taught in the Center at that time. To improve the trend of low completion rates evidenced through IR's data collection, the overhaul of the Center was included in the planning and budgeting process that year, including revisions for the curriculum and allocation in the capital fund for new classroom space to replace the individual instructional space used formerly (*Math Center Renovation Executive Summary 2005*).

Institutional Research is also the survey arm of the college. *The Current Student Fall 2008 Survey*, conducted each fall, gathers students' feedback on their expectations and experiences at WCC, as well as their opinions on student services. New students are asked to identify the most difficult aspect of their WCC experience. This feedback also enables the college to identify trends in student needs. In compliance with federal reporting regulations, graduates are surveyed about their employment situation six months following graduation. Occupational programs funded by Perkins funds undergo five-year review through PROE (Perkins Review of Occupational Education), which provides feedback from students, faculty, and advisory committee members. IR also conducts periodic ad hoc surveys pertaining to specific areas of the college when needed, including for the self-study process. Survey results are aggregated over time and are provided to deans and administrators for use in planning. All survey and other data remain available to all interested college staff via WCC's intranet.

In addition to internal data collection, IR collects comparative external data from federal or state government sources or consortia such as the National Community Colleges Benchmarks Program or the Consortium for Student Retention and Data Exchange. Comparative benchmarking data and survey information are discussed further in Core Component 2c.

Examples of Planning at WCC

Planning at WCC is intended to be fluid, responsive, and designed to meet the challenges of the distinctive community that the college serves. The college prides itself on its commitment to innovation; indeed, "innovation in a multi-disciplinary context" is a stated institutional goal for 2008-09 (*Institutional Goals 2008-09*; see sidebar, this page). Innovation in teaching and learning is critical to providing students with the education and training necessary to succeed in a competitive and highly technological society. This emerges in WCC's

program planning and other initiatives that demonstrate its responsiveness to the characteristic needs of the community it serves. The following are examples of how planning exemplifies several of the college's goals and commitments:

A Commitment to Innovation: Community-Based Job Training Federal Grant

In 2007, WCC was designated a regional Center of Excellence in Innovation Education by the U.S. Department of Labor, and as such is one of nine Michigan community colleges in a consortium that has been awarded a three-year federal government grant totaling \$2.1 million. The focus of the Community –Based Job Training (CBJT) grant is on manufacturing and alternative energy, both of which are designated high growth or high impact industries by the government (*CBJT Presentation to Board of Trustees*). The nine colleges together have more leverage and have developed strategic links with regional industries, workforce boards and economic development groups. WCC was a lead partner in the application for the grant and is the fiduciary agent for the grant. The overall aim of the grant is to train 1500 new and incumbent workers in manufacturing and alternative energy. WCC has received 36% of the total grant (approximately \$775,000), which will be allocated for equipment (\$150,000), salaries/benefits for a regional director, grants accountant, lab assistant, and faculty time for curriculum development (\$565,000), travel (\$15,000), and student/faculty training and contractual services (\$45,000). The college has purchased a CNC cutting machine and stereo lithography machine to develop solid model prototypes on which faculty have been trained, and additional faculty have been trained in the application of innovative methods. Tom Penird, an industrial training faculty member, has developed a credit course entitled Innovation: Process and Application (BMG 241) as part of the Advanced Manufacturing certificate program, and has been training other faculty at WCC and elsewhere in promoting innovating thinking in industry. This curriculum has also been adapted to a non-credit advanced certificate consisting of four courses directed toward workers seeking job advancement or high school students seeking entry into advanced manufacturing careers.

The college has sought additional grants to ensure that students are adequately trained in high growth jobs as the market evolves. For example, a New Economy Initiative, focusing on re-energizing the southeast Michigan area, has recently been established, with ten local foundations contributing a combined total of \$100,000,000 to support knowledge-based industry. The college is investigating opportunities to obtain funding from this grant between 2008 and 2015. The college grant writer writes between twenty and thirty grants per year and typically half or more are funded (for example, *Foundation Grant Summary 2006-07* and *Foundation Grant Summary 2007-08*).

The college continues to set goals related to pursuing innovation within and outside of the classroom. Faculty members have participated in implementing On Course innovative teaching methods since 2006, and college goals include support to extend those methods into additional classes. Financial support provided to the Faculty Professional Development Committee has enabled the committee to begin providing Innovative Instruction Grants available to twenty faculty per year to pilot innovation instructional methods across disciplines. On Course and the work of the Faculty Professional Development Committee are discussed in greater detail in Criterion Three.

A Commitment to Wellness: The Health and Fitness Center

In the decade since the last self-study, WCC has seen a tremendous change in student life on campus, with dramatic increases in numbers of student activities, groups, and clubs. The college has also demonstrated that it is committed to maintaining a healthy environment for its students, most clearly through its campus-wide no smoking policy ([Smoke-Free Campus Policy 8085](#)), which was enacted in 2005. The concept of building a fitness center at the college seemed a natural extension of its revitalized campus life, and additionally would serve a community need, particularly as it would be situated in an ideal location on college land across the street from WCC and adjacent to the campus of St. Joseph Mercy Hospital. Between 2003 and 2005, multiple groups, including WCC students and staff and members of the community, were surveyed by WCC's Institutional Research department to assess the need and desire for such a center. The goals of the surveys were to gauge demand for the center, determine preferred features of such a center, and establish acceptable membership rates. It was also noted in the proposal for the center presented before the WCC Board of Trustees that, when compared to the other twenty-eight community colleges in Michigan, WCC was one of only three that lacked fitness and recreational facilities ([Fitness Center Planning Documents](#), Proposal Narrative p.1).

Surveys revealed consistent interest in the idea of having such a center. In the first student survey in 2003, 55% of current students and 34% of new students responded they would “definitely” or “probably” become members if the center were built, while an additional 25% of current students and 36% of new students said they might become members ([Fitness Center First 2003 Student Survey](#)). Of staff and students surveyed in 2005, 55% of staff and 77% of students responded they would definitely or probably join the center, while another 25% of staff and 17% of students said they might join ([Fitness Center Staff and Student Survey Results 2005](#)). Moreover, a community survey administered in 2003-04 by New South Research, which sampled approximately 400 homes in the area, projected that 34% of respondents definitely or probably would use the center, while 49% might use the center ([Fitness Center Community Survey 2005](#)).

In addition to surveying for need, the college's Institutional Research department conducted an extensive study of existing public and private fitness centers within 30 miles of the WCC campus to obtain information on square footage, features and services, membership counts, and fees. Finally, a Fitness Center Advisory Committee consisting of representatives from WCC and leaders in local hospitals, rehabilitations facilities, wellness centers, and health insurance companies, was formed in 2004-5 to help recommend programs, activities, and goals for the Center (*Fitness Center Advisory Committee*). Ultimately, a 75,000 square foot, environmentally-friendly, United States Green Building Council (USGBC) LEED gold certified facility was conceived and constructed based on student and community needs. The Center includes a 25-yard lap pool, a heated therapeutic pool, over one hundred pieces of cardio equipment, a full-sized basketball/volleyball court, an elevated cushioned walking/jogging track, circuit and free weight training equipment, exercise studios, a café/juice bar, Kids in Motion child care services, and numerous other amenities. Bonds that will be paid back through member fees will be used to finance the cost of the project over 20 years, and the Center is expected to be financially self-sustaining; approximately \$17 million of the funding needed for the project came from the bond issue, while approximately \$1 million came from the college's capital fund. The careful planning involved led to the successful opening of the state-of-the art Health and Fitness Center at WCC in September 2007 (*Health and Fitness Center* website). The center is used by more than 5,000 student and community members, with increased usage over the initial year of operation (table 5.2). Students may also enroll in the Center as part of the course Health and Fitness Experience (PEA 115), a 0.5 credit, one-semester course in which tuition is equivalent to a four-month membership at the Center; in fall semester 2008, the first semester in which the course was offered, 895 students enrolled in this course, and student membership has continue to grow (*Health and Fitness Center Memberships 2007-09*).

Table 5.2 WCC Health and Fitness Center Usage

	September 2007 (opening)	December 2007	December 2008	Percent increase from 12/07-12/08	March 2008	March 2009	Percent increase from 3/08-3/09
Active community members	1653	2447	3342	26.8%	3342	3653	13.3%
Active student members	632	555	1104	48.7%	535	448	63.1%
Total	2285	3002	4446	52.6%	3877	5301	26.9%

Source: WCC Health and *Fitness Center, Fitness Center Data Sept.07-March 09*

A Commitment to Technology: Technology in the Classroom

WCC is committed to employing the latest technologies in the classroom to ensure that students are prepared for success in their future studies and careers. Faculty on the leading edge of their fields are able to make suggestions to their department chairs and deans for equipment that is the most updated and innovative for their area of study. One recent example is the acquisition of a digital “green screen” for the college’s digital video program. New facilities in the Technical and Industrial building will enable students to author video direct to DVD, upload to YouTube, do webcasting, and will include space for shooting live or recorded video, and a control room. The first phase, the “green screen,” allows actors to act in front of any kind of background. Digital video is a growth area at WCC, with enrollments having increased each year since its inception in 2001, and having grown 8% just from fall 2008 to winter 2009 (*Digital Video Washtenaw Voice Article 1/09*). The program has expanded from what was initially a certificate program to an associate degree program; the degree is possible through the addition of general education courses and a capstone course in which students complete their own résumé reel using high definition cameras and eventually, it is hoped, Blu-ray technology. Film is one of the few especially fast-growing fields in Michigan, where state incentives have drawn numerous filmmakers in recent years, and where government officials have announced a developmental contract that would create three film studios in southeast Michigan. Additional examples of classroom technology that have been implemented to meet the rapidly changing needs of industry include the following:

- The development of labs for computer networking courses and programs in which students can physically configure and troubleshoot actual computer networks, including using servers and routers
- The creation of virtual networks for use in the college’s computer security curriculum that students must “attack” (hack or sabotage) and defend from hacking
- The move in photography courses and programs from film-based to digital-based labs, using digital capture backs, digital cameras, software and printers

A Commitment to Access: Distance Learning

As part of the college mission to provide “accessible and excellent educational programs and services,” distance education has long been an important part of teaching and learning at WCC. Indeed, the college’s vision statement declares the college will increase its “accessibility by reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experi-

ences, and flexible scheduling of classes.” Just prior to the 1999 self-study, WCC received approval to offer its first associate’s degree, an Associate in General Studies (AGS), entirely through distance modality. At the time, most courses were offered via interactive television (ITV), with a small number of courses available online. WCC already had a long history of offering courses via ITV, and had excellent support systems in place for its distance education students. In 2000, the college restructured its degree and certificate structure as well as its model for general education (Core Component 4b); as part of the restructuring, the AGS degree was eliminated. The idea for a distance degree persisted, however, only offered in a different format and for a different audience.

WCC’s long-standing partnership with the United Association of Plumbers and Pipefitters (UA) provided a ready population for distance delivery: most were offsite and seeking additional training in specialized fields. WCC has hosted the on-campus summer Instructor Training Program (ITP) for the UA since 1990. Since then, the college has worked with the UA to offer credit courses for its members, and in 2000 began awarding credit for those completing the Instructor Training Program. This relationship has since led to an agreement to develop and offer associate degrees in Construction Supervision, Industrial Training, Journeyman Industrial, and Sustainable Technologies in HVACR for UA members. In 2008, over 22,000 UA apprentices and nearly 300 UA locals were served by WCC programs and services, while 1,800 UA instructors received college credit and nearly 200 more were enrolled in the Construction Supervision program ([UA Statistics Since 2000](#)). (For more information on the college’s partnership with the United Association, see Core Component 5b and the [UA University](#) website.)

The AAS degree program in Construction Supervision was approved by the college’s Board of Trustees in 2000; the degree was designed to provide UA members throughout the United States and Canada with a program that could be completed through a combination of on-campus and distance courses. The five core required courses for the Construction Supervision program are all available through distance learning, while the remaining portion of the program consists of 26-32 non-traditional credits awarded for apprenticeship training (including seat time) in plumbing, pipefitting, HVACR, or sprinkler fitting, and 19 credits of general education requirements ([UA University Catalog](#)). As technologies changed, it was clear that ITV was no longer the standard for distance education, and the college gradually began moving its distance courses to online delivery. Beginning in 2004, delivery of the Construction Supervision courses shifted from interactive television to WCC’s College on Demand (COD) distance delivery system, which combines online instruction with video lectures designed and produced by WCC faculty or other professionals specifically for these courses. The college sought and received approval from the Higher Learning Commission to offer this program entirely via distance learning in 2002.

While the UA membership, of which approximately 27,000 are currently served through WCC courses and programs (Core Component 5b), was a likely audience for distance courses, the benefits of the combined online/video format seemed equally suited to WCC's general student population. Since 2004, expanding College on Demand and mixed mode courses blending online elements of COD delivery with some on-campus instruction has been a long-term strategic initiative and annual institutional goal for WCC. This has led to the development of the college's *FlexEd* model of flexible educational offerings, which includes the following options for students: COD courses (completely online with lectures provided via DVD, video streaming, or podcasting); blended courses (a combination of COD online delivery with on-campus instruction); and weekend courses. FlexEd is the umbrella term for these three options for flexible, accessible alternatives to traditional course scheduling and delivery.

The college's goal is not to create and market online degrees, but to provide flexible offerings that allow students maximum access to education, both on and off campus. This is a type of distance learning delivery that is distinctive to WCC and appropriate to the needs of its students, many of whom are technologically savvy and have competing obligations that make flexible scheduling or delivery attractive or necessary. It is expected this will accomplish two things: free facility space as enrollments grow; and develop self-initiated, independent learners who can function successfully in a fast-paced, technologically-driven society. The initial goal in 2004 was eventually to have 25% of all classes be blended (*Institutional Goals 2003-04*); by 2005-06, enrollments in blended courses had increased 30% (from 686 to 893) from the previous year (*Institutional Goals 2005-06*). Later goals included increasing COD enrollments each year in 2006-07 and 2007-08 (*Institutional Goals 2006-07* and *Institutional Goals 2007-08*), with a goal in 2008-09 of increasing enrollments in all FlexEd (COD, blended, and weekend) courses to 4,500 (*Institutional Goals 2008-09*). Enrollments have increased steadily in COD and blended courses as the curriculum has expanded, with 3,797 enrollments in such courses in 2007-08 growing to 4,612 enrollments in 2008-09 (through April 2009).

Another primary goal is to increase success rates in both COD and blended courses, with a target rate of 75% (comparable to the success rate of on-campus courses). Concerted efforts to increase student success have led to course success rates increasing from 70% in COD courses and 72.2% in blended courses in fall 2006 to 75.4% for COD courses and 83.1% for blended courses by winter 2009 (*Distance Learning Semester Analysis Fall 2006* and *Distance Learning Semester Analysis Winter 2009*). One of the most important factors in promoting course success has been ensuring student readiness. In fall 2006, guidelines were put in place requiring that students new to COD courses have a 2.7 grade point average with a minimum of 15 credits or complete a self-paced, non-credit course, Introduction to Online Learning (ACS 1035), prior to registering for COD courses. In fall

2007, the college began requiring that students have a 2.3 GPA to enroll in the Introduction to Online Learning course. As of winter 2009, students may enroll in COD courses if they have 15 college credits with a GPA of 2.7 or higher; otherwise they must have a 2.3 GPA with 15 college credits and completion of ACS 1035 to enroll. Likewise, students wishing to take blended courses must have taken a minimum of 15 college credits with a 2.3 grade point average to enroll in such courses, or complete ACS 1035 prior to enrolling in the blended section. Once enrolled in COD courses, students are provided with multiple supports to make their experience successful: these include automatic enrollment in a Blackboard COD Online Prep site that provides an introduction to Blackboard and the online learning experience; availability of on-campus Blackboard training; and Help Desk support that is available extended hours via phone and email.

The COD and blended course design and development process is carefully planned to ensure that each course is appropriate to the college's curriculum and that students can be successful in it. There are five phases to the planning and execution of COD or blended courses, in addition to an initial exploratory phase; each phase offers an opportunity to ensure that expectations for quality course development are being met, and that appropriate supports are in place for students and faculty (*Distance Learning Five-Phase Development Process*):

Exploratory Phase. Any WCC faculty member can propose a course by completing the *Distance Learning Exploratory Rationale Questions* outlining rationale and resources such as projected enrollments, sections, course purpose, timeline, and level of departmental support. This must be completed in collaboration with one's dean and department chair.

Discovery Phase. In the first phase, a team consisting of the faculty member and an instructional designer matches up the face-to-face course delivery components to the master syllabus, creating a visual storyboard that clearly outlines how the learning objectives and outcomes identified in the master syllabus are met in the face-to-face environment (*Storyboard Example for Business Communications*). Possible resources that may be available for online delivery are discussed and the determination to move forward with the design and development of the course is made based on feasibility.

Design Phase. In the second phase, the storyboard is translated for the online environment. The team closely matches course activities and assessments to ensure that the proposed course will meet with the *Distance Learning Course Development Expectations* suggested by the Center for Instructional Design and Technology. These expectations include assuring the course has appropriate learning objectives and outcomes, that it can be assessed in the same manner as a traditionally delivered course, and that there is

suitable faculty and student interaction built into the course. At this point, the course is proposed to the review committee for their input.

Development Phase. In the third phase, all elements of the course are created, including the Blackboard site with learning activities, PowerPoint lectures, taping of the video lectures, and building of tests. The review committee examines the Blackboard site and course content for quality assurance.

Debug Phase. In the fourth phase, the course is taught for the first time in one section only and any necessary revisions are made. At this time, an instructor's manual is created for use by subsequent instructors who may teach the course.

Deployment Phase. In the fifth and final phase, multiple sections of the course may be offered as appropriate, and other qualified faculty may be assigned to teach it.

The college is committed to quality as well as quantity in the area of distance learning, as evidenced by thoughtful planning. The staff of the college's Center for Instructional Design and Technology, which is overseen by the Dean of Distance Learning, created a two-and-a-half-year plan for January 2007 through July 2009, which is updated quarterly ([*Distance Learning: College on Demand 2.5 Year Plan*](#) and [*Distance Learning: College on Demand Quarterly Report 2008-09 Q2 Oct-Dec*](#)). The overall theme of the plan is "adding value to WCC" through distance learning. The broad goals of the plan, with specific indicators and several examples of work that is currently being done in this area, are listed below ([*Distance Learning: College on Demand Quarterly Report 2008-09 Q2 Oct-Dec*](#)):

- Increasing FlexEd enrollment
 - o Double the COD course portfolio (with a target of 50 courses including UAS and UAE)
 - Examples: As of winter 2009, 36 COD and eight blended courses were projected to be offered: in addition, ten were in the exploratory phase, and seven were in the development phase; several others were expected to move into the discovery and design phases.
 - o Exemplary course design
 - Examples: Existing COD courses are being revitalized to include more Blackboard features and streaming video instead of DVD lectures; in addition, faculty "summits" to share information on COD and blended courses were held in 2008-09 to familiarize more faculty with these

course formats. The Center also is searching for course content sources to reduce costs and time for in-house development.

- o Reliable instructor competency
 - Examples: Center staff revised the faculty training course on “Teaching an Existing COD or Blended Course,” which is being taught in a blended, combined on-campus/online format. Staff are also developing an instructor manual for the course and considering making it a requirement for developing a COD course. The Center maintains an instructor manual for each COD course and is working with the COD faculty committee to establish minimum qualifications for COD instructors.
- o Marketing of COD/WCC
 - Examples: The overall FlexEd program at WCC is being marketed widely through college publications, local media and other formats, which includes the revised college website.
- Enhancing support for students and faculty
 - o Dependable student support
 - Examples: Center staff are working to ensure that the Introduction to Online Learning course contributes to student success by working with Institutional Research to track the effectiveness of the course and redesign as needed; in addition, Blackboard training has been expanded to include more on-campus student sessions, study skills, and student orientation sessions that faculty can use in their courses, and on-demand training.
 - o Enriched faculty support
 - Examples: The college maintains a continuously updated online instructor resource site as well as a physical faculty resource room. A COD Faculty Committee reviews concerns related to the COD curriculum, including Blackboard concerns and other faculty support. The Center has recently expanded opportunities for faculty development, with 100% of Blackboard training available online and additional in-person training sessions regularly available.
 - o Consistent Help Desk support

- Examples: A special instructor-only phone line and email provides quick support for faculty, while a student call center is fully operational. The Dean meets monthly with Information Systems to coordinate support.
- o Improved departmental operations
 - Examples: Complete *Blackboard Guidelines* for faculty were created by the COD faculty committee and published on the WCC Blackboard website. Similar guidelines are being developed for COD online and blended course development.
- Advancing the use of learning technologies
 - o Up-to-date Blackboard capability
 - Examples: In fall 2008, the college successfully upgraded to Blackboard 8.0 and all courses transferred. Training sessions on the new Blackboard in fall 2008 were moderately attended; one of the Center's goals is to seek ways to encourage greater awareness and use of Blackboard (as of fall 2008, used by 358 instructors) as an instructional tool for more faculty.
 - o Innovative interactive tools
 - Examples: The Center has presented new technologies for faculty use such as Wimba and eBeam, as well as Blackboard compatible enhancements.
 - o Continual evaluation of technologies
 - Examples: The Center continues to seek other technologies to make WCC's development of COD and blended courses more efficient and effective for both faculty and students; currently the college is moving to streaming video and will eliminate the use of DVD media.
 - o Support non-credit courses with Blackboard
 - Examples: As of fall 2008, two non-credit courses used Blackboard. Non-credit staff have been trained in using Blackboard, and the Center for Instructional Design and Technology as well as Information Systems are working with the non-credit area to ensure its use is well supported.

A Commitment to Diversity

Washtenaw Community College has had a long-standing commitment to diversity in the workplace and on campus, as evidenced by the prominence of diversity reflected in the college's values and vision statements (for more on the college's commitment to diversity, see Core Component 1b). As an integral part of its mission, values, and vision, diversity has been an ongoing priority at WCC; it has also been an institutional goal in many years to ensure that faculty and staff diversity at the college parallel the diversity of Washtenaw County. For example, in 2002-03, the goal was to ensure that the philosophy of diversity applied to the selection of new faculty in particular; this was realized with the hiring in 2002 of the most diverse group of new faculty the college had seen in recent years, raising the rate of minority full-time faculty at that time from 17.88% to 19%. That same year, a stated goal was to promote educational services to internationals living in the county area using specialized marketing and WCC's CareerFocus magazine. Following a decline after 2003-04, WCC's out-of-country student enrollment has stabilized somewhat over the last three years as support services, including centralized international student orientation, advising and other services, have been put in place for international students ([Institutional Goals 2002-03](#) and [Annual Student Profile 2007-08](#)).

The diversity of faculty, staff and students at the college continues to reflect that of the surrounding community. In 2007-08, WCC saw increases in both the Asian and Hispanic populations, particularly in the Professional/Managerial, Faculty, Office Professional, and Independent Technical classifications. The college continues to seek to expand the diversity of its workforce, and the Human Resource Management department has expanded its recruitment efforts to include radio, movie theater, and websites with minority readership in an effort to reach qualified candidates. In addition, work continues to further enhance the employment application process for diverse recruitment opportunities. The results of these efforts are reported annually to the Board of Trustees as part of the [Affirmative Action Report](#) prepared by the Associate Vice President for Human Resource Management, along with the annual [Vendor Diversity Report](#), in which the Vice President of Administration and Finance reports on how the college is ensuring that diversity is being pursued in securing contracts for goods and services (Core Component 1b).

Faculty and Staff Involvement in Planning

Faculty and staff involvement in planning at WCC varies. The college promotes a decision-making process that is collaborative and allows for employees to be involved at the level that is appropriate for their job position and with which they are comfortable. The Board policy

on *Staff Collaboration and Governance Policy 5085* asserts that the college advocates “shared decision making that is participatory and inclusive of issues and constituencies,” the better to “provide a system to utilize most effectively the expertise and insights for achieving the mission and goals of the college.” Planning, however, does not appear to be perceived as an equally participatory process across employee groups at the college.

Overall, WCC’s faculty and staff respond fairly positively to planning at the college. According to the Faculty and Staff 2008 Survey (Table 5.3), the majority of faculty and staff (78% responding “agree” or “strongly agree”) feel that the college effectively prepares for its future through its planning processes, while 78% feel planning is consistent with the college’s mission. While a significant percentage (72%) agree or strongly agree that they personally have been involved to an appropriate extent in their department’s planning activities, nearly a quarter (24%) disagree or strongly disagree. A much higher percentage (34%) of these responses came from full-time office professional/technical staff, part-time staff (27%), and part-time faculty (33%), as opposed to full-time faculty or administrators. The office professionals had the highest response rate of those who felt they were not involved in their area’s planning activities, an issue that may be worthy of further discussion.

Employees feel they are encouraged to make decisions to carry out their job responsibilities (89% agree or strongly agree), and the majority (74%) believe that their department’s planning is related to the overall planning process at the college, although 18% responded, “don’t know.” This indicates a lack of awareness of how planning occurs at WCC that is verified by the fact that only slightly more than half of respondents (55%) agreed or strongly agreed that they understood planning processes at WCC; 30% disagreed or strongly disagreed, and 15% responded “don’t know.” Nonetheless, when asked to rate satisfaction with departmental decision making, the majority (78%) responded they were satisfied or very satisfied (*Faculty and Staff 2008 Survey*). Thus, there appears to be a disconnect between employees perceiving planning as being effective with their feelings of personal involvement and understanding of the planning process that clearly has yet to be addressed.

Table 5.3 Faculty and Staff Survey Results: Criterion Two

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The College effectively prepares for its future through its planning processes.	26%	52%	6%	4%	13%
I have been involved to an appropriate extent in my department's planning activities.	27%	45%	17%	7%	4%
I am encouraged to make decisions as necessary to carry out my job responsibilities.	46%	43%	7%	3%	1%
The college's plans are consistent with its mission.	31%	47%	4%	3%	15%
My department's planning is related to the overall planning process at the college.	31%	43%	7%	2%	18%
I understand the planning processes at WCC.	10%	45%	25%	6%	15%
The College has adequate financial resources.	25%	46%	5%	1%	24%
The college has viable plans for maintaining the campus and facilities.	31%	45%	2%	1%	22%
Computer systems, applications, and software are well supported at the college.	47%	45%	5%	1%	2%
The College has adequate plans in place to address changing technologies.	33%	40%	4%	1%	23%
Technical support for computer use at WCC is satisfactory.	44%	47%	5%	1%	3%

Note: percentages may not equal 100% due to rounding. Source: [Faculty and Staff 2008 Survey](#)

Strengths for Core Component 2a

- The college has demonstrated that it is committed to innovation in its programming.
- The college has a dedicated Institutional Research department staffed by professional researchers who serve a primary function in gathering and analyzing data relating to success, retention, persistence, assessment, evaluation, surveying, and other information. This supports decision making at multiple levels.
- Planning processes are flexible and provide divisions and departments with autonomy so that they can be responsive to the needs of the students and employers or other constituents they serve.

Areas for Improvement for Core Component 2a

- While the current process for academic program development includes a needs assessment, the college may wish to consider additional, systematic methods of environmental scanning to provide multiple means to distinguish the need for a proposed program.
- Feedback from faculty and staff indicates that some employees do not feel adequately involved in their area's planning processes; this is especially true of employees in the Office Professional/Technical group. In addition, approximately 25% of employees indicate a lack of understanding of planning processes at WCC. This indicates an area for improvement may be increased communication and a greater encouragement of involvement in the planning process across the college.

Future Focus for Core Component 2a

- The college prides itself on its ability to be flexible and respond swiftly to constantly evolving needs in the local community and job market, as well as in society as a whole, as the economic, technological, and societal climate changes. However, it also recognizes the value of engaging in long-range, systematic planning processes distinguished by broad input across divisions, departments, and disciplines. The college will seek to investigate ways to further integrate all levels of planning in all areas in such a way that flexibility is not compromised, but systems are more clarified. This will improve communication across areas and increase participation in planning efforts, which is currently inconsistent.

Core Component 2b

Washtenaw Community College recognizes that it is very fortunate to have an exceptionally strong resource base. Through the circumspect management of its financial, human, physical, technological, and other resources, the college strives to maintain and strengthen the quality of current programs and services, as well as sustain and further develop them into the future.

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Financial Resources

Washtenaw Community College, in common with most of Michigan, has experienced difficult economic conditions over the past five years. Economic conditions in Washtenaw County and nationally are expected continue to be harsh for the next several years. Despite this challenging environment, the college has demonstrated the ability to accommodate academic growth and change to support its community. The college's two major revenue sources for its operating budget are local taxpayers and the State. Local taxpayers represent 55% of the college's operating budget, state appropriations represent 14%, and tuition and fees represent 27% (figure 5.1). State appropriations have been relatively static since fiscal year 2001 (figure 5.2).

Table 5.1 General Fund Revenues by Source

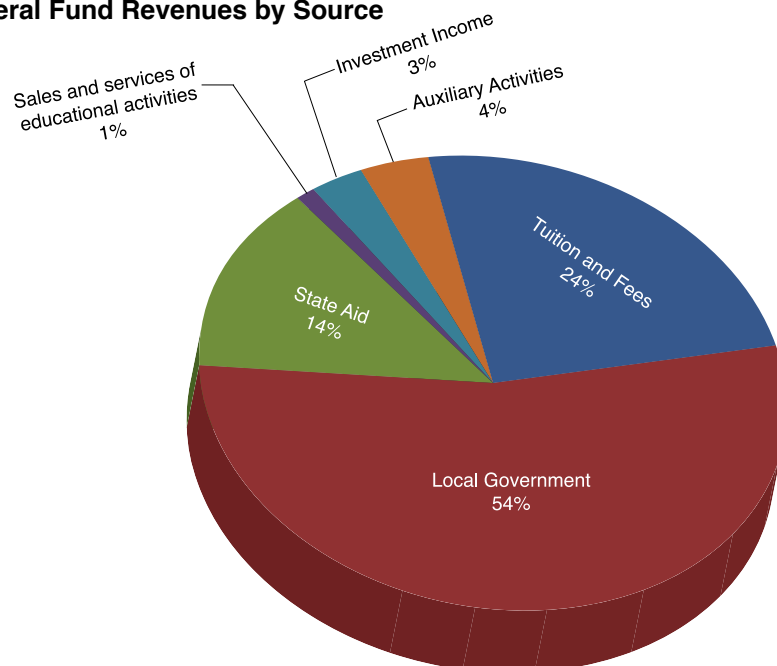
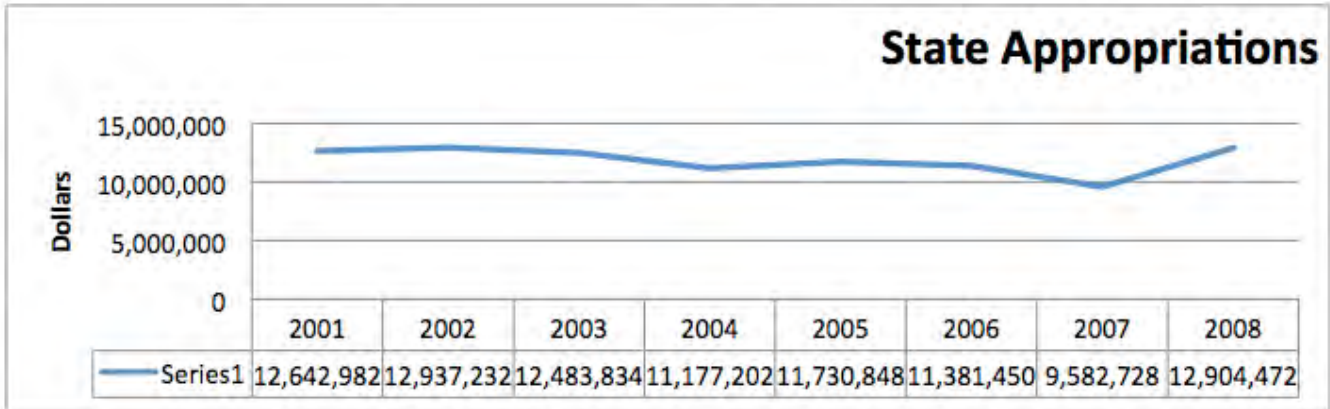
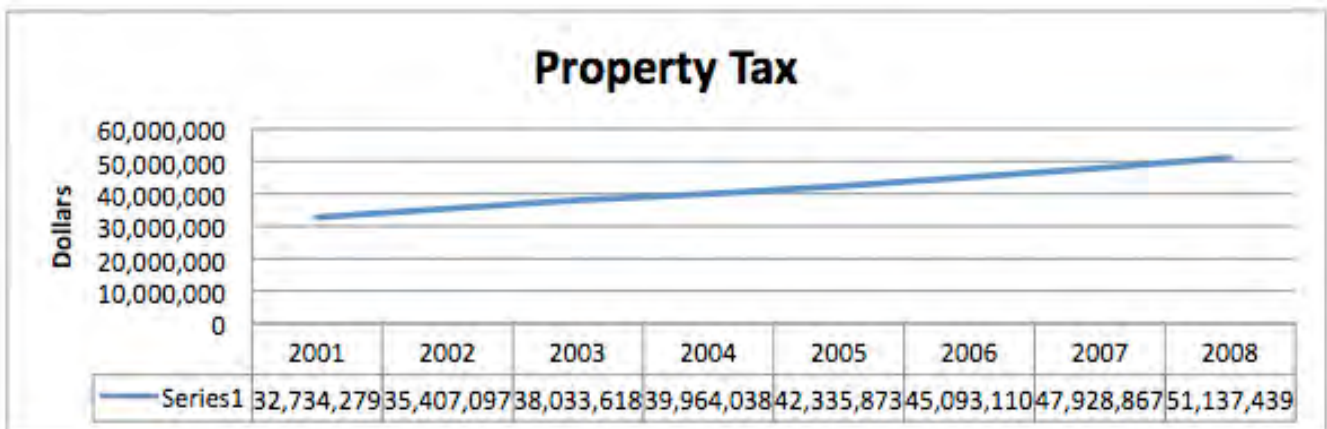


Figure 5.2 State Appropriations History



The college has been able to thrive due to strong community support from taxpayers in Washtenaw County. Revenue from property tax grew from \$32.7 million in fiscal year 2001 to \$51.1 million in fiscal year 2008, an increase of 56.22% or \$18.4 million (figure 5.3). WCC’s current operating millage is 3.80 mills. The last time the college asked voters for an increase in its millage was 1986. Only twice in the college’s history did voters reject maintaining the millage, in 1992 and 1996 (*Millage History 1965-2008*). In a survey of local community leaders administered by WCC’s Institutional Research department in fall 2008, 90% of respondents agreed or strongly agreed that “WCC is worth the property taxes that help to fund its programs and operations” (*Community Leaders Survey 2008*). The financial support of the local taxpayers has helped position WCC to continue to serve the community well into the future, and the college strives to be a responsible steward in allocating those funds for programs and services that serve its mission and address the challenges of future educational and job training needs.

Figure 5.2 Property Tax History



The college takes great pride in developing the annual operating budget and comparing the financial performance of the college to the budget. The college has an annual budget (FY07-08) of \$94.57 million. The completed budget enables the college to generate financial reports at the college and/or organization level to enable users the ability to evaluate the college's operational performance. The budgeting process allows organization managers to identify potential problems or needs and submit requests for mid-year adjustments. In addition to approving the annual budget, the Board of Trustees reviews operating financial reports to evaluate the college's financial performance on a monthly basis. Administration and the finance staff have demonstrated fiscal responsibility in managing the college's resources in all phases of accounting and budgeting. This has been confirmed by the college's external auditors. The college has received clean opinions on the annual financial statements over the past ten years (*Annual Financial Report 2008*). The financial stability and credit worthiness of the college has been verified by its receiving high bond ratings, most recently in 2006 as part of the bond issuance for the Health and Fitness Center, when it was awarded bond ratings of Aaa by Moody's and AAA by Standard & Poor's. The majority of faculty and staff evidently feel confident that the college is financially stable, with 71% either agreeing or strongly agreeing on the *Faculty and Staff 2008 Survey* that the college "has adequate financial resources." However, nearly a quarter (24%) answered, "don't know" in response, indicating that a not insignificant number of employees are unaware of (or uninterested in) WCC's financial status.

Tuition

Tuition and fees account for 24% of the college's revenues, making it the second largest portion of the general fund. The college makes every effort to keep tuition rates affordable as part of its mission to provide "accessible" programs and services to its student populations. Small tuition increases have occurred each academic year since 2000-01 with the exception of 2004-05, when tuition rates remained fixed from the previous year (table 5.4). Nevertheless, over this lengthy time period, in-district tuition increased an approximate average of only 3.75% per year.

Table 5.4 WCC Tuition Rates (2000-01 through 2008-09 Academic Years)

	In-District Tuition (Rate/Credit Hour)	Out-District Tuition (Rate/Credit Hour)	Out-State Tuition (Rate/Credit Hour)	College on Demand Tuition (Rate/Credit Hour)*
2000-01	\$52	\$77	\$98	-
2001-02	\$53	\$79	\$101	-
2002-03	\$54	\$81	\$104	-
2003-04	\$60	\$101	\$134	-
2004-05	\$60	\$101	\$134	\$75
2005-06	\$62	\$105	\$140	\$75
2006-07	\$64	\$109	\$146	\$75
2007-08	\$67	\$115	\$155	\$77
2008-09	\$70	\$121	\$164	\$79

Source: Office of Administration and Finance

*College on Demand distance learning courses, implemented in 2004-05, include additional costs to cover the costs of course production and materials and are not based on residency.

WCC attempts to keep its costs low, and at \$70 per credit hour has a tuition rate below the \$74.55 average of 28 Michigan community colleges, and well below the highest rate of \$88.40 (Comparative Tuition Rate Survey).

Expenditures

The college’s commitment to instruction is demonstrated through its expenditures, with more than half of its allocations (56%) going toward combined instruction and instructional support. Following is a graphic illustration of operating expenses by source for the General Fund. Instructional expenditures represent 44% of the total operating expenditures (figure 5.4).

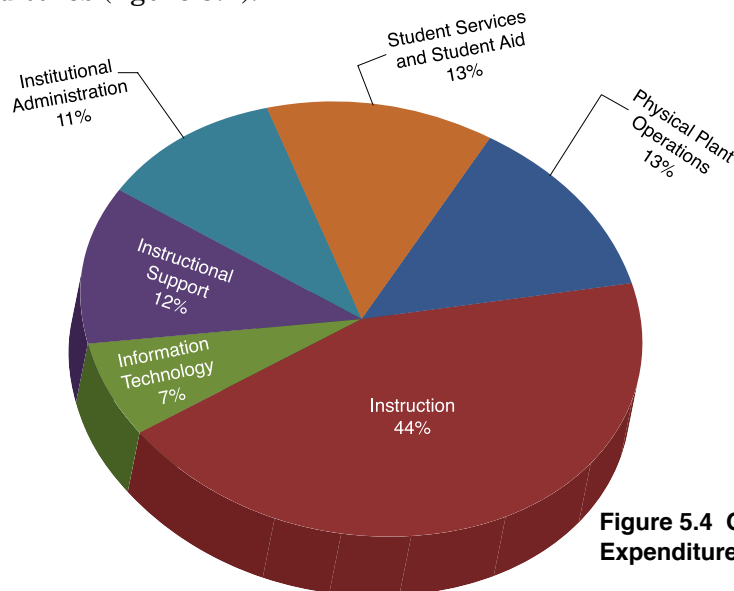


Figure 5.4 General Fund Expenditures by Source

Breakdowns in expenditures have remained fairly consistent over the last five years, with instruction claiming an average of \$30,726,483 (43.8% of total expenditures) annually during that time (table 5.5).

Table 5.5 Five-Year Expenditure History (2002-2007)

Expenditures	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06	FY2006-07
Instruction	\$28,721,810 (46%)	\$28,286,362 (43%)	\$30,198,040 (43%)	\$32,224,992 (43%)	\$34,201,212 (44%)
Information Technology*	0%	\$4,425,886 (7%)	\$6,010,861 (9%)	\$5,084,506 (7%)	\$5,266,706 (7%)
Public Service	\$0	\$0	\$0	\$0	\$654,543 (1%)
Instructional Support	\$8,357,670 (13%)	\$8,282,838 (12%)	\$8,217,244 (12%)	\$8,810,938 (12%)	\$9,326,841 (12%)
Student Services and Student Aid	\$8,918,036 (14%)	\$7,759,892 (12%)	\$8,717,357 (12%)	\$9,522,862 (13%)	\$8,799,836 (11%)
Institutional Administration	\$9,535,440 (15%)	\$9,210,665 (14%)	\$8,116,385 (12%)	\$9,168,705 (12%)	\$9,919,232 (13%)
Physical Plant Operations	\$7,510,589 (12%)	\$7,758,255 (12%)	\$8,593,082 (12%)	\$9,477,607 (13%)	\$9,680,552 (12)
Total Expenditures	\$63,043,545	\$65,723,898	\$69,852,969	\$74,289,610	\$77,848,922

*In FY 2002-03, Information Technology expenses were distributed within other expenditure areas. Source: [Financial Expenditure History \(Five-Years\)](#)

Perkins

A significant factor in supporting occupational programs and programs and services for special populations is funding available through the Carl D. Perkins Vocational and Technical Education Act; for example, the college receives x% of its funding for occupational program equipment through Perkins funding. The college matches Perkins grant funding at approximately 30% of the total grant. The total grant amount has diminished over the last five years due to decreases in federal allocations distributed throughout the state, as well as a reduction in total contact hours in occupational courses at the college. Nevertheless, at nearly one million annually in total grant dollars, Perkins funding represents a critical aspect of the college's ability to fund program and services of the college that support vocational and technical education (table 5.5).

Table 5.5 Five-Year Expenditure History (2002-2007)

Year	Total Grant	Federal Allocation	Local Match
2003-04	\$1,071,074	\$709,744	\$361,330
2004-05	\$1,063,826	\$735,005	\$328,821
2005-06	\$1,027,657	\$687,402	\$340,255
2006-07	\$991,428	\$660,244	\$331,184
2007-08	\$964,172	\$668,308	\$295,864

Source: [Perkins Final Budget](#)

Perkins funding has been vital in enabling the college to purchase state-of-the-art equipment specifically to support occupational programs above and beyond the already substantial amount the college spends on instructional equipment each year (\$785,282 in FY 2007-08) to ensure programs are current. Some examples of instructional equipment purchases made within the last five years using Perkins funding include:

- A police cruiser for the Police Academy (\$27,202)
- A FANUC robot for the Robotics program (\$15,000)
- X-Ray equipment for the Radiography program (\$53,691)
- Student tool kits for Automotive Technologies (\$22,337)
- Digital capture backs for programs in Visual Arts (\$26,505)

In addition to providing funding for instruction, Perkins funding is used to sustain professional development for faculty in occupational areas. Faculty professional development is a high priority across the college and this supports college initiatives to provide opportunities for faculty to further their own training and expertise with the ultimate goal of being more successful in the classroom. The Perkins grant typically funds 25 to 35 professional development activities each year. Some examples include the following: purchases of subscriptions to Lynda.com for on-line training for Visual Arts faculty; Cisco training for certification for faculty in computer networking; and professional conferences for faculty in Nursing, Culinary Arts, Radiography, Business, Internet Professional, Automotive Technologies, HVAC-R, Entrepreneurship, Child Care, Graphic Design, Photography, and other disciplines.

Finally, a large percentage of the Perkins grant fund supports special populations that are served through WCC's Learning Support Service (LSS), the Student Resource and Women's Center (SRWC), Counseling, and other student support services. For example, approximately \$70,000 of the SRWC budget is drawn from Perkins funds, providing funds for books, tuition, childcare, and other costs for eligible students (*Student Resource and Women's Center Estimated Budget 2007-08*). Likewise, LSS appropriates Perkins funding to maintain the unit's work in providing services to special population and at-risk students, such as tutoring, learning disability assessments, special accommodations, and other support services. Approximately 75% of tutoring costs are funded through Perkins; budgeting is difficult because demand for services can vary widely, so mid-term budget adjustments to the general fund allocation of the LSS budget is critical to its success. The demand for LSS services has increased substantially in the last five years; one need, in particular, is for College on Demand courses to be captioned for the deaf. Between 2005 and 2007, contracting costs for

deaf interpreters increased from \$28,400 from Perkins and \$1,710 from the general fund to \$91,988 from Perkins and \$22,499 from the general fund. This area provides an example of college and grant resources combining to support critical services to support student success. In 2007-08, LSS served 1,623 students. Of those, 1,215 were special populations, of which 661 were Perkins eligible (e.g. enrolled in occupational programs), including 295 students with documented disabilities (*Learning Support Services Final Report 2007-08*). As demand for LSS services continues to increase, staffing, space, and budget needs will need to be monitored by the college to ensure the area's effectiveness in serving WCC students who require its services.

For additional information on federal, state, and other restricted grant funding, refer to the [Restricted Funds Audit Worksheet FY07](#).

Human Resources

WCC is the sixth largest public-sector employer in Washtenaw County, with approximately 1,700 full- and part-time employees. Full-time employees are classified in six categories: faculty, executive/administrator, professional/managerial, office professional/technical, custodial/maintenance, and independent technical. Three of the full-time employee groups are unionized: faculty, custodial/maintenance, and office professional/technical. The Custodial/Maintenance Union is affiliated with the American Federation of State, City and Municipal Employees (AFSCME). The faculty union, known as the WCC Education Association (WCCEA), and the Office Professional/Technical Union are both affiliated with the Michigan Education/National Education Association (MEA/NEA). College Labor and Employee Relations staff within the Human Resource Management department bear primary responsibility for the college bargaining process and for implementing contracts and resolving grievances. Table 5.6 provides a breakdown of full-time faculty and staff, while table 5.7 provides a breakdown of part-time faculty and staff.

Table 5.7 Full-Time Faculty and Staff Breakdown (2008)

Job Category	Number of Full-Time Employees
Faculty	215
Professional/Managerial	133
Office Professional/Technical	118
Custodial/Maintenance	64
Independent Technical	39
Executive/Administrator	20
Total	589

Source: Office of Human Resources

Table 5.8 Part-Time Faculty and Staff Breakdown (2008)

Job Category	Number of Part-Time Employees
Faculty	841
Support Staff	265
Independent	98
Support Staff Non-Clerical	47
Student Work Study	76
Student General Fund	114
Total	1441

Source: Office of Human Resources

Changes in the authorized strength for positions funded through the college's general fund over the last decade reveal the priority placed on maintaining appropriate numbers of faculty and administrative (independent) positions while keeping a slowly growing organization to maintain financial stability (table 5.8). The most recent growth in the authorized strength approved by the Board included three additional faculty and six additional independent positions for 2007-08 ([*Authorized Strength 2007 Board Action*](#)) and three additional custodial/maintenance positions in 2008-09 ([*Authorized Strength Board Action 2008*](#)). In all cases, these new positions were approved to meet growth areas at WCC; in the case of the 2007-08 faculty and independent staff positions, because these had previously been funded as temporary part-time positions, adding them to the authorized strength had no impact on the college's budget. The faculty positions were in areas experiencing expanding enrollments: HVAC, Auto Body Repair, and Motorcycle Technology. Full-time faculty positions were necessary to the smooth operation of these programs, particularly as they are areas in which daytime instruction by part-time vocational faculty, most of whom work other jobs, is not feasible. Among the administrative positions approved were support positions for Web Services (a web designer and web multimedia developer) and Public Relations and Marketing Services (a graphic designer and a public/community relations coordinator), both areas critical to the promotion and increased branding of the college's offerings. Another new independent position was Dean of Distance Learning, which had been (and continues to be) staffed by a faculty member on full-time reassignment. The continued development and expansion of WCC's College on Demand and blended curriculum demanded permanent leadership. The most recent authorized strength adjustment in 2008-09 was the addition of three custodial/maintenance positions; two of these are to support WCC's new Health and Fitness Center, and the other is a Journeyman Carpenter to assist in campus repair and maintenance.

Table 5.9 Changes in Authorized Strength (1999-2009)

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Independent Group	137	143	152	154	154	155	155	155	161	161
Office Professional-Technical	114.5	114.5	114.5	114.5	114.5	114.5	114.5	114.5	114.5	114.5
Custodial-Maintenance	60	60	60	68	68	68	68	68	68	73
Faculty	195	195	195	200	200	200	200	205	208	208
General Fund Total	506.5	512.5	521.5	536.5	536.5	537.5	537.5	542.5	551.5	556.5

Source: Human Resource Management [Authorized Strength 1996 through 2006 Breakdown](#) and [Authorized Strength 2007-08](#)

Washtenaw Community College provides robust support to its full- and part-time faculty in compensation, professional development opportunities, and other services (for discussion of professional development, see Core Components 3a and 4a). As of 2008-09, the WCC full-time faculty average salary is \$77,815, significantly higher than the national average for two-year institutions. Part-time adjunct faculty are compensated at a rate of \$765 per course, while part-time non-adjuncts receive \$730 per course; according to the Michigan Community Colleges Human Resources Association (MCCHRA) Fall 2008 Adjunct Salary Survey, this is one of the highest compensations for part-time adjunct faculty among community colleges in Michigan, and well above the state average of \$568. A faculty-driven and well-supported professional development program continues to grow across the college, and in the last year multiple measures have been taken to expand its reach to be more inclusive of part-time faculty (Core Component 3b). The college is cognizant of the issues inherent in the large numbers of part-time teaching faculty, and seeks to engage them in the life of the college—institutionally and departmentally—at the greatest possible level. In accordance with the Master Contractual Agreement between the college and the WCCEA, the total number of part-time contact hours generated during fall and winter semesters shall not exceed 37% of the total number of contact hours generated within the college during the fall, winter, and spring/summer semesters ([Master Contractual Agreement WCCEA 2005-09](#), p. 15). In fall 2007 and winter 2008, part-time faculty taught 64,188.60, or approximately 30%, of all contact hours generated in 2007-08 ([Part-Time to Full-Time Faculty Load Comparison](#)).

Faculty Credentials

One of the hallmarks of WCC is its highly qualified faculty. All full-time professional teaching faculty are required to possess a master's

degree or equivalent education, training and experience as determined by the college administration. Equivalent experience is determined on a point scale that incorporates formal educational attainment as well as technical training, work experience related to teaching, counseling, or an area of expertise, and/or certifications or licensure related to the teaching area or the area for which the instructor has responsibility (*Master Contractual Agreement WCCEA 2005-09*, p. 59). Approximately 75% of all full-time faculty (including both teaching faculty and counselors) have either masters or doctorates as terminal degrees (table 5.9).

Table 5.10 All Full-Time Faculty* Academic Degrees

	All Degrees	Highest Degree
Doctorate	27	27
Master	144	126
Bachelor	176	27
Associate	45	9
No degree/other	48	18

*Includes full-time, non-temporary professional, professional service, and classified faculty. Source: Human Resource Management

As mentioned earlier, in its human resource planning, the college recognizes the need to mirror the diversity of the community WCC serves. In addition to adopting and implementing the Equal Opportunity Affirmative Action Policy in 1975, the WCC Board of Trustees also set a goal to reach a representative level for minorities that existed as early as 1977. The college has consistently reflected and, in fact, exceeded the level of diversity in Washtenaw County in its workforce (Core Component 1c). In each year since the 2000 Census, for example, the college has exceeded the county in the percentage of minority, black, and female employees (*Affirmative Action Report 2008*). While the comparison of annual WCC data with Census information drawn from a ten-year period does not truly reveal the extent to which the college is achieving its EEO goals in light of shifting economic times or other environmental changes, it is clear that the college has committed to and maintained a workforce that draws upon the diversity of the surrounding community. The college continues to research and implement new recruitment and advertising methods and employee orientation meetings to increase retention of diverse employees. In the current economic downturn in Michigan, WCC has proactively advertised positions using multiple mediums such as radio, television, and movie theater screens to reach passive candidates and introduce them to WCC as a potential employer, and to recruit the highest qualified individuals for open positions. As described in Core Component 1c, the college provides a great deal of support for diversity in the workplace as well as for its students, and will continue to uphold this traditional part of its vision into the future.

Technology

Washtenaw Community College recognizes that having superior technological resources and support is critical for the adequate functioning of a higher education institution in today's society. College faculty and staff clearly feel technology is well supported at WCC, with 92% of respondents on the Faculty and Staff Survey indicating that they agree or strongly agree that computer systems, applications and software are well supported at the college, and 91% agreeing or strongly agreeing that technical support for computer use at WCC is satisfactory. Moreover, college employees generally feel WCC is prepared for technological challenges to come, with 73% agreeing or strongly agreeing that the college has adequate plans in place to address changing technologies. Of the remaining respondents, most (23%) answered "don't know," perhaps demonstrating a lack of awareness of college planning processes in the area rather than doubt concerning WCC's capacity to meet future technological challenges (*Faculty and Staff 2008 Survey*).

Yet clearly WCC's past and current successes in the stability and creative use of its technological resources evidences the efficacy of its technology planning thus far, and predicts further progress in the future as the college phases in new technologies. The ability to purchase and implement technology goes far beyond mere budgeting. To ensure WCC is prepared to support emerging technologies in the classroom, beyond the classroom, and in the workplace of the future, the college's Information Technology Services department has made an ongoing commitment to "provide technical expertise to the WCC community through innovative solutions and dedicated support" (Information Technology Services Mission Statement, found on the *Information Technologies Services Website*). Information Technologies Services is aware of the challenge of keeping pace with training and knowledge in a field where change is swift. The department's Three-Year Technology Plan provides a record of accomplishments as well as a blueprint for the coming three years. Because of the changeability of the field, the plan is meant to be fluid and is updated annually to reflect changes in technologies or shifts in priorities. Above all, the area strives to be customer oriented, with guiding principles such as fostering technical and professional development, sharing knowledge and ideas, following up with users, viewing communication as listening and sharing information, and never leaving problems unresolved (*Information Technology Plan 2007-09*, p. v). The various areas that comprise Information Technology Services have defined the following as examples of goals, accomplishments, and upcoming projects as part of the 2007-09 plan:

Systems Administration

This area's primary function is securing the ongoing availability, performance, and security of Banner, the college's administrative information system. This area also works to enhance the computer environment supporting Blackboard and other academic or administrative

computing. The area's foremost goal is to maintain and improve the present administrative information system and protect the information it contains through ensuring privacy and preventing data loss.

Goals

- Maintain the present administration information system by supporting Banner.
- Improve the information systems by upgrading technology on a continuing basis, using a strategic direction for institutional computing that uses emerging technological tools without compromising mission-critical functions, computer security, or privacy regulations.
- Protect the information used by the system by providing backups of data and insuring privacy of personal data.

Sample Recent Accomplishments

- Upgraded to the Solaris 10 operating system.
- Upgraded to Oracle 10g database software.
- Upgraded Banner to 7.3 version and implemented new Banner features.
- Upgraded to Blackboard 7.
- Upgraded the Degree Audit reporting System web interface (DARSWeb).

Sample Upcoming or Recently Completed Projects

- Increase security auditing as part of the development of a WCC Security Plan.
- Reduce social security number exposure through greater protection in Banner.
- Improve Banner performance during peak periods by upgrading to a new Sun server (completed).
- Upgrade to Banner version 8 (completed).

Systems Development

This area serves to implement the ongoing maintenance and enhancement of Banner on a day-to-day basis.

Goals

- Maintain the present administrative information system by supporting Banner and related systems, and increase the functionality of the current information system by supporting new software that provides new functions.
- Increase efficiency of use by creating accessible, user-friendly interfaces for faculty, staff, and students for purposes of enrollment, advising, human resources, financial management, and other operational activities.
- Increase academic support by allocating additional resources for systems that directly assist faculty and staff in their delivery of academic programs and tracking of student progress.

Sample Recent Accomplishments

- Designed, created, and implemented all administrative systems to support the Joint Apprenticeship and Training Committee Sprinkler Fitter program, including enrollment and tracking management.
- Created a two-way interface between Banner and Campus Safety and Security's Continuum database so that employee data is fed between databases at specified intervals.
- Automated Human Resource Management tasks such as payment of medical and dental insurance opt-outs, administrative salary increase calculations, and activation/deactivation of union dues per specified contract dates.
- Made several enhancements to the MyWCC portal, such as allowing students to give parents the ability to request and receive college information.

Sample Upcoming or Recently Completed Projects

- Develop a "shopping cart" system of registration for credit courses to streamline registration (this has already been accomplished for non-credit courses).
- Continue implementation of the Sprinkler Fitter program with the

transition and integration into the WCC system of students who had been in the program previously at Penn State University.

- Enhance MyWCC Banner self-service so the students may join the WCC Health and Fitness Center during the registration process.
- Create a new online job application system in conjunction with Web Services (completed).
- Support the implementation of DARSWeb to provide web access to auditing related to degree and program requirements.
- Develop a single sign-on to allow transparent access for users to multiple systems (e.g. email, Blackboard, and the intranet) via a portal from WCC's main website into all systems at the college (completed).
- Work with the Curriculum Committee to streamline the curriculum development process and explore ways to create a completely electronic process that includes sign-offs (in progress).

User Support

This area provides a full range of support services for repair, operating systems, remote connectivity, and training. As a Dell “Premier Service Center” to the college, staff are certified to service Dell computer products and have immediate access to Tier 2 Dell technical support.

Goals

- Implement the Computer Replacement Plan. The college has 2,700 desktop computers supporting instruction and administration. Computers are replaced on a four-year cycle (approximately 500 per year). This ensures that appropriate computing resources remain available in classrooms and that each faculty and staff member has sufficient computer resources for accomplishing his or her job. Phased replacement and upgrading minimizes the financial burden on the college and allows for more cost-effective disposal of old equipment. Computers are redistributed based on prioritized needs of faculty and staff. Faculty may choose to replace their desktop with a laptop if desired.
- Evaluate computer and alternate technologies. The college has enjoyed a decade of excellent service and products from Dell but will evaluate vendors to ensure the college is allocating its resources most efficiently. Additionally, the college will consider expanding using alternative, possibly cost-saving technologies such as Citrix, which can be run from a single server to provide applications to users via a virtual desktop.

- Upgrade to Exchange 2007 to ensure that the college's email system can accommodate future growth.
- Upgrade Helpdesk software Altiris to allow technical staff remote connectivity.
- Continue training college faculty and staff in Microsoft Office 2007 as computers are upgraded with the software.

Web Services

Web Services exists to prioritize needs and collaborate with units across the college to ensure that WCC's website, the first point of contact with the college for many people, is effective, efficient, and appealing. An institutional goal for 2008-09 is an overarching restructuring and streamlining of the website, which in recent years has become increasingly complex.

Goals

- Maximize the benefits of the web by making the site more accessible, intuitive, memorable, and efficient; also, make the site more profitable in terms of information obtained, services accessed, and cost of operation compared to other forms of contact with the college.
- Proactively manage the existing website by updating information on the site as appropriate.
- Maximize efficiency of web development efforts by facilitating extensive collaboration and coordination with a variety of units across the college, particularly between Web services and other areas of IT.

Sample Recent Accomplishments

- Created the "shopping cart" method of non-credit course registration.
- Developed a secure, single access MyWCC portal.
- Improved the design of the college website, including new and redesigned audio/video projects such as branding videos for program areas in culinary arts, photography, welding, performing arts, nursing and health sciences, and others; created many additional new and redesigned areas of the website.

Sample Upcoming or Recently Completed Projects

- Implement the “shopping cart” functionality for credit registration, including the ability to create a “wish list” once the schedule goes online.
- Undertake the major redesign of the website to improve navigation, clarify content, incorporate the newest technologies, and update the image of the website (the initial redesign of the site went live in late February 2009).
- Continue to develop an email confirmation/notification system to give students email feedback at key points in their relationship with the college (e.g. application accepted or reminder of orientation, and expand to include a possible marketing/event notification system).

Facilities

Well-maintained and thoughtfully designed facilities that are appropriate to the needs of those served by the college are an integral part of WCC’s learning environment. The college enjoys a 291-acre campus surrounded by green, treed space. The main campus is comprised of 16 buildings. In addition, the college maintains four extension sites: the Brighton and Hartland Centers serving neighboring Livingston County, the Western Center (now located in Dexter High School) serving the western part of Washtenaw County, and the Harriet Street Center, serving Ypsilanti (Criterion Five). To ensure that quality physical spaces meeting needs of current and future academic programs can be maintained and developed, the college has carefully planned for its sustainable future. During the last decade, the college has been able to meet the needs of steadily climbing enrollments and new program development through carefully capital planning and funding. As outlined in the most recent update of the long-range *Master Plan*, during the last ten years WCC has purchased over 50 acres of vacant land adjacent to the main campus that will allow it to expand without major disturbance to the natural areas surrounding the campus perimeter. The master plan incorporates this acreage into its implementation strategy while preserving natural areas and vegetation.

Washtenaw Community College has just come through a decade of profound change in its physical campus. In fewer than ten years, all existing buildings on campus received renovations, with the exception of the Occupational Education Building, which undergoes a complete renovation in 2009. Among the major renovations that have been completed were: a full overhaul of student services spaces in the Student Center Building; a complete renovation of the Crane Liberal Arts and Science Building, including redesigned and updated science labs; and

a total reconstruction of the Technical and Industrial Building (funded as part of a lease agreement with State Building Authority) including additional square footage and a pedestrian bridge linking it to the Business Education Building. Three new buildings were completed on campus: the Gunder Myran Building (2000), which is home to WCC's Bailey Library; the Great Lakes Regional Training Center (2003), which serves as a hub for providing apprentice and other training for United Association of Plumber and Pipefitter members; and the WCC Health and Fitness Center (2007), a wellness center situated across the street from the college campus that is open to students, employees, and the community at large.

As the college moves forward, it has a new commitment to sustainability that has already been evidenced in its facility development and management. WCC is a signatory to the American College and University Presidents Climate Commitment, positioning the college to become a leader in the nationwide effort to promote environmental sustainability. The construction of the Health and Fitness Center was guided from the start by principles of environmental sustainability, such as comprehensive waste management during construction and sustainable design features such as use of renewable materials and energy saving practices. The Center is recognized by the U.S. Green Building Council as LEED (Leadership in Energy and Environment Design) certified to the Gold level, the first facility of its kind to have achieved such a rating. The Technical and Industrial Building renovations have received LEED Silver certification. The college has committed to all new construction and renovation on campus being at least LEED silver certified, and the upcoming renovations to the Occupational Education Building is the third green building project undertaken by WCC. Plans for the OE Building renovation include a vegetative green roof, which will provide greater insulation than traditional materials, reducing energy costs, and will last 50 years. A geothermal heating and cooling system will reduce current energy costs and free the central system to better serve other campus buildings. Seeking green solutions to facility management is not only the socially responsible thing to do, but makes economic sense as well; energy efficient construction brings greater initial cost, but provides longer service to the campus and ultimately will be more cost effective.

In addition to facility development, repairs and maintenance issues are incorporated into the annual planning and budgeting process as well as into the longer-term Five-Year Capital Projects and Construction Plan. Each year during the annual budgeting process, repair and maintenance projects are identified and prioritized with funding allocations ranging from \$300,000 to \$500,000. Projects are determined based on urgency of need, and the protection of the college's assets from accelerated deterioration. In the last ten years, the college has used several computerized maintenance management software programs to track such projects, and is currently using FAMIS (Facility Asset Maintenance Information System), which allows tracking

of facility conditions, frequency of work orders issued, cost benefit of replacement versus repair, labor hours, and duration and remaining useful life of mechanical and electrical equipment. In a typical fiscal year, as many as 15 projects will be approved and completed. Projects are continually adjusted as needs change. The Board of Trustees is regularly briefed on the progress of the projects by the Associate Vice President of Facilities. By funding and addressing short-term repair and maintenance projects related to the campus buildings, which have a current replacement value of over \$180,000,000, the college has been able to limit its deferred maintenance backlog and eliminate more costly repairs resulting from neglect.

Strengths for Core Component 2b

- The college is extremely well supported by taxpayer dollars, even during economic downturns, and benefits from strong community support.
- The college has continued its long-standing commitment to diversity through a highly diversified workforce and student body and a campus environment that embraces a diversity of people and ideas.
- The college benefits from a strong Information Technologies Systems area, which engages in detailed planning that takes into consideration changing technologies, cost-effectiveness, coordinated effort across campus, and accessibility and usability for students, staff, and visitors.
- Multi-faceted, long-range facilities planning exists to bring outdated buildings up-to-date, with a forward-thinking commitment to green, sustainable construction. Short-term annual funding for repair and maintenance ensures that the negative impact of deferred repair and maintenance issues can be limited.
- The college offers excellent compensation, professional development, and support for its highly qualified faculty and staff.

Areas for Improvement for Core Component 2b

- Like many institutions, the college utilizes a large number of part-time faculty to teach its courses. The challenge in doing so is engaging part-time faculty in the life of the college and ensuring their commitment to the same quality of teaching and learning expected of full-time faculty. The college is already taking steps to improve this area, with expanded professional development and orientation opportunities for part-time faculty, but this effort needs to be continued and extended.

Future Focus for Core Component 2b

- The college will continue to seek to keep tuition increase to a minimum while maintaining quality of instruction.
- The college will continue to inform and respond to community members and taxpayers by offering high quality, relevant services, discontinuing nonviable programs, and developing new programs that meet the academic and job training requirements of the local community as those needs evolve.
- Particularly in light of the present economic downturn in the state, the college should continue with its current policy of fiscal austerity. There have been few budget increases since 2003. Furthermore, because of the loss of tax revenue from Pfizer Corporation, which closed its Ann Arbor facility in 2008, as well as the general reduction in property table values in the county, the college will likely have to dip into its reserves for the foreseeable future to maintain its current standards of excellence.
- To promote fiscal responsibility, the college shall continue to seek ways to reduce non-personnel expenditures; for example, WCC recently signed a contract with Konica Minolta to provide high quality copy and print services at an estimated savings of \$20,000 a month over the previous contract.
- The college will continue to provide its constituencies with a safe and pleasant campus environment while finding ways to keep maintenance and operating costs aligned with revenue, and striving to maintain high environmental standards across campus. The college shall continue to place a priority on providing its students and faculty with state-of-the art classrooms and cutting edge technology to support teaching and learning.

Core Component 2c

Washtenaw Community College has transformed the manner in which it performs self evaluation in the last decade. Benchmarking, follow-up surveys, and outcomes-based measures for institutional effectiveness, which were non-existent at the time of the 1999 self-study, are now routinely carried out and incorporated into evaluation and planning at both the institutional and unit levels.

WCC utilizes a number of tools to assess and evaluate institutional effectiveness with a focus on improvement across the college. As mentioned in 2b above, the dedication of the Institutional Research depart-

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

ment to focus on empirical data collection and analysis with further emphasis on benchmarking, student success, and retention statistics has been a major factor in WCC's improved ability to engage in ongoing evaluation processes; this has provided the college with evidence of the college's effectiveness that has guided decision-making for further improvement.

The college also is deeply committed to the process of the assessment of student learning, a process intertwined in many respects with institutional effectiveness. This specific area is examined in particular detail in Criterion Three.

Institutional Benchmarks

Washtenaw Community College's Institutional Benchmarks were created in 2002 to provide a simple yet broad set of quantitative descriptive measures for the purpose of assessing the extent to which the college fulfills its basic educational mission over time. The benchmarks do not encompass the full extent of historical data that WCC's administration considers to be important but they do represent key elements.

The academic year 2000-01 was used to establish a baseline. The measures, their annual rates through 2007-08, and their annual targets are below in table 5.10 (for complete benchmarking data, refer to [*Institutional Benchmarks 2007-08*](#)):



Table 5.11 Institutional Benchmarks (2000-01 through 2007-08)

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
		Target	Actual		Actual**									
1. Total Credit Headcount	20,000	20,600	20,700	21,200	20,400	21,800	20,400	20,800	22,500	20,800	23,200	21,600	23,900	20,900
2. Total Credit Hours	213,600	220,000	231,200	226,700	230,900	233,500	232,100	242,000	240,500	242,000	247,700	251,600	255,100	245,500
3. Total Degrees/Certificates Awarded	1,210	1,250	1,510	1,290	1,600	1,330	1,690	1,910	1,370	1,910	1,410	2,090	1,450	2,260
4a. Persistence (New Students) Fall to Winter	61%	62%	62%	63%	62%	64%	64%	66%	65%	66%	66%	67%	67%	68%
4b. Persistence (All Students) Fall to Winter	64%	65%	65%	66%	65%	67%	65%	67%	68%	67%	69%	67%	70%	68%
5a. Persistence (New Students) Fall to Fall	41%	42%	41%	43%	41%	44%	44%	43%	45%	43%	46%	43%	47%	46%
5b. Persistence (All Students) Fall to Fall	43%	44%	43%	45%	43%	46%	44%	45%	47%	45%	48%	43%	49%	46%
6. Student Course Success Rate, Academic Year	75.7%	76.2%	74.8%	76.7%	75.5%	77.2%	75.4%	75.4%	77.7%	75.4%	78.2%	75.8%	78.7%	77.7%
7a. Percent Good to Excellent Instruction, FT Faculty (Fall)	89.6%	89.6%	89.3%	89.6%	88.5%	89.6%	88.3%	89.0%	89.6%	89.0%	89.6%	88.2%	89.6%	88.7%
7b. Percent Good to Excellent Instruction, PT Faculty (Fall)	86.7%	86.7%	87.0%	86.7%	87.5%	86.7%	87.7%	87.4%	86.7%	87.4%	86.7%	88.2%	89.6%	87.7%

Source: Institutional Research

Credit headcount at WCC has increased steadily each year, from 20,000 students in 2001-02 to 20,900 in 2007-08, an increase of 4.5%. Total credit hours have increased over the period from 213,600 to 245,500, an increase of 15%, short of the 2007-08 target of 255,100.

As noted earlier in this chapter, headcount continues to rise. In comparative studies by the Institutional Research department, WCC's increases in headcount and awards compare very favorably at both the national and state levels ([*Comparison National Dataset Unduplicated Headcount 1997-98 to 2006-07*](#)) and [*Benchmark Comparison WCC to Other Michigan Community Colleges 1995-96 to 2005-06*](#)). Institutional performance on the four persistence indicators is mixed relative to the benchmark target, but has consistently been close to the target rate. In the number of degrees and certificates awarded, the college has far exceeded its target increase each year since benchmark data has been tracked. Awards in 2007-08 totaled 2,258, an increase of 87% since 2001-02. These increases are particularly striking when it is observed that they are only partly explained by the popularity of short-term certificate programs; the number of associate degrees awarded in 2007-08 was 1,107 degrees, which is 68% higher than the number of degrees awarded in the 2001-02 academic year.

Another critical part of the benchmarking project is to track student course success as well as student opinion of instructor effectiveness. The success rate (a C- grade or higher, excluding audits or faculty withdrawals) has been fairly consistent at WCC, although the 2007-08 rate of 77.7% in 2007-08 represents the largest one-year increase in success rate in the last 10 years. Likewise, student ratings of instructor effectiveness have remained fairly positive and steady from the inception of the Student Opinion Questionnaire (SOQ) in the fall 2000 semester.

In sum, the institutional benchmark values for 2007-08 indicate that WCC is doing well by these measures, particularly in awards. In areas where WCC has not met annual targets, such as student headcount, total credit hours, and persistence, there have been consistent increases compared with the 2001-02 academic year. In other areas, such as student ratings of instructors, the ratings have maintained historically high levels.

Comparisons of WCC to the National Community College Dataset

In addition to internal benchmarking, WCC's Institutional Research department uses the Department of Education's Peer Analysis System (PAS) and Dataset-Cutting Tool (DAS) to conduct comparisons of WCC to other community college nationally and state-wide. The PAS and DAS provide a means of conducting online queries of the Integrated Postsecondary Education Data System (IPEDS), which consists of a wide array of data elements that are posted annually to the federal government by colleges and universities.

In addition to using the system to conduct ad hoc studies, the college uses a set of criteria to identify community colleges of similar size for comparative purposes on two measures. The measures are ten-year percent change in annual awards (degrees and certificates) and ten-year percent change in annual unduplicated student headcount. Criteria for inclusion in the dataset include federal classification as public two-year colleges having unduplicated student headcounts in the range of 10,000 to 20,000, and total awards in the range of 600 to 900 in the 1994-05 academic year. A total of 69 colleges representing 23 states, including WCC, are included in the dataset. The comparisons of ten-year percent change in unduplicated headcount and awards were initially made for the period 1994-95 to 2003-04. The study was repeated in 2008 to include the most recently available data through 2006-07. The study was used to support curriculum program planning that would encourage students to attend and complete programs at the college. The findings revealed the following:

- For unduplicated headcount, the college had an increase of 33% from 1997-98 to 2006-07, which far exceeded the median increase of 7% and ranked WCC 14th from the top among the 69 colleges ([*Comparison National Dataset Unduplicated Headcount 1997-98 to 2006-07*](#)).
- For number of awards, the college demonstrated an increase of 162% in awards from 1997-98 to 2006-07, again far above the median increase of 37%, and ranking WCC second among the 69 colleges. During the ten-year period under study, the college modified its certificate offerings to include more short-term programs that were very successful in producing completers; thus, additional comparison was made focusing on associate degrees only ([*Benchmarks Comparison National Dataset Total Awards 1997-98 to 2006-07*](#)).
- For number of associate degrees, the college had an increase of 44% in associate degree awards from 1997-98, ahead of the median increase of 20% and ranking WCC 15th among the 69 community colleges ([*Benchmarks Comparison National Dataset Associate Degrees 1997-98 to 2006-07*](#)).

The National Community College Benchmark Project (NCCBP)

The National Community College Benchmark Project (NCCBP) is a consortium of community colleges that provides opportunities to report outcome and effectiveness data in critical performance areas, receive reports of benchmarks, and compare results with those of other colleges nationally. Participating colleges submit data on a wide array of performance areas and receive a report that compares the college's data with the aggregate results of all consortium colleges. WCC has participated in the NCCBP for three years. In 2007, a total of 178

community colleges participated in the NCCBP. The college has used NCCBP data to study success rates in a variety of courses. Table 5.11 highlights the results demonstrating that WCC course success rates compare favorably across the board to the aggregate of nearly 180 community colleges nationwide (*National Community College Benchmarking Project*). Such affirmative comparative data assures the college that its ongoing efforts to improve success rates, particularly in the often challenging areas of developmental and distance education, are yielding positive results. Nevertheless, the college continues to seek to improve its efforts in these areas.

Table 5.12 Highlighted Course Success Results from National Community College Benchmarking Project (Fall 2003-2005 Data)

	WCC Course Success Rate	NCCBP Median Course Success Rate
All college-level courses	76%	74%
Developmental math courses	62%	55%
Success rate for students in their first college-level math course after successfully taking developmental math	77%	66%
Developmental writing courses	70%	65%
Success rate for students in their first college-level writing course after successfully taking developmental writing	81%	70%
Developmental reading	67%	68%
Composition I	70%	64%
Composition II	82%	87%
College Algebra	77%	57%
Speech	75%	75%
Distance learning courses	86%	79%

Source: *National Community College Benchmarking Project*

Survey Data

In addition to benchmarking, the Institutional Research department administers ongoing and ad hoc surveys to gauge student opinion and follow up on graduates. In this way, the institution can assess its effectiveness in meeting student satisfaction needs and student expectations regarding educational goals and outcome and employment.

New Student Survey

Each fall and winter semester, the Institutional Research department conducts an online survey of new students consisting of a single question: “What has been your single most difficult adjustment to Washt-

enaw Community College, if any?" The survey was initiated in fall 2007 by the Dean of Support Services and Student Advocacy as part of ongoing efforts to improve the first-year experience for new students at the college, and results are used to identify and address areas that may enhance retention to the end of the semester and to the following semester. This is one of a series of communications from the Dean to new students over the course of their initial semester to support their adjustment to the college.

The results are shared with the college president, executive staff, deans, and directors, who receive customized reports with responses relevant to their areas of responsibility. Supervisors share results with their staffs and determine improvements that can be made to address areas of concern. For more information and results, see [New Student Survey Fall 2008 Report](#).

Current Student Survey

Each fall since 2000, a large sample of WCC credit students is surveyed by IR concerning their educational goals, prior college experience, use of the Internet for coursework, and their satisfaction of multiple student services. Students are all asked to identify specific areas in their WCC experience to date where improvements could be made and where they feel the college is doing a good job. Content analysis is conducted to code all open-ended responses. A more detailed version of the survey was administered in fall 2008 as part of the self-study process, which asked additional questions specifically related to the five criteria for accreditation. The IR department seeks to maximize survey response rate by implementing four rounds of distribution using both electronic and paper methods, with the first two rounds occurring via email and the second two rounds occurring via U.S. mail. Through such sustained effort, the office has been able to obtain an annual return rate approaching 40%.

An extensive report of data and analysis is distributed to college executives, deans, and directors who share results with faculty and staff for discussion and determination of any action to be taken. Institutional Research staff also presents the results to Student Services staff and makes the full report available to all campus faculty and staff via the college intranet. Surveys have consistently provided valuable information about students that has been particularly useful in student services areas. In general, satisfaction levels are quite high, with the overall level of satisfaction in 2008 at 91%. The ability to examine satisfaction data over time enables those overseeing particular service areas of the college to identify any issues or trends and address them as necessary and creates a culture of service; this puts into practice WCC's vision of putting students first. For a complete analysis of the most recent surveys, see the [Current Student Survey Fall 2007](#), the [Current Student Self-Study Survey Fall 2008](#), and the [Current Student Survey Fall 2008](#).

Graduate Follow-Up

All WCC graduates are surveyed six months after graduation as required for reporting purposes by the government. In addition to the basic information required for reporting, IR has developed survey questions that provide more detailed information for WCC faculty and administrative staff. As with the current student survey, four rounds of distribution are done to maximize the response rate. This leads to relatively high return rate of approximately 45%. Survey questions focus on graduates' current employment, including occupation, wage rate, whether their WCC program prepared them for success in their field, whether they used WCC's Employment Services Office, and, if unemployed, whether they are seeking related employment. Graduates are also asked if they are currently attending or planning to attend a two- or four-year higher education institution. They are also asked to assess the extent to which their WCC program made a positive difference in their current occupation, and to identify any weaknesses in their WCC program. At the end of the academic year, survey data from the three semesters is merged and an annual report is created with historical data dating back to 2000-01.

Data from the 2006-07 survey indicate that WCC graduates are fairly successful in finding program-related employment, with 80% employed six months after graduation, and 65% of students who graduated from occupational programs working in jobs related to their programs of study. Seventy percent of graduates (and 92% of those working in occupations related to their program) reported that their WCC program had made a positive difference in their current occupation. Twenty-nine percent of graduates reported that they had taken classes at a four-year institution within six months of graduation from WCC, with more than two-thirds of these attending Eastern Michigan University or the University of Michigan, which are in close proximity to WCC ([*Graduate Follow-Up Survey Report 2006-07*](#)).

Data on graduates is also presented in customized reports for each of the academic deans incorporating responses from graduates from the respective divisions' programs. Each customized report also contains the occupational information for each graduate grouped by academic department and program so that deans can share information with department chairs and faculty to better understand their programs' strengths and challenges from the perspective of outcomes related to employment and continuing education. Data from the graduation follow-up survey is also used as requested for program accreditation and review.

Ad Hoc Surveys

Special one-time surveys may be administered by IR at the request of a division or department; because the department exists primarily to serve institutional data needs and has a relatively small staff, requests for surveys or assistance with outcomes assessment or other

data analysis must be highly prioritized and approved by the dean of the area to be studied. In most cases, such requests serve the purpose of providing information that has application toward improvements on both the institutional and the divisional levels. Two such recent examples are described below:

Computer Commons

At the request of the Dean of Learning Resources and the Coordinator of Public Computing, IR conducted a comprehensive survey of student satisfaction of Computer Commons resources during winter semester 2007. The Computer Commons consists of 158 machines (125 PCs and 30 Macs) in the Gunder Myran Building with two staff help desks. Major topics included usage of the Commons (e.g. days of the week, time of day, frequency, and nature of use), satisfaction with computer hardware and software available at the Commons, and satisfaction with Commons staff and environment. The results of the survey were used to identify potential problems and student needs related to the Commons; for example, results revealed that one in five respondents felt the environment was too noisy, primarily due to cell phone conversations. This led to the installation of a sound meter to monitor noise levels and the implementation of measures to limit cell phone use to outside the Commons ([Computer Commons Survey Results](#)).

Library Survey

In fall 2005, a comprehensive survey of student satisfaction concerning library services was conducted the request of the Dean of Learning Resources. Major topics included usage of the library, availability of various types of library resources, and the level of student satisfaction with library staff and technologies. Evidence showed that the overall level of satisfaction with the library was very high, with 94% of student respondents indicating that they were satisfied or very satisfied with the library and all specific areas rated highly. Over half the respondents had sought help from a reference librarian, with 78% of those indicating they were “always satisfied” with the help they received. The Library staff followed the survey with an in-house focus group discussion with students in 2006. The focus group identified specific improvements subsequently implemented by the library, including developing Google-like search boxes on the library homepage, placing more software reference manuals and textbooks on reserve, and enhancing laptop security ([Library Usage Student Satisfaction Survey Fall 2005](#)).

Employee Evaluation

An important way in which the college assesses its effectiveness and assures its continued improvement is through employee evaluation and professional development. The evaluation and development of WCC’s faculty is of critical importance to the quality of teaching and learning; faculty evaluation is discussed in detail in Core Component

3b, while faculty professional development is described in Core Components 3b and 4a. The evaluation of non-teaching employees is no less important to the smooth operation of the college and the fulfillment of WCC's mission. All administrative/independent, office professional/technical, and custodial/maintenance employees undergo annual performance evaluations by their supervisors to ensure they are meeting the standards for their particular job positions. At this time, the supervisor highlights accomplishments for the past year as well as any areas requiring attention. Evaluations are reviewed with the employee, who has the opportunity to submit an appeal if s/he disagrees with the evaluation. Each employee group utilizes a similar but customized form for performance appraisals ([*Performance Appraisal Independent Staff*](#), [*Performance Appraisal Custodial / Maintenance Staff*](#), and [*Performance Appraisal Office Professional / Technical Staff*](#)). Supervisors of employees who are not performing their job duties satisfactorily are encouraged to collaborate with the employee in creating action plans for improvement prior to the next review period.

Department chairs, in addition to undergoing the faculty evaluation process, are also appraised annually by their area dean for their work as chairs. In accordance with faculty contract, deans may evaluate chairs with input from department members once each fall and winter semester, and then provide an annual summary. Department chairs are evaluated according to specific job duties related to their particular discipline and are rated on a three-point scale ranging from unacceptable to professionally capable (for example, [*Performance Evaluation for Department Chair-Math*](#), [*Performance Evaluation for Department Chair-Nursing*](#), and [*Performance Evaluation for Department Chair-Welding*](#)).

Program Review

Another aspect of institutional effectiveness is program review. The college undergoes program review as part of its curriculum development and review cycle. Until recently, program review was not done in a systematic manner. To address this gap, as part of recent efforts to bring curriculum review and assessment processes into a clear three-year implementation, review, and feedback cycle, the Curriculum Committee worked with the Vice President for Instruction to develop a new program review process that was fully integrated ([*Program Review Process*](#)). Now, in addition to the regular review cycle in which a program is to be assessed and reviewed by the Assessment and Curriculum Committees every three years, the following administrative review is to occur:

- Every fall semester, the Vice President for Instruction and the Deans will meet to review programs that were assessed the previous academic year. Prior to that meeting, the Office of Curriculum and Assessment will collect and assemble the following program information:

- o Division(s) and discipline(s)
 - o Program code and title
 - o Program listing from the College Bulletin or website
 - o Program outcomes and assessment plan
 - o Program assessment report
 - o Master syllabi and course assessment reports (for required and support courses)
 - o Accreditation information: affiliation, status, review date
 - o Articulation agreements in effect: institution, program, termination date
 - o Enrollment and completer data for a minimum of three (3) years
 - o Advisory committee information
 - o Optional reports: PROE , accreditation
- The Vice President for Instruction and the Deans will review the programs and identify possible changes indicated by the data and supporting reports. The result of this review will be used by the appropriate dean to continue work with the program faculty if further program changes are required.

In addition to institutional program review, WCC completes the Perkins Review of Occupational Education (PROE) for its occupational programs each year. This program review is mandated by the state for receipt of Perkins funding, and requires that a number of programs each year undergo a detailed review, including reporting of data on core performance indicators (such as enrollments) and survey feedback from students, advisory committee members, and faculty. Each occupational program must undergo PROE every five years ([2007-2008 PROE Evaluations](#)).

Strengths for Core Component 2c

- The college has multiple methods of assessing and evaluating its effectiveness in fulfilling its mission, and benefits from having a strong Institutional Research department, which is dedicated to

providing benchmarking and comparative data that can be used to recognize trends, identify issues that may need addressing, and build upon strengths for continuous improvement. In addition, ongoing and ad hoc surveys help track student satisfaction so that the college can maintain a culture of service to its students and ensure that their experience at WCC is positive both within and beyond the classroom.

Areas for Improvement for Core Component 2c

- While the data that are generated by these efforts are widely distributed, there is no systematic, formal process for their use. This lends to flexible and customized use by units of the college, but it also may indicate that not all areas are benefiting from this information as they could be.
- Historically, program review has not been a strong focus at WCC. The recent integration of the review process into operational curriculum and assessment review processes should improve program review across the college.

Future Focus for Core Component 2c

- The college should continue to support the valuable work of the Institutional Research department by considering the expansion of the use of comparative data from the National Student Clearinghouse; additionally, the college may consider seeking additional avenues for distributing data to ensure that all units that might benefit from such sources know how best to access them.
- As it has done with student outcomes assessment, the college should continue to consider ways to promote systematic program review to ensure quality and currency of academic programs across the curriculum.

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Core Component 2d

Both operational planning and long-range strategic planning at WCC flow from the college's mission. The priorities stated in the mission statement inform decision making on a daily basis, and as institutional goals are presented to the Board of Trustees, their first con-

sideration is the alignment of those goals with mission, values, and vision. The five points of the mission are accomplished in many ways. Some examples of planning goals directly pertaining to mission that have been discussed in this chapter, however, include the following:

We provide a caring, open-door teaching and learning environment.

- The college's commitment to supporting a diverse faculty, staff, and student population demonstrates WCC strives to offer a welcoming open environment for its students; expanded flexible learning offerings provide access to college programs and services.

We provide excellent teaching, counseling, and support services.

- WCC's depth of resource allocation in its faculty, instructional programs, and program support, as well as the emphasis on gathering student feedback about their experiences at the college, show it is committed to providing the highest quality services possible to students.

We reach out to people who have limited income or other barriers to success.

- The strategic initiative to expand WCC's FlexEd offerings, including College on Demand distance learning courses, blended courses, and weekend courses, demonstrate the college's commitment to providing services to those who, because of work, family obligations, cost of driving, or other issues, find it difficult to come to campus frequently.

We enable people to progress in their academic and career pursuits.

- The college's initiative to create and promote programs in high growth areas reveals that WCC aims to provide education that will lead to viable career paths for students; the college's focus on tracking and improving retention and success rates demonstrates its commitment to student academic success.

We work in partnership with the communities we serve.

- By providing expanded courses and programs for partners such as the United Association, and serving the community by designing a Health and Fitness Center, WCC demonstrates it seeks to meet the needs of its constituencies.

Planning at WCC is designed to be responsive and allow autonomy at the division and department levels. Planning centers on the Institutional Goals submitted by the President to the Board of Trustees. This document incorporates information relating to developing quality education, improving student learning, and determining how best to meet the demands of a changing world that is relevant to all units on campus. Recognizing the challenges of a rapidly changing environment—technologically, socially, culturally, and economically—is an important aspect of planning and budgeting across the college. While a conscious awareness of mission is less apparent at the operational level, mission

informs the Institutional Goals, which both draw from and also direct divisional and departmental plans. In this way, planning at all levels reflects the mission of the college, its values, and its vision.

Strengths for Core Component 2d

- College faculty and staff are fully supportive of WCC's mission, and according to the *Faculty and Staff 2008 Survey*, a majority (78.1%) feel that the college's plans are consistent with that mission. Moreover, 77.9% agree or strongly agree that the college effectively prepares for its future through its planning processes, and according to the *Mission Survey Results 2008*, which provide employee feedback on the college mission, respondents agree or strongly agree that planning in their area supports the mission; this suggests that WCC's employees acknowledge that the college plans appropriately for the challenges it might face in the future, and does so in accordance with its mission.
- Continued endorsement of the college is evidenced by taxpayer support, the sustained use of college facilities by community and non-profit groups (Core Component 5d), high levels of student satisfaction and success (Core Component 3c), and growing enrollments. This is evidence that college planning has led to the successful accomplishment of the mission to date and positioned the college for continued success in its ability to serve the community.
- As part of its planning processes, the college continues to strive to meet its mission of increasing access to its programs and services. This is evidenced, for example, by the expanding number of courses offered via College on Demand online delivery, blended delivery, and through weekend programming, as well as by institutional goals directed toward increasing diversity and providing services for special populations.

Areas for Improvement for Core Component 2d

- The college will need to explore ways to continue to be successful in the face of current economic challenges in the state of Michigan and within the local community. As the economy weakens and budgetary decisions become more difficult, the college will need to remain focused on its mission.
- Over 30% of respondents on the *Faculty and Staff 2008 Survey* disagree or strongly disagree that they understand planning processes at WCC; likewise, while the majority feel planning in their area supports the mission, 32% "don't know" if the Board consistently governs with the mission in mind, and 23% "don't know" if executive decisions consistently support the mission (*Mission Survey Results 2008*). Improved communication may help employees feel

more informed and involved in the planning process.

Future Focus for Core Component 2d

- The college will seek to maintain its focus on mission-driven planning while remaining responsive to the needs of the local community during economically challenging times.
- As noted in Criterion One, the college may wish to consider new strategies for communicating the mission, as well as the decision-making process, to faculty and staff.





Washtenaw Community College

Chapter

6 *six*

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction to Criterion Three

Washtenaw Community College's deep commitment to teaching and learning is clearly reflected in the college's mission documents. These include the mission statement, which promotes

WCC's "excellent and accessible educational programs and services," and the values statement, which declares that "we embrace teaching and learning as our central purpose." As made apparent in the WCC mission, teaching and learning is the fundamental activity around which all areas of the college revolve, and it is from supporting effective teaching and successful learning that the college takes its purpose.

In keeping with its mission and as described in this chapter, Washtenaw Community College has dedicated substantial financial, physical, and human resources to ensuring that teaching across the college and the environments in which students learn are effective and accessible. Moreover, the college has made great advancements in the last ten years in evaluating its efforts to ensure successful student learning. A college-wide implementation of revised and fully integrated curriculum and assessment processes within the last five years has led to more effective and pervasive assessment activity on all curricular levels, and the increased application of student success, persistence, and satisfaction data over time has led to improvements in multiple areas of the college that support student learning.

The college promotes effective teaching and learning environments in many ways, including student support services ranging from state-of-the-art computer labs, extensive online resources, math and writing centers, comprehensive learning support services, excellent counseling and advising services available on campus and online, greatly expanded student activities, and a library centered on twin goals of meeting user needs and educating students in critical information literacy. The college also supports effective teaching through a revitalized and growing faculty development program that is distinguished by faculty ownership and significantly increased support. These are only a few examples discussed in this chapter that illustrate how the college creates effective teaching and learning environments that promote student satisfaction, retention, and success.

Core Component 3a

The assessment of student learning at Washtenaw Community College has evolved significantly over the last ten years. Following almost a decade of adjusting processes and procedures to ensure the generation of valid data that could be used to prompt positive change in teaching and learning, assessment has been transformed from an isolated process that was implemented inconsistently, into a highly integrated activity that is understood and undertaken by faculty across campus. In the [Faculty and Staff 2008 Survey](#) administered to gather data as part of the self-study process, nearly 90% of faculty respondents either agreed or strongly agreed that assessment is important to curricular improvement at WCC, and nearly 80% agreed or strongly agreed that assessment is “part of the college culture.” This represents a substantial shift from the last comprehensive visit in 1999, at which time the majority (68.7%) of faculty felt that less time should be spent on assessment (1998 Curriculum and Instruction Survey, cited in chapter six of the [Self-Study to NCA 1999](#) p. 94; also available in the resource room). While assessment of student learning at WCC has come far in the last ten years as the process has become a part of the college culture, it remains clear that this as an area in which growth is still needed. The college’s three levels of assessment—course, program, and general education—are not equally strong, and greater participation by all faculty, including part-time faculty, is needed to produce a more robust assessment program. Indeed, while nearly 70% of 313 faculty respondents in the [Faculty and Staff 2008 Survey](#) indicated they were either “very satisfied” or “satisfied” with the assessment of student learning at WCC, 64 respondents (21%) replied they “did not use” student learning assessment. Nevertheless, the current combination of strong faculty leadership, administrative and financial support, and continued evaluation and adjustment of the process has helped the college mature in the implementation of assessment activity, and position it for future ongoing success in improving teaching and learning.

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Mission Support for Assessment of Student Learning

While the college mission statement does not explicitly address assessment, the centrality of student learning and its improvement is evident throughout the mission documents. The values statement of the college asserts, “We embrace teaching and learning as our central purpose.” Moreover, the vision statement affirms that, “in order to enhance student learning outcomes, we engage in continuous improvement of teaching, programs, processes, and structures.”

A History of Assessment at Washtenaw Community College

As noted in Chapter One, the first formal assessment plan at WCC was completed as part of the 1990 comprehensive self-study report to the North Central Association. This assessment plan, which then focused primarily on institutional effectiveness, underwent multiple revisions following a 1992 NCA focused visit on governance. A revised plan, which was submitted to NCA in 1995, was further amended to address NCA feedback, and was ultimately accepted by NCA in 1996. Following the next comprehensive NCA visit in 1999, the college was asked to prepare a monitoring report on student learning across all programs, specifically including general education. The *Monitoring Report on Assessment* was accepted by NCA in 2002, with a report on the progress in collecting and using the data from the assessment of measurable outcomes for the college's general education program requested for submission in 2004. This *Progress Report on Assessment* was submitted at the end of 2004 and was subsequently accepted by NCA. Between the last comprehensive self-study in 1999 and the submission of the progress report in 2004, the college's curriculum underwent a transformational change, including significant revisions to the degree and certificate structure and a complete revision of WCC's general education model. The monitoring and progress reports on assessment enabled the college to focus on ensuring that measurable outcomes and appropriate assessments were put in place as the changes were made, particularly in the area of general education.

Since the 2004 progress report, the assessment of student learning in all areas has continued to move forward at Washtenaw Community College (table 6.1). Faculty and staff across the college, supported by the work of the faculty-led Assessment and Curriculum Committees, and under the leadership of President Larry Whitworth and Vice President for Instruction Roger Palay, have made particular progress in developing and adjusting appropriate learning outcomes, integrating assessment into the curriculum approval and review process, and finding meaningful forms of assessment that yield data to support improvement in student learning. Many critical factors supporting effective assessment were already in place at the time of WCC's 1999 self-study: release time for faculty serving on the Assessment Committee (with additional time for the faculty chair), as stated in an annual *Letter of Agreement* with the faculty union; annual budget allocations specifically dedicated to assessment; and the assignment of administrative offices and staff to support the assessment process. Since 2004, the college has demonstrated its commitment to supporting faculty in their assessment work by creating a simple, increasingly electronic process for documenting assessment, as well as providing increased training opportunities. WCC's Vice President for Instruction has promoted assessment immersion across the college by spearheading efforts to engage all departments in curriculum and assessment activities over the last four years. In 2005, all full-time faculty were

required to revise master credit course syllabi and assessment plans in their areas, among other tasks; in 2006, faculty were asked to work together to refine outcomes for the general education areas as well as program outcomes; and in 2007, departments were required to submit three-year plans for continued curriculum revision and assessment activity. As recently as fall 2008, the Vice President requested that all programs across the college deficient in learning outcomes or lacking active assessment plans update program documents to include current and relevant outcomes and assessments. While work remains to be done in this area, the college is continuing to increase assessment activities on all levels and ensure that all full-time faculty (and as many part-time faculty as possible) are active in assessment and improvement of student learning as part of their regular work at WCC.

Date	Activity/Event
Winter 2005	In-service sessions are dedicated to critical thinking (part of WCC's general education model). Faculty are introduced to in-house critical thinking tool piloted in late 2004; tool is administered later in the semester.
Fall 2005	VP Palay asks all full-time faculty to revise a course master syllabus, including assessment plans, to be submitted in November 2005. The goal is to revise all master syllabi and assess all courses on a three-year cycle. President Whitworth and Vice President Palay make assessment the focus of fall in-service, with multiple sessions on outcomes and assessment.
Winter 2006	Faculty are asked to complete assessments for all courses revised the previous semester and submit results by July 2006.
Fall 2006	VP Palay asks all full-time faculty to work on one of three curriculum and assessment projects: revision of additional syllabi/assessments, refining outcomes for the general education areas, or developing/revising program outcomes (<i>Curriculum and Assessment Projects Fall 2006</i>).
Winter 2007	Department chairs submit <i>Departmental Three-Year Plans</i> for curriculum and assessment activity to Deans and the Vice President's office.
Fall 2008	Departments with programs lacking adequate outcomes and assessment activity revise their program documents.

Student Learning Outcomes

In the fall of 2004, WCC's Vice President for Instruction identified curriculum and assessment improvement as priorities for the 2004-05 academic year. In August of that year, staff and members of the Assessment and Curriculum Committees facilitated intensive workshops for faculty on developing clear, measurable student learning outcomes and appropriate accompanying assessment methods (discussed further in Faculty Training and Feedback, below). This was the first of many training opportunities that have helped faculty create meaningful learning outcomes for courses and programs, and has led to a greater consistency in the assessment process. Also at that time, the curriculum approval and review process was fully integrated with the assessment process, so that assessment plans became embedded in the master syllabus document for courses and the program approval document for programs; this streamlined the process significantly and allowed curricula to be viewed more holistically. As part of the integration, the assessment cycle became linked to the curriculum review cycle, so that assessment would precede course or program review and subsequent reporting of data and resulting changes would be incorporated into the review; in this way, it is anticipated that curricular revision would be guided by the results of assessment. Moreover, what was previously a five-year cycle was shortened to three years to allow the college more fluidity in creating curricula in response to the changing needs of students, business, technology, and the community. As part of the transition to this shorter cycle, faculty departments were asked to submit [*Departmental Three-Year Plans*](#) detailing what courses and programs would be assessed and reviewed within the cycle.

Measureable student learning outcomes for credit courses are clearly defined in the [*Master Syllabus Form*](#). A master syllabus is an electronic file for every credit course at the college, and includes student learning outcomes and an assessment plan detailing the tool, timetable, rubric, and standard of success for the assessment of each outcome, in addition to curricular information such as course description, credit and contact hours, and pre-requisites. Similarly, program outcomes and assessment plans are specified on the [*Program Proposal Form*](#) and on the [*Program Assessment Planning Form*](#). Similar information is specified for general education areas on the recently designed [*General Education Assessment Planning Form*](#).

In both cases, new and revised syllabus and program forms are initiated by faculty, submitted to the department chairs and division dean for approval, and then forwarded to the Office of Curriculum and Assessment for distribution to the Curriculum and Assessment Committees. The Curriculum Committee examines new courses and programs for curriculum issues, while the Assessment Committee reviews new courses and programs for matters relating to assessment. Both committees examine existing curriculum on a full, limited, or informational level of review depending upon the type of changes being made to

the course or program in question. The Curriculum and Assessment Committees serve in an advisory capacity and make recommendations to faculty if further revisions are suggested, and ultimately make recommendations to the Vice President for Instruction for approval of the course or program as proposed or revised.

Recent institutional efforts to prompt revision of courses, in particular, have been effective, with the percentage of credit courses having updated outcomes and assessment plans increasing from 45% of all credit courses in fall of 2005 to 68% by spring of 2009 (*Curriculum and Assessment Document Counts 2005-08* and *Curriculum and Assessment Master Syllabi Counts 2003-08*). While many courses had existing outcomes or objectives prior to the 2004 curriculum and assessment initiative, outcomes are now stated in more measurable, standardized language to ensure that all faculty teaching a course understand them; additionally, while many courses and programs previously had assessment plans, they were isolated from master syllabus or program documents, and were not held to a regular review cycle. Whereas assessment plans were in the past contained within departments, as part of the master syllabus and program documents they are now centrally housed in the Curriculum and Assessment office (and on the Curriculum and Assessment website) for easy access. Because of the large scale of WCC's curriculum, work obviously remains in order to bring all courses and programs into the three-year review cycle; it is expected that this trend of improvement will continue, however, as departments implement their three-year plans, and faculty overseeing program areas follow through on bringing program outcomes and assessments up to date.

Course Level Assessment

Washtenaw Community College offers 1,205 active credit courses delivered on campus, via distance learning, or at the college's extensions centers (as of fall 2008). The majority of credit courses are taught using traditional classroom delivery, but some are taught using WCC's College on Demand (COD) online distance learning program or blended formats (Core Component 3C). As of winter semester 2009, 31 courses in various subjects were taught through College on Demand. These courses are taught via video lectures (initially provided on DVD, but now offered via streaming video) with accompanying assignments and online class discussions that take place using Blackboard course management software. In addition, as of winter 2009, 21 courses were offered in mixed mode or blended format, which allows students to meet on campus for personal interaction with faculty and classmates in addition to the video lectures and online components of the standard COD course. Regardless of format or location, however, all sections of any credit course offered at WCC adhere to the course master syllabus, which stipulates learning outcomes and assessment plans. Faculty responsible for a course implementing assessment measures select sections or student populations to be assessed according to the

assessment plan included with the master syllabus. These may include courses offered in any location or format, and it is expected that the assessment tool can be administered in any section of the course. Because course assessment data is aggregated, it may not be obvious if an assessed section was offered on campus, via distance learning, or taught at an extension center. Nonetheless, it is expected that credit courses undergo identical cycles of assessment and review as outlined above, regardless of modality. (Student success data, however, is tracked specifically for College on Demand and other alternatively delivered courses; see Core Component 3c.) Ensuring that courses offered via distance education, in particular, are assessable has been identified as an area for improvement by the Assessment Committee and the Dean of Distance Learning. The planning phases of online and blended delivery now stress from the onset that such courses have viable assessment plans (discussed further below and in Core Component 2a).

Assessment at the course level has traditionally been the strongest form of assessment at WCC, with a satisfactory level of faculty participation and most significant impact on improvement in teaching and learning. Following the administration of assessment measures on a three-year cycle for all course outcomes, faculty complete and submit a [Course Assessment Report Form](#) to their department chair and dean for review; the report is then forwarded to the Curriculum and Assessment Office for distribution to the Assessment Committee for review. The report provides information on results of the assessment as well as any proposed changes in response to those results. Following its review of the report, the Assessment Committee provides feedback to the faculty through the Office of Curriculum and Assessment. The three-year review cycle ensures that there is adequate time to incorporate any suggested changes resulting into assessment into planning and budgeting processes prior to the next review of the master syllabus.

As updates to learning outcomes and assessment plans for master syllabi across the curriculum have dramatically increased since 2004, the submission of assessment results and implementation of changes have similarly expanded, with a total of 156 assessment reports having been submitted since that time ([Curriculum and Assessment Document Counts 2005-08](#)). What is most encouraging about the assessment work that has occurred in recent years is the positive change that has resulted: in 126 (81%) of the courses assessed since 2004, assessment results led to proposed changes to improve student learning, with 26% of those being major changes such as changes to course outcomes, objectives, evaluation methods, assessment plans, and/or prerequisites (as found in [Assessment Reports: Courses](#) on the Curriculum and Assessment website) (table 6.2):

Table 6.2. Changes Proposed in Course Assessment Reports 2004-2009 (through 4/15/09)

	Number	Percentage
Course assessments since 2004 proposing major changes (e.g. outcomes, objectives, prerequisites, evaluation methods, assessment plans)	41	26%
Course assessments since 2004 proposing minor changes (e.g. changes to course materials or instructional methods)	85	55%
Course assessments since 2004 proposing no changes	30	19%
Total	156	100%

Source: [Assessment Reports: Courses](#) (Curriculum and Assessment website)

Some specific recent examples of meaningful changes to courses as the result of assessment of student learning include the following:

- In an assessment of Technical Algebra (MTH 151) in winter 2007, students successfully met the standard for four of five stated learning outcomes but fell short in the fifth outcome (applying basic principles of trigonometry to solving problems with right triangles). Results led to instructors incorporating more hands-on, problem-solving activities to enhance learning, focusing particularly on the fifth outcome; they also experimented with shifting materials from outcomes in which students showed mastery to those students found more challenging ([Course Assessment Report MTH 151](#)).
- Assessment results for Organic Chemistry II (CEM 222) in winter 2008 showed that students were not achieving two learning outcomes for the course, in part because of problems with retaining information. Faculty now plan to add elements to the course to improve student recall of material and to help students become more independent learners, such as more student-based activities, fewer lectures, guided inquiry, more real-life examples on tests, and more group and individualized activities. Some modification of the tool itself was also suggested ([Course Assessment Report CEM 222](#)).
- In Fundamentals of Nursing-Lab and Clinical Practice (NUR 103), additional lab and clinical hours were built into the course to address student weaknesses in specific content areas. In addition, video course assignments, mixed mode instructional methods, and more hands-on assignments to improve students' cognitive understanding of material were added ([Course Assessment Report NUR 103](#)).

- The assessment report for Designing User Experience III (INP 253) provides an example of an assessment leading to the complete revision of a course. In this case, the course, an externship for students studying web design, did not function as intended and could not be properly assessed using the rubric designed for the course outcomes. Ultimately, the problems in assessing the course led to the department's decision to overhaul it. The course will be completely redesigned in a more traditional format ([Course Assessment Report INP 253](#)).

Assessment of Courses for Targeted Populations

As noted in Core Component 2a, Washtenaw Community College provides highly targeted credit courses and programs to the United Association of Plumbers and Pipefitters (UA). The college's long-standing partnership with the UA has resulted in WCC offering training, certification, and degree opportunities to UA members in highly specialized trade areas, as described in the college's [UA University](#) website. Curricula designed for UA students taught at WCC include courses, degrees, and certificates in Construction Supervision, Industrial Training, Journeyman Industrial, and Sustainable Technologies in HVACR.

A number of the UA courses are offered using College on Demand delivery. Indeed, the college's Associate in Applied Science (A.A.S.) degree in Construction Supervision for UA students is the only distance learning degree for which WCC has sought and received approval from the Higher Learning Commission. This was granted in 2002. Prior to the approval process for the Construction Supervision degree program, UA courses had not undergone precisely the same development, review and assessment procedures as other courses at the college. As the college's partnership with the UA grew and UA courses became a larger part of the college's curriculum, it became clear that this represented a gap in WCC's assessment program. As part of the process to secure Commission approval for the Construction Supervision program, it became a priority to bring the UA curriculum into the same procedural cycle as the rest of the college's credit curriculum. An initial review of Construction Supervision courses was completed in advance of the request for approval of the A.A.S. degree; at that time, outcomes and assessment plans were defined for those courses. Since then, the remainder of the UA curriculum has been brought up to date and into alignment with other credit courses. For example, in 2007-08 alone, master syllabi with completed learning outcomes and assessment plans were completed for all 92 of the Industrial Training (UAT) courses. Now that assessment plans have been specified for all UA courses, it is expected that they will be implemented and results documented within the college's regular three-year cycle ([UA Course Syllabi](#)).

Non-Credit Course Assessment

In addition to its expansive credit curriculum, WCC offers a broad range of non-credit LifeLong Learning courses for enrichment, licensing, certification, and continuing education. As of winter 2009, the college offered over 500 such courses in diverse areas such as foreign language, cooking, health and wellness, computers, business, music and dance, fitness, personal finance, nursing and health care, social work, photography and art, family and parenting, education, test preparation, history and law, motorcycle and automotive, and personal development ([LifeLong Learning](#) website).

The non-credit curriculum is part of the Continuing Education and Community Services division and is regulated by a set of processes similar to but separate from those used for the credit curriculum. Because of the rapidly changing nature and shorter duration of non-credit curricula, forms and procedures are more streamlined. A course proposal form is submitted for all anticipated LifeLong Learning courses specifying content and course objectives ([Lifelong Learning Course Proposal and Outline](#)). All Lifelong Learning courses are evaluated each time they are offered via a student opinion questionnaire. For courses providing certification, the questionnaire asks specific questions relating to the effectiveness of the course in meeting the particular objectives and content areas of the course ([Sample Non-Credit Course Evaluation](#)). For other courses, the [LifeLong Learning Course Evaluation Questionnaire](#) is more generic and asks the student to provide feedback on the instructor and give open-ended comments about the course. The results of this evaluation are returned to the course instructor and LifeLong Learning staff and are used in future planning for the division's curriculum.

Program Level Assessment

As of fall 2009, Washtenaw Community College offers 113 active programs in occupational education, liberal arts, and transfer areas. The creation of a new program requires the approval of the President and the Board of Trustees in addition to the department chair, dean, and the Vice President for Instruction. Certain areas such as allied health may also require external accreditation. As part of the program proposal process, faculty initiators are required to specify the need for the program as well as features of the program such as learning outcomes, assessment plan, course requirements by semester, program and course pre-requisites, and general education requirements. As with the master syllabus form for proposed new courses, assessment plans included on the [Program Proposal Form](#) include a description of the assessment instrument as well as the timetable for implementation.

Program-level assessment has lagged behind course-level assessment at the college in terms of activity and faculty understanding. Certain areas, such as those in allied health, have been fairly consistent in collecting and using assessment data, primarily to meet the require-

General Education Requirements

Writing

Develop, organize, and express thoughts in writing using standard English

Speech

Speak in an organized and effective manner and listen critically and with comprehension

Mathematics

Understand the applications and perform computations using the concepts of collegiate level mathematics

Natural Sciences

Understand principles and applications of modern science

Social and Behavioral Sciences

Understand principles and applications of social and behavioral sciences in exploring the dynamics of human behavior

Arts and Humanities

Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment

Critical Thinking

Demonstrate skill in analyzing, synthesizing and evaluating

Computer and Information Literacy

Demonstrate the skill to use computer information systems including using application software and to demonstrate the ability to locate, retrieve, and evaluate networked information

ments of external accreditation or licensing agencies. Many program areas, however, have not used assessment information as effectively as possible, and efforts in this arena have faltered while those in the areas of course and general education assessment have expanded. As part of a multi-year, college-wide initiative to focus on assessment and student learning, in 2006 the Vice President for Instruction asked that faculty responsible for programs revise program outcomes; the following year departments submitted three-year plans that were to include assessment plans for programs in all areas. In fall 2008, the Vice President followed up with departments still lacking assessment plans. The results of this initiative have been striking: As of May 2009, 92% (or 104) of the 113 degree and certificate programs officially approved for the 2009-10 academic year had outcomes and assessment plans ([Assessment Plans and Reports: Programs](#)). It is expected that the remainder will be completed during fall of 2009, and that program assessment will now proceed on the same three-year cycle as course assessment. Because departments have been focused on the revision of outcomes and assessment plans, only 12 program areas have submitted reports since fall 2006, and the college recognizes that this is a critical area of focus for the immediate future. Nonetheless, the quality of the reports that have been submitted in recent years is very high, and the resulting impact on the program curriculum is quite positive. Some examples of constructive changes resulting from program assessment include the following:

- In the Computer Networking Operating Systems I (CVCNO) Advanced Certificate program, it was found in 2008 that students exceeded the standards of success set by the department for program outcomes in their post-program assessment test. However, faculty felt results demonstrated that students could still perform better in specific areas; this led faculty in the area to adjust program course content and even alter program outcomes to better reflect what students should be learning in the program ([Program Assessment Report CVCNO](#)).
- In spring 2007, the assessment for the Associate in Applied Science program in Registered Nursing (APNURS) showed that while students were improving with subsequent administrations of the assessment tool, the Assessment Technologies Institute (ATI) RN Comprehensive Predictor, scores were still not up to standards overall. To address this, the department made multiple adjustments to the program, including the implementation of ongoing ATI testing across the curriculum, adoption of a supervised lab practice model for all clinical courses, and revised program course content to improve the areas in which students were not meeting outcomes ([Program Assessment Report APNURS](#)).

Assessment of General Education

Following the 1999 comprehensive visit by the North Central Association, the college revised its program of general education, transforming what had been a model of 24 “core elements” embedded throughout the curriculum into a distribution model consisting of eight “strands” representing those knowledge areas the college defined as a “strong core of common learning” that would provide a “broad-based education to all degree recipients, which includes useful skills, knowledge, and experiences to support a variety of lifelong endeavors” ([Washtenaw Community College General Education Philosophy](#)). The eight strands were derived in part from the previous core elements and initially consisted of strand descriptions (sidebar) that can be found in the [College Bulletin](#) (pp. 67-68) as well as on the [General Education Requirements](#) page of the college website. These include the following:

- Writing
- Speech
- Mathematics
- Natural Sciences
- Social and Behavioral Sciences
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

The first six strands are content areas that can be satisfied by the completion of specified coursework. The remaining strands are institutional in nature. Critical thinking is embedded in every course that satisfies a content area strand; thus, completion of one course in any of those six areas constitutes completion of the critical thinking requirement. Computer and information literacy can be satisfied through testing or coursework. (For more discussion of the general education program at WCC, see Core Component 4b.)

The development of the new general education model, which took place in 2000-01 and was overseen by the faculty-led Curriculum and Assessment Committees together with other faculty leaders, provided an opportunity to put new measures in place to assess more effectively those areas defined as meeting the college’s requirements for general education. The North Central Association’s requirement of a [Monitoring Report on Assessment](#) on the status of assessment at WCC in 2002, followed by a [Progress Report on Assessment](#) on general education in 2004, provided additional impetus for the college to promote assessment of its new general education model. Since that time, the assessment of general education has continued to undergo adjustments to increase effectiveness, but most of the methods and processes remain similar to those developed in advance of the 2004 [Progress Report on Assessment](#).

One significant change that has occurred since the 2004 report has been the development of specific outcomes to accompany the stand descriptions presented in the sidebar on the previous page. The creation of these outcomes arose from discussion following the NCA team evaluation of the college's 2002 monitoring report on assessment, which suggested incorporating more outcomes-based language into the general education strand language. At the time of the 2004 progress report, the college responded that the general education model was still relatively new, and faculty and administrative staff felt the language should remain stable until assessment measures could progress beyond the pilot stage into a regular cycle of assessment, review, and adjustment. By 2006, the Curriculum and Assessment Committees felt it was appropriate to revisit the language of the strands, and the creation of outcomes for each strand became part of the Vice President for Instruction's assessment and curriculum initiatives that year. In 2006-07, small committees comprised of faculty representing the various general education areas formed to specify learning outcomes and make any necessary modifications to assessment plans for each of the eight strands. By fall 2008, all areas but computer and information literacy (which was set back in its work due to the retirement of a key faculty member) had completed this work. In winter 2009, a small group of faculty and staff developed outcomes for this area and began evaluating the computer and information literacy requirement in light of changing technologies and student needs.

One issue that needed to be determined early in the process was the appropriate use of the outcomes for each strand. It was decided at the outset that the language describing each strand was still valid and should be retained. It was then determined that the outcomes should primarily be for the use of faculty in implementing assessment and developing courses. Thus, while the general education strands and requirements are listed in the [College Bulletin](#) and on the [General Education Requirements](#) page of the college website, the outcomes for each strand are now incorporated for each general education area into a General Education Assessment Plan available to faculty and staff on the [Curriculum and Assessment](#) website. As in course and program assessment, general education areas undergo assessment on a three-year cycle of assessment, review and revision. General education assessment had previously occurred on a two-year cycle that was instituted when the model was put into place in 2000-01; once all areas had undergone several assessment cycles, they were moved to the same three-year cycle as courses and programs. (All general education plans, including strand outcomes and assessment plans and current assessment reports for all areas, may be found on the [General Education Assessment Information](#) page of the [Curriculum and Assessment](#) website.)

Because of its institutional nature, overall jurisdiction for assessment of general education essentially resides with the Assessment Committee, although faculty from disciplines representing the six content

strands are responsible for developing and implementing assessments in their areas, reporting results and suggested changes to their chair and dean, and submitting reports to the Assessment Committee for feedback. The assessment of critical thinking is overseen by the Assessment Committee with guidance and feedback from faculty teaching in the general education areas. The assessment of computer and information literacy, which is currently undergoing revision, was initially the result of many focus sessions held when the general education model was first being transformed from core elements to a distribution model; this area and its assessment have been developed by faculty in multiple areas, including computer-related disciplines as well as faculty librarians, in consultation with staff from the college's Testing Center and Entry Assessment Center. The Assessment Committee provides oversight in administering several general education assessments, including the Collegiate Assessment of Academic Proficiency (CAAP) test in the areas of writing, natural sciences, and critical thinking, and providing additional technical support for other areas.

Assessing the Six General Education Content Areas

Table 6.3 describes the current status of assessment for the six content area strands at WCC.

Table 6.3 General Education Areas: Current Assessment Methods and Results

<p>Writing</p>	<p>Method: The department has used the CAAP Writing Essay Test successfully since 2001 in English/Writing courses meeting general education requirements and has been administered in 2001, 2003, 2005, and 2007 (General Education Assessment Writing Plan). Assessments are drawn from a random sample of sections in which students have completed (or are about to complete) the general education requirement in writing.</p> <p>Results: In each administration, results have been close to or slightly above the national mean, meeting the college's standard for success of having a majority of students score within 5% of the national mean (CAAP Test Comparison through 2007, CAAP 2007 Assessment Results for Critical Thinking, Writing, and Science, and General Education Assessment Writing Report).</p> <p>Changes as a result of assessment: Because students consistently have met the standard for success, there are none indicated. CAAP is also used to assess the course Composition II (ENG 226), and while again students met expectations, CAAP results have led faculty to institute additional in-class writing assignments.</p>
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Speech	<p>Method: Following revision to strand outcomes, communications faculty implemented a revised assessment in 2007 in which students prepare and deliver an informative speech as well as apply comprehensive techniques in analyzing a speech. The tool was administered to 163 students randomly sampled in five speech courses meeting the general education requirement: COM 101, 102, 183, 200, and 225. The assessment is evaluated on a 5-point rubric (General Education Assessment Speech Plan).</p> <p>Results: Overall results demonstrated that 85% of students assessed met the outcome of speaking clearly, succinctly, and appropriately before an audience, while 92% met the outcome of preparing and delivering a researched, organized, and purposeful speech. Students showed strength in the organization of speeches and nonverbal delivery, and showed that working on vocal quality was an area for improvement (General Education Assessment Speech Report).</p> <p>Changes as a result of assessment: Assessment results have prompted speech faculty to consider fine tuning the language of the strand outcomes to reflect what they feel students should be learning more accurately.</p>
Mathematics	<p>Method: Prior to development of strand outcomes in 2006, the mathematics strand was assessed using the CAAP test, which was administered in math general education courses in 2001, 2003, and 2005. In those administrations, students scored well above the national average (General Education CAAP Math 2003 Results and General Education CAAP Math 2005 Results). As the outcomes were created and the math courses comprising the general education strand changed to include all courses above the 100 level, it was determined that CAAP was not appropriate for a number of the courses meeting the requirement. In 2007, a new assessment method was devised using a portfolio consisting of four tasks (one for each outcome) given in each course; these are randomly selected and blind-scored each semester using a departmental scoring guide (General Education Assessment Mathematics Plan).</p> <p>Results: Most recent results reported for winter 2008 show that students scored well above the 75% “generally correct” score for each of the four tasks in the portfolio, with students scoring at least 83.5% on each outcome (General Education Assessment Mathematics Report).</p> <p>Changes as a result of assessment: While students more than met expectations, the outcome in which students were weakest was quantitative methods; instructors will place somewhat more emphasis on this in class in the future.</p>
Natural Sciences	<p>Method: The CAAP science module has successfully been used to assess this strand since 2001, with administrations in 2001, 2003, 2005, and 2007. It was determined that CAAP content aligned well with strand outcomes when they were developed in 2006, although the science areas would prefer greater item analysis from the CAAP tool itself (General Education Assessment Natural Sciences Plan).</p> <p>Results: Since 2003, WCC students have scored above the national mean on the CAAP science test, with at least 70% scoring at or above the mean on the last three administrations, which is, in fact, what the science faculty have set as its standard of success. In only one test session (2001) did fewer than 50% of students score above the national mean (CAAP Test Comparison through 2007 and CAAP 2007 Assessment Results for Critical Thinking, Writing, and Science).</p> <p>Changes as a result of assessment: Because students consistently meet the standard of success set for the outcomes, no changes are planned. However, faculty in the area are seeking to address concerns about CAAP administration. These include the fact that in order the ensure section samples include students who have completed (or nearly completed) the science requirement, scores may be higher because higher-level courses are over-represented; the lack of item analysis in the CAAP scoring; and the potential for the reading level of the test making it too difficult for non-native English speakers (General Education Natural Sciences Report). At this time, faculty wish to continue with the CAAP tool and will consider ways to address some (if not all) of these issues at the next administration in 2010.</p>

<p>Social and Behavioral Sciences</p>	<p>While Social and Behavioral Sciences are combined in one general education strand sharing common descriptive language, the two areas consist of such varied disciplines that it was determined that each should create a separate sets of outcomes to ensure appropriate measurability.</p> <p><u>Social Sciences</u></p> <p>Method: A Social Sciences survey was administered successfully as a pre- and post- assessment tool in winter 2004 and again in fall 2007 (see Progress Report on Assessment for data). In 2006, outcomes were developed to include language that reflected desired improvement in the general education area to align with the pre- and post-test assessment method (General Education Assessment Social Science Plan). Improvements included greater awareness of civic responsibilities and extracurricular engagements with political, economics, and social issues. The survey tool was revised and again administered in 2009 as a pre- and post-test to approximately 70 students in four sections of social sciences courses in history, economics, geography, and political science.</p> <p>Results: Results revealed that there was not a high level of engagement in introductory social science courses, but there was a general increase over the semester in the percentage of students who frequently or very frequently engaged in activities employing the dynamics of human behavior outside the classroom (e.g. there was a 20.3% increase in students who frequently or very frequently used the Internet to find information on economic, political, geographic, or historical issues). Students also showed a significant increase in an awareness of civic responsibilities after the introductory courses (for example, a 13.5% increase in knowing who elected representatives were and a 16.5% increase in knowing the duties of citizenship) (General Education Assessment Social Science Report 2009)</p> <p>Changes as a result of assessment: No changes planned, other than employing a larger sample for the next assessment administration.</p>
	<p><u>Behavioral Sciences</u></p> <p>Method: Students are to apply psychological and sociological principles to the understanding of human behavior. After using internally created multiple-choice tests in previous assessments, the development of strand outcomes led to a redesigned assessment tool consisting of a one-paragraph narrative containing hypothetical data on the performance of the U.S. macroeconomy. Students were asked to write an essay describing the state of the macroeconomy, using that data, and recommend appropriate fiscal and monetary policies. The essay was scored on a four-point scale. In winter 2007, 288 students were assessed from three sections of introductory psychology courses and eight sections of introductory sociology courses (General Education Assessment Behavioral Science Plan).</p> <p>Results: The average score was 77.5%, with 70% of students meeting the outcomes. Faculty performed an item analysis and determined that students understood many of the research methods and issues common to both psychology and sociology, but did not satisfactorily understand the terms “independent” and “dependent variables” (General Education Assessment Report Behavioral Sciences).</p> <p>Changes as a result of assessment: Faculty will discuss introducing worksheets or other items into courses to assist in helping students learn these outcomes.</p>

<p>Arts and Humanities</p>	<p>Method: Courses meeting this general education area are very diverse, including music, art, drama, dance, language, humanities, and literature, yet disciplines in this area were able to develop two common outcomes for the strand in 2006. To meet the first outcome, students must identify the prompt and its technique, method, or concept (such as an artwork, text, or piece of music); to meet the second outcome, students must evaluate or analyze the work. The survey instrument used for this strand in previous administrations was thus replaced with a more appropriate prompt tool and scoring rubric (General Education Assessment Arts and Humanities Plan). In 2007, 126 students in a variety of English literature, dance, drama, philosophy, and humanities courses were assessed with a prompt that is scored on a three-point rubric, with 2.1 as the standard of success.</p> <p>Results: Most recent results (winter 2007) demonstrated that students assessed achieved the two outcomes for the strand (General Education Assessment Arts and Humanities Report). In all disciplines, students met the standard for success; students were somewhat stronger in identifying works, techniques, methods, and concepts than in evaluating them.</p> <p>Changes as a result of assessment: No changes are recommended at this time. If students demonstrate further difficulties in evaluating the prompts in future administrations, faculty will discuss future action.</p>
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Assessing Critical Thinking

Perhaps because it is embedded within other general education courses from a wide variety of disciplines, critical thinking has proven to be rather difficult to assess at WCC. By the college’s definition, a student completing any course on the distribution list will have fulfilled the critical thinking requirement, and any course approved as part of the general education program must meet the critical thinking learning outcomes of “analysis,” “synthesis,” and “evaluation.” The Assessment Committee, as well as faculty involved in teaching a number of key courses, has been heavily involved in examining and developing assessments for this area. Indeed, an entire in-service in January 2005 was dedicated to critical thinking, including work on an in-house assessment tool then under consideration. In 2006, the outcomes for the strand were refined, and, following a pilot administration in winter 2007, the CAAP critical thinking test was selected as the tool for this area. This decision succeeded several administrations of commercial and in-house instruments: the Tasks in Critical Thinking in 2002 (later discontinued by the Educational Testing Service); an internally created tool consisting of a prompt and rubric that was similar in structure to Tasks, administered in 2004 and 2005; and the [Ennis Weir Critical Thinking Test](#) and Ennis Weir Rubric in 2006. In each case, there were points of value, yet CAAP seemed most suited to the college’s assessment needs because its focus on analysis, evaluation, and extension of an argument aligned most closely with WCC’s outcomes of analysis, synthesis, and analysis.

Results of critical thinking assessment at the college have shown that this is an area in which students are now performing satisfactorily, but further study is needed. In the 2007 CAAP pilot of 132 WCC students in five general education courses, just over half (52%) scored above the national mean on the CAAP critical thinking test, and the college did meet its standard of success of one standard deviation below the national mean or higher (*General Education Assessment Critical Thinking Report* and *CAAP 2007 Assessment Results for Critical Thinking, Writing, and Science*). A more complete CAAP administration during the next assessment cycle in 2010 will provide more comprehensive information. Past assessments of critical thinking at the college have shown that achievement of student learning outcomes in this area have, in fact, not been as strong as in other general education areas:

- In a 2006 pilot of the Ennis Weir critical thinking assessment, a written assessment of reasoning skills, only a slight majority (58%) of students tested scored above 50%, and just 35% of students scored above 70% (*General Education Assessment Ennis Weir Results 2006*). While this tool did not align well with WCC's stated outcomes of analysis, synthesis, and evaluation, it did reveal weaknesses in students' success in evaluating information.
- The college's internally developed prompt with rubric, which was administered in 2004 and 2005, also revealed that students struggled with the critical thinking outcomes. In 2004, 61% of assessed students scored 75% or higher on the assessment (*Progress Report on Assessment*, chapter 2, p. 32); in 2005, following refinement of the scoring rubric and in an administration among a larger, more diverse student sample, there was a much lower success rate, with only 60 out of 191 students assessed (31%) scoring similarly (*General Education Assessment Critical Thinking 2005 Results*).

The difficulty the college has faced in assessing critical thinking outcomes adequately has led WCC to begin reevaluating its critical thinking requirement. When the college first transitioned from the core element model to a distribution model, a limited number of courses were initially approved to fulfill general education requirements. In 2005-06, the list of courses students could take to meet these requirements was expanded to include, in many general education areas, any courses above the 100 level. This decision was made to ease transferability and align the general education curriculum with the MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers) transfer agreement. While enlarging the course selection meeting general education requirements provides students with maximum flexibility and transferability, it has created challenges in ensuring that critical thinking outcomes are taught and assessed consistently throughout the curriculum. For this reason, the college is currently considering alternative possibilities for how critical thinking outcomes can best be taught and assessed. Discussion of next steps will be

incorporated into in-service sessions of the Curriculum Committee and Assessment Committee in fall 2009. As the college proceeds with plans for the future, feedback will be provided to faculty from the general education areas to ensure that outcomes in this area are, indeed, being addressed. That the critical thinking requirement is interdisciplinary encourages the emphasis on critical thinking across the general education curriculum; however, it is understood this makes it all the more important that the college exert due diligence in assuring that the outcomes are being met in all such courses. If the college decides to continue this model, it is committed to seeking improved methods of delivering and assessing these outcomes.

An additional issue that must be addressed with the assessment of general education courses is the assurance that College on Demand courses meeting general education requirements are part of the assessment process. Currently, it is not possible to use the CAAP assessment tool used to assess writing, science, and critical thinking in completely online courses because the instrument is not available in a computerized format. Because there are COD online sections of courses that meet general education requirements (such as Composition II) available, the college recognizes the need to investigate alternatives to ensure that consistent assessment measures can be administered within courses that are part of the general education model. The Dean of Distance Learning is currently working with the Assessment Committee to incorporate assessment more fully into the process of converting courses to COD format in the first stage of development to ensure that such courses can, in fact, be assessed in the accordance with the same instrument as stated on the master syllabus or general education planning form.

Assessing Computer and Information Literacy

Like critical thinking, computer and information literacy is institutional in nature and is assessed differently from the other general education areas. Associate degree students at WCC must demonstrate basic skills in computer use and knowledge; while it is understood that many students will enter the college with such skills, courses taken at other institutions, work experience, or transfer credit will not satisfy the requirement. Students may fulfill the requirement through either testing or coursework. To fulfill by testing, a student has two opportunities to pass the Computer and Information Literacy test with a score of 70% or higher; if the student does not pass, Computer Literacy (CIS 099) must be taken and passed with a grade of C or better to complete the requirement. To fulfill the requirement by coursework, the student must pass specific courses that incorporate the outcomes for the strand: these might be courses taken as part of the degree requirement for a particular program, and, in addition to Computer Literacy (CIS 099), include Introduction to Software Applications (CIS 100) and Introduction to Computer Information Systems (CIS 110).

Students who take the Computer and Information Literacy test are advised to complete testing as early as possible (even at entry) to ensure completion of the requirement. Since December 2003, the college has used the Skills Assessment Manager (SAM-Challenge) customized test to assess WCC's particular outcomes; the test package was updated in 2007 and is administered in the college's Testing Center (*General Education Assessment Computer and Information Literacy Plan*). Between 2003 and 2007 (prior to the upgrade), 97% of 846 students completing the testing passed. Since the upgrade in 2007, 585 students have been tested, with a 98% pass rate. According to the most recent assessment report (*General Education Assessment Computer and Information Literacy Report*), students are more than meeting the three outcomes for the area (using software to perform basic tasks, identifying concepts related to computer technology and its use, and identifying criteria for evaluating online information and its legal and ethical use); however, faculty and staff have recently begun reevaluating this requirement in light of changing technologies and what WCC's current students need from the college in this regard to be successful. Among other issues, it became apparent that given the greater technological abilities of today's incoming students, perhaps this nearly decade-old requirement was no longer necessary at exit, but rather seemed more appropriate at entry.

A working group of key faculty and administrators have discussed making computer and information literacy an entry requirement for all students and redesigning the outcomes and assessment tool to meet better the needs of the college's program areas for specific technological skills. As noted in the college's *Institutional Goals 2009-10*, computer and information literacy has become "an essential skill for success in many of [WCC's] classes" for all students, not just those pursuing associate degrees; in addition, it is likely that the college will ultimately establish required computer and information literacy levels for classes, similar to specified entry-level reading, writing, and math proficiencies. It is expected that a pilot version of a new assessment test (MyITLab by Pearson) will be available for new student orientation as early as fall 2009, with the new requirements in place by winter semester 2010. Students not meeting the requirement will have the option of completing self-study training modules or coursework with retesting. The committee is currently in the process of making decisions relating to the future of the requirement as it relates to the general education strands, how the computer and information literacy scores will be used as pre-requisites in the curriculum, and how to transition away from the current exit requirement.

Processes, Training, and the Feedback Loop

Two great strengths of the assessment program at WCC are the long-standing faculty ownership over curriculum and assessment and the strong integration of assessment and curriculum processes. In addition, faculty leadership in both areas of curriculum and assessment

have consistently provided ongoing relevant training opportunities for faculty and staff targeted to specific needs, be they related to development of new master syllabi, creation of new student learning outcomes, selection of assessment tools, analysis of data, or work with online forms. Communication is an area in which the college continually strives to improve so that processes are as seamless as possible. This will only continue in the future with the ever expanding use of the WCC website and the planned implementation of an electronic curriculum and assessment planning and review process.

Processes

Curriculum and assessment processes were fully integrated in 2004, when the Office of Curriculum and Articulation Services became the Office of Curriculum and Assessment, led by the Director of Curriculum and Assessment. At that time, forms submitted to propose or change courses were altered to include assessment plans as part of the master syllabus form (described above). This major revision of master syllabi, begun per the Vice President of Instruction's request beginning in fall of 2005, led to faculty revisiting courses to add measurable student learning outcomes with appropriate assessment measures, as well as measurable learning objectives with accompanying evaluation methods. A similar effort was started for programs in 2006. The improvement of outcomes and assessments this has brought to WCC's curriculum has been significant; while the time it has taken to revise the curriculum has temporarily slowed assessment implementation to some degree, it is expected, now that the majority of courses and programs have been revised and brought into the three-year assessment and review cycle, the college will ultimately benefit from far better assessment data to ensure students achieve learning outcomes well into the future.

As already mentioned, all course master syllabi and program documents are reviewed every three years, and all courses, programs, and general education areas are to be assessed at least every three years, although faculty may choose to assess courses or programs more frequently. Faculty may elect to assess single outcomes every year as long as all outcomes are assessed within the cycle. Course, program, and general education assessment reports must be submitted every three years. They must be approved by the department chair and dean before being submitted to the appropriate committee(s) for review and then to the Vice President for Instruction, who is a member of both the Assessment and Curriculum Committees (ex officio), for final approval.

The assessment and curriculum processes are led by faculty committees (discussed in Criterion One). Both committees are led by faculty chairs and have a faculty majority, and each has at least one academic dean sitting on the committee. To promote the link between the processes, the faculty chairs from the committees attend both

Assessment and Curriculum Committee meetings, while the Director of Curriculum and Assessment sits on both committees. The Assessment Committee reviews all proposals for new or changed curricula to ensure that assessment plans are appropriate to the stated learning outcomes, and also reviews and provides feedback to faculty on assessment reports about data collected and resulting curricular or other changes.

A significant improvement to the assessment process is a revamped, easier to use *Curriculum and Assessment* website that serves as a repository for all information related to curriculum and assessment across the college. Moreover, the website ensures the most current forms are always available for download for faculty use, and that the most current master syllabi, program plans, assessment plans, and assessment reports are posted for faculty information. An earlier website dedicated to assessment has since evolved into a comprehensive site that provides all the forms, data, and background information faculty and staff may need to accomplish curriculum and assessment work:

- All *planning and reporting forms*
- All current *master syllabi with assessment plans*
- All current *course assessment reports*
- All *program forms*
- All current *program assessment plans* and *program assessment reports*
- All *general education assessment plans* and *general education assessment reports*
- The *Curriculum and Assessment Handbook*, information on *creating assessment plans*, *selecting tools*, *developing rubrics*, and *analyzing data*, *FAQs*, and a wealth of other information.

Now that all curriculum and assessment forms have been revised and made available electronically via the website, the Office of Curriculum and Assessment has made expediting a completely electronic approval process a priority to make procedures even smoother; indeed, automating all aspects of the curriculum development and review process was an institutional goal for 2008-09 (*Institutional Goals 2008-09*). This goal will be realized with the implementation of the CurricUNET system in 2009-10. CurricUNET is a web-based software application designed to automate the development, approval, and management of curriculum (*CurricUNET Overview*). The program routes course and program proposals to designated reviewers (such as committee members and administrators), provides email notification when approval

is needed, and offers a real-time graphic of the workflow of a proposal so that reviewers can track its status. In addition, the program will offer a searchable database of current and archived course and program documents. CurricUNET representatives are currently working with college staff to create a workflow and customize the program for WCC's needs, with plans to begin training faculty staff involved in curriculum work in use of the program beginning in fall 2009 ([CurricUNET Project Timeline](#)). It is hoped that such a paperless system, with electronic sign-off and sophisticated tracking, will allow for faster and more effective feedback.

Training

The Curriculum and Assessment website is a starting point for faculty for obtaining training materials that can be used in developing and using assessments for courses and programs. An integral part of assessment training at WCC, however, is faculty mentoring. Faculty members of the Curriculum and Assessment Committees are available on an individual basis to meet with faculty to assist in curriculum and assessment work; in addition, the committees hold several Curriculum and Assessment workdays each semester in which faculty can “drop in” to work one-on-one with peer faculty assessment “experts” on assessment projects. The workdays are held in computer and data projector equipped classrooms so that participants have access to forms and information on the website and can complete and submit their work electronically.

Other mentoring opportunities occur as members of the Assessment and Curriculum Committees meet with departments, divisions, and department chairs. Both full- and part-time faculty are also frequently mentored by senior faculty within their departments. New faculty receive training in college assessment policies and practices at new faculty orientation, at orientation for part-time faculty, and particularly at the new faculty class required of all new faculty hires (Core Component 3b).

Regular training in curriculum and assessment occurs at faculty in-service at the beginning of each fall and winter semester. Between fall 2002 and fall 2007, 27 curriculum and assessment related activities were offered during in-service; of these, 14 involved training activities in assessment for faculty, and the remaining 13 were workshops that provided faculty with the opportunity to work and receive feedback on current projects. In-service sessions have included focused days on curriculum design in fall 2003, an institutional emphasis on assessment throughout in-service in fall 2004, and days dedicated to critical thinking assessment in 2005 ([Curriculum and Assessment In-Service Sessions](#)). In-service also provides divisional, department, and individual time dedicated to assessment work.

Feedback

Faculty members are informed of the status and evaluation of assessment projects through several mechanisms. The *Curriculum Log*, available on the Curriculum and Assessment website, tracks every course and program document submitted to the office and logs its status and stage in the approval process. In addition, minutes and agendas of the Curriculum and Assessment Committees, also on the website, provide details on courses and programs under discussion at a given meeting for faculty information. The Director of Curriculum and Assessment provides feedback (*Curriculum and Assessment Sample Feedback*) to faculty following review of curriculum and assessment work by the Curriculum and Assessment Committees to ensure that outstanding issues are followed up on. Improving the feedback loop has been a point of recent emphasis at the college, particularly since the recent substantial amount of change to course and program documents combined with some staff turnover in the Office of Curriculum and Assessment had slowed communication of feedback in some cases. As the college moves to a more fully electronic submission process and all courses and programs are brought up to date, it is hoped feedback will flow somewhat more smoothly. In addition, a better tracking system may improve accountability and follow-up.

Strengths for Core Component 3a

- The college has a long commitment of supporting faculty-driven assessment processes through budget allocation, release time for faculty per letter of agreement, and dedicated administrative staff and offices.
- There are multiple components related to assessment required of faculty, including standards, tools, samples, and rubrics to ensure they effectively measure outcomes as they are stated in the master syllabus.
- The initiative begun in 2005 to completely revise student learning outcomes in courses and programs to make them measurable and ensure they were being appropriately assessed has led to 68% of courses and 92% of programs currently being brought up to date. This is suggestive of a truly revitalized assessment program and commitment to effective assessment. Useful data is being collected and leading to meaningful changes to improve student learning.
- A more clearly defined process has made assessment at WCC more efficient as well as more effective. Improvements in the feedback loop have engaged greater numbers of faculty than ever in the assessment process, with faculty survey results showing that more faculty feel there is a culture of assessment on campus.
- The college has moved from a five-year to a three-year cycle of

curriculum review and assessment, which provides for more rigorous and ongoing assessment and curricular currency. While this initially slowed the process, it has increased the thoroughness of review and led to greater quality in the use of assessment data.

Areas for Improvement for Core Component 3a

- A number of program areas lag behind in implementing assessments and collecting data. The college must complete the task of developing measurable learning outcomes and implementing effective assessment plans in all programs as soon as possible.
- Assessment in the general education areas is inconsistent across the eight strands, as some have proven more difficult to assess because of their more interdisciplinary nature.
- There is lack of involvement from part-time faculty in the assessment process. The college continues to seek ways to engage part-time instructors in assessment work through training at orientation and mentoring by full-time colleagues, but the vast majority of assessment work is undertaken by full-time faculty.
- While faculty participation in assessment activity is higher than at perhaps any other time in college memory, the college must continue to seek ways to motivate faculty and address the continuing perception by some faculty that assessment will not significantly add value to teaching and learning within classrooms at WCC.

Future Focus for Core Component 3a

- Following the overhaul of outcomes and assessment plans across the curriculum, the college looks forward to advancing its assessment activities as it promotes the culture of assessment as central to the improvement of teaching and learning. WCC has demonstrated its commitment to stimulating an effective assessment program as a vehicle to support the excellent education that is the college's mission.

Core Component 3b

The primary goal of Washtenaw Community College is to provide excellent education to its broad community of learners. The college mission focuses on teaching and learning, while the values and vision statements articulate the college's principles and commitments to students, staff, and community success.

The organization values and supports effective teaching.

Mission Support for Effective Teaching

The college's *mission* documents are clear in their emphasis on teaching and learning. The mission statement explicitly notes that WCC provides “excellent educational programs and services” and “excellent teaching, counseling, and support services.” The mission statement also details the areas of the college that support excellence in education. WCC's values place teaching and learning as the highest priority at the college: “We embrace teaching and learning as our central purpose.” One of the stated values of the college is innovation, which is expressed in a commitment to seeking “the best possible ways to conduct our work.” Moreover, the college vision statement evidences WCC's commitment to support effective teaching by ensuring success at all levels:

- Our students come first. We are committed to their learning, success, and satisfaction.
- We learn to improve learning; that is, we continuously increase our capacity to meet the educational requirements of the students, employers, and communities we serve.
- All staff members align their work to contribute to improved teaching and increased student and community learning.

Faculty Hiring, Credentials, and Support

Hiring and evaluating qualified faculty is the cornerstone of effective teaching at WCC. Hiring practices are detailed and progress through eleven documented steps, including the identification of institutional needs, the formation of a selection committee, a formal interview process by the committee and Vice President for Instruction, the offer of employment, and the informing of all candidates that the hiring decision has been made. The process is clearly delineated so that all hiring decisions follow a prescribed path (*Faculty Hiring Process*).

Faculty qualifications for teaching positions are listed on each instructional position description (sample *Faculty Job Posting*) and vary according to discipline area. Faculty credentials are kept on file in the Office of Human Resource Management. All non-probationary professional teaching faculty must have a master's degree or equivalent as described in the *Master Contractual Agreement* between the college and the WCCEA. Further discipline or industry-specific qualifications are set according to the needs of each department. (A breakdown of faculty credentials can be found in the discussion of Criterion Two.)

All new full-time faculty are required to attend the New Faculty Class that has been taught by the Vice President for Instruction since 2002. To date, 34 new faculty members have completed the course, which meets for three hours a week for 15 weeks. The course includes assigned texts and class discussions on topics chosen to orient new

faculty to different aspects of the college and help promote their success in the classroom. Discussion topics include assessment of student learning, student activities, library, media services, developing syllabi, and an introduction to the WCCEA. The course also serves as a networking opportunity for new faculty members to share experiences and collectively discuss common issues encountered during their first year in the classroom at WCC. The course is additionally supported by a Blackboard discussion group ([New Faculty Class Introduction Letter](#)).

Support is also provided each semester for incoming part-time faculty. All new part-time faculty are invited to attend an orientation that is held before the start of each semester. Staff from approximately ten units across the college give presentations about their areas and are available to answer questions (Fall 2007 Part Time Faculty Orientation Agenda). In 2008, a video version of these presentations was developed. Several departments, particularly those employing large numbers of part-time faculty such as the mathematics and English departments, hold special orientation sessions or find other ways to integrate part-timers into their areas; the math department, for example, has sent out newsletters and provided full-time mentors to its part-time faculty (Part-Time Math Faculty Newsletter Spring 2005). Another primary resource for both full- and part-time faculty is the Instructional Faculty Handbook, which provides information on college policies and procedures, as well as practical details on preparing for teaching at the college. The handbook is available online for faculty through the college intranet, and was updated incorporating several suggested changes following the 1999 comprehensive NCA visit (Chapter Three).

Faculty Evaluation

Following feedback from the 1999 NCA comprehensive visit ([Report of a Visit to Washtenaw Community College 1999](#)), Washtenaw Community College streamlined the faculty evaluation process. The previous Professional Development and Evaluation (PDE) program proved cumbersome and time consuming for both faculty and deans ([Faculty SOQ Process](#)).

Since spring semester of 1999, the college has used Student [Opinion Questionnaires \(SOQs\)](#) to evaluate full- and part-time faculty using nineteen specific questions relating to student perceptions of teaching methods and effectiveness. The SOQ also includes opportunity for written comments in four categories: strengths, weaknesses, fairness, and “other.” Until winter semester 2008, performance “flags” were generated to indicate potential teaching issues. Flags were the result of the following: an overall mean score of more than 2.5 standard deviations below the college mean and 3.75 or less on a five-point scale; an overall mean of one or more sections regarding instructor attendance more than three standard deviations below the college mean; and a re-

response rate of less than 40% for any section. Evaluation and improvement plans were prepared for flagged faculty members. In any of the past five winter semesters, only between one and five full-time faculty members received a performance flag of 2.5 standard deviations below the college mean; in addition, in those five semesters, only seven to 11 faculty received an overall score of less than 4.0 out of a possible 5.0. In each semester, SOQs were returned on approximately 160 full-time faculty members.

The performance flag procedure was changed per a [SOQ Letter of Agreement](#) effective winter 2008. It was determined by that point that some of the flags (for example, the flag regarding instructor attendance) were not always directly reflective of teaching effectiveness; moreover, the evaluation and improvement plans for flagged faculty proved to be ineffective in raising teaching performance. The new procedure defines flagged SOQ results as those with an overall mean score of 3.75 or lower for any semester. Faculty who receive three flags within any three-year period are subject to termination.

The Vice President for Instruction has access to SOQ results for all full- and part-time faculty. Results for part-time faculty are sent to the faculty members' homes after the semester is over and the deadline for posting grades has passed. Results are also sent to the part-time faculty members' deans and department chairs before the semester has ended so that hiring decisions can be made for the following semester. Results for probationary faculty and temporary full-time faculty are distributed to deans as for part-time faculty. Until fall semester of 2007, SOQ results were shared with the full-time faculty member only, unless they were flagged for a performance issue, in which case results were also shared with the area dean.

The SOQ system has streamlined the faculty evaluation process and has put greater emphasis on student input. While the majority (64.7%) of faculty respondents on the [Faculty and Staff 2008 Survey](#) were satisfied (48.4%) or very satisfied (16.3%) with SOQs, 14.1% were dissatisfied and 11.4% were very dissatisfied, indicating that this is an area of continued debate at the college.

In 2002, a special evaluation process was adopted for probationary faculty (full-time faculty teaching during their first five semesters). Probationary faculty are evaluated on a system of classroom observation by their area dean. The dean summarizes in writing the faculty member's performance in any or all of the five semesters, and the dean and faculty set goals for each year or semester. At the end of the probationary period, the dean recommends to the Vice President for Instruction whether the faculty be moved to continuing contract status. Throughout the probationary period, the faculty receives written feedback from the dean regarding his or her progress. This system supports the faculty member in achieving teaching success. Of 96 faculty evaluated in this way since 2002, only two have not been

recommended for continuing contract status.

Professional Development

Washtenaw Community College is deeply invested in its faculty and encourages their development in and beyond the classroom. Innovation and continued learning are hallmarks of WCC's faculty, articulated in the college vision statement that declares that staff "continually learn to improve learning." Faculty professional development is supported in multiple ways at the college, and has most recently benefited in from a faculty-led movement to improve resources for supporting faculty in their teaching work. (Professional development is addressed further in Core Component 4a.) Faculty feel particularly well supported by the college in terms of support for their professional development as confirmed in the Faculty and Staff 2008 Survey , with 91.5% of faculty respondents agreeing or strongly agreeing that they have adequate opportunities to participate in professional development.

The Faculty Professional Development Committee

The Faculty Professional Development Committee (FPDC) was established in 2007. This committee was a true faculty initiative, arising from English faculty member Edith Croake's sabbatical in 2005, in which she researched ways support for teaching could be improved at WCC (Edith Croake Sabbatical Report 2005). The committee consists of four faculty, including a faculty chair and three faculty members granted release time for their work, and is charged with providing opportunities to help fellow faculty pursue innovation in instruction and collaborate and network with other faculty across disciplines ([Faculty Professional Development Committee Report 2007](#) and [Faculty Professional Development Committee Plan 2008](#)). The committee offers a bi-annual Faculty Conference and weekly Faculty Conversations on topics dedicated to improving teaching and learning; recent topics have included creating good test questions, teaching to a diverse classroom, and creating a good grading rubric. The committee also sponsors an Evening Speaker series; one recent example was a seminar with WCC faculty on "Envisioning a Sustainable Future at WCC." The committee office also houses a growing library of resources for innovations in teaching and learning, and has its own office space dedicated to the initiator of the committee, the "Edith M. Croake Faculty Professional Development Office."

As revealed in the [Faculty and Staff 2008 Survey](#) , a significant number (16.3%) of faculty either disagreed/strongly disagreed, or responded that they did not know (24.7%), that "there is a high level of cooperation between academic units to meet student needs" at WCC. It is one of the goals of the faculty-led efforts of the FPDC to foster increased interdisciplinary collegiality. One of the goals of the committee is to facilitate the fostering of learning communities on campus

and encourage faculty social interaction. Coffee and book clubs, movie nights, a faculty Olympics, and other activities will be increased to promote a greater sense of belonging and support among all faculty on campus. It is hoped that collegiality will encourage more transcendence of disciplines to meet the needs of both faculty and students. In 2007-08, the committee made Innovative Instruction Project grants available to twenty faculty to pilot creative instructional methods, both within and between disciplines. For example, faculty from biology and communications collaborated on a project to make a genogram assignment more beneficial to students in both Pathophysiology and Family Communications courses. The assignment was used in both courses and the meaningfulness of the work was deepened through the sharing of ideas and identification of common content across these divergent disciplines. Faculty who received grants in 2007-08 shared their results at an Innovative Instruction Projects Showcase at faculty in-service in January 2009 ([In-service Schedule January 2009](#)).

On Course

On Course is a national curriculum created to improve student success through innovative, learner-centered practices related to teaching and learning ([On Course Flyer](#)). WCC is committed to the implementation of On Course principles in many of its classrooms, and has demonstrated its support for this innovative program by providing training for 75 faculty (75 at the first level, and among those 75 are 14 at the second level and 17 as the Implementation Success Team) at a budget surpassing \$50,000 ([On Course Participants](#) and [On Course Implementation Plan 2007-08](#)). In 2006, the 17 faculty members comprising the Implementation Success Team developed a plan to bring the On Course workshops on learner-centered success strategies to WCC's campus (in collaboration with Eastern Michigan University) in an effort to help faculty empower students to become active, responsible learners who can succeed in school and life. As part of the 2007-08 pilot, On Course trainers came to campus, 75 faculty were trained, and an online newsletter became available to all faculty. Some examples of how faculty have successfully used On Course methods include the following:

- Instructors in ACS 095 (Student Success Seminar) and ACS 111 (First Year Experience Seminar) have formed a “faculty success team” that meets to share ideas and develop teaching tools and techniques between courses.
- Full-time English and math On Course faculty have committed to teaching developmental courses that traditionally have a higher rate of attrition than higher-level courses. They also meet with other On Course faculty to solicit course pack contributions, share and document teaching strategies, and coordinate lesson plans.
- As a result of assessment data, On Course faculty in Organic

Chemistry (CEM 222) are adding more learner-centered activities to the course to improve student retention of information.

On Course is a prominent example of how the college sustains faculty-driven initiatives to bring innovative, highly effective teaching methodologies into its classrooms. Indeed, faculty agree that this is an area in which they are very well supported: in the [Faculty and Staff 2008 Survey](#), over 90% of faculty respondents agreed or strongly agreed that the college supports innovation in teaching and learning. The focus on innovation also aligns with one of the college's institutional goals for 2008-09: the "introduction of innovation as a topic and goal for instruction." In particular, the emphasis of the goal is on expanding the teaching of innovation "across instructional areas of the college" to better meet the "emerging requirements for well-trained employees in business and industry" ([Institutional Goals 2008-09](#)).

In-Service

In-service training offers faculty consistent opportunities for training, meetings for departments and divisions, and course preparation time each academic year. By contractual agreement, the college holds ten faculty in-service days each year. In-service days are typically in August and January (prior to the fall and winter semesters) and in November. It is mandatory for full-time faculty to attend; adjunct and part-time faculty are welcome and encouraged to attend as well. In-service events include guest speakers, general faculty meetings, divisional and department meetings, faculty committee meetings, training opportunities in technologies such as Blackboard or Wimba, faculty presentations, and a wide variety of workshops on topics related to assessment and curriculum development and teaching and learning. There are opportunities provided for interaction and collaboration, as well as time for departmental and individual work ([Sample In-Service Schedule](#)).

Sabbatical and Other Leaves

The college supports ongoing development for individual faculty projects through the allocation of resources for six full sabbatical leaves for eligible faculty annually, per contractual agreement. Faculty may select one academic semester sabbatical at full pay, or two academic semesters at half pay. Sabbatical proposals are reviewed by a peer review committee consisting of a majority of faculty and administrators and approved upon merit; plans of equal merit are weighed according to seniority. Between 2002 and winter 2008, 26 faculty members have taken sabbatical leaves. Some examples of recent and upcoming sabbatical projects include the following:

- As part of her 2005 sabbatical, Academic Skills instructor Joan Lippens incorporated Kurzweil 3000 assistive reading software into her ACS 107 course (Study Skills and Speed Reading). She

developed an innovative teaching demonstration and modeling technique that would particularly aid students with reading disabilities such as dyslexia (*Sabbatical Report: Lippens*).

- In 2003, social science instructor Stuart Susnick, who taught two very popular courses on international cinema (including one that took place at the Montreal Film Festival), took sabbatical leave to investigate potential experiences for WCC students related to international film, as well as to stay current in the ever-changing field of cinema; this included trips to film festivals in Toronto, Belgium and Spain (*Sabbatical Report: Susnick*).
- As part of his sabbatical in 2008-09, electronics instructor Dale Petty researched sustainability at WCC, an area for which he has provided leadership at the college as part of the WCC Environmental Committee. At a college-wide presentation of his work at in-service in January 2009, he encouraged faculty to incorporate sustainable means into their classrooms as well as into their daily lives (*Sabbatical Report: Petty*).
- Communications faculty Bonnie Tew researched civility in the classroom during her winter 2009 sabbatical. She has formed a committee to study how faculty can work with students and colleagues to increase awareness of the importance of civility in the classroom and work environments. This project is in support of an institutional goal to promote civility on campus through seminars for faculty, staff, and students. (*Institutional Goals 2008-09*).
- Visual arts technology faculty Lind Babcock's sabbatical in winter 2009 had two purposes: one was to investigate methods of seeking or developing an industry-recognized credential to meet new requirements for Perkins funding, while the other was to research the Creative Suite of software for graphic design (*Sabbatical Application Babcock*).

In addition to sabbatical leave, the Master Contractual agreement allows for several other types of leave for professional development, including but not limited to the following: leave for public service; special training; advanced education leave; leave for education, which includes leave for work experience in education, business, industry, and/or government; and leave for professional organization service. Such options allow faculty varied opportunities to remain current and connected within their field. For example, in fall 2008, art instructor Elaine Wilson received mutual consent leave to work professionally in her discipline for one semester. The department was supported with a full-time temporary faculty member during that time.

Technical Training

Extensive training is offered to all faculty by WCC's User Support Services in the department of Information Technology Services in using the college's Banner system, including training on exporting class rosters into Blackboard, viewing class rosters, running section status reports, and submitting grades. Regular training is also offered in all Microsoft Office applications (*Technical Training Opportunities*). In addition, many of the topics covered are available as online tutorials that can be viewed by faculty at their convenience (*Technical Training Tutorials*).

Blackboard course management software is used extensively by faculty at WCC. Since its implementation in fall of 2001, Blackboard use in WCC courses has increased dramatically, with the number of courses rising from just 37 in fall of 2004, to 831 in Winter of 2009 (*Blackboard Usage 2001-09*). The college provides ongoing opportunities for faculty training in using Blackboard most effectively to improve teaching in and beyond the classroom. The college provides faculty with ongoing *Blackboard Faculty Training* opportunities, as well as open lab time during which faculty are offered personalized assistance with incorporating Blackboard into courses. More recent training options include instruction on using Wimba to implement online, synchronous communication in courses through application sharing, voice, text chat, and video communications; and Camtasia, which enables users to record, edit and publish rich screen video presentations to enhance instruction. Additional Blackboard workshops are offered during faculty in-service sessions each year, providing information on topics such as *Creating and Grading Assessments*, *Communication with Students*, *Making the Most of Discussions*, and *Mastering the Gradebook*. In addition, the college has To enable more instructors to realize the full potential of this system for student learning, in fall 2008 training materials for Blackboard 8 were placed online in a module format so that faculty can customize according to their needs and have 24/7 access to the training.

Part-Time Faculty Training

Training for part-time faculty has also expanded in recent years. Training sessions are offered for part-time faculty with information provided by the Faculty Professional Development Committee available via Blackboard (*Part-Time Faculty Training Opportunities*). These include materials from workshops on teaching and learning and information from the annual conferences, speaker series, and other events coordinated by the committee. Training videos on procedural issues such as faculty approvals and grading are also available via Blackboard. Part-time faculty are additionally supported by services provided during day and evening hours in the Part-Time Faculty Commons (*Part-Time Faculty Commons Website*), which provides work space, computer workstations, mailboxes, space for meeting with students and colleagues, clerical support, copying, and word processing services.

In 2008, accompanying the improved part-time faculty orientation, representatives from an ad hoc Part-Time Faculty Advisory Committee developed an initiative to seek ways to improve professional development for part-time faculty at WCC (*Professional Development for Part-Time Faculty Initiative PowerPoint*). The group held a series of focus group sessions with part-time faculty from various disciplines to determine professional development needs. Initial steps included the revamped orientation and DVD, the extension of more full-time faculty training opportunities to part-time faculty, a faculty discussion board, and the implementation of part-time faculty professional development seminars, the first of which (on the topic of “Learning Styles”) was held in January 2008. Because of the large number of part-time faculty at WCC, creating connections between part- and full-time faculty and integrating part-time faculty into the fabric of the college community are difficult tasks; this has become a priority for the college as part of its ongoing, faculty-driven commitment to high quality professional development for all faculty at WCC.

Conference Funding

Per the master agreement, professional teaching faculty members are allocated \$300 per academic year for travel for professional meetings, which may be accumulated over the life of the contract. This may be supplemented with additional funds allocated through the office of the divisional dean or Vice President for Instruction. For the years 2002-03 through 2006-07, the college invested over \$350,000 on faculty professional development. The number of faculty activities (e.g. conferences or professional meetings) for which these funds were used has increased steadily, from a total of 145 in 2001-02 to 319 in 2006-07. Funds have similarly increased (table 6.4; *Professional Development Expenditure History 2003-07*).

Table 6.4 Professional Development Expenditures for Instruction (2002-03 through 2007-08)

Fiscal Year	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Amount for Instructional Professional Development	\$54,776	\$28,675	\$48,057	\$71,222	\$73,360	\$72,802

Source: *Professional Development Expenditure History 2003-07*. Actual Expenditure Data.

Curriculum Development

The faculty is considered to have ownership of the curriculum at WCC, and instructors are strongly supported in the development of courses and programs. Faculty work with their department chair and dean and follow the curriculum development process as outlined on the Curriculum and Assessment website ([Curriculum and Assessment Processes](#)) when developing courses and programs. New courses or programs may be initiated by a faculty member, while new programs, in particular, may arise from community or industry needs, be suggested by advisory committee input, or may result from other external factors. All new programs receive final approval by the Board of Trustees. New courses must be approved by the department chair and dean before receiving recommendation for approval by the Curriculum Committee and approval by the Vice President for Instruction. Results from the [Faculty and Staff 2008 Survey](#) showed that 72.2% of faculty/academic administrator respondents indicated they were satisfied or very satisfied with program and curriculum development at the college. That 18.1% of respondents answered they “did not use” program and curriculum development suggests perhaps greater awareness of these processes is yet needed, or may be an indication of part-time faculty or academic administrator responses (which were not identified as such).

Faculty Recognition

The college President recognizes faculty achievements at each Board of Trustees meeting by presenting reports on faculty awards, publications, and accomplishments such as study abroad programs, successful competitions, or faculty-mentored student clubs (sample [President Report to Board—Faculty Recognition](#)). Moreover, the Institutional Research department conducts a graduation follow-up survey each year of WCC graduates; whenever a survey is returned with a positive mention of a particular faculty member, the President sends a personal congratulatory letter to him or her including the specific praise received (Faculty Recognition Letter). Faculty as well as staff achievements are also often highlighted in the employee online newsletter, E-Link, and in the quarterly employee print publication, Colleague. The college also annually awards the Morris J. Lawrence Award to one or more individual(s) who demonstrate qualities such as the treatment of others with dignity and respect, dedication to the community college and its open door philosophy, leadership in providing people with educational opportunities, and the love of education and belief in its potential to change lives. While the award is not awarded exclusively to faculty, it recognizes those who have provided exceptional service to the college and the community, and whose work at WCC most reflects the mission and values of the college ([Morris J. Lawrence Award](#)). For more information on faculty and staff (as well as student) recognition, see Core Component 4a.

While these means of acknowledgement of faculty work are appreciated, the college lacks a formal faculty recognition process, and may

wish to consider such a system in the future.

Strengths for Core Component 3b

- The college's professional development program has grown substantially since the last comprehensive visit, inspired by the faculty-led Faculty Professional Development Committee. The college clearly demonstrates it is a priority to provide multiple professional development opportunities to enhance teaching and learning through the dedication of financial and other resources. In particular, the support of innovative projects such as On Course exhibits WCC's deep commitment to helping its faculty stay current in their fields, and, above all, continue learning those techniques that will make them most effective as instructors. Continued support of this kind will promote further collegiality and collaboration, resulting in more effective work in the classroom across disciplines.
- Opportunities for part-time faculty to enhance their work in the classroom are also expanding, although this is an area in which growth should continue.

Areas for Improvement for Core Component 3b

- WCC's faculty is its greatest resource, and faculty members are well supported in their teaching work. The college should consider improved, more systematic methods for recognizing their achievements and contributions to the value of the college.
- While overall expenditures have increased over the last ten years, contractual funds for individual faculty conference attendance has not changed in the last ten years.

Future Focus for Core Component 3b

- The college will continue to focus on supporting professional development for faculty through the guidance of the Faculty Professional Development Committee. As part of this endeavor, efforts should be made to continue extending opportunities for development to more full-time and especially part-time faculty across campus and at extension sites, and continue to encourage interdisciplinary collaboration and innovation to support teaching and learning.

Core Component 3c

The organization creates effective learning environments.

At Washtenaw Community College, and as stated in the college’s mission statement, students come first. To ensure their success in achieving their educational goals, the college designs and promotes

multiple learning environments and systems that support students during their studies at WCC.

Mission Support for Effective Learning Environments

Washtenaw Community College’s mission statement directly states the importance of effective learning environments to the work of the college, which is to make a “positive difference in people’s lives through accessible and excellent educational programs and services.” The first way in which the college accomplishes this mission is by providing “a caring, open-door teaching and learning environment.” Moreover, the college’s emphasis on student success and satisfaction is outlined in the vision statement. In particular, the following four aspects of WCC’s vision statements will be demonstrated in this chapter as being particularly relevant to meeting this core component:

- We are committed to [students’] learning, success, and satisfaction.
- We strive to serve every student in an effective, caring and supportive way.
- We increase our accessibility by reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experiences, and flexible scheduling of classes.
- In order to enhance student learning outcomes, we engage in continuous improvement of teaching, programs, processes, and structures.

Types of Learning Environments

Faculty and staff at WCC recognize that the developing needs of its students in a rapidly changing global and technological society demand a flexible and transformational approach to teaching and learning. Learning environments have evolved dramatically at the college in the last decade to accommodate new technologies, a diverse student population, and the requirements of a curriculum that must be kept current to ensure students can be successful in work and life.

Classroom Spaces

WCC's campus extends over nearly 300 acres and includes 16 buildings, four of which are exclusively dedicated to instructional activities. As of fall 2008, WCC currently had approximately 234 traditional classrooms in use, including the following facilities (*Classroom Information Report*):

- 125 lecture classrooms (53% of classroom space)
- 5 auditoria (2% of classroom space)
- 104 labs (45% of classroom space), including 37 computer labs, of which 7 have Apple computers
- 118 rooms in 13 buildings off-campus for credit classes and 60 sites off-campus for non-credit instruction
- 4 extension centers, including the Harriet Street Center and the new western regional center in Dexter High School in Washtenaw County and the Brighton Center and Hartland Center in Livingston County

About half of the 125 lecture classrooms and most computer labs are considered "Level 3" rooms, which have permanent ceiling-mounted multimedia projectors, faculty workstations, computers, and Internet capability. In any given semester, however, many other classrooms are effectively made into "Level 3" rooms by means of mobile media carts. Faculty and students can also use the wireless network provided on the main campus to access the Internet.

Outdoor environments are carefully maintained at the college and often used for instructional purposes. The outdoor campus includes nearly 50 acres of lawn with 64 flowerbeds and heavily treed outer areas. Between the Business Education and Gunder Myran Buildings, an open space called "The Bowl" allows students to gather informally for spontaneous activities such as Frisbee or touch football. An outdoor learning space is located outside the Crane Liberal Arts and Science building containing the Geology Rock and dinosaur footprints, while the wooded area surrounding the campus is regularly used in science classes. The college *Master Plan* has identified the need to continue to provide and upgrade outdoor spaces for student contemplation and interaction.

Student Activities

Student activities at WCC serve to supplement classroom learning experiences and promote student growth through educational, cultural, social, and recreational activities. This area of the college has expanded immensely since the 1999 NCA comprehensive visit, with notable increases in budget allocations, activities, and number of stu-

Shakespeare at WCC

Some of the most exciting collaborations to occur at WCC in recent years took place during the 2001, 2003, and 2006 residencies of the Royal Shakespeare Company, sponsored by the University Musical Society of the University of Michigan. Highlights of events for the WCC community included the following:

March 2001

-A community class is given in partnership with RSC educational staff.

- Shakespeare's rarely-performed history plays (Henry VI, parts I, II, and III, and Richard III) are presented and tickets offered to WCC students, faculty, and staff.
-Workshops are offered for credit students on the historical plays.

March 2003

-RSC presents Merry Wives of Windsor, Coriolanus, and the U.S. premiere of Salman Rushdie's *Midnight's Children*.

-WCC creates an installation on the history of the book and production of *Midnight's Children* with the participation of faculty and students ([UMS, WCC Col. Exhibition 2002-2003](#)).

November 2006

-RSC performs *The Tempest*, *Antony and Cleopatra*, and *Julius Caesar*; a total of 140 tickets, subsidized by Student Activities and a grant written by English faculty member Maryam Barrie, are sold to WCC students, faculty, and staff.

-Culinary arts student prepare a *Tempest*-themed dinner for those attending the play, and serve the feast in period costume.

-A *Shakespeare Alive! Page and Stage* class is presented by WCC faculty member Tom Zimmerman in conjunction with the residency.

-Robotics instructors Gary Schultz and Tom Penird lead their Robotics class to create a robot programmed to recite Shakespeare in "rap" style to celebrate the residency, which "performs" at faculty in-service and is later captured in an irreverent [YouTube](#) video.

dents served. The area, overseen by a Director of Student Activities, provides students with a wide variety of opportunities for extra- and co-curricular involvement, including organized events, student clubs, and club sports.

Student Events

Organized events are coordinated through the Office of Student Development and Activities and include concerts, theatrical performances, field trips, museum tours, social events, welcome and stress-free days, and other special events. Events have increased from an average of 28 annually in 2003-2007 to 59 planned for 2008-09 ([Student Activities and Events Attendance 2003-04 to 2006-07](#) and [Student Activities Events 2008](#)). The department is able to draw upon the wealth of cultural events available in the Ann Arbor and Detroit areas, particularly through the University Musical Society (UMS), the arts programming arm of the University of Michigan. A collaborative effort with UMS has enabled the college to offer WCC students unparalleled cultural opportunities at extremely affordable prices. Recent events have included concerts and theater performances such as *Wicked*, Yo-Yo Ma, the Los Angeles Guitar Quartet, Wynton Marsalis, *The Lion King*, *The Color Purple*, Shen Wei Dance Arts, Monty Python's *Spamalot*, and *The Temptations*. Other cultural events have included trips to the Detroit Science Museum, the Holocaust Museum, and an African American History Tour. Social events such as trips to Cedar Point amusement park and Mackinac Island, sporting events such as Detroit Pistons games, and on-campus events such as Welcome Day, Make It/Take It days, and Stress Free Zone Days also offer students opportunities for interaction and a greater sense of campus community. Welcome Day at the beginning of each semester is particularly important in providing students with the chance to meet others and feel connected to the college. It is typically the college's best-attended event, with 2,000 students attending in fall 2008.

An example of Student Activities providing exceptional opportunities for WCC students is the Royal Shakespeare Company residencies in 2001, 2003, and 2006. Through collaboration with the University Musical Society, the sponsor of the residencies, a world of Shakespeare was opened to WCC students, faculty, staff, and the community through courses, workshops, themed events, and lectures designed around performances of plays at venues in Ann Arbor. Affordable tickets were made available that allowed many in the WCC community to see Shakespeare plays performed by some of the world's finest interpreters of the works. Most of all, the involvement of many faculty and staff provided cross-disciplinary opportunities for students across campus to learn about and appreciate Shakespeare's work (sidebar).

Student Organizations

There are approximately 30 active special interest student clubs,

groups and organizations on campus (*Student Clubs and Organizations*) in which about 550 students participate (*Student Activities Attendance 07-08*). They provide various opportunities for students to socialize, share interests, support learning, and acquire leadership skills while participating in unique projects with peers and advisors. These groups are open to all continuing and new students and are, in some cases, supported financially by the college and/or mentored by WCC faculty. In addition, by contract, the college gives \$18,000 annually to faculty for “non-classroom sponsorship of student activities.” The number of faculty involved has grown over the last four years as well as the number of awards, increasing from 12 faculty and 14 awards in 2005-06 to 17 faculty and 18 awards in 2008-09 (*Faculty Awards Non-Classroom Student Activities*).

Student clubs support a diversity of interests, ideas, cultures, and beliefs. Among the most active clubs are the following:

- Phi Theta Kappa, the college’s Honor Society
- African American Student Association
- Peace and Justice Club
- Socrates Café (Philosophy Club)
- WCC Poetry Club
- Gay and Straight Alliance
- Art Club
- Performance Audio and Electrical Club
- Dental Assistant Student Club
- Digitizers

With the understanding that participation in student groups and activities undergirds learning in the classroom, an institutional goal for 2008-09 is increased participation in student activities and clubs by 5%, with a target to attract and involve at least 1,000 students by the end of the academic year (*Institutional Goals 2008-09*). More interactive promotional materials on student clubs and activities will be developed to attract younger students. Already in place is leadership training for student club officers to facilitate more effective club operation. Such training is offered each semester to club leaders; in fall 2008, forty student leaders attended a training course at the University of Michigan.

Club Sports

College policy states the purpose of WCC Club Sports is to “provide learning activities for students that support the concept of a sound body as well as a sound mind and effectively bring students together in a way that helps to develop important lasting friendships and memories of WCC” (*Club Sports Policy 3020*). Club Sports operate year-round and are open to all currently enrolled WCC students ages 18 and up, with a 2.0 or better GPA, regardless of age or physical ability. The program is continuously adjusted to reflect the changing interests of the student body and maximize student involvement. Currently, students participate in baseball (men), basketball (men and women), cross-country, golf, hockey, soccer (men and women), softball and volleyball (co-rec, women, sand). Participation has remained steady: From 2002-04, 429 students participated in 14 sports, while in 2004-2007, 342 participated in 12 sports (with some attrition due to the elimination of co-rec soccer) (*Club Sports Participation 2002-07*). A Club Sports Enrichment Fund was established in 1999 to provide supplemental financing for equipment and Club Sports program needs.

The Washtenaw Voice

As stated in the WCC Values statement, “We respect differences in people and in ideas.” As evidenced in the college values statement, college policies, and as outlined in the Criterion One chapter of this document, it is clear that WCC recognizes and values the diversity of its students as well as its employees. One aspect of this is support of students’ right to open speech and expressive conduct (*Student Speech and Expressive Conduct Policy 8018*), which states, “Expression of diverse points of view in the course of academic pursuits is of highest importance to the open, lively, challenging spirit of inquiry that is basic to education.”

The student newspaper is a reflection of this policy. The Washtenaw Voice is a bi-weekly newspaper produced by students of Washtenaw Community College, and in accordance with college policy, is intended to be “a communication vehicle for all WCC students. . . to create a learning environment in which students will be regularly informed on college matters and other issues of interest” (*Student Newspaper Policy 4080*). Editorial responsibility for the newspaper lies with the students, who are allowed to practice “habits of free inquiry and expression” in their coverage of college issues for the WCC community (*Washtenaw Voice website*).

The Voice and its staff have repeatedly been recognized for excellence in their work, and have been recognized in multiple categories by the Michigan Community College Press Association every year since 2000, including first place awards in General Excellence 2002 and 2005, and an award for Chan Park for Journalist of the Year in 2007 (*Voice Awards 2000-07*).

Orchard Radio

Orchard Radio, WCC’s Internet radio station, offers a unique experience for students to build a portfolio and gain real world experience in radio hosting outside of the classroom. As of winter 2008, the station accommodated a record 37 hosts, some affiliated with the Broadcast Arts program at the college. Orchard Radio also assisted in providing media support for Welcome Days as well as the College is My Future program.

Increasing demands for documenting play lists for copyright dues make Orchard Radio a rewarding yet time-consuming project. The station was initially run by a full-time manager, later by The Voice coordinator, and more recently has become a project of the Student Activities office. As legislators work out a system of remuneration for the use of music holding copyrights, requirements for tracking and reporting broadcasts are escalating. While the cost of paying for music is not great, the paperwork created by this process is voluminous and needs constant attention. For this reason, the college has decided to move toward podcasting on Orchard Radio. The college thus maintains the ability to offer students the opportunity to host radio shows, but no longer needs to document what is being played. Podcasting will generate the same portfolio opportunities and can be an equally effective educational tool.

Ensuring Student Success

WCC’s Values Statement asserts that the college is committed to student success, as noted in Core Component 2c. One measure of student success at WCC is reflected in the number of certificates and associates degrees awarded (table 6.5). Awards are issued in December (end of fall semester), May (end of winter semester), June (end of spring session), and August (end of summer session). Institutionally, the number of certificates awarded has increased 58% over the past four years, while the number of associate degrees has increased 25% (*Annual Student Profile 2007-08*).

Table 6.5 Certificates and Degrees Completed (2003-04 through 2007-08)

	2003-04	2004-05	2005-06	2006-07	2007-08
Certificates	726	778	950	1068	1151
Associate Degrees	885	914	942	1019	1107
Total	1611	1692	1892	2087	2258

Source: *Annual Student Profile 2007-08*

Student success rates are another benchmark measure used annually to evaluate whether students are learning effectively at the college. Success at WCC is defined as a grade of A, A-, B+, B, B-, C+, C, C-, P, or S. Since the 2001-02 academic year, success rates for all courses and college-level courses have remained fairly constant, while developmental (below 100-level) courses experienced increased success rates (table 6.6).

Table 6.6 Course Student Success Rates (2001-02 through 2006-07)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
All Courses	75.7%	74.8%	75.5%	75.4%	75.4%	75.8%
College-level Courses	77.4%	76.8%	77.3%	76.9%	76.7%	76.9%
Developmental Math	56.4%	56.5%	56.4%	60.8%	60.5%	61.6%
Developmental Writing	66.0%	65.7%	64.2%	63.6%	65.7%	67.8%
Developmental Reading	64.9%	62.6%	66.7%	66.1%	64.7%	68.1%

Source: [Board Report Historical Institutional Data 2007](#)

The college examines student success in yet another way by tracking how long it takes students to graduate in the WCC [Time to Graduation Study](#). Improving persistence and graduation rates has been a goal of the institution for some time. Comparative data from 81 two-year institutions gathered through the Consortium for Student Retention Data Exchange (CSRDE) in a 2007 [Comparative Graduation and Retention Study](#) (p. iii) revealed that the average graduation rate for full-time (12 or more attempted credits) students over five years at two-year colleges overall was generally higher than that for students at WCC; however, for part-time students (fewer than 12 credits), the graduation rates for WCC were higher than the aggregate values. When looking at retention rates in this study, it was found that for most WCC cohorts, full-time students returned in the second fall semester at a rate exceeding 60%, while the aggregate average retention rate was 55%. For students returning for the third fall semester, WCC had a 40% retention rate compared to an aggregate rate of 30%. In summary, compared to all participating institutions in the CSRDE, WCC graduation rates tended to be higher than the aggregate for students who began school part time, and slightly lower for students who began full-time. Conversely, the retention rate for WCC’s full-time students was consistently higher than the CSRDE aggregate.

A final measure of student success is what happens once the student leaves WCC. The college reaffirms its commitment to student success as declared in its mission through its [Policy on Student Success 3010](#), which states that WCC is “committed to assuring that all its degree graduates demonstrate the knowledge and performance skills that

are specified in their program major. This assurance extends beyond the students' graduation at WCC to include their performance in the occupational area they studied or in successfully transferring into a similar or compatible major at a four year college or university." The policy guarantees success in career or transfer, and offers students who can verify deficiencies in successfully completed WCC program or transfer coursework the option to retake the applicable courses at no cost.

All WCC graduates are surveyed six months after graduation by the Institutional Research Department at WCC as part of the Graduate Follow-Up Report (Core Component 2c). This instrument surveys graduates on employment and continuing education. According to the most recent data, approximately 81% of WCC graduates were employed six months after graduation, a decline of 1% compared to the previous year and a decline of 5% since 2000-01 ([Graduate Follow-Up Report 2008](#)). Moreover, 60% of the respondents who graduated from occupational programs stated that they were working in an occupation related to their program, compared to 21% of students graduating with a general education degree. Seventy percent of the employed graduates reported that their WCC program made a positive difference in their current occupation, while 94% of those working in an occupation related to their completed program reported that their program made a positive difference in their current occupation, a 6% increase from 2004-05. Just as important, almost 59% of 2005-06 graduates had taken action to continue their education six months after completing their program, a 6% increase from the previous year. This feedback from graduates evidences that WCC is providing teaching and learning environments that prepare students to be successful in future work and educational pursuits.

Ensuring Student Satisfaction

In addition to meeting the college vision of assuring students of success, WCC strives to provide student satisfaction by providing services to support effective learning environments. The college evaluates its effectiveness in meeting this goal by surveying current students each fall ([Current Student Survey Fall 2008](#)) regarding student usage and satisfaction with services across the college, including services ranging from academic advising and counseling to financial aid, registration, tutoring, and many other services. A special version of this survey customized to address the criteria for accreditation was administered in fall 2008 as part of a comprehensive data-gathering effort in preparation for the self-study ([Current Student Self-Study Survey Fall 2008](#)).

Data from the 2008 survey show that the most used services were online registration (91%), Testing Center (62%), Student Connection (in person) (57%), and Orientation (51%). Services with limited use among students surveyed included Club Sports (3%), the Children's

Center (3%), M-TIES.M-POD (2%), and Disability Support Services (4%). These lower percentages may be expected based on the specific purposes of these services.

Results show that the level of satisfaction with services has increased over the last year, with 84% of areas seeing an increase in the percentage of students reporting that they were satisfied or very satisfied with service compared to the previous year. The highest increases in satisfaction from 2007 to 2008 were in the areas of the Children's Center (26 percentage points), Club Sports (26 percentage points), and International Advising (11 percentage points). The total level of satisfaction was 91%, an increase of 2 percentage points over fall 2007, and an increase of 6 percentage points over 2004 (table 6.7). Due to the small number of respondent users relative to the total number of users, the results of the services indicated with asterisks may not provide a valid representation of the levels of satisfaction of all users as a group.

The college continuously seeks ways to improve the services it provides to students. For example, in an effort to provide simpler online registration, a basic shopping cart system (similar to Amazon.com) is being developed for course registration. Using this system, students will be able to create a "wish list" after the schedule goes online about one month prior to registration, and then load their wish list when registration opens. In addition to helping students plan for the upcoming term and saving them time during registration, an analysis of this pre-registration information will reveal areas of demand that are stronger or weaker than anticipated. Administration can then make necessary adjustments to the schedule (*Institutional Goals 2008-09*).

Services to Support Student Learning

At WCC, student services are designed with the individual needs of each student in mind, providing assistance for both academic and non-academic issues in order to fully support student success. As cited in WCC's vision statement, the college strives "to serve every student in an effective, caring, and supportive way."

Counseling and Advising

In the last 15 years, the number of counseling/advising sessions with students has almost doubled, from 26,460 in 1993-94 to 45,997 in 2006-07 (*Counseling Statistics 1993-2007*). Within the last decade, the counseling and advising area of the college has been reorganized under a Dean for Academic Placement, Counseling and Support Services, and has been revitalized to include expanded online counseling, extended faculty advising services, and greater new student orientation and first-year experience support.

An electronic student sign-in system was developed for use by the counseling area in 2004; this is a two-part system comprised of a

Table 6.7 Satisfaction Ratings of Student Services (2004-2008)

	% Satisfied or Very Satisfied 2004	% Satisfied or Very Satisfied 2005	% Satisfied or Very Satisfied 2006	% Satisfied or Very Satisfied 2007	% Satisfied or Very Satisfied 2008
Academic Advising	82%	87%	82%	84%	86%
Children's Center*	75%	84%	75%	67%	93%
Club Sports*	71%	75%	71%	62%	88%
Counseling (Career)	84%	86%	85%	81%	88%
Counseling (Personal)	85%	92%	85%	83%	90%
Disability Support Services	90%	90%	74%	88%	91%
Employment Services	63%	76%	84%	77%	86%
Entry Assessment Center	84%	83%	85%	86%	90%
Financial Aid	83%	85%	84%	86%	86%
International Advising	88%	88%	79%	83%	94%
M-TIES*	95%	87%	95%	80%	82%
Online Registration Process	92%	95%	95%	93%	95%
Orientation	88%	88%	85%	84%	90%
Student Connection (in person)	92%	96%	94%	95%	96%
Student Connection (phone)	Prior to 2007, Student Connection was a single question.			92%	92%
Student Activities	98%	94%	93%	88%	93%
Student Resource and Women's Center	95%	96%	91%	95%	91%
Testing Center	94%	92%	92%	94%	96%
Tutoring (LSS)	85%	93%	83%	86%	90%
ALL	85%	93%	83%	86%	90%

 Source: *Current Student Survey Fall 2008* (Institutional Research Department)

web-based secure site for signing in and making appointments and a second site on the college Intranet ([Counseling Front Counter Sign-In Information](#)). This system allows students to be seen either by appointment or on a walk-in basis, and has helped the department meet the goal of having no students waiting longer than twenty minutes to see a counselor. This system has been so successful that the Adult Transitions staff as well as the Student Resource and Women's Center and Employment Services now use the system as well. In addition, the Counseling and Career Planning areas are planning to use WIM-BA by the winter 2009 term to allow online synchronous (with video optional) conversations with one or more students.

Teaching faculty and division counselors provide advising to students on a drop-in basis and by appointment; students may also ask advising questions via an online form (*Online Advising Form*). Faculty in career and specific study areas and counselors specializing in various divisions are uniquely qualified to assist students in selecting an appropriate program of study to meet their needs, goals, and abilities. WCC's Departments of *Counseling, Career Planning, and Employment Services* provides students with services offered by licensed professional counselors, including career counseling, employment resources such as career e-books, transfer resources, and personal counseling. Counseling and advising services are complimentary and are intended to assist students in adhering to the appropriate path to attain their educational and career goals.

Orientation and the First Year Experience

One of the goals for the 2007-08 year for student services was to update the orientation process in an effort to provide a smooth transition to the college-level learning environment and increase student success in the classroom (*Student Services Goals 2007-08*). The WCC orientation process was subsequently revised and now consists of an online orientation and an on-campus orientation. During these sessions, students receive an overview of the college with helpful information on how to be a successful student. The college's Policy on *Student Orientation 4060* outlines the objective of orientation as being to help "students have a sense of belonging and a feeling that the College is concerned with their individual educational needs" in addition to sharing information on how to enroll and register for classes.

The *online orientation*, which was first used on a trial basis in winter 2008, familiarizes students with key information such as the enrollment process, COMPASS placement testing in reading, writing, and math, registration, campus resources, and student activities. The online orientation is highly interactive, with students taking several quizzes to keep them on track. The quizzes require mastery of the material to proceed through the orientation process. The online process recognizes the student and is able to pull from the Banner information system the student's demographic and student data so that future information can be customized. The two-hour, in-person orientation was revised simultaneously with the online orientation and the two sessions are designed to complement each other. The on-campus orientation also makes use of devices that allow students to respond to the presenter's questions electronically and receive immediate feedback. "Clickers" are used throughout the orientation to test existing knowledge, fill in knowledge gaps, gather opinion data, create teams, facilitate peer connections, and collect evaluation data.

From its release for full use in August 2008 until winter 2009, 771 students completed the online orientation; more than 2,600 students attended the fall 2008 on-campus orientation sessions, the largest

attendance to date. Seventy-two percent of those students said the online orientation prepared them for the in-person orientation, and 83% said that the “clickers” helped them stay engaged in the presentation. More significantly, 84% of students indicated that they believed the topics presented during orientation would help them be successful (*Student Orientation Presentation to Board of Trustees*). Based on these results, staff will continue to refine the program so that students at WCC can have a successful first year experience.

In addition to revising the orientation program, a First Year Experience Seminar (ACS 111) was developed and offered for the first time in fall 2007. This three-credit course enables students to identify and develop the attitudes, behaviors, and skills that lead to academic, career and personal success. The goal is for students to learn to improve self-management and self-confidence by completing self-assessments, readings, projects, and classroom activities on topics such as money management, effective use of college resources, critical thinking, decision making, effective writing and communication, and academic and career goal setting. To help evaluate the first year experience, the Dean of Support Services and Student Advocacy has since fall of 2007 asked the Institutional Research Department to follow up with new students during their first semester to track challenges first-time WCC enrollees face. The single-question email survey (Core Component 2c) asks simply, “What has been your single most difficult adjustment to WCC, if any?” Feedback from this survey helps staff identify common needs that first-time WCC students may have (*New Student Survey Fall 2008 Report*). As mentioned in Criterion Two, the Dean also sends periodic emails to first-year students to “check in” with new students and remind them of important dates, supports available on campus, and other items of interest (*First Year Experience Emails Fall 2008*). All of these procedures help set the stage for an environment that will foster successful learning.

Academic Support

In accordance with its mission, WCC seeks to provide its students with the tools to be successful in their academic pursuits. The college has recently instituted several support mechanisms to enable students who may be struggling in their studies to become and stay successful.

Academic Intervention

WCC began an *Academic Intervention* program in fall 2004. This program replaced the GPA hold that was previously placed on student records for academic issues, and is based on the principle of intervention with the goal of getting students back into good academic standing and promoting academic success. There are two tracks to the program: regular and developmental, with the developmental track for those taking pre-college courses in reading and writing. A student is placed into the program when their overall GPA falls below 2.0 after

attempting 12 or more credits. There are three levels in the program: Academic Caution, Academic Warning, and Academic Suspension. Once a student is placed into the program, he or she cannot register without speaking to a counselor or academic advisor, who discusses strategies for success with the student and suggests coursework for improving the GPA. Students must sign a contract outlining their action plan and are sent letters reminding them of their status before the start of the semester, as well as at three weeks, at 13 weeks, and at the end of the semester. The intervention advisor also contacts them by phone and refers them to support services as needed. Faculty members are also involved, as they are encouraged to send out Early Academic Alert notices and may refer students to the intervention advisor. Students who do not meet the goals set for them once they are on Academic Warning will be suspended for one major semester (fall or winter); they can return after that semester but must meet with a counselor or advisor before they may register. If they are suspended a second time, they may not return for a full academic year. Since the inauguration of the program in 2004, 984 students have moved from Academic Caution to good standing, 126 have moved from Academic Warning to good standing, and 21 have moved from Post Suspension to good standing ([*Academic Intervention Data Fall 2004-Winter 2008*](#)).

Academic Forgiveness

As with academic intervention, WCC's Academic Forgiveness policy acknowledges that not all students are equally prepared for a successful academic career. This policy is intended to provide an opportunity to remove a period of poor academic performance at WCC from the GPA calculation. A student may apply for Academic Forgiveness through a counselor or advisor; the student then must meet with one of the Deans in Student Services for a second review and discuss the application and its impact before it is approved and forwarded to the Registrar. WCC recommends that a student attempt to repair their transcript by repeating a course first and utilizing Academic Forgiveness as a last step. Students may apply to remove a course or courses from a maximum of two semesters of poor performance (with a GPA of less than 2.0) if a minimum of three years have elapsed between the poor academic performance and the request for Academic Forgiveness, and if s/he has successfully completed at least 12 cumulative credits with a minimum GPA of 2.0. If approved, the classes will remain on the transcript with a notation, but the forgiven classes will be excluded from the GPA. Any courses that have applied toward a WCC degree or certificate may not be considered under Academic Forgiveness. Due to federal regulations, the Office of Financial Aid does not acknowledge Academic Forgiveness when calculating eligibility for aid. WCC also makes clear to students that transfer institutions may or may not recognize Academic Forgiveness and may recalculate the student's WCC GPA for their purposes.

Responsiveness to Student Non-Academic Needs

The college recognizes that its students often balance lives that combine school with work, family, and other obligations. To enable students to engage fully in their lives at the college, WCC offers non-academic student services to assist students in meeting everyday needs. Some examples include the following:

Dental Clinic

The college's dental clinic, sponsored by WCC's Dental Assisting Program, is open each winter semester, offering basic dental services by appointment for nominal fees to students, faculty, and staff ([Dental Clinic](#) website). Care is provided by University of Michigan dental students supervised by a licensed dentist.

The Children's Center

The college provides a nationally accredited and licensed childcare facility housed on campus in the recently refurbished Family Education Building. The [Children's Center](#) offers a comprehensive child development program for children 18 months through 5 years of age. This service is provided at reasonable cost to students, faculty, and staff at the college, allowing parents to attend classes and excel in their programs or jobs while being assured their children are receiving high quality care. Children are supported in strengthening key learning skills through active learning, discovery, and problem solving. Staff members are fully trained in early childhood education and development, and practicum students from the college's Child Care Professional Program participate in providing learning experiences for the children.

Flexible and Alternative Learning Environments

As part of its mission, WCC pledges to increase accessibility to its programs and services by "reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experiences, and flexible scheduling of classes." Most of the college's students are balancing the competing demands of school, work, and home, and the college is dedicated to helping students reach their educational goals through multiple means. To that end, WCC provides its programs in a diversity of formats and learning environments. Most faculty agree that this is an area in which the college does a good job, with 95.2% of respondents to the [Faculty and Staff 2008 Survey](#) indicating that they either agreed or strongly agreed that the college supports student learning in a variety of formats and locations. Students, too, have responded positively to the flexibility of WCC's scheduling, with 86.6% of respondents to the [Current Student Survey Fall 2008](#) noting that they were satisfied or very satisfied with

the convenience of course scheduling at the college. The college's most evident means of providing programs "anytime, anywhere" is through its FlexEd offerings: this includes College on Demand online courses, blended or mixed mode courses, and weekend offerings. FlexEd offerings are provided to ensure that WCC's diversity of students can receive the highest quality educational experience according to the format or schedule that meets their specific needs. As noted in Criterion Two, the college considers student access to education and emerging instructional technologies a priority, and has thoughtfully planned and allocated its financial and technological resources to ensure that students receive quality programs and services regardless of location or format.

Instructional Technologies

WCC's commitment to increase its accessibility to students is well served by emerging technologies, including online instruction, Blackboard course management software, and other technologies. In the college's *Institutional Goals 2008-09*, President Whitworth articulated the importance of remaining ahead of the current of technology in meeting student needs, noting that, "We firmly believe that the way we make use of information technology to innovate learning will differentiate and distinguish WCC from other community colleges and support the College's critical role in the life of the community." In an effort to serve students better when and where they need instruction, it is a goal of the college to expand and develop its College on Demand online distance learning curriculum, its FlexEd blended curriculum, and its weekend program.

The Center for Instructional Design and Technology (The Center) was created in January 2006 to assist faculty in creating these new learning environments by judiciously using the vast resources made available through the Internet. Faculty members now work with Instructional Designers and Video Production Specialists at The Center with the goal of creating integrated learning experiences that support the learning outcomes through interactive activities, simulations, and assessments. While this effort has been somewhat successful, more work needs to be done to involve more faculty members in the judicious use of new technologies.

Online Courses through College on Demand (COD)

As already mentioned, online courses at WCC are offered through the College on Demand (COD) program, which combines course materials, WCC-produced lectures, and engaging Blackboard course websites (Core Component 2a). Rather than using the distributive model where each instructor creates his or her own course, WCC has approached online learning using an enterprise model. This means that The Center for Instructional Design and Technology works with faculty or a

team of faculty members to create a master course. Other instructors who teach the course use the master rather than creating new materials. This is done so that instructors can spend their time and effort interacting with students and providing encouragement and support in their learning process.

Synchronous courses were first offered via College on Demand in the fall 2005 semester, during which 37 sections of 12 courses ran with an enrollment of 784 students. Initially, courses were developed to meet the needs of the United Association of Plumbers and Pipefitters (UA), for whom the college has long offered specialized curricula; the initial COD courses were planned as part of the Construction Supervision curriculum WCC designed for UA. In addition, sections of history and English were initially offered. The convenient format for those courses provided a natural model for additional courses in other areas. COD courses are now offered in multiple subjects, including English Composition, Shakespeare, Biology, Business Management, Psychology, Philosophy, History, American Government, and Mathematics ([College on Demand website](#)). For the independent learner who is seeking the convenience of a completely flexible class schedule, College on Demand is an ideal learning environment. To ensure they can be successful in this type of environment, students must have completed 15 college credits with a GPA of 2.7 or higher, or have completed the WCC course Introduction to Online Learning (ACS 1035) prior to enrolling in a COD section (as noted in Core Component 2a).

As already noted, student success in COD courses has risen from 61.7% in fall 2005 to 75.4% in winter 2009, higher than WCC's traditionally delivered class success rate of 74% ([Distance Learning Semester Analysis Winter 2009](#)). In fall 2008, the college offered 50 sections of 29 synchronous online courses. At that time, the enrollment of 1,254 was a 32% increase over the fall 2007 enrollment of 950 ([Registration Data Fall 2008](#)). As of winter 2009, COD offerings had expanded to 58 sections of 33 courses, with growing enrollments (Core Component 2a). The percent of out-of-state students has also risen from 3.6% in fall 2008 to 4.4% in winter 2009. The college will continue to add courses cautiously to the COD online offering with more faculty input than when the program first started. The Center was created to provide technical and design support to faculty in order to maintain the quality standards set by WCC and the industry. The overall design, development, and deployment process currently takes nine months; The Center is looking at ways to reduce this time frame while not sacrificing quality. Issues related to distance learning in general, and College on Demand in particular, have been institutional goals each year since 2005-06, demonstrating that offering quality distance learning options is clearly a priority for the college. Most recently, goals for 2008-09 included maintaining the 75% success rate for COD courses and migrating judiciously to newer technologies, such as streaming and podcasting, as well as using more convenient, lower cost materials for students ([Institutional Goals 2008-09](#)).

Blended Courses

WCC's approach to blended or mixed mode curricula is based on its College on Demand Model: WCC-produced lectures through streaming video or podcasting combined with participation in an online experience, with the added component of classroom interaction with the instructor and other students on campus. The college first offered blended courses based on the College on Demand online model in fall 2007. As of winter 2009, the college offered nine sections of six different courses in this blended format. The college set a goal to achieve a 75% success rate for blended courses as well as COD courses in 2008-09 (*Institutional Goals 2008-09*). This was achieved in winter 2008, when students achieved an overall success rate of 76.2% in mixed mode courses (*Distance Learning Semester Analysis Winter 2008*). In winter 2009, success rates rose to 75.4% in distance learning courses, 83.1% in mixed mode courses, and 76.9% in distance learning courses overall, again exceeding the standard course success rate of 74% (*Distance Learning Semester Analysis Winter 2009*).

A survey of 69 students in blended courses was conducted by The Center during the fall 2007 term: Of those responding, 89% indicated that they would take another course in blended format, and 94% said they would recommend the blended format to other students. Students surveyed indicated that they liked having to come to class less often because it was more convenient for those who were working, and saved time, money, and the hassle of finding parking. They also liked the flexibility, independence, and freedom to complete out-of-class work on their own time and at their own pace (*Mixed Mode Survey Results Fall 2007*). The biggest challenge to date has been educating students about how blended classes work. To address this, the college is working to increase awareness and inform students of the benefits of this format. In November of 2007, WCC implemented a successful peer promotion where students who were taking a blended class spoke with other students about their experiences. Advertisements in the printed course schedule and the Washtenaw Voice featured students sharing stories about how WCC's FlexEd scheduling met the demands of their lifestyles. The Center will continue to monitor the effect of these promotions on student enrollment. The other challenge is meeting the anticipated student demand with an adequate supply of classes. This will mean working with faculty to ensure each COD course has at least one corresponding blended offering.

Ensuring Success in COD and Blended Courses

Success rates for WCC College on Demand online and blended courses are approximately equal to courses offered in traditional on-campus formats. An increase in success rates in fall 2006 resulted from a focused effort to promote student readiness for online study, including minimum GPA requirements (table 6.8):

Table 6.8. Success Rates in Online and Blended Courses versus Traditional Delivery

Semester/ Year	Distance Overall (Online and Blended)	Online	Blended Success Rate	Traditional Delivery Success Rate
Fall 2006	70.0%	NA	NA	NA
Winter 2007	74.4%	NA	NA	73.3%
Sp/Su 2007	76.4%	NA	NA	78.3%
Fall 2007	NA	73.7%	78.9%	73.8%
Winter 2008	75.2%	74.8%	76.2%	73.6%
Sp/Su 2008	82.6%	83.4%	79.0%	82.0%
Fall 2008	75.8%	73.6%	84.5%	75.1%

Note: some years did not track online and blended success separately.

Source: [Distance Learning Course Success Rates Fall 06-Fall 08](#)

The continued improvement in success rates for the online courses can be attributed to improved course design, student readiness, and instructor competency. As noted in Core Component 2a, faculty work with the instructional designers using a five-phase process (Distance Learning Five-Phase Development Process) to ensure quality design of online and blended courses. The activities, assignments, and evaluations are all captured on a storyboard to show their relationship to achieving the course learning outcomes and objectives. As the course is developed, regularly scheduled meetings with a review committee are held to ensure that quality expectations are met. In addition, the institution of minimum GPA requirements for students in order to take these classes beginning with the fall 2006 term has contributed to student readiness for the online environment. Finally, instructors are becoming increasingly comfortable teaching in the online environment as they undergo training. The Center offers a series of workshops on how to integrate Blackboard into the course structure, as well as a blended course entitled “Teaching an Existing COD/Blended Course at WCC.”

Weekend Classes

While WCC has offered weekend classes in the past, the college has a new goal of creating a full weekend course offering to meet the scheduling needs of its students. Among the President’s goals for 2008-09 was to promote and test a full weekend offering of 47 classes in fall 2008 with a concentration in general education courses. In fall 2008, 54 weekend college courses were offered with an enrollment of 1,301. In winter 2009, this expanded to 56 courses with an enrollment of 1,524. This represents a 56% increase in enrollments over fall 2007 prior to the implementation of the promotion of the program ([Weekend Enrollments Fall 2007-Spring/Summer 2009](#)). The college continues to seek ways to encourage students to take advantage of weekend offerings that accommodate work and family schedules and also utilize available classrooms. An institutional goal for 2009-10 will be to

expand classes scheduled for Fridays, Saturdays, and Sundays from 180 to 200, and increase enrollment from 1,340 to 1,700 (*Institutional Goals 2009-2010*).

Strengths for Core Component 3c

- A wide variety of environments and support services foster student learning at WCC. The college is dedicated to serving the needs of students and providing excellent educational programs and support services that are accessible to students regardless of their circumstances. Substantial growth in student activities and development in the last ten years demonstrates a commitment to co-curricular and extra-curricular support for student learning, while a recent emphasis on extended orientation and a focus on the first-year experience exemplifies the college's desire to assist students in achieving success from their first days on campus.
- The college mission declares WCC's commitment to promoting accessibility to students. This can be seen in the institutional goal of flexible scheduling and increased online, blended, and weekend offerings that allow students to learn at their convenience. Finally, the college regularly evaluates its ability to achieve its vision of helping students be successful by undertaking multiple benchmarking and comparative studies that allow it to reflect internally on whether it is meeting its mission of ensuring student success and satisfaction.

Areas for Improvements for Core Component 3c

- While the development of COD and blended courses is growing and technical and training support for utilizing instructional technology is strong, more faculty might benefit from using such tools in their current courses or consider participating in developing COD or blended sections.

Future Focus

- The college should continue careful expansion of its FlexEd curriculum as appropriate to its mission and resources, focusing on maintaining high student course success rates.
- To increase faculty use of instructional technology and participating in creating COD and blended courses, the college is currently considering ways to facilitate the COD course preparation and revision process that will reduce development time and costs, such as more course modularization, improved marketing, and greater peer review.

Core Component 3d

In addition to creating effective learning environments to support students in their academic pursuits at WCC, the college is committed to providing the learning resources that promote successful teaching and learning. Faculty and administrative staff regularly assess resources needs, evaluate their use and effectiveness, and provide staffing and support. Planning and budgeting demonstrate that teaching and learning are priorities and the learning resources offered by the college support those pursuits. Fifty-six percent of the college budget is dedicated to instruction and instructional support (Core Component 2b). Faculty also feel that WCC offers its students the necessary learning resources to be successful, with 91.3% of faculty surveyed responding that the college provides appropriate academic support services to meet the needs of its students ([Faculty and Staff 2008 Survey](#)).

The organization's learning resources support student learning and effective teaching.

Mission Support for Learning Resources

Teaching and learning are the central aspects of WCC's mission. According to the mission statement, the college provides "excellent teaching, counseling, and support services," and fulfills its mission by offering programs and services in occupational and career education, general and transfer education, continuing education and community services, developmental education, student services, and community leadership ([Mission Statement](#)). In all these areas, the college provides learning resources that enhance student learning and effective teaching.

Discipline-Related Learning Resources

There are numerous learning resources across campus that WCC has identified as valuable for supporting teaching and learning. Several examples of learning resources used in specific discipline areas are highlighted below.

Science Labs

In winter of 2003, all of WCC's science labs on campus were renovated according to faculty specifications to allow for a flexible learning environment where either a lab experience or a classroom experience could occur. Two of the many improvements that were made to the labs were wiring all rooms for Internet access and making all rooms ADA compliant. Another improvement that was made to foster a more communal learning environment was creating new seating arrangements to facilitate group work and interaction ([Science Lab Description](#)). As the labs were renovated, additional computer technologies were also incorporated into the learning environment. For example, chem-

istry faculty have begun using computer software interfaced with sensors that measure temperature, pH, and light wavelengths to acquire data in several of the chemistry laboratories. In 2007, the college purchased the newest generation of this technology, MicroLab; the ease of acquiring data using sensors and the computer interface allows students to avoid the tedium of data collection and instead spend more time interpreting data, drawing conclusions, and understanding concepts demonstrated. The new labs are designed to give students the hands-on experience they need to be “competent, able to work as part of a team, and solve problems that require critical thinking and use of the scientific method,” as well as provide a way for faculty members to work more closely and personally with students ([Science Lab Usage Statement](#)). Faculty in the area seek an “ultimate vision” in which students move easily between the lecture and the lab portion of a course within the same room. Because of the new labs, this is now a reality in physics, geology, science, and most chemistry courses.

Arts Resources

WCC’s Performing Arts programs include a variety of courses in dance, drama/theatre, music studies, music performance, guitar, piano, voice studies, and music production/engineering. To support these programs, the college provides outstanding facilities and resources, as well as ample hands-on performance opportunities for students. The Music Performance program has in the past several years sponsored the Living Legends Series at the Towsley Auditorium, an annual concert showcasing musical legends such as the Four Tops, Earl Klugh, and the Temptations. Accompanied by live interviews with the artists, the concerts provide students with a rare opportunity to interact with the musicians and gain first-hand knowledge from their experiences (for more information, see Core Component 5c).

The College Theatre (LA 175) houses drama courses for approximately 350 students each year. It is also the home of Drama Club activities, such as full-length, main-stage theatrical productions. Equipped with hardwood spring floors and mirrored with ballet barres, the dance studios serve 750 students each year and houses the Dance Club activities and dance productions. Dance and drama/theatre productions attract over 1,000 student and community audience members annually. These two programs also hold semester showcases of student work, such as Stars on Stage, Spring Swing Café, and New Voices Theatre Showcase.

The college’s music room serves over 100 students a year, and is home to the WCC Jazz Orchestra, jazz ensembles, and Top 40 Combo. Well known in the area, these bands provide ample opportunities for students to perform live in various events on and off campus. The music production/engineering program also provides an audio technology recording studio, which is used by 375 students annually. Equipped with state-of-the-art computers and software, the studio is overseen

by a lab technician who assists students in their lab assignments. The Performing Arts programs also find a venue in the Towsley Auditorium in the Morris Lawrence Building on campus. Seating more than 400 people, Towsley includes up-to-date staging, lighting, and sound equipment for a variety of theatrical, musical, and dance performances.

Gallery One, the college's visual art gallery located in the heart of campus in the Student Center Building, hosts exhibitions by local, national, and international artists around a single artistic topic in a year-long series. The exhibitions are often accompanied by auxiliary events such as gallery lectures and workshops, providing outstanding learning opportunities for WCC students. These exhibitions and events attract a wide range of visitors, including WCC students, faculty, and staff; local primary and secondary school students; and art department staff from neighboring Eastern Michigan University and the University of Michigan (*Gallery One Events*).

The last two years have seen the development and expansion of three arts-related programs to which the college also dedicates considerable resources: Ceramics, Three-Dimensional (3D) Design, and Broadcast Arts. Outfitted with electric and gas kilns with specialized furniture, pottery wheels, clay mixers, glaze tables, assorted equipment, work tables and shelves, as well as specialized HVAC, the ceramics lab provides students and faculty with the necessary resources to engage in meaningful instruction of the ceramic art process and studio management. Likewise, the 3D Design curriculum requires specialized resources for hands-on educational experiences. The 3D Design lab is equipped with power tools such as saws and wood planes, foam core cutters, wood benches, and an external dust collection system. These resources enable students and faculty to emphasize practice as well as theory and to articulate visual art form. The Broadcast Arts program provides broad-based instruction in broadcast journalism and public relations, and, more specifically, training in radio production, programming, and announcing. The Broadcast Arts room has been augmented with the necessary media equipment, such as an audio board, channel preamp, monitor speakers, headphones, and foam panels. Along with the Orchard Radio facility on campus, which offers practicum experience in radio production and Internet broadcasting, and internship opportunities with local broadcasting stations, these resources provide students with a working knowledge of the day-to-day operations of broadcast journalism.

Health Science Resources

WCC offers six associate degree programs, as well as four certificate and one advanced certificate programs, in five major health science fields: Dental Assisting, Nursing, Pharmacy Technology, Physical Therapist Assistant, and Radiography. These health science programs enhance students' education with rich clinical experiences and other resources, including the following:

- The Dental Assisting program requires three segments of clinical education: 90 hours in the WCC Dental Clinic, which consists of four fully functional rooms to service students, faculty and staff; 40 hours through rotations in various clinics at the University of Michigan School of Dentistry; and 96 hours in each of two dental offices (general practice and specialty practice) of the approximately 75 offices in the area. ([*Dental Assisting Program Clinicals Report*](#)).
- The Nursing program offers clinical education in health care facilities, community agencies, four acute care hospitals, and four extended care facilities. Furthermore, the Nursing program provides outstanding lab resources for its students on campus, including human patient simulator, mannequins, body part models, medical equipment and supplies, and nursing materials in OE 131, as well as in the Bailey Library.
- The Pharmacy Technology program has 13 active clinical sites.
- The Physical Therapist Assistant program provides a sequence of three clinical courses, PTA 230, 240 and 250, requiring a total of 656 clinical hours. The program's Academic Coordinator of Clinical Education maintains contractual relationships with clinical sites, where students practice physical therapy techniques under supervision.
- The Radiography program requires 1,800 clinical hours in one of 14 recognized clinical sites. On campus, the program also provides students with three energized radiographic units, two computed radiographic systems, a PACS system, and a darkroom for practical experiences. ([*Radiography Clinicals Report*](#)).

Other Occupational Area Resources

Occupational education is one of the central components of WCC's mission. All current programs that do not result in an Associate of Art or Associate of Science degree are considered occupational, 24 of which result in an Associate of Applied Science degree and 68 of which result in various certificates (as of fall 2009). Three occupational program areas that exemplify the outstanding resources dedicated to effective teaching and student learning are Automotive Technology, Construction Technology, and Culinary Arts.

Automotive Technology

The Automotive Technology department offers programs in automotive mechanics, collision repair, custom cars and concepts, motorcycle service, and power equipment technology, all taught by instructors with significant experience in the industry. Students benefit from nine labs with state-of-the-art equipment: frame racks, a computer laser frame

measuring system, paint prep decks and paint booths, mobile utility lifts, alignment racks, bike lifts, Matco Tools, Dynojet dynamometer, and suspension stations. A new building for motorcycle technology was completed in December 2006. The “Big Three” automobile companies—General Motors, Chrysler and Ford—as well as individuals have donated over 45 cars to afford real-world experience for students. Custom Cars and Concepts students often garner awards and recognition in the media for their projects, such as the rebuilding of a 2004 Dodge Magnum, 1954 Chevrolet, and 2007 Cadillac Escalade ([Automotive Technology Resources Report](#)).

Construction Technology

The Construction Technology department is located off campus at the Landau Design and Construction Training Center, which provides a large residential construction and construction management area, as well as a woodworking lab. The Center provides students with carpentry, woodworking, and finishing equipment, along with a lift for construction projects. Outcomes assessment records, such as student achievement, program completion, graduate placement, graduate and employer surveys, are maintained by the department. A number of these records contribute to the program’s new national certification process as of the end of the 2007/08 academic year ([Construction Technology Resources Report](#)).

Culinary Arts

Culinary Arts consists of three program tracks: food production, hospitality management, and baking and pastry. The program manages a large student-operated, year-round restaurant, Garrett’s, which is located in the Student Center Building on campus. The restaurant kitchen was recently expanded to include a new state-of-the-art baking and pastry kitchen. The equipment is annually replaced and updated to provide real-world experience for students. To further enhance the valuable front-of-the-house experience, the restaurant also incorporates new point-of-sales technologies and updated computing and textbook resources. In addition to providing students with bakery management and merchandising experience in the CUL 140 course by running a retail dessert cart in front of Garrett’s by applying the concepts of cost, sales, customer service, and product design and presentation, the program offers the co-op work experience course, CUL 174, with area employers. Culinary Arts students also service the annual WCC fundraising gala, Mardi Gras, in which they are teamed up with invited guest chefs to work in a large event setting (Culinary Arts Resources Report).

Resources for Reading, Writing, Mathematics, Academic Skills, and ESL

Developmental education is an integral part of WCC's mission. The college places high priority on providing support for reading, writing and math instruction, and the strengthening of developmental offerings in these areas has consistently been among the institutional goals over the last five years. The majority (74.9%) of faculty agree or strongly agree that the college's developmental programs effectively prepare students for college-level work; because this is an area of continuing need, it will remain an issue to be addressed as future populations move into the college. This perception is borne out by the [National Community College Benchmark Project Report](#), which includes WCC's success rates in developmental courses as compared to those of other community colleges reported by the National Community College Benchmark Project (NCCBP) in 2005, 2006, and 2007. As discussed in Core Components 2c and 3c, it is clear that Washtenaw Community College compares favorably against other community colleges in the success rates of developmental math, writing, and reading courses.

That WCC is serious about developmental education is evidenced by the establishment of an interdepartmental Developmental Task Force in 2006. Comprised of faculty members in developmental math, writing and reading, the Task Force meets regularly to discuss developmental education issues and ensure policy consistency across disciplines, such as attendance policy and entry assessment and pre-requisite scores for placement. Because developmental education is an area of continuing need, it will remain an issue to be addressed as future populations move into the college.

Reading

The Reading Department has traditionally offered two reading courses below the high school level and one at the high school level. The department has also coordinated Project Genesis, an innovative program that pairs students with community volunteers for intensive, individualized tutoring. A combination of group activities and one-on-one guided reading enables students to make progress through the most basic reading courses ([Project Genesis Website](#)). Because students were having difficulty benefiting from the non-credit program after repeated semesters, however, the Reading Department is currently transforming the program into a new BRIDGE ("Building Reading Proficiency by Improving and Developing Good and Effective skills for College Success") program that will combine the best aspects of Genesis with aspects of a traditional reading course ([Reading BRIDGE Program Brochure](#)). The program combines the Reading Comprehension (REA 070) credit and REA 1030 non-credit pre-college Reading Clinic practicum. The goal is to enable students to transition from non-credit literacy courses in the Reading Clinic to academic skills courses at WCC.

Tutoring takes place in the Reading Clinic with its library of reading materials, including books, occupational/vocational textbooks, and journals ([Reading Center Book Collection List](#)). The Reading Clinic provides each student with an individualized study plan tailored to his/her skill level and situation. Both the REA 070 class and the pre-college Reading Clinic are designed to provide students with the best chance for academic success.

Writing Center

The Writing Center is a resource for all students seeking help with writing, and as ENG 000 (Writing Center assignments) is also a required component of writing courses ENG 050, 051, 090, 091, 100 and 111. The Center's full-time and part-time English instructors and student tutors provide one-on-one writing assistance. Approximately 2,000 students go through the Writing Center each semester; another 1,000 non-ENG 000, regular students seek drop-in assistance. Center also provides a writing computer lab and publishes Blood Orange, a student magazine of poetry, prose, and other artwork (Core Component 4a). Every semester, Writing Center staff receive over 1,000 written evaluations from students; many positive comments validate that the services provided by the Center support students' learning experiences and success ([Writing Center Report](#) and [Writing Center Evaluations](#)).

Math Resource Center

For students who want to improve their basic math skills, the Math Department offers tutoring services at the Math Resource Center. The Center's tutors typically support student learning in math courses offered at WCC to over 600 students weekly, who can sign up to consult with math tutors in 15-minute slots on Mondays through Saturdays. The Center also provides computers to support the technological requirements associated with any math course. In winter 2008, the Math Resource Center began to host on site Learning Support Services tutors, who provide more in-depth tutoring in both math and other science subjects, such as biology, chemistry, physics, geology, and nursing. These tutoring sessions take place in 45-minute slots on Mondays through Fridays. Since the Learning Support Services tutors joined the math tutors in the Math Resource Center, the tutoring usage has almost doubled. For example, in winter semester 2007, a total of 2,248 tutoring sessions took place in the Math Resource Center; that number increased to 4,146 in Winter semester 2008 ([Math Resource Center Tutor Usage](#)).

Academic Skills

To further meet the requirements of special needs students, the [Academic Skills Department](#) offers credit courses in study skills, student success, reading enhancement, critical thinking, and career planning.

These courses are further supported by the Academic Skills Center. The Center provides a reading library of books, magazines, and newspapers, as well as space for one-on-one instruction and teacher conferences.

English as a Second Language (ESL)

WCC offers a wide spectrum of courses for students wishing to learn *English as a Second Language* (ESL). Beginning in fall 1998, the college offered 15 credit hours at the intermediate and advanced levels in ESL to accommodate full-time F-1 visa students. At the intermediate level, the college provided courses in grammar, conversation and pronunciation, reading, and writing, while at the advanced level the college offered grammar, reading/writing, and speaking/listening. After two successful years, the decision was made to no longer accept F-1 students below the college level. Thus, the curriculum has since been redesigned. The advanced courses are no longer offered as those students have moved into classes with native speakers. At the intermediate level, it became apparent that some part-time students needed two semesters to master the material in some courses, so courses have been paired to allow repeating of material to gain proficiency. Currently, ESL course enrollments are steady at approximately 250 students per semester, down from about 350 when full-time F-1 students were allowed to take below-100 level courses. The ESL Department maintains an extensive reading library, which is incorporated in the college's main library. Several ESL instructors are also incorporating web resources and Blackboard into their courses; this is expected to have a positive effect on students' abilities to transition to native speaker courses, where such technologies are used extensively.

Resources for Special Needs Students

Part of WCC's mission is to reach out to people who face barriers to success. The college has multiple structures in place to provide academic and other supports to assist special populations in attaining success while at WCC.

Adult Transitions

Adult Transitions is a program directed specifically toward at-risk populations providing GED preparation and counseling/advising for short-term certificates to prepare for employment (see also Core Component 5a). The program recruits students from economically disadvantaged areas, such as Ypsilanti's south side, and helps students acquire high school equivalency and transition to college. Serving approximately 650 at-risk students annually, Adult Transitions either refers those reading below the eighth-grade level to GED Initiative or enrolls others in a flexible open-entry, open-exit GED preparatory Skill Building Program. With the college serving as Washtenaw County's GED testing site, 50% of GED graduates move on to enroll in WCC courses. Adult Transitions also provides counseling and scholarship to first-

time WCC students entering occupational programs, as well as manages the county's Work First's Community Scholarship. The data on each student's retention record, educational objectives, and placement results is tracked on the state's Adult Education Reporting System as well as on the college's administrative Banner system (*Adult Transitions Report*).

Learning Support Services

Learning Support Services (LSS) offers tutoring for all enrolled WCC students, including students with disabilities, in core academic subjects, occupational programs, and study skills. Study groups have been provided for courses in math (MTH 097) and chemistry (CEM 090, 111, 122, 140, 211 and 222). Conversation groups have also been provided for ESL students. Additional services are offered one on one for 45-minute sessions on a drop-in basis, and various methods of support services offer options to students. Since 2008, LSS math and science tutors and computer and business tutors are also located at the Math Resource Center and the Computer Commons respectively, expanding access to tutoring services for all students. The department also provides services to students with disabilities including the following: classroom and testing accommodations; assistance with access; academic advising; learning disability evaluation; assistive technology demonstration and training; and sign language interpreting and captioning with real-time translation. The population of students served continues to increase; for example, over 1,200 special population students were served in 2007-08, with 1,623 students served in all, more than in any of the past five years (*Learning Support Services Final Report 2007-08*).

Student Resource and Women's Center

For adult students who face personal barriers to their educational objectives, the *Student Resource and Women's Center* (SRWC) uses a case management approach to offer academic and career advising, Carl Perkins grants, child care grants, emergency food pantry, and mentoring programs. The SRWC also offers workshops and lectures open to all, ranging on topics such as domestic violence and substance abuse to healthy cooking and body awareness (Core Component 5a).

General Computing Resources

WCC provides robust, up-to-date computing resources to the college's academic community. Information Technology Services (ITS) runs a 10/100 MB Ethernet network on a 1 GB fiber backbone. Compared to the 10 MB hub-based network on a 10 MB fiber backbone of ten years ago, the current network ranks in the top 10% of Michigan community college networks. Information Technology Services maintains approximately 2,750 computers, both PCs and Macs, 2,600 of which are located on the main campus and 150 at regional centers. ITS also supports over 75 spaces designated as instructional computer labs hous-

ing 1,725 computers. All of these computers provide network access and run over 150 software packages in total for both general productivity and specific instructional uses. Wireless access is also ubiquitous across the entire campus.

All students enrolled in credit courses are assigned a free WCC email account. They can access all college departments and functions on the college website, such as course schedules, admissions, financial aid, academic programs, and registration. Using the web-based MyWCC portal, students can complete the entire registration process online, drop classes, make online payments, review financial aid status, and view test scores, while faculty can view class schedules and rosters, withdraw students, enter grades and send academic alerts (General Computing Report).

Until winter 2008, the college provided two open computer labs on campus that were open 85 hours Monday through Sunday during the fall and winter semesters: the Computer Commons in the Gunder Myran Building and the TI 108 Lab in the Technical Industrial Building. The TI 108 Lab was eliminated as of winter semester 2008, and its computer tutorial services replicated in the larger Computer Commons. The Computer Commons houses 165 computers, while the TI 108 Lab contained 60 computers on both the PC and Mac platforms. These networked computers provide both general and specific instructional software programs, as well as video editing and scanning capabilities. The open labs have also served as de facto computer helpdesks for WCC students. The unduplicated gate count of the Computer Commons, for example, exceeded 157,000 in 2006-07 ([Open Computer Labs Computer Commons Report](#) and [TI 108 Report](#)). The college spends approximately \$800,000 each year on hardware as well as \$550,000 on renewing and licensing of software programs as part of an annual computer replacement plan, which replaces 20% of all college computers on a rotating basis (General Computing Resources Report). All the computers in the Computer Commons, for instance, were replaced in 2007. As a result, computing resources for students, faculty and staff are always moving in a future direction.

According to the [Current Student Survey Fall 2008](#) conducted by WCC's Institutional Research Department, 71.5% of students reported that they used the Internet for WCC coursework compared to 58% in the fall 2004 term. Student home access to computers is evidently quite high, with 95% of respondents to a Computer Commons web survey indicating that they use a home computer to access the Internet ([Computer Commons Usage Survey](#)). However, there is still demonstrated need for computing resources on campus, with 56% of respondents saying they used the Computer Commons in the last twelve months, and 55% indicating they use it at least once a week.

The college is learning-focused in its use of the Computer Commons to enhance student success. Since fall of 2008, the Computer Commons

has served as a host site for tutors from the Business and Computer Technologies instructional division and Learning Support Services (LSS). Stationed in the Computer Commons on Mondays through Saturdays, the Business and Computer Technologies tutors provide more in-depth tutoring in MS Windows, MS Office, C++ and Java programming, while the Learning Support Services tutors provide tutoring for students who need assistance in Business Office Systems (BOS), Computer Information Systems (CIS), Computer Science (CPS), and the Internet Professional subject areas. In addition, student users are coached by Computer Commons staff to be independent learners.

To encourage organizational learning, Computer Commons staff conducts periodic user surveys through the Institutional Research Department to gauge user needs and concerns, most recently in 2007 (*Computer Commons Usage Survey*). To continuously update their software skills, the Commons staff has access to online software tutorials. This ongoing learning helps the staff serve students better on a daily basis. When asked their level of satisfaction with the help received from the Computer Commons staff, 95% were either satisfied or very satisfied.

Library Resources

Before the new Richard W. Bailey Library moved to the Gunder Myran Building in 2002, it occupied a 32,000 square-foot space in the Student Center Building, offering limited network access and a small computer lab of 30 computers. The new library is now an integral part of the college's teaching and learning landscape. Its student-centered design, which consists of a 48,000 square-foot space with networked group study rooms, as well as a Computer Commons housing over 165 computers with wireless access, has become the physical hub of a vibrant learning community. The annual unduplicated gate count exceeds 460,000, compared to 203,600 ten years ago.

The library's curriculum-driven collection of 70,000 books and 420 periodicals is complemented by 20,000 e-books, 12,000 e-journals, and 2,900 media items. Many of these electronic resources that are accessible remotely have only come about in the last ten years. Students' annual database searches now reach 684,000, and circulation transactions are 50,000; a decade ago, the former was 37,600, and the latter 31,500 (*Library Database Usage Statistics 2006-07* and *Library Circulation and Usage Statistics 2006-07*). To fulfill the library's mission of cultivating information literacy, the librarians provide information research instruction to over 3,000 students in 150 classes over an academic year.

As time and space-independent electronic access is a given in today's libraries, the Bailey Library also offers research assistance in different modalities: in person, by phone, email, IM and virtual co-browsing. To supplement on-site reserves for faculty and students, the library

provides electronic reserves for 24/7 access, as well as interlibrary loan through the statewide MeLCat and the international OCLC systems. The former affords access to more than seven million volumes, and the latter more than 80 million volumes. Thanks to these electronic learning resources, the library can be far larger than its building ([Library Report](#)).

The library is learning-focused in implementing outcome assessment of library research instruction of English 111 classes, as well as in designing an information literacy credit course open to WCC students in general and to Washtenaw Technical Middle College students in particular. The library is also well connected to statewide programs such as Michigan eLibrary, Michigan eLibrary Catalog, Michigan Library Consortium, and Michigan Virtual Reference Service Collaborative. The benefits derived from these connections greatly expand the library's capacity. By the same token, the library is distinctive in its user-centered service philosophy, conducting periodic library surveys and focus groups to gauge user needs, as well as in its adherence to intellectual freedom and diversity ([Library Usage Satisfaction Survey](#)). The library staff takes great pride in their user-centered service philosophy, intent on transforming user behavior as lifelong learners with positive experiences.

The Testing Center

The mission of the [Testing Center](#) is to provide testing services by proctoring quizzes, midterms, finals, and make-up tests for WCC instructors and proctoring placement tests (COMPASS/ESL) for new students. From 2001 through 2006, testing volume grew by 47.2%, increasing from approximately 46,800 in 2001-02 to 68,900 in 2005-06. ([Testing Center Data 2002-2007](#)). The Testing Center is not an alternative to class time. Rather, by using the Testing Center, instructors can maximize the time devoted to teaching and learning in the classroom rather than give up class time to testing. These services have been particularly helpful to instructors who teach the sciences and health care related areas such as biology, chemistry, radiology, and nursing. Students may then take tests in a secure testing environment.

The Testing Center also serves the needs of the community while generating revenue by administering CLEP, DAN TES, distance learning tests for other postsecondary institutions, and internal and external employment screenings. In addition, staff administer the GED, ACT, MPRE, LSAT, ASE, and other large scale standardized examinations. In January 2005, the Testing Center added GED testing to its portfolio of services. They work closely with Adult Transitions, adult literacy agencies, and the State of Michigan Department of Career Development to help candidates obtain transcripts and book testing appointments.

Media Services

Media Services provides essential instructional media technology to support teaching and learning in the classroom, and faculty usage has increased exponentially over the last several years. WCC has approximately 120 instructional spaces with permanently installed media equipment: multimedia projector, projection screen, computer, and teacher station. To classrooms without permanent media installations, Media Services delivers portable equipment at the point of need for faculty. In 2006-07, there were almost 6,000 classroom setup calls, an increase of 200% over five years previously in 2001-02. Faculty also depend on Media Services for production services, such as media staging, recordings, dubbing, editing and digitization; examples of these are students' performing arts productions and staff-sponsored events in Towsley Auditorium. In 2006-07, almost 3,000 media items were produced, an increase of 100% over 2001-02 ([Media Services Statistics](#)). In addition, Media Services supports and maintains media equipment of all types on campus, including data projectors, document cameras, dual VHS/DVD decks, overhead projectors and digital cameras. This media equipment is used by faculty exclusively for instructional purposes. It is not used by or loaned to students.

Media Services is future-oriented in striving to educate WCC faculty of the latest media technology available to enhance teaching and learning. Recent examples are the student response clicker system, the eBeam smartboard system, and the next-generation document camera. The department routinely works with Facilities Management and Information Technology Services in media installations in both new and renovated instructional spaces. Faculty members express a high degree of satisfaction with Media Services, with 88.1% responding they were satisfied or very satisfied with the area in the [Faculty and Staff 2008 Survey](#).

Strengths for Core Component 3d

- WCC's computing resources are robust and up-to-date. The college website is fully developed to incorporate many essential academic functions for both students and faculty. Students also have open access to computers on campus in the Computer Commons for over 85 hours a week, Monday through Sunday, during the fall and winter semesters.
- Special needs and developmental students are supported by multiple services to meet academic and other needs.
- The library provides the most up-to-date resources and is dedicated to educating its users in information literacy.
- Curricular areas are well provided with learning resources that make effective teaching and learning possible, and are supported with dedicated instructional budgetary allocations.

Areas for Improvement for Core Component 3d

- The college may need to address the challenge of maintaining the excellent service provided by the library as it is open extended hours during the fall and winter semesters while relying on a staff of two full-time faculty librarians supplemented by a crew of part-time librarians, particularly as it engages in new initiatives and technologies to enhance learning.
- Institutional access for students with disabilities needs to be expanded to all areas, and faculty need further training in their responsibilities in providing accommodations.

Future Focus for Core Component 3d

- The college shall seek ways to continue to support services that uphold student learning (such as the Library) by ensuring that appropriate staffing and other resources are in place to promote their continued success.
- As part of its mission of providing access to all students, WCC is aware of the importance of meeting the requirements of students with disabilities or other special needs. The college shall continue to investigate ways to provide accommodations for students with disabilities, particularly in light of new and emerging technologies that may impede access.



Washtenaw Community College

Chapter

7

seven

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction to Criterion Four

Washtenaw Community College seeks as part of its mission, vision, and values to encourage a life of learning for its students as well as its faculty, administrators, and staff. In addition to the mission of making “a positive difference in people’s lives through accessible and excellent educational programs and services,” the college vision statement emphasizes a commitment to “learning, success and satisfaction” for students, the community, and staff. In particular, the vision statement stresses that college staff “learn to improve learning” (*College Mission, Values and Vision Statement*). This dedication to a life of learning for students is evidenced by a rich and varied curriculum in career, technical, transfer, and continuing education; by a general education program for degree students representing a breadth of knowledge and skill areas having clearly defined learning outcomes; and by a wide variety of support services and co-curricular activities that directly enhance the college’s curricular offerings and student learning. Abundant student activities further encourage students to follow their interests, promote creativity, and support inquiry beyond the classroom. Fostering a life of learning is part of the college culture, with a robust program of professional development opportunities for faculty and staff. Furthermore, the promotion of social responsibility on the part of students as well as faculty and staff has become increasingly important at WCC; some recent opportunities have included activities related to environmental sustainability, getting out the vote, and fostering civility in the classroom and the workplace. These are just a few examples discussed in more detail throughout this chapter that reveal WCC’s commitment to encouraging a life of learning for all on its campus.

Core Component 4a

Washtenaw Community College’s mission, values, and vision statements speak to the importance of continual learning for its faculty, staff, and students. The college’s commitment to ongoing learning is also made clear in WCC’s policy on staff success, which states that “Continual learning, innovation, and empowerment are the necessary characteristics required to achieve student, community, and staff success” (*Staff Success Board Policy 5087*). WCC is a learner-centered institution focused on the primary values of teaching and learning; through innovation and engagement, the college seeks to encourage students and employees to model a life of learning.

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The Board of Trustees, as the college’s elected governing body, also exemplifies a dedication to a life of learning through its actions. WCC’s board members, in addition to their work for the college, are accomplished in their professional careers and highly involved in other community organizations (*Board of Trustee Biographies*).

Professional Development for Faculty and Staff

WCC’s financial allocations demonstrate that the college’s commitment to lifelong learning guides its actions. College expenditures on professional development for faculty, administrators and staff reveal an escalating dedication to opportunities for professional growth, with an overall increase of 80% in budget allocations in the area over the last five years (table 7.1).

Table 7.1 Professional Development Expenditures for Faculty, Administrators, and Staff (2002-08)

	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06	FY 2006-07	FY 2007-08
Instruction	\$54,776	\$28,675	\$48,057	\$71,222	\$73,360	\$72,802
Information Technology	\$41,872	\$20,544	\$51,432	\$54,733	\$65,890	\$77,565
Instructional Support	\$25,921	\$38,702	\$41,313	\$52,089	\$78,455	\$75,868
Student Services and Student Aid	\$39,630	\$34,196	\$35,248	\$43,979	\$46,686	\$59,549
Institutional Administration	\$76,075	\$110,989	\$117,025	\$125,395	\$128,794	\$140,609
Physical Plant Operations	\$12,396	\$4,320	\$11,165	\$29,723	\$27,404	\$24,824
Total Expenditures	\$250,670	\$237,426	\$304,240	\$377,141	\$420,589	\$451,217

Source: *Professional Development History 2002-08*

Professional development opportunities are extended to all faculty and staff at the college. Faculty and staff participate in a wide variety of professional development activities, as evidenced by their reporting of such endeavors over the last two years on the *Faculty and Staff 2008 Survey* (table 7.2). The most common activity pursued by the 454 faculty and staff responding was participation in professional development activities sponsored by WCC departments and divisions (49.7% of respondents), followed by participation in job-related conferences (43.8%). Many faculty and staff also took courses to stay current in their field (30.2%). Among faculty, a relatively large percentage (64.4% of full-time faculty) also self-reported participating in professional development related to curriculum and assessment.

Table 7.2 Participation in Professional Development Activities 2006-08 by Employee Group (includes percent within employee group, number, and percent/number of total)

	FT Faculty	OPT, Technical, Custodial	FT Admin	PT Staff	PT Faculty	Total
Taken courses toward a degree	11.9% (n=14)	39.3% (n=33)	14.7% (n=15)	36.3% (n=29)	18.8% (n=36)	22% (n=127)
Taken courses to stay current in field	39% (n=46)	39.3% (n=33)	31.4% (n=32)	22.5% (n=18)	23.4% (n=45)	30.2%
Participated in department/division sponsored professional development activities	71.2% (n=84)	42.9% (n=36)	64.7% (n=66)	26.3% (n=21)	41.1% (n=79)	49.7% (n=286)
Served as a member of a professional organization related to my job at WCC	47.5% (n=56)	11.9% (n=10)	48% (n=49)	8.8% (n=7)	14.1% (n=27)	25.9% (n=149)
Participated in a professional conference related to my job at WCC	72.9% (n=86)	47.6% (n=40)	70.6% (n=72)	16.3% (n=13)	21.4% (n=41)	43.8% (n=252)
Authored and published a scholarly book or journal article	11% (n=13)	1.2% (n=1)	2% (n=2)	5% (n=4)	5.2% (n=10)	5.2% (n=30)
Participated in professional development related to curriculum and assessment	64.4% (n=76)	3.6% (n=3)	14.7% (n=15)	13.8% (n=11)	21.4% (n=41)	25.3% (n=146)
Other	19.5% (n=23)	6% (n=5)	13.7% (n=14)	3.8% (n=3)	13% (n=25)	12.2% (n=70)

Source: *Faculty and Staff 2008 Survey*

The college provides numerous internal opportunities for professional development for all full- and part-time employees. Training seminars are offered on an ongoing basis in all software packages routinely used at the college, including office software, email clients, and Banner, the college's enterprise database (for examples of offerings over the last five years, see [Software Training Offerings for Faculty and Staff](#)). WCC employs a full-time training and support specialist who provides instruction to administration, faculty, and staff (and, as needed, work-study students) as part of group or individual training. Training is also offered in areas such as security of campus information. The Office of Human Resource Management coordinates training in issues related to the workplace, such as training for supervisors on performances appraisals and working with difficult individuals ([Human Resources Training](#) website). Most recently, the college has focused on offering wellness training to employees, also coordinated by the Office of Human Resources. Wellness@Work is an informal, voluntary program to provide education on health, fitness, and other topics to help promote wellness in the workplace ([Wellness Training](#)). The program includes "power hour" brown bag lunch seminars on wellness topics, health tips available online, and continuing education classes on a wide range of topics held in collaboration with the Health and Fitness Center ([Fitness Center Continuing Education Classes Fall 2008](#)).

In addition to funding external and internal activities, the college provides tuition waivers for full-time (and eligible part-time) employees to take credit or non-credit coursework at WCC ([Employee Tuition Grant Information](#)). In the last five years, the college invested \$542,425 on tuition waivers for 2,072 employees at the college ([Employee Tuition Waiver Summary 2003-08](#)). Employees may also request reimbursement for coursework taken outside WCC.

Further budget allocations include \$10,000 provided annually to the In-Service Training and Development (ISTD) Committee. Since 1980, the ISTD committee has provided various opportunities for support staff in the Office Professional/Technical (OPT) employee group to enhance skills and pursue growth and development. The ISTD committee is composed of both support staff and administrative personnel who develop and implement creative workshops and other professional development opportunities, often based on staff suggestions and input. The budget also provides conference funding for OPT staff. The committee requires each OPT member who would like to attend a conference to submit a conference request form and receive permission from their supervisor; upon return from the conference, the employee must complete a conference evaluation form. Each year the ISTD Committee funds approximately 10 to 30 full-time OPT staff to attend conferences ([ISTD Professional Development Opportunities](#)). Examples of recent workshops and conferences for OPT staff include the following:

- Community Sharing for Healthy Caring – A Regional Early Childhood Conference
- National Association for the Education of Young Children 2007 Annual Conference & Expo
- Looking at the Larger Picture: Critical Issues in the Prevention of Child Abuse & Neglect
- Managing the Front Desk
- How to Communicate with Tact and Professionalism
- Managing Emotions under Pressure
- The Angry Child: Strategies to Defuse Angry Behaviors
- Bullying Behavior
- 2005 Bargaining Conference – Michigan Education Association
- Women’s Conference – Expert Communication Skills Just for Women
- Advanced Directive – Living Will
- Financial Planning
- Blood-borne Pathogens and Your Heart Matters

Professional Development Resources for Faculty

Faculty benefit from a growing, faculty-led professional development program implemented by the Faculty Professional Development Committee, which was established in 2007. This initiative has sparked tremendous expansion in the number of workshops, seminars, and professional learning opportunities available to both full- and part-time faculty. Among the many examples of the college’s commitment to providing opportunities for professional growth for its faculty are the following (more information on these activities can be found in Core Component 3b):

As mentioned in Core Component 3b, all new full-time faculty are required to attend the semester-long New Faculty Class that has been taught by the Vice President for Instruction since 2002. The course provides information and discussion of topics such as assessment, learning resources, student activities, and curriculum development, as well as the opportunity to meet colleagues in other disciplines.

- Beginning in 2007-08, the Faculty Professional Development Committee has made Innovative Instruction Project grants available to 20 faculty members to pilot creative instructional methods, both within and between disciplines.
- As the college's commitment to quality in distance learning has grown with the implementation of College on Demand (COD) courses, professional development opportunities for faculty in developing such courses have expanded significantly. [*The Distance Learning Five-Phase Development Process*](#) and documented [*Distance Learning Course Development Expectations*](#) provide faculty with clearly defined parameters for developing courses for COD or blended delivery, ensuring that such courses are consistent in quality.
- WCC provides support for cutting-edge technology related to instructional delivery. For example, the college offers Blackboard course management sites for all instructors who request it. Support for Blackboard for faculty is comprehensive, including online tutorials and numerous Blackboard instructional seminars that provide faculty with the training necessary to utilize course management software to maximum benefit in their classes regardless of course delivery mode ([*Blackboard Faculty Training*](#) and the [*Blackboard Information*](#) website). In addition, there is a Blackboard Helpdesk that responds to individual questions via email and phone.
- In addition to supporting instructional technology on an institutional level, the college provides professional development in this area at the discipline level. For example, since 2006 the Visual Arts Technology Department has subscribed to an innovative and easily accessible online video training library at Lynda.com to assist part- and full-time faculty in maintaining currency with software used in visual arts courses. In 2008 alone, 2,394 training videos were downloaded by faculty in the department to support their teaching work ([*Visual Arts Lynda Usage Statistics*](#)).
- To promote faculty inquiry and creativity, WCC awards six semester-long sabbaticals each year to full-time faculty. Several recent sabbaticals have, in turn, led to individual faculty taking leadership roles in improving teaching and encouraging social responsibility; for example, the creation of the Faculty Professional Development Committee and the work of the Environmental Committee are both connected to the outcomes of sabbaticals taken by WCC faculty.
- To support faculty development and innovation in teaching, in 2007 the college implemented the On Course program of innovative instructional techniques to promote student success and retention. To date, 75 faculty members have participated in this

faculty-led initiative. The WCC On Course Implementation Team has created an Implementation Plan to advance the incorporation of On Course techniques into multiple areas across the college, including new student orientation, Academic Skills courses, developmental courses, college-level courses, and faculty professional developmental activities ([*On Course Implementation Plan 2007-08*](#)).

- An initiative to expand professional development resources for part-time faculty was begun in 2007.

Faculty In-Service

A significant source for professional development that is sponsored by the college and attended by all full-time and many part-time faculty is faculty in-service: ten days during the academic year that according to contract are dedicated to faculty training and professional growth. In-service days typically occur in August and January, prior to the start of the fall and winter semesters, as well as in November. Sessions include keynote speeches and workshops presented by nationally recognized leaders in education; faculty-led workshops on topics such as teaching tools, learning styles, and instructional technologies; and presentations by staff and committees on issues related to assessment and curriculum work. Additional time is allotted during in-service for meeting time for departments, divisions, and committees, as well as individual time for classroom preparation and other work. Some examples of recent in-service sessions are listed below (for comprehensive listings, see links to in-service schedules from 2002-07 in Additional Resources at the end of this document).

Examples of In-Service Keynote Addresses and Seminars:

- W. Norton Grubb, author of *Honored But Invisible: An Inside Look at Teaching in Community Colleges* (August 2007)
- Balanced Assessment Seminar, a full-day workshop on assessment presented by John Brown from the Association of Supervision and Curriculum Development Faculty (August 2005)
- Teaching to Multiple Intelligences of Adult Students: Creative Experimental Pedagogy, presented by Sheryl L. White, SXCG, Inc. (January 2005)
- A Stitch in Time: Whose Job is it to Deal with Student Academic Integrity Issues? presented by M. Robert Fraser, Assistant Director, University of Michigan-Dearborn Mardigian Library (November 2004)

- Culture of Assessment, Culture of Learning, presented by Susan Hatfield, Assessment Coordinator, Winona State University (August 2004)

Examples of In-Service Faculty Presentations

- Essay Writing for Any Class, presented by Tom Zimmerman, English faculty (January 2007)
- Using Web-Based Resources and Tools to Enhance Teaching, presented by Jason Withrow, Internet Professional faculty (January 2007)
- The Teaching Gap, book discussion led by Lisa Rombes, Mathematics faculty (January 2007)
- Institutional Support for Teaching, presented by Edith Croake, English faculty (November 2005)
- Promoting Interactive Learning, presented by Elvis Smith, Communications faculty (August 2005)
- Teaching Diverse Students, presented by Cassandra George-Sturges, Behavioral Sciences/Education faculty (January 2005)
- Group Critiques of Student Work: Methodologies and Strategies, presented by Elaine Wilson, Art faculty (November 2004)
- It Worked in My Class: Games, Current Events, Trade Shows, Career Counseling, and More, presented by Cheryl Byrne and Kim Hurns, Business faculty (November 2004)
- Learn How to Learn, presented by Anne Heise, Life Science faculty (January 2004)

Examples of In-Service Assessment and Curriculum Workshops

- Curriculum and Assessment Drop-In Sessions (August 2002, November 2004, August and November 2005, January 2007)
- The Critical Thinking Test and What is Critical Thinking? Presented by the Assessment Committee (January 2005)
- Designing Effective Courses, presented by Elizabeth Carlson, Director of Curriculum and Assessment (January 2005)
- Touring the Curriculum and Assessment Website, presented by Lisa Nelson, Curriculum Specialist (January 2005)

- Assessment Workshop: Aligning Assessment with Your Curriculum, presented by Kris Chatas, Assessment Committee Chair and Mathematics faculty (November 2004)
- Completing a Master Syllabus: Guidelines for Completing Required Information and Linking Objectives to Evaluation, presented by Elizabeth Carlson, Director of Curriculum and Assessment and Lisa Nelson, Curriculum Specialist (November 2004)
- Curriculum and Assessment: What's the Connection? presented by Jennifer Baker, Chair, Curriculum Committee and Photography faculty; Kris Chatas, Assessment Committee Chair and Mathematics faculty; Ruth Hatcher, English faculty (August 2004)
- Full day of curriculum related activities led by Curriculum and Assessment staff, including designing programs, creating and revising courses, articulation with high schools and universities, Tech Prep, document flow, and completing forms (August 2003) (for a listing of assessment and curriculum in-service sessions, see [*Curriculum and Assessment In-Service Sessions*](#))

Faculty Publications and Involvement in Professional Organizations

As a comprehensive community college, WCC is primarily a teaching institution and therefore focuses its faculty professional development activities on teaching and learning. Many of the college's faculty members are also actively pursuing research in their fields and a large number belong to professional organizations. The college supports such work through sabbatical leaves, conference funding, and recognition of faculty publications and other achievements (described later in Core Component 4a). Some examples of faculty memberships in professional organizations and publications include the following ([*Faculty Memberships, Presentations, and Publications*](#)):

Examples of Professional Memberships

- National Council of Teachers of English
- College English Association
- American Physical Therapist Association
- National Science Teachers Association
- Society of Military History
- National Council for Education in the Ceramic Arts

- National League of Nursing (also Michigan League of Nursing)
- National Institute for Automotive Service
- National Communication Association
- American Dental Assistants Association (also Michigan Dental Assistants Association)
- State Bar Association
- American Economic Association
- Michigan Council of Teachers of Mathematics
- American Registry of Radiologic Technologists
- Internal Fluid Power Society

Examples of Publications/Presentations

- David Fitzpatrick (History faculty): Multiple publications on military history, including “American Military History,” co-authored with John Shy. In *American History Today*, ed. James Banner (2009).
- Charles Avinger, Edith Croake, and Jean Miller (English faculty): “Breathing Underwater in Academia: Teaching, Learning, and Working with the Challenges of Invisible Illness and Hidden (Dis-) Abilities,” in *Disabled Faculty and Staff in a Disabling Society: Multiple Identities in Higher Education*, ed. Mary Lee Vance (2007).
- Michael Naylor (Performing Arts faculty), with Leonie Naylor: *Our Music World: Creative Insights into a Planet’s Cultural Diversity* (2006).
- Judith VanderVeen (Nursing faculty): Presentations on “Writing Your Own Advance Directives” at St. Joseph Mercy Health System; “Embracing the Generational Differences in Healthcare Workers” at the 13th Annual Conference in Contemporary Issues in Trauma Nursing (2009); and other presentations.
- Kris Chatas (Mathematics faculty): “Algebra for All” Workshop presented to over 500 high school teachers in the Wayne County Intermediate School District to improve algebra instruction.

Faculty and Staff Perceptions of Professional Development Support

The evidence demonstrates that faculty and staff feel they are well supported by the college in the pursuit of professional development. As results of the *Faculty and Staff 2008 Survey* reveal, 82.7% of employees agree or strongly agree that they have adequate opportunities to participate in professional development, while 93.9% indicate that they are aware of learning resources available on campus (table 7.3). Faculty collaboration is encouraged at WCC, and 78.4% felt that they shared strategies for improving student learning informally with their colleagues. In addition, a high percentage of respondents agreed or strongly agreed that employee participation in community activities is encouraged at WCC (82.1%), and that a life of learning is supported and valued for faculty (80.3%) and staff (72.9%).

Table 7.3 Faculty and Staff 2008 Survey Results: Faculty and Staff Professional Development

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I have adequate opportunities to participate in professional development	35.8%	46.9%	10.1%	4.0%	3.1%
Employee participation in community activities is encouraged at the college	33.3%	48.8%	6.4%	2.8%	8.7%
I am aware of various learning resources available on campus	40.0%	53.9%	3.5%	.9%	1.7%
The college supports and values a life of learning for faculty	34.6%	45.7%	6.1%	1.6%	12.0%
The college supports and values a life of learning for staff	29.6%	43.3%	8.4%	2.1%	16.6%
I have strategies on improving student learning informally with my colleagues	29.7%	48.7%	12.4%	1.4%	7.8%

Note: Percentages may not equal 100% due to rounding. Source: *Faculty and Staff 2008 Survey*

Innovation in Teaching and Learning

The college is dedicated to promoting innovation in teaching and learning, as evidenced by policy, resource allocation, and, most significantly, its adherence to innovation as one of its core values. This ongoing commitment to innovation supports the promotion of a life of learning for students, faculty, staff, and the community served by WCC. Policies supporting innovation include WCC's policy on curriculum effectiveness and purpose, which states the college's expectations for a "multifaceted, flexible, innovative, and dynamic curriculum," as well as ensuring that the college curriculum will be "maintained by teaching up-to-date subject matter and skills, applying the most effective teaching and learning approaches" (*Curriculum Purpose and Effectiveness Policy 3043*). In addition, the policy on staff success supports innovation in teaching and learning through a commitment to "encourage teamwork, accountability, and innovation so that the daily contributions of all staff members will promote student, staff, and community satisfaction and success" (*Staff Success Policy 5087*). Innovation is supported through dedicated funding to programs mentioned above and in Criterion Three that advance innovation and faculty/staff development in teaching and learning such as the Faculty Professional Development Committee, The Center for Instructional Design and Technology (which supports College on Demand and Blackboard), On Course training and implementation and faculty sabbaticals (more information on innovation can be found in Criterion Three).

Pre-College Learning

The college provides services and programs for those preparing to enter college and is dedicated to nurturing a life of learning so that students will be successful and continue as college students. Some examples of such programs include the following:

- WCC provides GED high school equivalency test preparation through its Adult Transitions program, as well as GED testing at the WCC Testing Center. Adult Transitions offers a Skill Building program that includes GED preparation as well as advising and other services that provide a smooth transition to college coursework via appropriate short-term certificates and job training (Core Components 3d and 5a).
- Washtenaw Literacy, a local organization providing one-on-one reading tutoring, has a strong relationship with the college, maintaining office space at WCC and serving learners as they move from pre-college to college readiness.
- WCC's Reading Department provides pre-college reading instruction through an intensive combination of reading comprehension courses and non-credit literacy courses that are intended to help students transition to college-level coursework (Core Component 3d).

- WCC offers high school students a number of opportunities to seek learning at the college, including dual enrollment and Tech Prep articulated programs. In 2006-07, 282 high school students took advantage of WCC courses by dual enrolling at the college ([Dual Enrollment Statistics 2006-07](#)). Through the Tech Prep program, students enrolled in participating high schools may receive accelerated college credit for certain articulated courses offered at area high schools ([Tech Prep Program website](#)).
- One of the college's most innovative commitments to lifelong learning is its charter high school, Washtenaw Technical Middle College (WTMC). Chartered in 1997, WTMC enrolls approximately 120 new high school students annually, 350 in total for sophomore through senior-level studies. Student progress is based on skill acquisition rather than credit accumulation, and all students transition to a full-time college schedule at WCC. By the end of high school, students will have graduated with both a high school diploma and a WCC certificate or associate's degree. Middle college students have successfully gone directly into the workforce or transferred to colleges or universities. WTMC prides itself on giving its students "skills for life" (see Core Component 5c and the [WTMC](#) website for more information).

Curricular Progression

WCC exists to offer a variety of educational opportunities that are not only broad in scope, but are also logically progressive and designed to encourage continuous learning. In the last decade, the college has demonstrated a commitment to offering programs in career areas that are ladderized with a sequenced progression through certificates, advanced certificates, and degrees. In 2000-01, the college degree and certificate structure was redesigned to reflect this philosophy, enabling occupational students, in particular, to combine certificates to create multiple career options or meet discipline requirements for degree programs. The college currently offers Associate in Arts, Associate in Science, and Associate in Applied Science degrees, as well as the following types of certificates: Certificate of Completion (up to eight credits, may be credit or non-credit); Certificate (9 to 36 credits); Advanced Certificate (9 to 36 credits); and Post-Associate Certificate for post degree study (9 to 36 credits). The commitment to such a progression "recognizes and supports both lifelong learning and the flexible configuration of curricula so that students can easily combine degrees and certificates to meet evolving life circumstances requiring college credentials" ([College Certificate Structure Policy 3033](#)). The college presently offers certificates and degrees in 38 different career areas as well as 12 transfer and university parallel programs ([Career Areas Listing](#) website). In all, WCC offers 113 degree and certificate programs (fall 2009) meeting student needs for career education, transfer, and self-advancement (for a complete list, see the list of [Degrees and](#)

Certificates on the WCC website). To create greater awareness of its academic offerings among students and the community, in 2008 the college clustered its degrees and certificate programs into 12 schools of study to make curricular purpose even clearer to students seeking particular career or educational pathways (*Schools of Study and Degrees*).

In recent years the college has emphasized improving completion rates in an effort to help students move forward in the educational and career pursuits. Through the restructuring of degrees and certificates and a focus on improving student retention in the classroom, graduation rates increased approximately 40% between 2003-04 and 2007-08 (*Annual Student Profile 2007-08*, p. 45). Moreover, implementation of the Degree Audit Reporting System (DARS) in 2007-08 now allows counselors and advisors to determine quickly what graduation requirements have been met by a student and enables them to complete “what if” scenarios for various academic programs; the DARS system will soon be available to students via the MyWCC portal, allowing them to check the progress of their program completion at any time and making them more aware of their program completion status (and thus more likely to apply for graduation).

To further enhance lifelong career learning, WCC offers a wide range of apprenticeship and job training programs specifically designed for individuals and employers needing job advancement or retraining to meet changes in industry. Some examples of these (also discussed in Criterion Five) include the following:

- The college’s electrical faculty and the Big Three automotive companies in Detroit (Ford, General Motors, and Chrysler) worked together in 2005 to offer a series of electrical code classes to certify and upgrade skills for the automakers’ electricians (see *Ford Journeyman Electrical Code Flyer 2005*, *UAW Electrical Code Flyer*, and *Ford Electrical Classes*). In addition, the college has partnered with Ford Motor Company to create the Ford Educational Opportunity Program, an initiative for Ford employees in need of retraining or new employment opportunities (*Ford Educational Opportunity Program*).
- In 2006-07, the college provided credit courses at the Ford Rawsonville plant to enable employees to take general education coursework on site, demonstrating a commitment to taking learning opportunities to the college community where they are needed (see *Ford Rawsonville Courses 2006-07*).
- WCC has partnered with the United Association of Plumbers and Pipefitters for two decades to offer continuing education for its members; this was extended with the addition of certificates and degrees, including the Construction Supervision AAS program offered via WCC’s College on Demand (COD) distance learning delivery format (Core Components 2a and 5c).

- WCC's LifeLong Learning division offers licensing and certification opportunities in a wide variety of fields ranging from health care, education, architecture and real estate to computers and business (*LifeLong Learning Licensing and Certification Programs*); such programs encourage continuation of education within particular fields. For example, the college offers a Leadership Certificate for individuals in the management field who wish to improve their leadership skills. The seven-class certificate teaches students to build upon their skills to develop a motivated, more productive and customer service oriented workforce (*Leadership Certificate Program Information*).
- As part of the State of Michigan's No Worker Left Behind initiative to provide retraining for displaced workers, in 2009-10 WCC is administering a \$250,000 grant for the Washtenaw Region Educational Collaborative, a consortium of six adult and community education programs (*No Worker Left Behind Adult Education Grant Description*). The grant will provide support for adults who have no high school diploma or GED, or who have low (below eighth-grade) math and reading levels; its goal is to improve a student's skills enough to earn a certificate or degree in a high-demand technical field. The grant will help approximately 600 county residents. The No Worker Left Behind program (<http://www.michigan.gov/nwlb>), which will be implemented from 2007 through 2010, is a statewide project that provides up to two years free tuition (up to \$10,000) for eligible individuals who are recently unemployed, have been notified of lay-offs or termination, or are employed with family income of less than \$40,000. Students must pursue degree or certificate programs in designated high demand fields in the region.

Transfer Education

In addition to fostering a life of learning related to career pursuits, the college demonstrates its commitment to enabling students to pursue further education at other institutions of higher learning by providing specific articulation agreements with 23 four-year institutions (*Articulation Agreements*). To promote smooth transfer of credit, WCC also maintains transfer guides for 26 four-year institutions (*Transfer Guides 2008-09*) and participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement to facilitate general education credit transfer between colleges and universities in Michigan (*MACRAO Transfer Agreement 2008-09*).

Continuing Education

Washtenaw Community College desires that its learners—be they students, faculty, staff, business partners, or community members—continue their educational endeavors well beyond the formal bounds of

the college's academic programs. For this reason, the college provides a tremendous variety of non-credit LifeLong Learning and contract training offerings, which are discussed further in Criterion Five. In addition to meeting the college mission of "enabling people to progress in their academic and career pursuits," WCC seeks to make learning opportunities available at all stages of life, fulfilling another aspect of its mission statement: "As a primary educational resource in the community, we work to improve the quality of life in the communities we serve." Emeritus scholarships allow in-district individuals age 65 and over to attend WCC courses free of charge (Emeritus Scholarship Information). Moreover, the myriad of events, concerts, cultural programs, and other opportunities available both on campus and in the community at large is another example of how the college endorses a life of learning on an ongoing basis.

Student Activities and Scholarship

Supporting a life of learning for students is a critical part of ensuring their success. Faculty and staff feel that learners are well supported at WCC, with 92.7% of respondents on the *Faculty and Staff 2008 Survey* agreeing or strongly agreeing that the college supports and values a life of learning for students, and 86% agreeing or strongly agreeing that the college offers student activities supporting a life of learning. College policies, procedures, and resource allocations uphold learning well beyond the classroom.

Student Activities

The Office of Student Activities provides a broad spectrum of opportunities for students to participate in clubs, events, sports, and community service activities while attending WCC. Each area helps to engage students, which in turn enhances success and retention and instills the value of learning outside the classroom. The college's commitment to student life is clear in the significant increase in budget to the area between 1999-2000 and 2001-02, at which time the president put forth an initiative to foster a well-staffed vibrant student life office led by a director and supporting a variety of activities and events (table 7.4). WCC continues to seek ways to incorporate students into the fabric of college life, and the current institutional goals include increasing student participation and integrating clubs and events with instructional activities (*Institutional Goals 2008-09*).

Table 7.4 Student Activities Budget Summary (1999-2000 through 2007-08)

Fiscal Year	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Personnel	\$132,622	\$262,746	\$343,801	\$349,493	\$273,829	\$297,522	\$244,279	\$181,449	\$251,018
Direct Expenditures	\$159,564	\$186,127	\$159,758	\$110,060	\$106,996	\$111,200	\$110,292	\$112,092	\$108,537
Total	\$292,186	\$448,873	\$503,559	\$459,553	\$380,825	\$408,722	\$354,571	\$293,541	\$359,555

Source: Budget Office. Does not include Club Sports or Washtenaw Student Voice newspaper budget.

Student Activities provides a host of opportunities for students to participate in clubs, sports, events, and community service activities while attending WCC. Many of these opportunities are highlighted in Criterion Three. Such activities encourage inquiry, social connectivity, and personal development. Other activities specifically encourage scholarship and creativity; these include the Washtenaw Voice, the award-winning student newspaper; the Huron River Review, the college literature and arts journal; The Naked and the Clothed, the WCC Poetry Club anthology; and The Blood Orange, a literary “zine” published by the WCC Writing Center (sidebar on next page). These endeavors are further supported by the WCC Poetry Club, and all benefit from a faculty advisor representing the English/Writing department. This is just one academic area with an active student club allowing additional opportunities for intellectual growth; others include the American Institute of Architecture Students, the Business Professional of America, the Health Careers Club, the Physics Club, the Socrates Café Philosophy Club, the Student Nurses Club, and the Student Digitizers Digital Photography Club.

Recognition of Employee and Student Learning and Achievement

Faculty, staff, and student achievement is recognized through various publications and events. Formal recognition of accomplishments and awards informs the WCC community of the activities of its members to promote and reward continued learning. Faculty and staff receive recognition for achievements at monthly Board of Trustee meetings during the President’s Remarks portion of the agenda (sample *Letters of Appreciation*). As noted in Core Component 3b, the President also sends a letter of recognition to each faculty member who receives individual praise in Student Opinion Questionnaires (SOQ’s) (*Faculty Recognition Letters File*). Faculty and students alike often receive acknowledgement for achievements in college publications such as the weekly employee e-newsletter, E-Link, and the quarterly faculty and staff magazine Colleague. Students and faculty are often profiled in CareerFocus magazine, WCC’s award-winning publication that is mailed to households throughout the college’s service area each semester, as well as the Washtenaw Voice, the college student newspaper.

several ways. The annual Honors Convocation formally recognizes students for their academic accomplishments (see sample [Honor's Convocation Program](#)). WCC's Beta Gamma Alpha chapter of Phi Theta Kappa (PTK) supports student academic achievement (requiring a 3.5 grade point average or higher). Finally, a student development transcript has been implemented to provide students with a list of activities, events, and clubs they have been involved in to promote volunteerism, service, and participation in student activities and clubs. This is also a service to students to help them enhance job résumés and transfer applications to colleges and universities ([Student Development Transcript Database Guide](#) and [Student Development Transcript Request Form](#)).

Strengths for Core Component 4a

- The college supports and provides professional development for its faculty and staff, who indicate high levels of participation and satisfaction with such activities. The college's support for faculty-driven initiatives to encourage professional growth and innovation in teaching and learning, in particular, demonstrates its commitment to enabling faculty members to grow and mature in their work and professional lives.

In alignment with its mission, the college has demonstrated a commitment to innovation in instruction that promotes a life of learning even to those who may have barriers to traditional modes of education; college services such as College on Demand distance learning course and Blackboard, state-of-the-art instructional technology, and creative On Course teaching methods are all examples of tools that bring learning to students where and when they most need it. The college also provides exceptional support to faculty in these endeavors, upholding their own life of learning as they teach others. Areas for Improvement for Core Component 4a

Literary and Arts Publications

The Huron River Review

A showcase for the vibrant literary and arts community at WCC, the annual Huron River Review is a collection of writing and visual art from students, faculty, and staff that has since its inception in 2002 won more than 40 national and regional awards for excellence, including in 2007: a silver medal, silver crown award, and seven gold circle awards from the Columbia Scholastic Press Association; First Place from the American Scholastic Press Association; and First Place from the Central Division of the Community College Humanities Association.

The Naked and the Clothed: A WCC Poetry Club Anthology

This anthology is a collection of poems based on writing experiences workshopped by club members during WCC Poetry Club meetings, and was published with support from Student Activities. Other small publications by the WCC Poetry Club have been created to respond to art installations at WCC's art gallery, Gallery One, including the exhibits Lineal Silver by artist Linda Hutchins (2007) and At the Crossroads by Ann Savageau (2007).

Blood Orange

The WCC's Writing Center's "Zine of the Beautiful and the Strange" provides a forum for students to submit poems, prose, and photographs based on a given theme such as cities (winter 2008) or rivers and trees (spring/summer 2008). Publication is supported by a grant from the WCC Foundation.

- Because there is not a systematic method at WCC for requiring or following up on professional development activities, employee participation in such opportunities is inconsistent; some employees may take repeated advantage of opportunities while others may take none. Concomitant with this is a lack of clearly defined expectations for employees concerning professional development work. Follow-up reporting or feedback is not consistently required following professional developmental activities.
- As technology continues to become more integral to instruction, the college needs to assess students' abilities appropriately at entry beyond the current general education computer literacy requirement, which does not address the myriad technology needs that are required of students in many classes on campus and especially those taught through distance learning.
- While the college recognizes students, faculty, and staff through mention in the Board of Trustee minutes and in various college publications, there exists no formal mechanism for recognition of achievements.

Future Focus for Core Component 4a

- The college may consider more systematic ways to track and follow up on employee professional developmental activities. More consistent reporting of activities following such opportunities or sharing of feedback or knowledge gained would not only increase accountability, but would, more importantly, enrich the institution by allowing for cross-disciplinary exchange of information and ideas.
- The college may wish to seek additional, more formal ways to show recognition for students, faculty, and staff for their accomplishments and achievements.
- The college should carefully consider emerging technological challenges as innovations in teaching and learning evolve and determine what abilities might be required of students to be successful. If necessary, prerequisites or new entry requirements may be necessary to ensure that students are equipped to be successful in technology-assisted coursework. The college, guided by key faculty and administrators, has already embarked on a detailed examination of the current computer literacy requirement for general education, and in the next year will determine how to redesign this requirement to align with the needs of students to be optimally successful in a technological society (Core Component 4b).

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Washtenaw Community College is committed to providing students with a depth and breadth of knowledge to equip them for success in their chosen endeavors as part of its mission. The college has multiple programs and services in place to help prepare students for a life of continual and meaningful learning. Most critical to developing students' knowledge, attitudes and skills for inquiry and analysis is a distinctive and comprehensive curriculum. Faculty and staff feel that the college excels in this area, with 94.2% of respondents surveyed agreeing or strongly agreeing that curricular offerings at WCC allow students to develop a breadth of knowledge and skills (Faculty and Staff 2008 Survey). Examples of WCC's distinctive offerings discussed in this section supporting intellectual inquiry and lifelong learning include the college's general education program; a broad spectrum of career and transfer programs; workplace, cooperative, and co-curricular learning experiences; and other opportunities that enhance learning and promote students' personal growth as part of a larger society.

General Education

WCC's dedication to equipping students with a comprehensive educational foundation is clearly seen in the college's General Education Philosophy (see sidebar), which outlines WCC's definition of those knowledge and skill sets necessary to academic success. The General Education Philosophy, which was adopted by the Board of Trustees as part of the restructuring of the general education model implemented in 2000, is made public to students together with the specific general education requirements in the *College Bulletin* (pp. 67-69) and the *General Education Academic Information page* of the college website. The philosophy statement affirms the college's commitment, not only to providing a "strong core of common learning" and a "broad-based education" for degree recipients, but also to enable students to move beyond their program areas and "meet critically, objectively, and successfully the challenges of education, work, and life." The college's general education program is strong evidence that WCC takes seriously its role of providing comprehensive academic offerings that promote a life of learning for students. As noted in Criterion Three, associate degree students develop skills and knowledge in the following general education areas, or "strands":

WCC's General Education Philosophy

General Education is highly valued at Washtenaw Community College because it develops and nurtures certain habits of mind that reach beyond a student's area of academic emphasis and enables the student to meet critically, objectively, and successfully the challenges of education, work, and life. By requiring a strong core of common learning, the College demonstrates its commitment to providing a broad-based education to all degree recipients, which includes useful skills, knowledge, and experiences to support a variety of lifelong endeavors. To this end, it shall be the policy of the College to maintain a substantial program of general education.

The College defines general education as a prescribed curriculum that assures a broad acquaintance with the basic areas of academic study. The general education requirements are designed to provide degree students certain skills and knowledge that include an understanding of and appreciation for the important modes of human thought, communication, and inquiry.

(From WCC's *General Education Philosophy and Requirements Board Policy 3045*)

- Writing
- Speech
- Mathematics
- Natural Sciences
- Social and Behavioral Sciences
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

General education requirements are clearly set out for all associate degrees, with that portion of the degree ranging from 18 to 21 credits for the Associate of Applied Science degree to 27 to 30 credits for the Associate of Arts and Associate of Science degrees. Students choose from a lengthy list of approved courses to satisfy each of the first six general education areas (for a full listing of accepted courses, see the [*College Bulletin*](#), pp. 68-69). Critical thinking outcomes are embedded in courses meeting those six areas; thus, completion of coursework constitutes completion of the critical thinking requirement. The computer literacy requirement is fulfilled by passing the college's Computer Information and Literacy Test with a score of 70% or higher or by passing one of several specified courses. For those strands fulfilled by coursework, a wide variety of courses are offered to provide the broadest possible educational options. In some strand areas, such as mathematics or social and behavioral sciences, students may select from almost any college (above 100-level) course within those areas; this gives students an exceptional diversity of courses to choose from. Certain programs may require specific general education courses for their degree programs (for example, students in the Radiography program must take Mathematics for Radiography [MTH 166]). Students may also be directed by a counselor or advisor (or via information on the website or in the bulletin) to take a course to ease transfer; for example, a number of courses meeting WCC's general education requirements also fulfill the diverse world requirement at Eastern Michigan University, WCC's largest transfer institution. The Vice President for Instruction approves courses for general education based upon the recommendation of the curriculum committee; new or existing courses that are proposed to meet the general education requirements are reviewed by the committee and Vice President on an individual basis to ensure they address the appropriate outcomes for the strand and critical thinking.

lege participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement to facilitate transfer from Michigan community colleges to most baccalaureate colleges and universities. The agreement provides for transfer of up to 30 semester credit hours to meet many (and in some cases all) of the general education requirements at participating four-year institutions. While the agreement does not apply to all of WCC's transfer partners (the University of Michigan is a notable exception to the agreement), many Michigan four-year institutions participate, including neighboring Eastern Michigan University. WCC works collaboratively with EMU to provide many opportunities for transfer of general education credit, and offers a large number of courses that meet EMU's diverse world requirement (Core Component 4c). In addition, a new math course, Everyday College Math (MTH 125), was developed at WCC to mirror EMU's quantitative reasoning requirement.

WCC's general education program underwent substantial change in 2000, and has continued to evolve as it has been assessed. A detailed discussion of general education program assessment and results can be found in Criterion Three. As noted in Core Component 3a, faculty have recently developed outcomes aligning with the general education strand descriptions to improve the measurability of the areas, as well as the functionality of the requirements. This work was initiated by the Vice President for Instruction in 2006 and was carried out by faculty representing the general education areas through 2008. The creation of more measurable outcomes to accompany the strand descriptions also led to updated assessment plans and, in some cases, revised assessment tools for certain areas. The work of creating outcomes and the collection and analysis of assessment data has also generated discussion between curriculum committee, assessment committee, and a number of faculty concerning the effectiveness of some of the general education strands.

As with courses and programs, general education assessment reporting now occurs every three years. Assessment results (see Core Component 3a) have shown that student have been meeting learning outcomes for general education; however, it is understood that not all the general education strands have equally strong assessment measures or methodologies. For example, the college has not adjusted the computer and information literacy assessment tool since it was first put into place; while students have overwhelmingly met the standards set for the assessment instrument, questions remain whether students were really meeting learning outcomes in light of current technologies they might encounter in coursework and beyond. Because of changes in technologies and student computer skills at entry, the nature of this requirement is currently undergoing reexamination. A study group of key faculty and administrators are currently examining new and more appropriate assessment tools, as well as the potential value of moving computer literacy to an entry rather than a general education requirement.

Ongoing transformations to instructional technology in general education courses must also be considered. One goal of the assessment committee is to expand its next scheduled cycle of general education assessment in 2010 to include more distance and blended sections of courses fulfilling general education requirements, as to date few such course sections have been incorporated into the assessment sample (although it should be noted that in areas for which such sections were included, for example an assessment of the math strand in 2007, students achieved all learning outcomes comparably, regardless of delivery mode [see [General Education Assessment Mathematics Report](#)]).

Because no single department has responsibility for administering, collecting, and analyzing general education assessment data, the use of assessment information is not consistent across the general education strands. The assessment committee serves as a point of communication for faculty involved in general education assessment, and continues to examine best practices for distributing and using assessment data to improve student learning in the general education areas. Assessment of student learning of general education outcomes over the last several years has illuminated many of the complexities of creating a meaningful program of general education for students. For example, challenges in assessing the area of critical thinking have led to conversations in committee and at faculty meetings concerning the nature of the requirement and how the college might improve student learning as well as assessment in that area. Struggles in students meeting the critical thinking outcome and poor assessment results have revealed the difficulty in consistently including such an outcome across all general education courses. Assessment will continue to be one important tool by which the college will evaluate the various aspects of the general education program and ensure it persists in providing students with a breadth of knowledge that encourages inquiry and promotes continued learning.

Programs for Careers and Transfer

As stated in WCC's policy, all aspects of the college curriculum "are rooted in WCC's mission statement, with different parts of the college's diversified offerings designed to serve the needs of different student populations" ([Curriculum Purpose and Effectiveness Policy 3043](#)). Degree and certificate programs are the cornerstone of a varied curriculum that is constructed to deliver an extent of knowledge to students, including the following:

- 113 active degree and certificate programs and 1,205 credit courses (Fall 2009)
- 55 program-specific articulation agreements with colleges and universities across the country, including 20 with Eastern Michigan University, WCC's largest transfer partner

- Four levels of certificates to address different career entry or advancement needs
- Three associate degrees to address different needs for transfer or job entry

Two of the most important functions of the college are to provide occupational/career education and transfer/liberal arts education. Degree and certificate awards in occupational areas, which include far more short-term certificate programs, outnumber those in liberal arts or traditional “transfer” areas; on the other hand, enrollment in liberal arts courses (which frequently are used for transfer credit) typically outnumbers that in occupational courses. Moreover, the associate’s degree program consistently having the largest number of graduates is the liberal arts transfer program; many occupational programs transfer to four-year institutions, so the dual functions of providing career and transfer education are intertwined as part of the college mission. In 2007-08, 1,519 degrees and certificates were awarded in occupational programs, some of which transferred to four-year institutions, while 242 degrees and certificates were granted in liberal arts programs. In that same year, about 65% of total course enrollments were in liberal arts courses, with the remaining 35% in occupational courses (*Summary: WCC Students Seek Education for Employment, Transfer, or Both*, p.1).

For both occupational and transfer students, however, continued education is a priority. In the Graduate Exit Survey given to students completing programs and the Graduation Follow-Up survey administered to students six months after graduation, WCC students are asked about plans to transfer to a four-year institution. The majority of liberal arts students (approximately 58%) indicated transfer as their main reason for completing their programs as part of the Graduate Exit Survey, while 40% to 55% of occupational students indicated job-related reasons for completing their programs. Following graduation, however, over 70% of liberal arts majors and 50% to 80% of occupational majors (depending on major field) indicated on the Graduate Follow-up Survey that they planned transfer to a four-year institution. In 2006-07, 62% of liberal arts graduates and 30% of occupational graduates had applied for transfer to a four-year institution in the 12 months prior to completing the survey (*Summary: WCC Students Seek Education for Employment, Transfer, or Both*, p.2-3).

While collection of meaningful transfer data on community college students from WCC’s perspective has historically been a challenging undertaking, feedback from Eastern Michigan University suggests that WCC students transferring to the college’s largest transfer institution are, in fact, successful in making the transition to that four-year institution. A comparison of community college transfers with EMU native students reveals that the average number of EMU credit hours earned by WCC students compared to credit hours attempted

is similar to students from other community colleges, as well as EMU native students (with a WCC transfer student average of 67.04 credits attempted versus 57.98 credits earned). Moreover, after earning 24 or more credits at EMU, students who had transferred from WCC had a higher average EMU grade point (3.13) than students from other Michigan community colleges (3.06) or EMU native students (2.96 for juniors) (table 7.5). Data shown here from fall 2008 is fairly consistent with data from the previous four years (*Comparison of Community College Transfers with EMU Natives Fall 2008*). This data suggests that WCC students are receiving a firm preparation for upper-level college work and continued learning at the next stage of higher learning.

Table 7.5 Comparison of Community College Transfers with EMU Native Students Fall 2008

Prior college attended	Count	Average EMU Hours Attempted	Average EMU Hours Earned	Average EMU GPA
WCC	1,265	67.04	57.98	3.13
EMU Native Freshman (0-24 credits)	397	40.45	31.20	2.34
EMU Native Sophomore (25-55 credits)	1,852	55.28	47.02	2.85
EMU Native Junior (56-84 credits)	1,458	89.98	77.57	2.96
EMU Native Senior (85 credits and higher)	2,131	133.14	117.72	3.09
Other Michigan Community Colleges	2,732	70.84	61.13	3.06
Other University or Colleges	2,875	69.53	59.97	3.14

Source: *Comparison of Community College Transfers with EMU Natives Fall 2008*, EMU Office of Institutional Research and Information Management

WCC has documented achievement in preparing students for a life of work, as well as additional higher education. Students who complete programs in career education have reported success in attaining employment related to their education, with approximately 60% reporting being employed in a field related to their major just six months after graduation. Those employed in a field related to their program also responded overwhelmingly (94%) that their education at WCC had made a “positive difference” (“a lot” or “some”) in their current employment; 70% of those who were employed but in fields unrelated to their major responded positively (*Graduate Follow-up Survey 2005-06 Narrative*, pp. 4-7).

The college seeks to help students complete certificates and degrees as they move forward in their educational pursuits. By creating career-oriented, progressive certificates and developing certificates and degrees in innovative and high demand fields, the number of awards

granted has increased dramatically, with the number of certificates earned increasing 58% and the number of degrees increasing 25% over the last four years (*Annual Student Profile 2007-08*, p. 4). Examples of cutting edge and creative programs can be found throughout this report: additional examples include the Internet Professional program, a model program designed to meet the needs of the web development industry; a Computer Forensics program designed to instruct students on how to handle digital defense issues for business and government; and Custom Cars and Concepts, which gives students advanced skills in creating rolling showpiece automobiles. Forty-four new certificates and degrees have been created in the last five years at WCC, which are supported with state-of-the art classroom and laboratory spaces and a campus which has been upgraded throughout during the last decade (Core Component 2b).

Co-Curricular Opportunities

The college recognizes the importance of out-of-classroom, curriculum-based learning opportunities to enhancing the educational experience. Opportunities for independent learning in programs of applied practice are provided in courses with internship, co-op and practicum options. Through curricular and co-curricular experiences provided at WCC, students also learn the importance of social responsibility and have the chance to engage with others in the college and local community.

Workplace Learning

WCC has multiple options for students to pursue workplace learning while studying at the college. For example, the college has an established process for overseeing cooperative workplace learning that ensures quality co-op experiences for students. Most technical, business, and computer programs offer a cooperative option for students supervised by a faculty sponsor (*Cooperative Education* website). Since 2004, there have been more than 200 enrollments in co-op courses (*Co-op Course Enrollments 2004-09*). Internships, co-ops, and practicum experiences are required as part of programs in areas such as Human Services, Broadcast Arts, Hospitality Management, Child Care Professional, and Electronics Computer Systems Technology. Clinical experiences and lab practice are requirements of the Dental Assisting Nursing transfer, Registered Nursing, Pharmacy Technology, Physical Therapist Assistant, and Radiography programs. Other disciplines incorporate capstone, job-focused experiences into their programs; for example, in Automation Technology, students take the course FIRST Robotics Competition (ROB 172), in which they prepare and build a robot to participate in the regional FIRST robotics competition (*ROB 172 Course Description*). A highly visible example of workplace learning is the Food Service Management course (CUL 150), part of the Culinary and Hospitality Management program; in this course, students operate Garrett's, a full-service restaurant on campus open to the public,

including applying techniques related to guest service strategies and management trends.

The college's Employment Services Center is supported by an annual budget of \$224,867, which provides comprehensive services to students seeking assistance with workplace learning or preparing for the job market, including help with job searches, résumé preparation, advising, employability skill workshops, work study placement, posting résumés online, and other references ([Employment Services Center website](#)). In addition, the Center sponsors large job fairs twice a year that are open to students, alumni, and the community; the fairs attract a broad range of local employers factitively recruiting qualified applicants.

The Center offers other special events to encourage continuous skill development for all students: for example, in 2008, it co-sponsored a conference with Learning Support Services and community agencies entitled, "E-3: Educating, Empowering, Employing . . . Persons with Disabilities." The goal of the conference was to provide students with disabilities information on preparing for and seeking employment. It included an employer panel that met with students and answered questions about résumés, interviewing, and accommodations.

Curricular-related Learning Experiences

Many academic departments incorporate external experiences into their programs and courses that are related to the curriculum and supported financially by the college. The Student Activities Office has an annual budget of \$359,555 (2007-08), which includes \$500 dollars allocated for faculty mini-grants dedicated to co-curricular activities for students for each class during the academic year. The WCC Foundation also provides scholarships for student participation in curriculum-related activities and academic competitions. For example, in 2007-08, the Foundation provided \$14,000 to support students attending academic competitions for programs related to radiography, Phi Theta Kappa, and Business Professionals of America. The Foundation has also provided financial support for other co-curricular endeavors, particularly for international experiences: in both 2005-06 and 2007-08 it provided radiography students with \$10,000 to excavate mummies and conduct radiographic research in Peru; in 2007-08 it also provided approximately \$20,000 to support foreign language immersion for Spanish students studying in Costa Rica, and digital photography students studying in Florence, Italy ([Foundation Summary of Funded Grant Applications 2007-08](#)). Further international experiences will be discussed in Core Component 4c.

Faculty at WCC utilize creative and effective methods to bring external or unique experiences into their courses to enhance and expand the learning experience for students. Such opportunities are intended to promote further inquiry and, in some cases, a sense of social respon-

sibility, on the part of students. In the Faculty and Staff 2008 Survey, 176 faculty respondents indicated their students had participated in the following learning activities as part of courses taught in the previous 12 months (table 7.6):

Table 7.6 Learning Activities in Courses in the Last Year

Activity	Number of responses
Internships	36
Community service	52
Outside speakers	90
Field trips	64
Attending local performances	43
Class-related trips	49
Other	28
Total	362

Source: *Faculty and Staff 2008 Survey*

Faculty have provided numerous examples of course-related public performances and exhibitions that students participated in during the previous year, such as attendance at art and museum exhibits (at WCC, the Detroit Science Center, the Cincinnati Underground Railroad Museum, the Arab-American Museum in Dearborn, the African American History Museum in Detroit, and the Detroit Institute of Arts); poster displays for environmental issues and theater productions; hosting and participating in open-mic and poetry readings on and off campus with the WCC Poetry Club; attendance and participation at Toastmasters meetings; and attendance at performances sponsored by the University of Michigan’s University Musical Society. In addition, many faculty have sought to promote the linkage between the curriculum and activities that teach social responsibility. A few examples of such projects faculty have incorporated into their courses and programs recently include the following (*Faculty and Staff 2008 Survey*, p. 16):

- Nursing students studying pediatrics participated in a “teddy bear clinic” at the Ann Arbor Hands-On Children’s Museum, as well as the WCC Children’s Center; students presented health information to children and their guardians using a hands-on approach.
- Dance students have presented dance performances at nursing homes, a benefit for peace, and the University of Michigan’s Mott Children’s Hospital.
- Students in several math courses have gone to local elementary schools to help teach math.
- Culinary Arts students who worked in the full-service, student-run

Garrett's restaurant on campus contribute apportion of their gratuities to a community services fund; as a class they decide which charitable organization to support, and have recently contributed to the Humane Society of Huron Valley and the Delonis Center for the homeless in Ann Arbor.

- Students in the automotive area have restored automobiles to donate to charitable organizations, most notably a vintage truck for the Make-A-Wish Foundation.
- Graphic design students have created posters for non-profit organizations and for the college community, and in a unique class assignment interviewed people in the community and turned that experience into a graphic design representation of the interview.
- Students in some courses give presentations related to their community activities: examples cited include speaking at a city council meeting, volunteering at a child's school, and participating in the Kiwanis Club.

Student Activities Supporting Social Responsibility

In addition to many faculty engaging students in activities within and beyond the classroom to nurture a sense of social responsibility, the Student Activities office provides multiple opportunities for students to become involved with the community. One area in which this is especially evident is environmentalism, as demonstrated by the college's commitment to sustainability as signatory to the American College and University Presidents Climate Commitment. With Student Activities, WCC's chapter of Phi Theta Kappa and the college's student Environmental Awareness Club have helped sponsor monthly environmental lectures examining ways to live responsibly while protecting natural resources; lectures have included an "Ann Arbor Renewable Energy and Energy Conservation" with Ann Arbor mayor John Hieftje, green building seminars on how to "green" one's home, and seminars on strategizing to save money by reducing one's personal carbon footprint.

Student Activities sponsors additional opportunities for students to develop as responsible citizens. In 2006 and 2007, the office hosted a volunteer fair and invited local non-profits to talk to students about volunteer opportunities; the college is considering making this a biennial event to encourage student volunteerism. A significant effort was made in 2008 to encourage students to register to vote in the general election and educate potential voters about candidates and political issues. Sponsored by Student Activities, the student-run WCC Votes campaign involved volunteers from all areas of the campus who staffed tables, created educational displays, and ultimately helped 729 students register to vote. On Constitution Day, a March on the Vote

representative demonstrated the voting process to students in conjunction with the program. Members of Phi Theta Kappa also participated in *Project Vote Smart* to provide objective information on candidates and issues; this group in particular, engages its members in modeling a life of community service on campus through many events, such as the environmental lecture series, the Better World Book Drive, the American Cancer Society Relay for Life, Project Graduation to collect food and personal items for displaced local families, and many other service projects (*Phi Theta Kappa Events and Service Opportunities*).

Other examples of organizations and activities that offer students an opportunity to engage with and serve their college and community include involvement with the following:

- The American Heart Association Michigan Heart Walk held at WCC in 2008 and 2009 and is planned to be an annual event.
- Light the Night Walk benefiting the Leukemia and Lymphoma Foundation (2008 and 2009); in 2008, 23 walkers raised almost \$700.
- The American Red Cross Blood Drive; blood drives are hosted on campus twice yearly, and normally collect 75 pints of blood at each drive.
- United Way Youth Day of Caring; 2009 will be the fourth year that Student Activities has collaborated with Washtenaw Area Teens for Tomorrow to recruit students to serve as youth leaders and supervise youth 11 and 17 years of age as they disperse to different non-profit agencies in the area to work on community service projects such as gardening, cleaning playground areas, and painting.
- Earth Day; each year Student Activities helps organize and host the annual Earth Day event on campus.
- Building projects for Habitat for Humanity, Growing Hope, and Boys and Girls Club and the City of Ypsilanti.
- Clothing drives for the Ann Arbor Community Center (2008).
- In 2006, students participated in sending almost 400 care boxes to soldiers serving in Iraq.
- “Recycle Your Shoes,” an event in 2008 in which donated shoes were given to a facility in Lansing, which recycled them into material to be used in playgrounds.
- Cell phone collections, which were donated and converted to funds for Safe House Center for survivors of domestic violence.

Finally, perhaps one of the most obvious examples of the college's commitment to encouraging student social responsibility through a life of learning would be the establishment of a degree program that is centered on a field of study that aligns with WCC's deep dedication to sustainability: faculty are currently developing a program in environmental science, and faculty across the college are being encouraged to seek new ways to incorporate sustainability into their courses ([*Dale Petty Sabbatical Report*](#)).

Student Perceptions

Students consistently provide feedback to the college indicating that they are extremely satisfied with the breadth and depth of their learning experiences at WCC. According to the most recent annual Current Student survey in fall 2008, the majority of students feel that WCC is preparing them for transfer (with approximately 70% responding that the college was preparing them “a lot” or “some” for success at their future college or university if they were planning to transfer); approximately 65% feel their studies have helped or will help them to obtain employment; and almost 70% feel that their studies have helped or will help them improve job skills. In specific questions related to Criterion Four that were included in the 2008 survey, students also indicated a very positive response to questions about the breadth of general knowledge received at the college: over 91% of students responded that their studies at WCC have enriched or will enrich their knowledge, and that their WCC experience has contributed to their breadth of general knowledge either “a lot” or “some.” Finally, nearly 80% indicated that their experience at WCC has encouraged them to “embrace learning as a life-long commitment” (table 7.7) ([*Current Student Self-Study Survey Fall 2008*](#)).



Table 7.7 Current Student Self-Study Survey 2008 Results: Criterion Four

	A lot	Some	Very little	Not at all	Don't know/NA	Total
If you plan on transferring to another higher education institution, to what extent do you think that WCC will prepare you for success at the college or university that you plan on attending?	46% N=86	23.6% N=86	2.5% N=9	1.1% N=4	26% N=96	99.2% N=362
To what extent do you think that your studies at WCC have helped you or will help you obtain employment?	32.3% N=118	32.3% N=118	6.3% N=23	4.4% N=16	23% N=84	98.4% N=359
To what extent do you think that your studies at WCC have helped you or will help you obtain promotion?	17% N=62	27.4% N=100	9.9% N=36	6.6% N=24	36.7% N=134	97.5% N=356
To what extent do you think that your studies at WCC have helped you or will help you obtain higher pay?	26% N=95	29.9% N=109	8.2% N=30	5.8% N=21	27.1% N=99	97% 354
To what extent do you think that your studies at WCC have helped you or will help you improve job performance?	31% N=113	31.8% N=116	6.3% N=23	5.2% N=19	22.5% N=82	96.7% N=353
To what extent do you think that your studies at WCC have helped you or will help you improve job skills?	37% N=135	32.6% N=119	6.6% N=24	3.6% N=13	18.4% N=67	98.1% N=358
To what extent do you think that your studies at WCC have helped you or will help you enrich your knowledge?	66% N=241	25.5% N=93	1.6% N=6	0.5% N=2	4.7% N=17	98.4% N=359
To what extent has your experience at WCC contributed to your breadth of general knowledge?	46.6% N=170	44.7% N=163	2.7% N=10	1.1% N=4	4.4% N=16	99.5% N=363
To what extent has your experience at WCC given you the knowledge to work and live in a diverse and global society?	34% N=124	41.1% N=150	8.2% N=30	3.8% N=14	11.2% N=41	98.4% N=359
To what extent has your experience at WCC encouraged you to embrace learning as a life-long commitment?	44.4% N=162	34.8% N=127	9% N=33	3% N=11	6.8% N=25	98.1% N=385

Source: *Current Student Self-Study Survey Fall 2008*

Strengths for Core Component 4b

- The college's general education program includes a broad range of skills and knowledge required for success in future work, life, and learning; the comprehensive list of course options allow students a wide variety to choose from, including courses that sometimes meet content requirements for specific program needs. The recent creation of more detailed, measurable learning outcomes that accompany the general education strands have clarified the assessment and understanding of expectations for each area for faculty.
- The college has an excellent record of developing new programs that meet the needs of the changing workplace, new technologies, and current trends in education. Those programs are supported by outstanding, well-maintained facilities and technologies. In addition, WCC's progression of certificates through associate's degrees encourages students to pursue continued learning through a variety of streams and for a variety of purposes. Student feedback and data suggest the college is preparing them well for continued learning on the job and for transfer to other colleges and universities.
- A wide variety of academic programs offer experiential components to support inquiry, practice, creativity, and social responsibility. Many of these activities are supported through faculty mini-grants or other assistance awarded by the WCC Foundation.
- A diversity of co-curricular activities is provided by faculty through courses and programs, through Student Activities, and through other venues such as the Employment Services Center. These activities ensure students have opportunities to apply what they learn in the classroom to their connections within the college and the community. A deep focus on service and engagement in socially conscious activities such as sustainability and citizenship is fostered through faculty encouragement, Phi Theta Kappa, Student Activities, and multiple student clubs and organizations. Students report feeling a high degree of satisfaction with the breadth of knowledge they are receiving at the college and feel a life of learning is encouraged.

Areas for Improvement for Core Component 4b

- While the creation of outcomes for the general education areas has greatly improved assessment and the understanding of the strand areas, a wider distribution and transparency (for example, to part-time faculty) across the college is desirable. As assessment results continue to undergo evaluation, challenges in the general education program, such as the consistency of the critical thinking outcome across all courses, need to be addressed.

- WCC offers a comprehensive catalog of program offerings, yet students do not always have a systematic way to get adequate information from faculty on how to progress through a program. Consequently, some students are left to determine program sequencing on their own, often making wrong choices and deterring themselves in reaching their educational goals.
- A stronger linkage between academic and co-curricular activities (which is an institutional goal for 2008-09) would increase the impact and participation in such activities across the campus. Likewise, tracking of student and faculty involvement in such activities is currently inconsistent, making it more difficult to evaluate the effectiveness of such activities over time or in relation to curriculum.

Future Focus for Core Component 4b

- Continue to evaluate the effectiveness of the general education model and outcomes in meeting the needs of students with emphasis on providing broad, lifelong knowledge and skills in intellectual inquiry. Based on assessment results and curricular needs, the college should continue to evaluate and adjust the computer and information literacy requirement and assessment methodology to best meet the learning outcomes for this area. Likewise, the college should continue to evaluate the critical thinking requirement and determine the best practice for ensuring those learning outcomes are effectively included, assessed, and met within the broader general education program.
- Continue to expand the link between instructional and co-curricular activities and seek innovative ways to increase and track student participation in such activities.

Core Component 4c

Washtenaw Community College recognizes that for students to be successful in life they must be equipped to thrive within a global society that is shaped by a diversity of cultures, ideologies, and beliefs, and driven by

constantly changing technologies. The college meets this challenge by offering students a “multifaceted, flexible, innovative, and dynamic curriculum that is designed to meet both current and future educational requirements” (*Curriculum Purpose and Effectiveness Policy 3043*). The Curriculum Purpose and Effectiveness Policy further as-

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

serts WCC's commitment to evaluating its curricula in light of student, business, community, and other needs: "Curricular excellence is maintained by conducting ongoing assessments of community needs, students needs, and the external educational requirements needed for students to succeed. The goal is to maintain a strong match between student and community needs and the curriculum. This is accomplished through the assessment of student and community requirements, and the subsequent assessment and adjustment of the curricula to match those requirements." A critical part of assessing the effectiveness of the educational experience at the college is examining how well it prepares students to function in a global, diverse, and technological society. Faculty, staff, and external experts at WCC are involved on many levels, both formally and informally, to ensure that the curriculum meets these needs even as changes occur.

Advisory Committees

In 2007-08, there were 21 active program advisory committees contributing to the evaluation and improvement of academic programs at WCC ([Advisory Committee Member Listing 2007-08](#)). Advisory committees, which may be comprised of representatives from businesses or organizations, community members, program alumni, and experts in the field (as well as a faculty liaison), are integral to promoting the currency of programs; they meet a minimum of four times throughout the academic year to review program curricula and suggest adjustments in response to changes in industry. Committees submit minutes and final reports to document their accomplishments; in many cases, advisory committees have a direct and even profound effect on the outcome of a program. For example, in 2007, the Automotive Service Technologies programs were under consideration for discontinuation by the college due to perceived lack of success by graduates; assistance and input from advisory committee members enabled faculty to gain support from alumni and employers for their programs and provide plans for future coursework, thus bringing the programs up to date and no longer at risk of discontinuation ([Advisory Committee Reports 2007-08](#)).

Other examples of recent curricular improvements achieved through the work of advisory committee input include the Internet Professional department creating a Web Coding IV course to meet student employment needs better; the Physical Therapist Assistant program moving Clinical Education I (PTA 230) from the Spring/Summer semester to Winter semester to bring the program in line with the Commission on Accreditation in Physical Therapy Assistant Education's (CAPTE's) requirement of five semesters for the PTA program; and the Computer Information Systems department, with input from the committee, consolidating degree and certificate programs to ease transferability and career laddering ([Advisory Committee Reports 2007-08](#)).

Program Accreditations

Another key component in assuring curricular currency is accreditation of academic programs by national or regional accrediting agencies. The self-study and site visit process required for program accreditation prompts self-evaluation and continuous improvement of programs and services within a program area, as well as ensuring high standards of quality and relevancy. Programs maintaining accreditation include nursing, dental assisting, pharmacy technology, physical therapy assistant, radiography, culinary arts, automotive services, and the police academy (for a complete listing, refer to Core Component 1e).

Program Review

As described in Core Component 2c, a program review process has recently been instated by which all programs at WCC will be scheduled to undergo periodic program review by the Vice President for Instruction and the instructional deans. Each fall, programs assessed for student learning outcomes the previous year will be reviewed, with factors such as assessment results, enrollment and completion rates over several years, advisory committee feedback, and other information taken into consideration. In this way the relevancy, effectiveness, and quality of a program can be monitored on an ongoing basis. Additional data, such as that found in the Graduate Follow-Up Survey or benchmark data, can provide information to verify the efficacy of a program in meeting certain goals.

In addition, the college completes the state-mandated Perkins Review of Occupational Education (PROE) for its occupational programs each year. This program review is required for Perkins funding, and mandates that a number of programs each year undergo a detailed review, placing all such programs on a five-year cycle. Reporting, which is completed in cooperation between the Institutional Research department and the Office of Curriculum and Assessment, includes core performance indicators and survey feedback from students, advisory committee members, and faculty. The college must include an action plan and timeline to address any areas found in need of improvement (*2007-2008 PROE Evaluations*).

Curricula for a Global and Diverse Society

WCC students are offered a variety of curricular options to develop knowledge about global issues, diversity, and the world around them, ranging from foreign language courses and diverse student clubs to international activities on campus and study abroad programs. Faculty and staff feel the college does a good job of providing students with opportunities in this area, with 86.2% of respondents on the Faculty and Staff Survey 2008 responding that curricular offerings at WCC help students be successful in a global society. Students agree, with just over 75% indicating on the Current Student Survey 2008 that their

WCC General Education Courses Meeting Eastern Michigan University's "Perspectives on a Diverse World" Requirement

Social and Behavioral Science
Introduction to Cultural Anthropology (ANT 201)
International Economics (ECO 280)
World Regional Geography (GEO 101)
African American History (HST 150)
History of the Holocaust (HST 230)
African History (HST 235)
The History of the Modern Middle East, 1798-Present (HST 240)
War in the Modern World, 1500-Present (HST 251)
Introduction to Comparative Government (PLS 211)
Race and Ethnic Relations (SOC 205)

Arts and Humanities

Art and Culture of Afro-America (ART 143)
Monuments and Cultures (ART 150)
Dance Appreciation: The World of Dance (DAN 180)
African-American Literature (ENG 181)
World Literature I (ENG 213)
Literature of the Non-Western World (ENG 214)
World Literature II (ENG 224)
Multicultural Literature for Youth (ENG 242)

Speech

Intercultural Communication (COM 225)

experience at WCC has given them the knowledge to work and live in a global and diverse society either “some” or “a lot” (table 7.7).

The college’s general education program required for associate degree students does not have a specific global education or diversity requirement; however, a wide range of available courses in the arts and humanities, social and behavioral science, and speech strands address global awareness and/or diversity (see sidebar this page). These courses are specifically reviewed and approved for transfer to Eastern Michigan University to meet its “Perspectives on a Diverse World” general education requirement, which includes global awareness and diversity in the United States.

All courses are assessed for their general education strand learning outcomes on a three-year cycle; in addition, each course undergoes course assessment for student learning outcomes every three years to ensure that those outcomes, many of which are related to globalization or diversity, are being met. Every three years each course is reviewed by the department chair, dean, Curriculum and Assessment Committees, and Vice President for Instruction to ensure that the course is appropriate to the college’s mission, academic program (if appropriate), and suited to the needs of students relative to the current demands of the workplace and society (see Criteria Three for additional information on curriculum review).

The college has also acted on local needs and global issues where appropriate. In 2008, for example, the college added Arabic credit courses to its curriculum, in addition to its existing Spanish, French, and German courses. This was in response to both the increasing global importance of the Arabic language and culture, and needs in the surrounding communities including in the greater Detroit area, which has one of the largest and most diverse Arab-American populations in the United States.

Study Abroad

At the time of the last self-study, WCC offered limited study abroad opportunities. In the last 10 years, the college has demonstrated that it values international experience by developing its own mechanisms for supporting study abroad, as well as making opportunities sponsored by other institutions available to interested students. As early as 2001, the college had developed rough guidelines and a preliminary budget for faculty wishing to seek funding for curriculum-related trips with students or individual trips abroad to investigate trip locations or pursue teaching-related research. The first sponsored trip was sending radiography students and faculty to Peru to excavate and x-ray mummified remains and artifacts as part of an archaeological dig, an experience that the department continues to repeat each year. The college now has a formal process, including an [*International Travel Application*](#), [*Faculty Travel Request*](#), [*Guidelines for Developing a Class*](#)

at an International Site, Release of Liability (required for all students traveling outside of the United States), and an *International Travel Handbook* for faculty and students who wish to study abroad. The college also provides low-cost insurance options for all students traveling abroad. An annual budget of \$7,000 supports faculty site visits to prepare for course-related trips, with the college paying up to half of related costs for such excursions. The budget also provides funds “on loan” to purchase airline tickets for students in advance of trips which are reimbursed once fees are collected from students. Student scholarships are not provided through the international study fund, but may sometimes be obtained through the WCC Foundation.

Between 2002 and 2009 WCC sponsored over 40 trips abroad in which over 550 students participated, as well as a number of trips for individual faculty (*International Trip Participation 2002-09*). Trips have included photography study abroad in Japan and Italy (with a trip in May 2009 in Morocco; see *Study Abroad: Morocco Trip* website); culinary arts experiences for faculty and students in France, England, Italy, and Asia; trips for drama students to the Stratford Festival in Stratford, Ontario; visits to the Montreal World Film Festival as part of a world cinema course; and foreign language immersion experiences in Costa Rica, Mexico, Cuba, and Spain. The college carefully selects and supports study abroad experiences that align with the curriculum, thus enabling participating students and faculty to return to campus to share their expanded, more global perspectives with other students and colleagues, with the goal of enlarging the attitudes of others across campus. Some examples include the following:

- Culinary arts instructor Jill Beauchamp shared her experiences in 2007 studying the cuisine of Hong Kong, Bangkok, and Singapore with culinary arts students in WCC’s Food Service Management Course. Upon her return, students created several extravagant Asian-themed meals at WCC’s Garrett’s restaurant for students, faculty and staff as part of multidisciplinary activities relating to the cuisine and culture of Asia that took place in collaboration with the University of Michigan University Musical Society (*Study Abroad Report: Asia*).
- In 2006, photography instructor Don Werthmann and 11 students spent two weeks in Hikone City, Japan (one of Ann Arbor’s sister cities) for an immersion experience in Japanese culture and customs as part of a non-credit digital photography student abroad course. From there students visited Kyoto, Osaka, Hiroshima and Tokyo. Images were placed on exhibit on the college website and in the Gunder Myran Building on campus near the library so that students’ perceptions from their experience could be shared with the larger WCC student population (*Study Abroad Report: Japan*).

Starting in the summer of 2009, the college will offer students additional opportunities to study in more than a dozen foreign countries

through a partnership between WCC and AHA International, an academic program of the University of Oregon. WCC students can study in Argentina, Australia, Austria, England, France, Ghana, Greece, Ireland, Italy, Mexico, Morocco, New Zealand, and Spain, and will have the opportunity to take classes in languages, literature, history, political science, economics, or other subjects. Courses will be taught by faculty from American and foreign colleges and universities and students will receive WCC credit for the classes.

Globalization and Diversity on Campus

As noted in Criterion One, diversity is one of Washtenaw Community College's stated values. Students at WCC are surrounded by a diversity of people, cultures, ideas, and beliefs on a daily basis simply by coming to campus, where students from over 100 countries arrive in a given year. While there is no specific curricular "diversity" requirement in the college's general education program, many of the courses that meet the general education requirements address topics related to diversity, as described above. Moreover, an abundance of student activities, services, and clubs support international and diverse populations on campus, including the following:

- An International Student Services Center provides support for international students, offering the services of a dedicated international student advisor.
- For over 15 years, WCC has offered a day-long international celebration to highlight the diversity of its students and the local community with food, dance, authentic costumes, handicrafts, and performances. Typically, students and families from over 60 countries participate, with proceeds benefitting scholarships for international students.
- Student clubs support a diversity of groups, including a thriving Muslim Student Association, the African American Student Association, the Gay and Straight Alliance, the Christian-based club F.L.I.G.H.T., and others.
- Student Activities offers numerous activities promoting global awareness, diversity, tolerance, and respect for others cultures, such as Martin Luther King, Jr. Day activities, visits to the Museum of African American History in Detroit, and performances by groups such as the Hubbard Street Dance Company, Shen Wei Dance Arts, and Yo-Yo Ma Silk Road Ensemble.

Technology

The ability to use technology effectively and critically is absolutely vital for success in today's rapidly changing world. WCC emphasizes the importance of preparing for a technological society by requiring

computer and information literacy of every student graduating with an associate's degree. By the college's definition of general education, students should be able "to use computer information systems, including using software" and be able "to locate, retrieve, and evaluate networked information" (*General Education Philosophy and Requirements Policy 3045*). This requirement ensures that every WCC associate degree graduate has the basic computer skills to function in today's workforce. As mentioned earlier, the college assesses this requirement through competency testing, and students have consistently met the outcomes; as technologies evolve, it is critical the assessment tool remains relevant and appropriate to current technologies.

Students are exposed to a variety of technologies on campus. For example, Blackboard course software is increasingly used across campus by students to access course information and interact with instructors and other students online. In fall 2008, Blackboard was utilized in 715 WCC course sites representing 837 course sections, and was used by 380 instructors and 9,896 students; by winter 2009, that number had increased to 758 course sites representing 877 course sections, with use by 418 instructors and 10,382 students. (*Blackboard Statistics for Credit Courses 2007-09*). Growth has also been demonstrated in the college's use of distance learning through the increase in College on Demand online and blended course sessions. As mentioned in Core Components 2a and 3c, success in such courses is promoted through careful preparation and meeting of grade point requirements, credit attainment, and clear preparation to take an online course. Faculty and staff clearly feel that the college excels in this area, with 91.2% of respondents either agreeing or strongly agreeing that curricular offerings at WCC prepare students to succeed in a technological society (*Faculty and Staff 2008 Survey*).

On campus, approximately half of the 125 classrooms are considered "level three" classrooms, with multimedia projectors, faculty workstations, computers, and Internet capability. There are, in addition, 37 computer labs on campus, including the Computer Commons in the Gunder Myran Building. The college's Information Technology Services department carefully plans for changes in technology needs across campus in its three-year plan, which is updated annually. Technology needs for occupational programs are also assessed continually as part of budgeting and planning for Perkins funding (see Core Component 2c

Strengths for Core Component 4c

- The college offers a wide variety of courses to meet general education requirements that provide students with different perspectives on global issues and diversity, as well as transferring as "diverse world" requirements to WCC's transfer partner, Eastern Michigan University.

- The college's expansion of study abroad offerings over the last decade has provided new opportunities to students and faculty to gain broader vision and ideas to bring to campus, presenting a richer cultural experience for the campus community as a whole.
- WCC's advisory committees have provided powerful feedback for program improvement and help keep programs and courses relevant to the current job market.

Areas for Improvement for Core Component 4c

- While there are a large number of courses available as part of the general education program that provide knowledge and skills relating to global awareness and diversity (in particular those that meet EMU's diverse world transfer requirement), WCC does not have its own specific curricular requirement regarding these issues.
- While students are successful in meeting the computer and information literacy outcomes, the currency of the outcomes has not been evaluated in some time.

Future Focus for Core Component 4c

- The college may wish to consider evaluating whether it would be appropriate to incorporate globalization or diversity into its general education language, particularly as aspects of it are already inherent in many of the courses that meet the requirement.
- The college is currently revisiting the computer and information literacy requirement to ensure the definition, outcomes, and assessment tool are in alignment with current technologies that WCC views are necessary for student success, not only in the classroom, but in the workplace and in society.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The acquisition, responsible use, and protection of knowledge across campus are high priorities at Washtenaw Community College. The college ensures that

adequate policies and resources are available so that faculty, staff, and students understand the responsible application of knowledge in all forms.

Student Rights and Responsibilities

The college policy outlining *Student Rights and Responsibilities* addresses multiple issues, including matters relating to academic integrity. The policy supports the responsible use of knowledge by clearly stating, “all forms of academic dishonesty including but not limited to collusion, fabrication, cheating, and plagiarism will call for discipline.” This policy also guarantees academic freedom in the pursuit of education, giving students the right to express thoughts and opinions without fear of reprisal and simultaneously informing students that freedom of speech does not give license to harass or injure others or to disrupt classes or college operations. Students are informed of their rights and responsibilities at several points and through various means: at their orientation to the college, in the college Bulletin, through a web page with links to the Board of Trustees policies that relate directly to them the importance of responsible learning (*Student Rights* website), and through references to student responsibilities and academic integrity on first-day handouts.

Dealing with plagiarism and academic dishonesty is challenging. Faculty members often share strategies to identify plagiarism; for example, faculty in the Writing Center have posted several resources on the Center’s website to assist other faculty in identifying and handling such situations (*Avoiding Plagiarism*). David Fitzpatrick, a history faculty member, shared an additional resource, *Turnitin.com*, with all full-time faculty at a general faculty meeting; this is an online tool that allows instructors to check the originality of documents instantly.

Officially, the college follows a five-step process for addressing academic dishonesty:

- The instructor meets with the student.
- The instructor notifies the student in writing within three days that the matter is being referred to the instructional dean for disciplinary action.
- The student must respond within five days to admit or deny charges. If the student does not deny the charges, the dean may take appropriate disciplinary action after consultation with the instructor. If the student denies the charges, the dean investigates the document review and interviews, decides culpability of the student, informs the student, instructor, and the Associate Vice President for Student Services of the decision, and advises the student of the right to appeal.
- The student may request an administrative hearing before the Associate Vice President of Student Services. The decision at the close of the hearing is final.

In addition to enacting policies guaranteeing their rights and responsibilities, the college adheres to the Family Educational Rights and Privacy Act (FERPA), which allows students access to their educational records and protects their rights to privacy by limiting the transfer of their records without their consent (Core Component 1e).

Professional Ethics and Codes of Conduct

Another method by which the college demonstrates responsible actions and use of knowledge is through integration of professional ethics and standards of behavior in courses and programs. Several courses, for example, address ethical issues that relate to specific programs or fields: PHT 100 focuses on ethical responsibilities of pharmacy technicians; NUR 122 describes ethical frameworks for nursing; BMG 140 includes coverage of business ethics and social responsibility; CUL 110 is devoted to responsible sanitation and hygiene practices to ensure safety of consumers in food service; and in many trade areas, such as interior design, HVAC, construction, architectonics, and electronics, entire courses are dedicated to safety codes.

More significantly, responsible application of knowledge is promoted through standards of conduct within programs that establish guidelines for safe, ethical practices and professional behavior. Thirty-five percent of respondents on the Faculty and Staff 2008 Survey indicated that they had established program-related codes of conduct. Nursing, dental assisting, physical therapist assistant, and radiography are examples of programs that have established codes of conduct for their students (for example, the *Culinary Arts Code of Ethics and Mission*; other examples are in the Resource Room).

Copyright and Intellectual Property Policy

The college's Bailey Library supports faculty, staff, and student understanding of the *WCC Copyright Use and Ownership Policy* by providing a website on the subject with a page including frequently asked questions, an explanation of "fair use," and links to many outside resources concerning copyright (*Library Copyright* website). Further education on intellectual property rights has been made available to faculty as part of faculty in-service. The majority of faculty and staff report that they are familiar with this topic, with 71.9% of respondents on the Faculty and Staff 2008 Survey indicating that they agreed or strongly agreed that they understand the college policy concerning intellectual property rights; however, 14.9% reported they "didn't know," suggesting that the college should seek new ways to inform employees on this subject.

Responsible Research

It is a priority of the college to promote responsible research as part of its curriculum. Faculty and staff corroborate this, with 79.1% of respondents on the Faculty and Staff 2008 Survey agreeing or strong-

ly agreeing that WCC promotes the responsible use of knowledge by its students. To that end, the library provides classes on responsible research for any instructor who requests it. These classes, led by a faculty librarian, include introductions for using online library categories, newspaper and journal databases, completing specific course-related research assignments, and critically evaluating web information. Between July 2002 and November 2007, over 900 students participated in these classes as part of their coursework ([Responsible Research Course Information](#)). Because the college recognizes the prevalence of web-based research and the critical importance of making responsible choices from the resources available on the web, the library also provides handouts to all students with instructions on how to evaluate websites for accuracy, currency, and objectivity when doing research on the Internet ([WCC Website Evaluation Guide](#)).

Computing Guidelines

The college acknowledges that faculty, staff, and students are members of an electronic community, and recognizes that providing computing resources and network access for legitimate academic and work-related pursuits is a privilege that carries with it shared rights and responsibilities. These are outlined in the college's policy on computing resource usage ([Computing Resources Usage Policy 8022](#)). This policy describes rights related to computer use, including privacy in electronic communication and work, protection from harassment, and intellectual and academic freedom. The policy also delineates responsibilities of the user, including protecting the security of their account, avoiding transmission of viruses through use of detection software, compliance with copyright and license laws, familiarity with email properties, avoiding offensive or inflammatory speech, and avoiding unnecessary degrading network performance. Finally, the policy describes unacceptable behaviors, such as unauthorized use of the network for financial or commercial gain, using an account owned by another user, invasion of privacy, using the network for an illegal activity, vandalizing the data of another user, posting messages using another personal email address or identity, harassing or threatening individuals or groups, or other unacceptable activities. In addition, many WCC labs or departments have their own computing and networking resources and policies to ensure appropriate use of computing resources. Disciplinary procedures to address violations of the procedures are described in the policy.

The college provides ongoing training to faculty and staff regarding computing security issues to ensure that such policies are well understood and implemented. For example, in winter 2009, all full- and part-time faculty and staff began mandatory sessions in Enterprise Security Training to learning proper procedures for protection of student and other data. Additional sessions are offered on encryption of data and other topics to promote appropriate handling of information across the college.

Strengths for Core Component 4d

- Institutionally, the college is very responsive to security issues and responsible storage and distribution of information. WCC has clearly defined policies related to the responsible use of information and knowledge, computer usage, and student rights and responsibilities.
- Students have opportunities to learn responsible research techniques through the library's responsible research classes and through information on evaluation of web resources.

Areas for Improvement for Core Component 4d

- While there are many initiatives and policies that provide guidance in this area, WCC does not have a systematic process for ensuring responsible use of knowledge on the part of faculty, staff, and students. For example, not all students are assured of having acquired the skills to accomplish responsible research. Also, because the college is primarily a teaching institution, the college does not have a specific policy concerning research activities of faculty and staff. While the issue is addressed in the Master Contractual Agreement (cite, pp, 11-12), it is not certain that faculty and staff are equally aware of this policy.
- The college lacks a centralized system to track repeat offenders in the area of academic dishonesty, although some divisions do maintain their own records.

Future Focus for Core Component 4d

- The college may wish to seek additional methods for providing students and faculty with options for learning and teaching about responsible research methods; one option may be adding a component to the computer and information literacy requirement that addresses the importance of responsible use of knowledge.

Washtenaw Community College

Chapter

8

eight

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction to Criterion Five

Engagement with community partners and service to its constituencies has always been an integral part of Washtenaw Community College's mission. The college mission statement stresses that WCC works "in partnership with the communities we serve." The mission further declares that the college develops and offers programs "which respond to the educational needs of specific groups in the community," and that in providing community leadership, WCC cooperates with other community organizations "in seeking solutions to local economic and social problems . . . to improve the quality of life in the communities we serve." Essential to WCC's core values is the concept of partnership, which is articulated in the values statement to include both internal and external engagement: "We plan and work together with respect, trust, and honesty within the college and with the communities we serve." Finally, as presented in the college vision statement, the college is committed to community success, learning, and satisfaction, as well as student and staff success. This is achieved through responding to community needs, particularly in employment areas: "A strong partnership with area employers emphasizes customized employee training and rapid adaptation of WCC programs to changing job training needs. Through strategic alliances with business, government, labor, and other educational institutions, WCC increases its emphasis on applied technology education, joint technical education programs with the public schools, and basic job-training services to underserved and at-risk groups."

Community engagement also informs planning at the college, with "community involvement and support" serving as a two-year institutional goal that led up to the 2008 millage vote, and the president emphasizing the importance of investing his own time in "community information, outreach, and support" (*Institutional Goals 2006-07*, p. 4). The college continually seeks to learn from its constituencies and evaluate its abilities to meet their needs through various mechanisms, as described throughout this chapter. The creation of new or the modification of existing programs to meet emerging job markets, the discontinuation of programs that are no longer providing viable job or transfer options, the establishing of programs and partnerships to address business opportunities in the area, the expansion of LifeLong Learning enrichment curriculum, and the creation of outreach activities for underserved populations are all examples of meeting needs arising from the community.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Washtenaw Community College recognizes the importance of engaging with and learning from its constituencies to determine their needs and expectations.

Defining WCC's Constituencies According to its Mission

The college broadly defines its constituencies by location, needs, and mutual benefit. WCC serves the educational needs of individuals within the greater Washtenaw County area. More importantly, WCC's constituencies are defined by its mission. For example, the mission states that the college reaches out "to people who have limited income or other barriers to success." This need is met in part through the services of financial aid, WCC Foundation scholarships, Perkins grants, and other financial assistance offered by the college. The college's Financial Aid Office strives to ensure that lack of financial resources does not prevent students from benefiting from WCC's programs and services. Over the last five years, the amount of financial aid received by WCC students has increased by 37.2% (\$6,919,671); during the 2007-08 academic year, the college processed a total of \$25,500,763 in aid, an increase of 1.4% over the previous year. In addition, the percentage of students who received financial aid has increased from 27.5% in 2003-04 to 31.3% in 2007-08 (table 8.1, [Financial Aid Profile Through 2007-08](#)).

Table 8.1 Financial Aid Headcount (2003-04 through 2007-08)

Year	Financial Aid Headcount	WCC Headcount	Percentage of WCC Students Receiving Financial Aid
2003-2004	5,605	20,409	27.5%
2004-2005	5,925	20,392	29.1%
2005-2006	6,453	20,776	31.1%
2006-2007	6,868	21,540	31.9%
2007-2008	6,518	20,796	31.3%

Source: [Financial Aid Profile Through 2007-08](#)

Likewise, Perkins funding provides support for activities across the institution, particularly in the areas of special populations and occupational education (Core Component 2b). As mentioned in Core Component 3d, Learning Support Services (LSS) provides services to special populations; the college has experienced an increase in the number of students receiving assistance through LSS subsidized through Perkins funding, and it is a priority of LSS to meet the needs of this constituency (table 8.2).

Table 8.2 Learning Support Services Students Served Through Perkins Funding 2007-08
(difference from previous year is in parentheses)

Category of Students Served	Special Populations and Occupational (Perkins Eligible)	Special Populations Non-Occupational	Subtotals
Disabled (SPE)	295 (+42)	215 (+18)	510
English as a Second Language (ESL)	92 (+5)	132 (+20)	224
Economically Disadvantaged (ECO)	274 (+38)	207 (+14)	481
Subtotals	661 (+10)	554 (-48)*	1215 (-38)
General Population (Non-Special Populations)	-	-	408 (+160)
Total	-	-	1,623 (+122)*

*No longer includes Academically Disadvantaged category, which is the reason for the reduction from the previous year. Increases are seen in the three remaining Special Pops categories.

Source: [LSS Final Report on Perkins Special Populations 2007-08](#)

Additionally, the Student Resource and Women's Center (SRWC) provides comprehensive case management services primarily for special populations, including academic advising, career advising, financial and education planning, community resource connections, transportation, and grant-funded services such as child care, tuition, books, uniforms, and approved vocational supplies ([Student Resource and Women's Center](#) website). Grant funding sources include Perkins funds, the WCC Foundation, the WCC Board of Trustees, the WCC Women's Council, and community donors. The SRWC serves all students at the college, but is especially dedicated to the needs of special populations, which are defined as single parents, displaced homemakers, economically disadvantaged students, and those facing gender inequity. In 2007-08, the SRWC maintained a case load of over 700 students with 2,278 student contacts, and awarded over \$188,000 in grant funding ([Student Resource and Women's Center Women's Council Report 2007-08](#) and [Student Resource and Women's Center Perkins Final Report 2007-08](#)).

The SRWC maintains extensive connections to community agencies and resources such as the Michigan Prisoner Re-entry Program, the Department of Human Services, Childcare Network, Michigan Rehabilitation Services, SOS, Legal Services of Southeast Michigan, The Women's Center of Southeast Michigan, Continuing Education for Women, Home of New Vision, the Center for Independent Living, Ozone House, the Washtenaw Health Organization, and local thrift shops. The SRWC also provides a series of workshops and career programming that includes a [Women's Mentoring Program](#) in collaboration with the WCC Women's Council, as well as sessions on domestic violence, addiction, civility, healthy eating, and eating disorders. The center partners with WCC's Employment Services Center, community non-profits, and other groups to offer career workshops, which are highlighted in the center's regular newsletter ([Student Resource and Women's Center Spring 2009 Newsletter](#)).

WCC's mission statement further asserts that the college enables "people to progress in their academic and career pursuits." This need is met in part by transitional education offerings such as developmental education and the Adult Transitions program for students lacking a high school diploma. As discussed in Core Component 3d, the Adult Transitions program, now in its tenth year, has successfully enabled students to transition from GED-preparation to college work, with the percentage of students passing the GED increasing from 15% in 2004-05 to 26.2% in 2006-07 (table 8.3), and approximately half of GED completers enrolling at WCC ([Adult Transitions Statistics 2002-03 through 2006-07](#) and [Adult Transitions Report](#)).

Table 8.3. Adult Transitions Statistics (2002-03 through 2006-07)

Year	Unduplicated Headcount	GED Graduates	GED Graduates who enrolled at WCC
2002-03	NA	167	250 between 1998-2003
2003-04	NA	148	88
2004-05	837	127	88
2005-06	760	165	126
2006-07	690	181	98

Source: [Adult Transitions Statistics 2002-07](#)

WCC's mission also articulates that the college works "in partnership with the communities we serve." This is realized in examples such as WCC's ongoing relationship with the United Association (UA), which was a local need that ultimately expanded into a mutually beneficial partnership on a much larger scale. Twenty years ago, the UA began holding their Instructor Training Program (ITP) on WCC's campus. As this program grew, the college worked with the UA to offer college-level credit for academic courses, and began awarding academic credit to students completing the ITP in 2000. The college now offers multiple programs and courses both on campus and online to UA mem-

bers, apprentices, and apprentice trainers, all coordinated through UA University@WCC ([UA University@WCC](#) website). Further discussion of the college's relationship with the UA may be found in Core Components 5b and 2a, and additional examples of how the college works with its partners in business and within the community are discussed throughout this criterion.

Analyzing Needs and Services

WCC employs multiple formal and informal means of assessing needs and evaluating the effectiveness of its services to ensure that the college is responsive to the particular needs of diverse constituencies. Some of these, which are outlined below, include needs assessments; collaborative interaction with business or education partners; community engagement on the part of faculty or staff; surveys of students, graduates, alumni, employees, employers, and community members; internal evaluation of services; and other information.

Needs Studies

While environmental scanning for trends is not done systematically across the college, needs assessments are incorporated as a critical aspect of program development, particularly in high-tech or high-growth areas. Some examples of programs that have been developed in the last five years based upon documented need in the job market include degrees and certificates in 3D Animation ([3D Animation Need Synopsis](#)), Custom Cars ([Custom Cars Need Synopsis](#)), Automation Technology ([Automation Need Synopsis](#)), Industrial Training ([Industrial Training Need Synopsis](#)), and Web Programming ([Web Programming Need Synopsis](#)). In some cases, the need study provided verification that a proposed program did not, in fact, serve a demonstrated need in the community: Such was the case with a suggested program in American Sign Language ([ASL Need Synopsis](#)) and Automotive Testing Technology ([Auto Testing Need Synopsis](#)).

Engagement with External Groups

Faculty and staff engage regularly with the external community through collaborative exchanges that provide feedback and direction in planning services to the community. Examples include the following:

- In 2003, 2004, and 2005, the college hosted an annual State of the College luncheon for invited local elected officials, providing an opportunity for dialogue on the current status and future direction of the college in the community ([State of the College Elected Officials Invitation 2005](#)).
- A number of WCC administrators represent the college on local Chambers of Commerce, including those in the communities of Ann Arbor, Ypsilanti, and Dexter.

- According to the *Faculty and Staff 2008 Survey*, 105 respondents indicated voluntary involvement on boards of various local community organizations within the last two years.
- The college has benefited from hosting the Michigan Small Business and Technology Development Center since 2002. The MI-SBTDC@WCC is one of twelve regional offices statewide providing services and support to the Michigan small business community in southeast Michigan. The main office of the Region 12 MI-SBTDC@WCC is located in the Ypsilanti Area Chamber of Commerce suite in downtown Ypsilanti. The MI-SBTDC has also collaborated with the college to house the *Biz Resource Center* at WCC's Bailey Library, offering electronic and print resources and market research workshops to small business clients. In addition to its primary function of providing business counseling and training to small business owners, the MI-SBTDC has provided linkages between WCC and local business that have led to the development and enhancement of new programs. Center staff direct students toward WCC's programs, while also providing information to college leadership when they have identified job skills that are needed locally (*MI-SBTDC Information 2007* and the *MI-SBTDC* website).

Advisory Committees

Advisory committees are central to engaging with the external constituencies served by the college, and provide a critical source of academic, as well as outcome and career-related information for many of WCC's programs. Advisory committees provide a direct line of contact connecting WCC faculty, program coordinators, department chairs, and deans with industry experts and local employers. As of 2007-08, there were 21 committees with 271 members (*Advisory Committee Members 2007-08*). Committees represent a variety of career and transfer programs and are comprised of leaders in the field; for specific information on the impact of advisory committees on curriculum development and review, see Core Component 4c.

Surveys and Internal Evaluations

The college evaluates student satisfaction in a number of areas on an ongoing basis to assure the quality of its services. Non-credit courses for the community that are designed for personal enrichment, licensure or certification, and job advancement are all evaluated by students upon completion (*LifeLong Learning Course Evaluation Form*); this information is used with course enrollment data in part to determine course effectiveness and future course needs. WCC also completed a detailed study in 2006-07 of its marketing image and registration process in a focused effort to draw more students to the rich and comprehensive non-credit learning experiences provided by the college, which was then called LiveWorkLearn. The study was spearheaded by a taskforce involving representatives from all areas

Engaging with Alumni

Of 2,436 WCC alumni surveyed in 2004-06, more than half (61%) reported they had returned to WCC's campus since graduating for one of the following purposes:

Attending an event or performance	18%
Taking a credit course	12%
Using college services	11%
Other	9%
Taking a non-credit course	4%
Volunteering with WCC students	4%
Working for WCC	3%

Alumni also were interested in receiving a number of benefits as WCC graduates, including:

Access to the WCC Library	22%
Alumni magazine	22%
Membership in the Fitness Center	12%
Notices of campus events	11%

Alumni expressed interest in being involved with the college in a number of ways, including the following:

Mentoring a student in their field	22%
Promoting WCC in the community	18%
Tutoring students	9%
Fundraising	9%
Organizing the Alumni Association	8%

Source: *Alumni Survey Report 2004-06*

involved in the production and use of publications related to continuing education courses, including Continuing Education, Marketing, and Web Services, and occurred collaboratively with a local marketing firm, Bidlack Creative Group. The resulting communication audit and rebranding project led to LifeLong Learning, a campaign designed to increase awareness of the college's non-credit offerings; it also resulted in a new catalogue format in which classes were clearly delineated into categories for personal enrichment, online learning, and licensing and certification for professionals. The program was introduced with an advertising campaign in 2007 with the theme "Upgrade Your Life" and given a prominent web presence, in addition to a new non-credit "shopping cart" web registration system to provide easier access to courses ([LifeLong Learning Redesign Observations](#) and [LifeLong Learning Redesign Messaging](#)).

Internal evaluations also include systematic surveying administered through Institutional Research, such as graduate follow-up surveys to determine graduate feedback on program effectiveness and services, particularly as related to transfer and employment success, and the annual current student survey, which gauges student satisfaction with student services and academic offerings. Such surveys, described in Criterion Two and Three, address the needs of internal constituencies and ensure continued effectiveness for future students. An additional example of this (cited in Core Component 3c) is the survey administered each fall and winter semester of newly registered students, which consists of a single question: "What has been your single most difficult adjustment to WCC, if any?" Feedback from this simple survey has been used to improve the first year experience for new students, for example, by implementing an email reminder system to help students be aware of important dates and events ([First Year Experience New Student Survey Fall 2008 Report](#)).

WCC alumni have also been surveyed to evaluate their sense of continued engagement with the college; in 2004-06, surveys were administered on behalf of the WCC Foundation to determine what aspects of the college alumni felt most connected to, and what level of involvement and benefits they desired as graduates of WCC (sidebar). Based on the results of this survey, other feedback received from alumni, and observations of what other community colleges were doing, the WCC Foundation, which is responsible for interacting with alumni, has engaged with and plans to expand its connection with this population in the following ways:

- The Foundation employs a staff member with time dedicated to alumni engagement.
- An alumni website will be launched at the end of 2009, with plans to use social networking sites to re-direct alumni back to the website.

- Beginning in January/February 2010, the Foundation will reach out to alumni twice a year with an alumni e-newsletter including news of events and services available to them at WCC.
- The college will establish a “distinguished alumnus” award in the near future (estimated in 2010-2011) to recognize outstanding alumni.
- The Foundation has begun to recruit alumni to serve on Foundation committees, and has, for example, engaged an alumnus to sit on the Scholarship Committee.
- The Foundation has begun profiling successful alumni in its annual report to draw attention to their impact on the community ([Foundation Annual Report 2007](#)).
- Scholarship alumni have been invited back to campus to speak at campus events such as the Foundation’s scholarship luncheons in 2008, the annual golf outing in 2009, the scholarship campaign kick-off in 2008, and a corporate event in 2009.
- The college has mailed library cards to alumni to remind them that WCC library resources are available to them.

A common theme that has emerged from surveys of student and employee groups in recent years is difficulty finding parking during peak hours as enrollments at the college have increased. In response to this issue, as well as to extremely high gas prices in 2007-08, the college surveyed its internal audiences of students and employees to determine demand for more accessible public transportation to and from the college. This resulted in the college collaborating with the Ann Arbor Transit Authority (AATA) to provide reduced fare bus passes to students and staff during 2008-09 on the AATA bus system, with the goal of encouraging and enabling the wide use of public transit ([AATA Staff Survey Report](#) and [AATA Student Survey Report](#)). Bus passes continued to be provided throughout the spring/summer semester 2009, at which time AATA representatives visited campus to gather feedback from students and staff regarding time and route changes and other issues to be considered for fall 2009. In a report to WCC’s Board of Trustees, it was noted that approximately one hundred faculty and staff and over nine hundred students bought bus passes ([AATA Ridership Update to Board \[April 14, 2009\]](#)). A new, convenient faculty and staff ID card integrating the bus pass is currently being developed.

A powerful example of how the college has evaluated and responded to a community need is the development of the Health and Fitness Center, which was constructed in direct response to local demand for a fitness resource when surveying and initial projections revealed between 5,000 and 7,000 potential members (including approximately 3,000

students) might be interested in such a facility (*Fitness Center Planning Documents*, see also Core Component 2a). Nevertheless, by late 2008, student membership was not meeting expectations. Financial aid recipients were unable to afford membership at the Center because membership dues payment preceded the release of financial aid funds. The college responded to student needs by creating a Health and Fitness Experience course (PEA 115) in fall 2008. Students may now use financial aid to cover the cost of the course, which includes membership in the Health and Fitness Center and allows them to participate from the beginning of the semester. Moreover, the course gives them the opportunity to earn college credit and develop a healthier lifestyle. This has enabled more students to take advantage of the Center and eliminated one barrier to their success.

Strengths for Core Component 5a

- The college benefits from broad participation in advisory committees, which draws on over two hundred local and regional professionals, educators, and community members who provide feedback on local needs that can be met by academic programming.
- The college employs a number of formal and informal methods of assessing needs in the community and the demands of internal and external audiences to assure that it can provide appropriate services to its constituencies as defined by its mission. The clear support of the local taxpayers, evidenced by the passage of thirteen of fifteen millage renewals and increases (Core Component 2b), reveals that the college is meeting its goal of responding to the needs of the community.

Areas for Improvement for Core Component 5a

- The college does not utilize a formal method of environmental scanning to evaluate trends or needs in the community or marketplace; the more informal, ad hoc method of data gathering and analysis that has been employed at the college has allowed for rapid response to needs in targeted areas, and has been very effective over nearly the last decade. While data is widely available through the college intranet, it is not consistently used by all areas of the college for ongoing improvement; encouragement to utilize this rich resource would benefit many areas in daily operations as well as long-range planning.
- The college should continue to focus on improving its relationship with alumni and drawing value from this community asset.

Future Focus for Core Component 5a

- The college will continue to identify and respond to needs in the

community. The declining Michigan economy has provided many opportunities to develop programs specifically for the retraining of laid-off workers, particularly in high-growth areas (see, for example, the state's No Worker Left Behind legislation discussed in Criterion Four). Identifying areas of need that address the rapidly changing economy will be a high priority in the immediate future. WCC should continue to seek systematic and consistent methods to identify trends to ensure that the college is able to meet the expectations of the local workforce and community at large as their needs evolve.

Core Component 5b

The college's commitment to engaging with its constituencies and the community it serves is clear from its mission as described in the introduction to this criterion; maintaining this commitment is not possible without ensuring the

resources are in place to support efforts to connect students, faculty, staff, and external constituencies in multiple environments.

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Non-Credit Offerings

The college provides a range of non-credit offerings to meet the needs of those seeking personal enrichment, professional development, licensure or certification, or other continuing education requirements. Non-credit enrollments at WCC have grown substantially over the last decade, having increased 85.6% since 1998-99 (Table 8.4, [Non-Credit Enrollment Data](#)).

Table 8.4 Non-Credit Enrollments (1998-99 through 2007-08; includes all non-credit/LifeLong Learning enrollments)

Year	Enrollments
1998-1999	10,048
1999-2000	10,523
2000-2001	13,884
2001-2002	14,391
2002-2003	13,195
2003-2004	12,995
2004-2005	14,819
2005-2006	16,046
2006-2007	17,285
2007-2008	18,649

Source: Enrollment Services, [Non-Credit Enrollment Data](#) (data taken from Annual Student Profiles updated annually through 2007-08).

LifeLong Learning

Washtenaw Community College offers a rich diversity of non-credit courses as part of its LifeLong Learning programming ([LifeLong Learning](#) website). Courses are generally geared either toward personal enrichment or professional development, and are available at a variety of locations and, in some cases, online. As of winter semester 2009, there are 582 non-credit courses offered in 21 categories related to personal growth (such as food and drink, family and parenting, home and garden, and health and wellness) and professional development (such as education, business, computers, nursing, and health care) ([LifeLong Learning Web Catalog](#)). A number of courses also lead to licensure or certification ([LifeLong Learning Licensing and Certification Courses](#)). Like enrollments, the number of non-credit courses has also been expanding to meet the needs of diverse audiences, increasing from 454 in fall 2007 to 547 in fall 2008, and then 582 in winter 2009. The breadth and quality of the college's LifeLong Learning offerings are reflected in the perceptions of the college's faculty and staff, 87.3% of whom agreed or strongly agreed that WCC offers a sufficient variety of non-credit courses to the local community when surveyed as part of the Faculty and Staff 2008 Survey. Likewise, when a group of local community leaders was surveyed about their opinions of the college's effectiveness in 2008, 97% agreed or strongly agreed that the college curriculum provides learning opportunities for adults of all ages ([Community Leaders Survey 2008](#), p. 3). This is the goal of LifeLong Learning: to enrich and improve the lives of learners in the community.

Continuing Education for Professionals

In the last decade, the college has increased its service to the wider community through improved non-credit continuing education courses offered to a broad range of constituents while also enhancing its service delivery. The number of WCC's Lifelong Learning non-credit enrollments has increased 85.6% in the past ten years (table 8.4); the type of courses offered, however, has shifted in recent years.

In response to the changing enrollments, the college has changed its focus from open enrollment business classes to professional development classes targeted toward specific professions. For example, in 2003 the college added a highly successful professional continuing education program for building code officials, the Huron Valley Association of Code Officials (HuVACO) ([HuVACO](#) website). This organization serves 225 building inspectors and architects throughout the county and surrounding areas. The HuVACO program grew in response to the specific needs of this group of professionals and provides regular training courses, as well as an annual two-day Expo ([HuVACO Training Courses 2007-08](#) and [HuVACO Expo Classes 2008](#)). Previously, inspectors had to be off the job for an entire day to travel over 50 miles for professional training required by the State of Michigan. By creating this program, professionals are now able to acquire the necessary training locally.

“Technical and trade-specific instruction is just one of the many reasons labor has turned to WCC for more than 30 years.”

**Fred Veigel, President,
Huron Valley Central
Labor Council, AFL-CIO**

In an additional example of the college demonstrating the capacity to meet the needs of a specific group, in 2005 WCC adjusted its continuing education coursework to meet new state licensing requirements for social workers. Social workers are now required to obtain 45 continuing education units (CEUs) every three years. In response to this new requirement, Lifelong Learning added non-credit continuing professional education classes for social workers that are structured to mirror the three-year cycle requirements in the areas of ethics, pain management, and other areas of social work practice ([Social Worker Licensing Continuing Education](#) website). The college was one of the first three educational institutions in the state to be certified in awarding state accreditation for social workers. This program, like the HuVACO program, has an active advisory committee comprised of working professionals.

The college is able to respond quickly to these needs for two reasons. First, while new non-credit classes and programs are reviewed by staff and instructors for currency and quality, they do not go through the same faculty committee approval processes as credit courses and programs. Second, non-credit classes are designed to pay for the total cost of instruction along with 20% for administrative overhead. Because of these factors, courses can be developed quickly and require very little up-front funding.

Continuing Credit Education for Targeted Populations

As described in Criterion Two, WCC has the capacity and commitment to engage with targeted populations that rely upon it for service: a clear example of how the college works collaboratively in meeting the needs of a specific audience is its relationship with the United Association (UA). Programs and services available to UA members include the summer program, which enables instructors to become certified apprentice trainers, earning a UA Instructor Certificate; this five-year program trains nearly two thousand UA instructors with forty hours of classroom and hands-on training experience. The college has a unique partnership with the UA to provide skills for teaching this specific curriculum: Upon graduation, instructors become certified to teach apprentices and journeyworkers at their home local.

The college also offers degree and certificate programs that build upon specialized training needs of UA members: The Construction Supervision program (offered as a certificate, an AAS offered through College on Demand distance learning delivery, and an AS degree), the Industrial Training program (AAS and AS), a Journeyman Industrial program (AAS), and a new course in Sustainable Technologies for HVACR. The Construction Supervision and Industrial Training programs are built upon 15 credits of training in the area of specialty. The Industrial Training program is designed for select UA instructors participating in the August Instructor Training Program on

WCC's campus; in addition to credits awarded for completion of the five summer apprentice training sessions, students must complete the general education course requirements, and receive non-traditional credits for experience in an area of specialization such as plumbing, pipefitting, HVAC, or sprinkler fitting. The Construction Supervision program is for UA members interested in moving into construction management, while the Journeyman Industrial program allows skilled tradespersons to apply trade-related credits from their apprentice programs toward a WCC Apprentice Completion Certificate, combined with general education requirements to complete the AAS degree. In response to the needs of UA, in the last several years WCC began providing services to Local 699, the sprinkler fitter program formerly coordinated by Penn State University. WCC provides online testing, program management, and academic services for approximately 3800 apprentices and journeymen from that division alone.

The *Great Lakes Training Center*, built on WCC's campus in 2003, is the home base of the Instructor Training Program and serves as a hub for instruction, advising, registration, student services, development of COD courses for UA, and other services for UA members. Approximately 27,000 UA members and 3,000 instructors and journeymen participate in college credit programs at WCC (table 8.5 and table 8.6).

Table 8.5 UA Participation at WCC Since 2000

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Active Apprentice Applications	2887	10,207	22,860	23,177	21,153	24,856	26,746	25,951	22,187
UA Locals Participating in WCC programs	265	275	274	273	270	271	272	271	274
UA Instructors Receiving College Credit	1639	1730	1698	1807	1604	1682	1669	1714	1800
UAS (Construction Supervision) Students	23	74	138	132	112	94	152	182	186

Source: *UA Statistics Since 2000*

Table 8.6. UA Degrees and Certificates Since 2000

UA Instructor Certificate Graduates (UA Certificate)	1890
Industrial Training Associate Degrees	164
Construction Supervision Associate Degrees	38
Construction Supervision Certification or Eligible for Certification	136

Source: [UA Statistics Since 2000](#)

Support to Area Workers

Washtenaw Community College's Business and Industry Services has for many years offered credit and non-credit classes for Ford Motor Company employees, and also ran the Education Center at the Ford plant in Milan from 2001 to 2004. Additional services (discussed in Core Component 4b) have included Ford Journeyman Electrical Code Training at various plants to address changes to code guidelines in 2005 ([Ford Electrical Code Classes](#) and [Ford Electrical Code Training Flyer](#)), and apprenticeship classes at the Ford Rawsonville plant. In 2003 and 2004, Visteon (formerly part of the Ford Motor Company) closed its Ypsilanti plant and downsized its hourly workforce in the Saline, Ypsilanti, and Milan facilities. Workers were given several options, including two different education buyouts that would pay for tuition. The college quickly organized to serve the workers facing the decision on how to proceed with their work and education future. Representatives from WCC met with education staff from the United Auto Workers (UAW) union. After assessing needs, the college organized deans, counselors, and instructors to present targeted information at the plant during educational fairs, while WCC's Public Relations and Marketing Department produced a special issue of Career Focus for this population.

Prior to the education fairs, a [Ford Educational Opportunity Partnership](#) web site was established specifically for Ford employees. A college counselor responded to students personally, and WCC's counseling department conducted a survey of Ford workers who attended the college to make certain that they were receiving support services to ensure success. Washtenaw Community College was extremely successful in this outreach effort, and attracted the highest number of Ford workers taking the education buyout of any college in the country (sidebar).

During the current economic downturn, the automotive industry in southeast Michigan continues to decline; the college remains keenly aware of its role in the community as a resource for retraining workers in this industry and will continue to seek ways to meet those needs as they emerge. Moreover, as the Business and Industry Services area

“Ford employees accepting educational buyouts over the last several years have enrolled at Washtenaw Community College more than any other college in the country.”

**Robert W. “Bob” Brewster,
Manager, Human Resources,
Ford Rawsonville Plant**

at the college undergoes a transition (Core Component 5c), the Continuing Education and Community Services division will investigate opportunities to open career and training pathways to those facing economic challenges.

Extension Centers

Through spring semester 2009, the college maintained four main extension centers: the Western Center, the Hartland Education Service Center, the Brighton Center (inside Brighton High School), and the Harriet Street Center, which serves as a true community center ([WCC Extension Centers](#) website). WCC also offers classes at Dexter High School and has offered courses at Dexter Mill Creek Middle School and Pinckney Pathfinder School. The college's [Residential Construction and Design](#) programs are offered at an additional site in Ypsilanti, the Henry S. Landau Design and Construction Training Center.

Extension centers provide credit and non-credit classes, as well as orientation, placement testing, and advising services. The college seeks to serve student needs in those areas of the community not as accessible to main campus, and has in the last decade focused its attention on the western portion of the county via offerings at the Western Center and Dexter High School and portions of Livingston County via the Brighton Center. Studies undertaken by the college in preparation for the Western Center in 2000 revealed a predicted twenty-year growth in population as well as increasing employment levels in western Washtenaw County ([Western Washtenaw County Study 2000](#)). Strong enrollments at the Brighton Center (table 8.7) and continued growth in that area have led to the more recent addition of the Hartland Center. The Harriet Street Center, discussed below, meets a targeted community need among underserved populations in urban Ypsilanti.



Table 8.7 Extension Center/Off-Campus Site Enrollments by Semester (Fall 2000 through Winter 2009) (excludes Harriet Street Center)

Semester	Brighton	Dexter	Henry Landau	Hartland	Pinckney	Western	Total
Fall 2000	456	256	-	-	50	259	1021
Winter 2001	450	226	-	-	48	323	1066
Sp/Su 2001	206	38	-	-		93	353
Fall 2001	498	213	-	-	64	173	976
Winter 2002	500	242	-	-	44	241	1069
Sp/Su 2002	247	48	-	-	-	54	384
Fall 2002	513	244	-	-	57	244	1109
Winter 2003	499	263	-	-	48	186	1015
Sp/Su 2003	262	44	-	-		145	506
Fall 2003	470	200	-	-	34	220	989
Winter 2004	433	213	93	-	11	174	990
Sp/Su 2004	212	37	102	-	-	170	567
Fall 2004	428	149	326	191	-	275	1402
Winter 2005	380	133	299	131	-	208	1182
Sp/Su 2005	145	28	78	6	-	85	366
Fall 2005	443	202	301	312	-	277	1582
Winter 2006	345	90	332	295	-	259	1364
Sp/Su 2006	128		88	13	-	104	364
Fall 2006	413	72	297	330	-	340	1501
Winter 2007	365	75	357	243	-	266	1329
Sp/Su 2007	139		54	19	-	95	338
Fall 2007	451	46	239	212	-	274	1245
Winter 2008	350	51	254	280	-	202	1157
Sp/Su 2008	127		45	44	-	82	303
Fall 2008	445	18	163	365	-	237	1252
Winter 2009	330	13	143	418	-	220	1147

Source: [Extension Center Enrollment Data 2000-09](#)

Serving the Western Region

In response to increased interest in educational opportunities in the western part of Washtenaw County, in May 2000 the college opened the Western Center at Baker Road and Jackson Avenue, west of Ann Arbor near Dexter. The center's facility itself was the result of a partnership with the Local United Association (UA) of Plumbers and Pipefitters 190 and the International Brotherhood of Electrical Workers (IBEW) 252 union, which provided space for WCC classrooms and a small office area. While the center has had adequate response with nearly 240 enrollments in fall 2008 and an average of approximately 243 enrollments per fall and winter semester from fall 2000 through winter 2009 (table 8.7), it was determined in May 2009 that a location closer to major intersections and western Ann Arbor would draw more students. Space considerations also limited the number and types of courses that could be offered at the center. The college will cease offering courses and services at the center at the end of spring semester 2009, and is currently evaluating alternative locations for providing courses accessible to students who live in the western portion of the county. In the meantime, courses will continue to be available at Dexter High School.

The Hartland Education Service Center and the Brighton Center

In 2004, the community of Hartland in Livingston County converted their old high school to an education service center and requested that the college provide both credit and non-credit classes. Washtenaw Community College had already filled a community need in Livingston County, which has no community college, by offering credit classes at the Brighton Center site since 1976. The offer of an additional Hartland location gave the college the opportunity to expand its programming. Tuition for courses at the Hartland and Brighton centers is discounted. Because many students from northern Washtenaw and Livingston counties attend classes on the main campus, establishment of these sites provided some relief on the demand for campus classrooms and parking. A high demand, short-term certificate course offered at the Hartland Education Service Center is the Nursing Assistant Skills Training course, which leads to employment as a Certified Nurse Aide (CNA). This certificate is offered in response to the statewide need for nursing staff at all levels.

The Harriet Street Center

The Harriet Street Center on the south side of Ypsilanti houses adult GED classes, open computer labs, after-school activities and study sessions, youth classes, and clubs for boys and girls. Designed as a true community center, the center supervisor devotes much of his time to meeting with local K-12 staff, neighborhood leaders, and staff from Eastern Michigan to coordinate with their outreach programs. In support of this work, the college recently added a new staff posi-

tion to coordinate details at the center to allow the supervisor more time to work in the community. In response to concerns by local community and WCC Board of Trustee members, this center building and its programs were expanded to provide the residents with access to college and the support programs that encourage success. The supervisor of the center spends much of his time in the community and the programs offered reflect what he has learned from K-12 educators, community and church leaders, and families in the area. The building itself is a unique partnership between the college and the Washtenaw County Workforce Development Board. The building was built with county funds and, in turn, the college provided scholarships to clients from the Workforce Development program. The college and the county thus work together to prepare unemployed workers to enter the workforce. Each year, many local individuals benefit from the programs offered at the center (table 8.8):

Table 8.8 Harriet Street Center Activity (2002-03 through 2008-09)

	Non-Credit	Contract	GED (GED Prep and GED Initiatives)	Total
2002-03	456	524	430	1410
2003-04	397	502	343	1242
2004-05	276	508	317	1101
2005-06	451	564	270	1285
2006-07	329	478	323	1130
2007-08	430	488	324	1242
2008-09 (though 5/09)	357	258	250	865

Source: [Harriet Street Center Non-Credit Enrollments](#)

One way the college demonstrates its leadership in community service is by the significant amount of resources in facilities, staffing, programming, and budget it provides for the Ypsilanti Gateway Community. This Ypsilanti neighborhood contains a high percentage of low income, public housing residents. The budget increase for the Harriet Street Center from \$100,000 in 1996 to \$300,000 in 2008-2009 is one illustration of the college's commitment to the center and its mission. Although the college has had a presence in Ypsilanti in some form since 1990, it has increased its commitment to the community and, more specifically, the Gateway Community, in the last ten years. One example of programs provided to the community through the Harriet Street Center is the Sisters Program, which since 2000 has provided weekly activities, field trips, college tours, youth forums, life and employment skills workshops, and mentoring to teen girls from the community; in 2007, 25 girls took advantage of this program ([Harriet Street Sisters Program Information](#)).

A similar program offered for boys in southeast Ypsilanti is the TU-

PAC (Teaching Understanding, Patience, Aptitude, and Control) program, which is designed for boys in middle and high school. As in the Sisters program, between 20 and 25 boys in the TUPAC program meet weekly for lunch with an adult mentor who leads discussions on self-respect, values, and male responsibility; incentives such as an open gym and basketball program help retention. Success stories include a student who was unable to graduate from high school in time, but with motivation from the TUPAC program, completed his GED and ultimately enrolled at WCC; another student, expelled from school, excelled on the TUPAC basketball team and was motivated to return to school ([TUPAC Final Report 2007](#)).

Community Leadership

Through its collaborations with community non-profit and economic development organizations, other educational institutions, and local governments, Washtenaw Community College strongly supports community learning and problem solving. This upholds the mission of seeking solutions to local economic and social problems and improving the quality of life in the communities served by the college. Some examples of how the college demonstrates a sense of service and engagement through its leadership role in the community are outlined below.

Washtenaw County Health Organization

In 2005, the college created a new administrative position, the Director of Special Community Group Education (SCGE). One of the responsibilities of this position is to serve on various community boards. The Director of SCGE serves as chair of the Washtenaw County Health Organization (WCHO) ([WCHO website](#)). One of the responsibilities of this board is to oversee the group homes that serve adults with mental impairments. As a result of the Director's work as chair of the WCHO, it became clear that the county was looking for a new partner to provide the required training for group home caregivers. Although these are low-paying jobs, they require strict state and federal training. WCHO had been having low completion rates and high staff turnover rates. The SCGE Director was able to connect WCHO with the Business and Industry Services (BIS) department at the college to help resolve these issues; BIS staff then designed curriculum and a specialized delivery system for this particular population ([WCHO Sample Class Outline](#)). Customized student registration and tracking systems were developed that not only met the group home care providers' administrative requirements, but also allowed them to register their employees online, coordinate their class times with work schedules, and provided a centralized information site. In an effort to encourage workers to continue in their jobs, the county and the college recognized students by providing them with certificates upon completion of the required training, as well as lapel pins designed by the college.

Adult Learning Collaborative Demonstration Grant

The college received the Adult Learning Collaborative Demonstration Grant in February 2009 ([Adult Learning Collaborative Grant Proposal](#)). Ten regional partnerships have been created in the state of Michigan to increase the number of adult learners improving basic skills in reading, writing, and mathematics. The overarching goal of the grant is to build upon these basic skills to promote the success of adult learners in postsecondary education at WCC and in training programs in the region. These demonstration grants were awarded following the acceptance of the report to the Michigan Council for Labor and Economic Growth (CLEG) from the CLEG Low-Wage Worker Advancement Committee's Adult Learning Work Group, Transforming Michigan's Adult Learning Infrastructure.

The partnership in Washtenaw County includes the local adult education programs and, most recently, Washtenaw Literacy. The goal of this collaboration is to create a smooth conduit for academically underprepared students to WCC and Washtenaw WorkFirst, and also formalizes the relationships between the two organizations. The Adult Transitions program, which has been dedicated to providing the transition to WCC for at-risk students, oversees the grant, with intentions to propagate this model for successful movement of learners throughout the county.

Nonprofit Agency Community Scholarships

In response to a need for training programs in software applications, organizational management, and supervision that was expressed by the local organization Non-profit Enterprise at Work (NEW), the college has established the WCC Nonprofit Agency Community Scholarship with \$20,000 in grants awarded per year ([Nonprofit Agency Scholarship](#) website). This scholarship pays tuition for any Washtenaw County non-profit staff taking selected non-credit classes. Approximately 30 employees from 10 to 15 different non-profit agencies have been trained under this program each semester. The funds in this scholarship enable the college to respond quickly to community requests outside of the budget cycle. Over the last nine years, 1,738 individuals have been trained using \$83,379 in scholarship funding ([Community Non-Profit Scholarship Funding Summary 2000-09](#)).

EDJT Grants

In the past ten years, the college has served the business community by securing Economic Development and Job Training (EDJT) grants through the State of Michigan. During the peak year of 2002, these grants totaled \$2,000,000 and provided large grants to one or two companies. In 2003, the state began a program called the Manufacturing Competitiveness Program (MCP) consisting of a group of manufactur-

ing companies working together on similar issues. From 2004 through 2007, the college successfully put together four consortia of seven to twelve companies, resulting in 1,366 employees trained. The college continues to administer EDJT grants the state has awarded to individual companies ([EDJT Grants 2002-09](#)).

WCC Staff Community Service

College faculty and staff serve on many community service groups related to their work. Staff are also encouraged to give their time and specific expertise to area non-profit organizations. The Executive Director of Public Relations and Marketing and her staff provide advice to such varied community groups as the Housing Bureau for Seniors, Riverside Art Center, the American Heart Association, Ypsilanti's Depot Town Development Corporation, and the Washtenaw County Arts Alliance. The Executive Associate to the President has a leading role in the Institute for Family Learning. As mentioned in earlier criteria, the college has made a broader commitment to support Washtenaw Literacy by providing that organization with offices and space for tutors to meet with students; WCC's recently retired Vice President for Administration and Finance serves on their Board of Directors, a volunteer role she assumed (along with serving as a reading coach for Project Genesis at the college) while still employed at WCC.

WCC's President Larry Whitworth also leads by example. Nationally, he has influenced policy and provided advice as a member of the Commission on Communications & Marketing for the American Association of Community Colleges. He also served as a member of the Commission on International Initiatives of the American Council on Education, which provides policy guidance and support for U.S. colleges and universities wishing to internationalize their programs. On the state level, he serves as chair of the Higher Education Facilities Authority for the Michigan Department of the Treasury, which makes loans to private non-profit colleges and universities for various capital needs, including construction of new facilities, renovation of existing facilities, and equipment purchases. On the local level, he serves on the executive board of SPARK, the Washtenaw County economic development organization ([Ann Arbor SPARK website](#) and [Ann Arbor SPARK Board of Directors](#)). In this high-level capacity, he is able to link college programs to economic growth. He is a past member of the Washtenaw United Way Board of Directors and served as chair of their 2006-07 county-wide campaign. He also is a past board member of the Washtenaw County Red Cross.

The Financial Services Department makes it a point to provide community service in a variety of ways. The Vice President for Finance and Administration serves as a board member of Food Gatherers. Financial Services employees sponsor families at the holidays, provide care packages for veterans, regularly contribute to local food banks and shelters, and help with community events and organizations such

as the African American Festival, Befrienders, the Brighton Art Guild, the Lucille Hall-Porter Community Learning Post, and Motor Meals of Ann Arbor.

Other examples of staff and student community service include the following:

- For the last two decades, a staff member in the Children’s Center has coordinated an annual party involving employees across campus that recognizes veterans during the holidays; culinary arts students in CUL 150 and 151 working in the student-run Garrett’s Restaurant donate a portion of their gratuities to the party each year, and employees provide gifts and donations (*Veteran’s Holiday Party Thank You*).
- Faculty and students in the School of Hospitality and Culinary Arts Management prepare Thanksgiving dinners for people in need each year at the Parkridge Community Center in Ypsilanti.
- Since 2005, faculty member Jill Beauchamp has used the term “voluntourism” to encourage students to give back to the communities through non-classroom activities. For example, when Culinary Arts students visited an annual food conference in Chicago in 2008, they took time to serve a Mother’s Day buffet to women at a local homeless shelter (*Voluntourism* and citation in *Annual Financial Report*, p. 3).

Faculty and staff clearly are committed to serving their community, both as part of their work at WCC and beyond it. As part of the *Faculty and Staff 2008 Survey*, 127 faculty and staff members reported participating in volunteer activities sponsored by the college; beyond that, 475 indicated participation in activities or events either to support charitable causes or for organizations or programs not connected with the college (table 8.9). In addition to providing service to the community, faculty and staff model a life of learning and engagement to students (for examples of student service and engagement, see Core Component 4b).

Table 8.9 Faculty and Staff Volunteer Service Activity (2006-08)

Activity	Number of Responses
Volunteer activity for community organizations or programs not sponsored by WCC	238
Participation in events to support charitable causes	237
Volunteer activity sponsored by or associated with WCC	127
Voluntary service on boards of local community organizations	105
Other	34

Source: *Faculty and Staff 2008 Survey*

Strengths for Core Component 5b

- The college values its community partners and works through its relationships to improve the communities it serves; for example, the programs provided at the Harriet Street Center, in cooperation with the Workforce Development Board and local community leaders, have led to targeted services and dedicated resources to improve the lives of those in the surrounding Ypsilanti community.
- Faculty and staff at the college are actively engaged in service and volunteer activities both within and beyond the college, modeling the value of engagement to students and the community.
- Because of its outstanding facilities, connections in industry and the community, and its excellent resources and grant funding, the college is able to respond quickly to the changing needs of business and industry. For example, historically WCC has been able to meet the retraining needs of auto workers as codes have changed, plants have closed, and employees displaced.
- The college has demonstrated that it has the capacity to work collaboratively in meetings the needs of targeted constituencies such as the United Association; this mutually beneficially partnership has not only led to the college providing a wide array of courses and programs designed for UA members, but has also resulted in the expansion of the College on Demand distance learning system for all interested students across the college curriculum.

Areas for Improvement for Core Component 5b

- While the college offers a rich and highly successful diversity of non-credit courses for personal enrichment and professional development, the development and review processes are separated from that for credit instruction; a more collaborative process between the credit and non-credit areas might create further engagement opportunities for students.
- Non-classroom activities that take place in the community can be considered service-learning opportunities. The college should consider ensuring such activities are included as part of the student development transcript for future use by students.

Future Focus for Core Component 5b

- As the economy continues to decline in the area and the automotive industry in particular continues to struggle, the college will need to remain alert to the retraining and education needs of laid-off workers. Two divisional goals included in the *Institutional*

Goals 2009-10 address the needs of unemployed students:

- o An instructional goal is to restructure the areas of Continuing Education and Business and Industry Services by offering an increased number of continuing certification courses in various fields and assisting unemployed individuals who already have college degrees obtain quick, direct instruction in specific disciplines to help them acquire skills and knowledge for employment.
- o A Student Services goal is to increase services to assist unemployed students by offering more specialized employment workshops, marketing and increasing the numbers of career counseling sessions, and seeking specialized financial aid assistance.

Core Component 5c

The constituencies that depend on WCC for service are diverse. Previous criteria have highlighted specific ways in which the college serves its primary internal constituency, its students, by providing excellent educational offerings, support services, co- and extracurricular opportunities, and other activities. In addition to this primary internal audience, the college also honors its mission to work with and respond to the needs of its external constituencies and partnerships. These range from relationships with K-12 systems, other institutions of higher education, local business and industry, and the community at large.

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Responsiveness to K-12 Partnerships

College is My Future

College Is My Future is a future-oriented, learning-focused example of WCC's partnership with K-12 schools and the community. In collaboration with the Ypsilanti Public Schools, Washtenaw Community College proposed a program called College Is My Future to serve as an early intervention mechanism to encourage middle school children to stay in school and eventually pursue higher education. The program, which is provided free of cost to the students and includes the involvement of WCC faculty and staff, was piloted in 2006-07 ([*College is My Future Proposal*](#)).

As part of this innovative program, eighth graders from the Ypsilanti Public Schools travel to WCC once a week for ten weeks a semester to experience life on a college campus. Students have the opportunity

to experience the college environment first-hand and are motivated to pursue educational opportunities beyond their middle and high school education. Students focus on exploring career and technical fields and identify viable career paths. The career programs include, but are not limited to, the following areas: Auto Body Repair, Custom Cars and Concepts, Automotive Mechanics, Internet Professional, Culinary Arts, Digital Video, Welding/Fabrication, Computer Science, Physics, Chemistry, Music Performance, and Music Production/Engineering. The program's intent is to engage students, provide interesting and relevant participatory activities, and serve as a catalyst for realizing the importance of continuing education while connecting them with WCC.

The CIMF program is now in its third year, and brings 160 eighth graders to WCC annually. In 2010 -2011, the group of students who first attended the pilot program in 2006-07 will be ready to apply for college admission. The college intends to survey this group to determine whether those students who apply and continue on to college were influenced by the College is My Future program. This may provide quantifiable outcome verification to supplement anecdotal evidence; this includes verbal feedback from the Superintendent of the Ypsilanti School District, the two middle school principals, and middle school teachers, who feel the program takes the uncertainty out of attending college and helps at-risk students realize the importance of continued learning through college as the path to success.

Tech Prep

Tech Prep is a partnership between Washtenaw Community College, local school districts and local businesses to provide advanced education and training in technology related careers. Through its Tech Prep program, WCC offers more than 30 courses from which students may obtain accelerated college credit through high school offerings ([Tech Prep](#) website). The Tech Prep program has grown considerably in recent years, from 29 students taking part in the program in 2002-03 to 114 participating in 2007-08 (table 8.10). Likewise, the number of credits earned through Tech Prep has increased from 176 in 2002-03 to 685 in 2007-08.

Table 8.10 Tech Prep Participation (2002-03 through 2007-08)

Year	Number of Students	Number of Credits
2002-03	29	176
2003-04	36	204
2004-05	48	253
2005-06	75	476
2006-07	133	682
2007-08	114	685

Source: [Tech Prep Articulated Credit Through 2007-08](#)

Summer Camps

Washtenaw Community College hosts several summer camps for middle school and high school students each year. Examples of recently offered camps include Camp Compute, 3D Animation Camp, and Digital Video Camp. At each camp, students participate in a series of interactive computer lab projects that are designed to highlight various areas of information technology. The projects require teamwork and cooperation, and are often structured as lighthearted competitions. Projects are designed to encourage students to engage with new friends and think about the educational and career choices available to them as they mature and attend high school and college.

Reaching out to at-risk and underprivileged children is a fundamental objective of the camps, and the college has taken exceptional steps to ensure that the camps remain accessible to all students, regardless of social or economic background. The college charges a nominal fee of \$30 for students to attend the camps, and offers tuition grants that reduce the cost further to \$5 per student for low-income families. Marketing efforts have targeted students in schools within several low-income neighborhoods in Washtenaw County, and school counselors have been engaged in the process of identifying and verifying grant applicants.

In order to promote active involvement in decision making about educational and career opportunities for their children, parents are encouraged to attend and participate in the summer camps. On the final day of camp, parents are invited to participate in computer lab sessions with their children, view a robotics competition or other technology demonstration of technology conducted by the students, and attend a short presentation by college faculty and staff about potential scholarships, academic programs, and career pathways for their children.

As of summer 2009, the LifeLong Learning department of the college is offering 15 different camps for teens as part of its Teens on Campus program, including sessions on visual arts, construction (including learning to build a shed with the chair of WCC's Residential Construction Department), woodworking, music and theater (including Rock Band Boot Camp, Jammin' Guitar, and Whose Line is it Anyway Improv), technology (including sessions on geocaching and learning CAD CAM custom design software), and writing ([*Teens On Campus 2009 Brochure*](#)).

Washtenaw Technical Middle College

Washtenaw Technical Middle College (WTMC) is a Michigan Public School Academy chartered by and located on the campus of Washtenaw Community College ([WTMC website](#)). WTMC students jointly enroll as students at WCC, and are required to meet all pre-requisites, requirements and conditions of WCC students. WTMC students graduate with a high school diploma and a certificate or associate degree from WCC.

WTMC provides many resources to enable its students to succeed as young learners within an unrestricted, college campus environment. An important tool in planning each student's education is the Educational Development Plan (EDP); these enable students and their parents to map a realistic course of study and assess progress through a complex, multi-year program. BASE ("Better Accounting of Student Efforts") teachers also serve as a resource or mentor for students as they become independent learners transitioning into college course work. Each student is assigned a BASE teacher who regularly meets with the students and parents to plan and document progress through the entirety of the program. WTMC is a skill-based rather than a credit-based program in which students acquire and demonstrate both hard (academic) and soft (life management) skills. WTMC students must complete WTMC college preparatory courses in English, mathematics, science and social studies with a minimum grade of "C" and earn "Soft Skills Certification" in all classes prior to transitioning into the college portion of the program: these soft skills include attendance, follow-through, preparation, communication, and responsibility (*WTMC Skills for Life*). Students are then required to complete a specific set of 100-level college classes in the core subjects of English, mathematics, science and political science. To graduate, students must complete an approved WCC certificate program or 20 credits from an approved associate's degree program with a 2.0 grade point average; programs are drawn from career pathways that are intended to provide opportunities for job entry or transfer to further higher education.

WTMC was an early example of the middle college model that has proven highly successful, graduating students who have successfully entered the workforce or gone on to transfer as juniors to prestigious institutions such as the University of California at Berkeley, George Washington University, and the University of Michigan. Comparatively, WTMC students have consistently scored higher than the state average on the ACT test (table 8.11); likewise, on a county level, WTMC has shown the highest scores on both the ACT and the Michigan Merit exam of any school district in the area as well as the state (table 8.12). Most importantly, WTMC graduates are connected to WCC through the attainment of a college education along with their high school education: of 92 graduates in 2007, for example, 42 earned certificates and 50 received associate degrees, qualifying them for a \$4,000 Michigan Promise Scholarship for study at any Michigan public higher educational institution the following year.

Table 8.11 Washtenaw Technical Middle College ACT Scores Comparison (2004-08)

Graduation Year	Total WTMC tested	Total tested statewide	WTMC Composite ACT Score	Statewide Composite ACT Score
2004	51	73,434	23.4	21.4
2005	43	74,307	23.2	21.4
2006	51	72,751	24.5	21.5
2007	51	78,135	24.1	21.5
2008	119	123,918	23.2	19.6

Source: [WTMC Profile](#)**Table 8.12 Washtenaw Technical Middle College 2007 Michigan Merit Exam and ACT Score Comparison Countywide**

	Math	Reading	Science	Social Studies	Writing	English Language Arts	ACT Composite Average
WTMC	76.4	87.8	83.7	98.4	75.2	85.1	22.7
State Average	46.5	59.7	55.9	83.0	40.1	51.0	18.8
Ann Arbor Public Schools	74.4	79.5	77.9	91.3	69.5	76.8	22.6
Chelsea High School	74.0	80.7	72.9	92.8	64.3	73.8	21.6
Dexter High School	69.1	77.7	71.6	86.7	57.6	72.1	21.6
Lincoln Senior High School	36.3	52.8	44.5	77.6	27.2	42.6	17.9
Manchester High School	57.6	72.8	77.2	94.6	51.6	68.1	20.1
Milan High School	48.0	59.7	59.1	87.7	38.0	49.2	18.7
Saline High School	73.8	80.7	78.0	94.5	67.3	77.4	22.1
Whitmore Lake High School	47.5	60.6	56.0	88.1	41.0	51.5	18.9
Willow Run High School	22.1	38.0	31.4	69.7	20.2	29.3	16.6
Ypsilanti High School	33.7	45.5	38.3	69.8	21.0	30.8	16.7

Source: [WTMC Michigan Merit Exam and ACT Scores Countywide Comparison 2007](#)

Other K-12 Connections

The college engages its K-12 partners in many other events throughout the year, including the following:

- Technology Day is an annual event that since 2003 has brought 200 to 400 high school students to WCC to learn about the campus, college life, and college programs. Professional faculty demonstrate new technologies and give presentations on many technical and career programs, while students participate in interactive demonstrations and receive guided tours. College officials are available to answer questions and discuss admissions, financial aid, student clubs, and other college activities.
- The Science Olympiad is an annual competition hosted by the college and coordinated by Eastern Michigan University, in which middle school and high school students from Washtenaw, Lenawee, Livingston, and Monroe counties test their science skills in team competition in biology, earth science, chemistry, physics, and technology. The Olympiad takes place in science labs and classrooms across the WCC campus ([Science Olympiad Press 2007 Press Release](#)).
- Wild Swan Theater is a professional children's theater that performs throughout Michigan and the Midwest, and is sponsored locally by WCC. The college provides its main performing venue in Ann Arbor, offering opportunities for elementary school children throughout the area to experience live theater ([Wild Swan Theater website](#)).
- In 2007, the college celebrated the 20th year of hosting the Southeastern Michigan Science Fair ([Science Fair 2007 Press Release](#)). The fair, coordinated by the college and the University of Michigan-Office of Women in Science and Engineering, showcases middle and high school student exhibits demonstrating principles of any branch of pure or applied science or mathematics.
- High school students and adult mentors may take part in the [FIRST Robotics Team](#) to produce a winning robot to compete against other schools from around the country in regional competitions, vying for a chance to go to the multinational FIRST Robotics Competition. Students learn teamwork skills, electronics, machining, mechanics, computer programming, pneumatics, CAD, project finance, 3D animation, and fabrication techniques. Team members can also earn WCC college credit for participating on the FIRST Robotics Team by taking the Robotics 170 course offered by WCC.
- The college is one of the official regional competition hosts for Michigan's [Robofest](#). Robofest is a computerized robotics contest in which 5th through 12th-grade students design, construct, and program robots while learning problem-solving techniques, mathe-

matics, logic, creativity, physics, electronics, mechanics, teamwork, and computer programming.

Responsiveness to Transfer Students

The Eastern Michigan University Transfer Student Office

In response to a steady stream of students moving back and forth between the WCC and EMU campuses, the two institutions have collaborated to provide enhanced transfer services through the Eastern Michigan Transfer Student Office on WCC's campus. WCC provides dedicated office space and EMU provides an advisor who is available to WCC students twice weekly as an additional resource for those seeking assistance with transfer-related issues. The service is highly sought after, with over 400 students seen by the EMU advisor during fall 2008 and winter 2009 (*EMU Transfer Center Statistics 2006-09*).

Transfer Fairs and Visits

Local colleges and universities regularly visit the WCC campus to provide information for transfer students. In addition to these regularly scheduled visits, the college hosts an annual Transfer Fair each spring, in which representatives from a large number of area institutions participate. The most recent fair, held in March 2009, included representatives from 32 institutions (*Transfer Fairs and Visit* website). The event has been so successful that, beginning in 2009-10, the college will host two fairs per academic year, in fall and spring.

M-POD

Many students choose to attend WCC for two years before transferring to the University of Michigan to complete their degrees. The M-POD (Michigan-Pursuing Our Dreams) program provides students with support services to make that transition as easy as possible. M-POD offers assurance that WCC credits will transfer toward U-M freshman/sophomore requirements, and provides counseling and mentoring services, as well as orientation resources for both institutions. An M-POD coordinator is employed at both WCC and U-M to ensure smooth coordination of the program on both sides of the program. Under the terms of the program, students who attend WCC for two years and who meet specific requirements would be competitive for admission to one of the 12 participating schools and colleges at the University of Michigan. Any student planning to complete at least 55 credit hours at WCC and then transfer to the University of Michigan, and who would like individual advising, may be eligible to take part in the program. Participating students must earn an overall grade point average of at least 3.0 (or higher for certain fields) while attending WCC, successfully complete all courses specified in the WCC Transfer Guide, successfully complete all prerequisite courses established by the U-M school or college in which they intend to enroll, and formally apply to the University of Michigan.

Originally proposed and implemented in 1999-2000 as M-TIES, the Michigan Transfer Initiative for Emerging Scholars, the program was first envisioned as a vehicle for encouraging underrepresented minority students to transfer from WCC to U-M (*M-TIES Proposal*). In 2005-06, M-TIES became M-POD, incorporating all of the former program's best practices, and adding a comprehensive mentoring component. The broader benefits of the program have always been evident, and while M-POD still offers services to assist academically and economically disadvantaged students in transferring from WCC to U-M, the program remains available to all WCC students. The primary goal remains helping all interested students navigate the transfer process and providing a smooth transition from WCC to U-M. A total of 858 students joined the M-TIES/M-POD program between 2004-05 and 2007-08, not including those students who did not officially join the program, but were served on a walk-in basis and provided with transfer information and course selection guidance (table 8.13).

Table 8.13 M-TIES/M-POD Program Students Served (2004-05 through 2007-08)

2004-05	185
2005-06	225
2006-07	197
2007-08	251
Total	858

Source: M-POD Office

Responsiveness to International Students

Opened in January 2004, the International Student Center offers a centralized, welcoming location for international students and provides a sense of belonging to the WCC community. Prior to the opening of the center, international students had no dedicated space on campus. The center provides services to international students as well as Native Americans and Hispanics, and is overseen by a professional counselor who provides academic advising as well as career and personal counseling. In addition, the international student counselor provides specially designed orientation sessions for ESL and F-1 visa students (*ESL Orientation* and *F-1 Orientation*), serves as an advisor to various international student groups on campus, and coordinates special international programs at the college. Students utilizing services at the International Student Center can be paired with a mentor, participate in “*universal small talk*” sessions, and communicate with full- and part-time staff and student assistants who speak five different languages. Community volunteers are recruited to provide tax accounting assistance during tax time; an immigration lawyer also volunteers time to assist students with legal issues. Communication with the international aspects of transfer institutions is also essential to ensuring smooth transfer for international students.

Responsiveness to Business and Industry

WCC has a long history of demonstrating responsiveness to local business and industry, as well as meeting the specialized training needs of individual groups. In a typical fall or winter semester, Business and Industry Services (BIS) offers over a hundred classes for local employees (table 8.14). WCC's BIS department coordinates customized training for companies of all sizes within the local community ([Business and Industry Services](#) website).

Table 8.14 Business and Industry Services Customized Training (2006-2009)

Semester	Classes	Enrollment	Contact Hours
Fall 2006	53	668	3514
Winter 2007	128	1479	8332.5
Fall 2007	107	1204	8531
Winter 2008	117	1375	8779
Fall 2008	102	1007	5637.5
Winter 2009	117	1375	8779

Source: [Business and Industry Services Data 2006-09](#)

The primary function of BIS is to offer training tailored to individual requirements. One tool available to companies to help identify their training needs is the department's TrainingMatrix™, accessible on the BIS website ([Customized Training TrainingMatrix](#)). The matrix enables users to select from a number of potential training programs and courses that may be appropriate for various employment areas, including the following:

- VisionPoint, a training program that focuses on training employees in the areas of ethics and compliance, leadership development and personal performance;
- AchieveGlobal, which offers training and consulting in sales performance, customer service, leadership, and teamwork;
- The Michigan Manufacturing Technology Center (MMTC), which offers courses specific to manufacturing;
- Plato Learning, a learning program that teaches basic skills for work, including math, communication, reading, writing, and business skills;
- WCC courses related to business, communication, leadership, and other employment skills; and
- Workplace Spanish, a series of Spanish programs designed for workers in specific fields (e.g. health care workers, building inspectors, or fire fighters and emergency medical technicians).

Business and Industry Services enables the college to provide dedicated services to local business and design customized, personalized programs that will improve the quality of employment opportunities within the community at large. Some examples include the following:

- The college provides coursework to meet the pre-licensure education needs and continuing competency requirements for Residential Builders and Maintenance and Alteration (M&A) contractors as required by the State of Michigan effective June 1, 2008 ([*Residential Builders Pre-licensure Education and Continuing Education*](#) website).
- WCC offers Career Change Boot Camps in partnership with Ann Arbor SPARK, the Chambers of Commerce of Ann Arbor and Ypsilanti, Eastern Michigan University, the University of Michigan, and Washtenaw County Michigan Works! (Department of Employment, Training, and Community Services). Topics have included Starting Your Own Business, Career Change Exploration, Careers in Health Care, and Careers in Information Technology. The location of these sessions rotates among the sponsors ([*Career Change Boot Camp Fall 2007*](#)).
- The college has provided customized corporate services to Plant Operations staff at the University of Michigan; for example, in 2006 the Business and Industry Services department developed workshops on budgeting specifically for U-M employees that were offered on the U-M campus ([*Customized Training Proposal for U-M Plant Ops 2006*](#)).
- An example of a local company BIS has provided with customized training is Liebherr Aerospace in Saline, Michigan. WCC has provided Liebherr with training since 2005, enabling the company to obtain ISO certification and training for its company supervisors in leadership skills.

The Continuing Education and Community Services division is currently under new leadership, and a divisional goal is the restructuring of Business and Industry Services to enable the department to provide quick, retraining opportunities to meet the needs of the unemployed in the community. This area is in transition but will continue to serve local business and the community by seeking the most effective and efficient ways to prepare those who need training for the workforce.

Responsiveness to the Community: Arts and Events

Washtenaw Community College fulfills a need in the community by providing both a venue for arts and community events as well as hosting its own series of arts programs, some of which are discussed in Criterion Three. One of the college's most significant annual arts

events is the Living Legends Series, which was created and developed by music faculty member John E. Lawrence ([Living Legends Series Brochure](#)). The series was designed to recognize the lifetime contributions of accomplished recording artists with the goal of providing WCC students, staff, and the community with a rare opportunity to meet the artists in the intimate setting of WCC's own Towsley Auditorium. The concert format, which mirrors that of Inside the Actor's Studio and Austin City Limits, includes a 45-minute interview and question and answer session followed by an intermission and a performance by the artists. Many of the artists also offer workshops to students and the community prior to their performances ([Living Legends Summary](#)). To date, the Living Legends artists having included the following:

- Mavis Staples (2003)
- The Four Tops (2004)
- Ashford and Simpson (2005)
- Earl Klugh (2006)
- The Temptations (2007)

Another community event in which WCC participates each year is Ann Arbor/Ypsilanti Reads. The Reads program was launched in 2003 by the University of Michigan Life Sciences, Values, and Society Program. The Reads program was fashioned after a civic reads program designed by the Seattle Public Library. The book chosen for the inaugural Reads discussion was Lincoln's DNA by Phillip R. Reilly.

According to the [Reads](#) website, the program is co-sponsored by the Ann Arbor and Ypsilanti District Libraries and is supported by interested civic groups, the University of Michigan School of Literature, Science, and Arts, the Ann Arbor and Ypsilanti Public Schools, local bookstores, Eastern Michigan University Libraries, and Washtenaw Community College. WCC has been a sponsor since 2004. Books are selected that explore themes that will prompt constructive dialogue and the program's goal is to promote reading and conversation through the shared experience of reading and discussing a common book.

Special events in conjunction with the book's theme enhance the Reads program, including a lecture series at the college ([Reads Events](#) website). In 2009, Timothy Ferris, author of the selected book, *Seeing in the Dark: How Amateur Astronomers are Discovering the Wonders of the Universe*, discussed his work before a full house at Towsley Auditorium. The Reads program demonstrates another way in which WCC seeks to connect with the community and offer opportunities for enrichment.

The partnership between WCC and the University Musical Society (UMS) at the University of Michigan is now in its tenth year. As mentioned in Core Component 3c, UMS generously offers WCC students discounted tickets for the productions it brings to the area, which WCC supplements further, enabling WCC students to attend world-class performances at affordable rates. Many performances have included community outreach components such as lectures and workshops that UMS and WCC have partnered in sponsoring (Criterion Three). As already mentioned, the college is a venue for many community performing organizations. One example is the Neighborhood Community Theater, which provides a forum for community members of all ages to participate in theatrical productions ([Neighborhood Community Theater Proposal](#) and [Neighborhood Community Theater Press Release](#)).

Beyond performing events, WCC provides community outreach where it is needed for seniors; for example, through computer instruction. The unexpected announcement in March 2009 that The Ann Arbor News would close and be replaced by an exclusively online news source left many seniors who have little computer experience without a viable option for local news coverage. WCC responded to this need by offering several courses free of charge for local seniors on main campus and at the Western Center ([Seniors Learn Computers Press Release](#)).

Responsiveness to the Community: The WCC Foundation

The [WCC Foundation](#) supports the college's mission of making a positive difference in people's lives through its own mission: "to support Washtenaw Community College and its students by raising money for scholarships and other financial needs while promoting the benefits of the College to the community." The Foundation supports the college in several ways: scholarship support for students; other campus needs; and community support.

Scholarship support

A core mission of the Foundation is to "support students by raising money for scholarships." In keeping with this, the Foundation awards between \$400,000 and \$500,000 to students annually in direct scholarship support ([Foundation Scholarship Expenditures 2004-2009](#)). In addition, the Foundation awards approximately \$200,000 to \$300,000 each year in other support, such as book vouchers, emergency financial support delivered through the Student Resource and Women's Center, child care costs, or support to faculty and staff for projects that directly benefit students. Over the last five years, the Foundation has provided an average of \$677,386 annually in scholarships and other forms of educational and student support. The Foundation saw an increase in the number of scholarship applicants by 23% between

2007-08 and 2008-09, and has responded accordingly by increasing the average amount of awards made by 13% (table 8.15). In order to keep up with the increasing need for scholarships, the Foundation made a commitment to raise one million dollars in additional scholarship funds and launched a campaign for that purpose in July 2008.

Table 8.15 Foundation Scholarship Expenditures (2004-05 through 2008-09)

Year	Scholarship Dollars Expended	Number of Applicants	Number of Awards	Average Award
2004-05	\$385,308.00	728	559	\$689.28
2005-06	\$433,963.45	958	758	\$572.51
2006-07	\$429,671.00	1156	1025	\$419.19
2007-08	\$422,628.00	986	858	\$492.57
2008-09*	\$520,616.00	1470	939	\$554.44

*Data for winter 2008 were estimated and data for spring 2009 not yet available at time of publication.

Source: [WCC Foundation, Foundation Scholarship Expenditures 2004-2009](#)

Other Campus Needs

The Foundation is able to provide funding for campus needs such as facility improvements, faculty special projects, and development of new initiatives. Some recent examples of these have included the following:

- In response to the need that the WCC Campus Children's Center had for major renovations and updates, the Foundation conducted a capital campaign in 2005 to raise \$360,000. The campaign concluded in July 2006 by having raised \$440,995 for these renovations, which included new flooring, ceiling tile, bathroom facilities for classrooms, playground improvements, equipment, and other enhancements.
- In 2005, the Foundation formalized a process for responding to the increasing number of requests from faculty and staff for special project support. The Foundation Grant Award process was instituted, including the creation of an application and the formation of a review committee to evaluate requests on annual basis. Since 2004, a total of \$552,903.00 has been awarded in grants to faculty and staff to support initiatives such as foreign study opportunities in Peru and Costa Rica, special equipment purchases for the Culinary Arts program, pilot programs in reaching out to youth through summer camps or after school tutoring, emergency funds for counselors to use in assisting students in crisis, and travel funds to help students attend competitions.
- Since July 2003, the Foundation has employed a full-time staff member to assist WCC faculty and staff in seeking external fund-

ing opportunities through grants to support the development of new programs or the expansion of existing ones. In that time, \$4.5 million has been secured from both government agencies and private foundations to support programs in adult education, workforce development, advanced manufacturing, nursing, and the campus Student Resource and Women's Center, to name a few.

- Twice in the past five years the Foundation has been approached by the "Friends of Washtenaw Community College," an external support organization, for funds to support campaign activity for millage renewal. The Foundation contributed a total of \$30,000 in support of these efforts and, in both cases, the millage renewal was passed by the voters.

Community Needs

The Foundation regularly partners with external organizations to assist them as well as the college in accessing resources. For example, because of the college's 501(c)3 status, the Foundation submitted an application to the Ann Arbor Area Community Foundation on behalf of the local monthly newspaper, the Ann Arbor Observer, for funds to support a community-wide information website. Another recent example was collaboration between the Foundation and all of the adult education providers in Washtenaw County and the local Michigan Works! agency to apply for funds to support collective efforts in adult education. The partners would not have been eligible without this community college partnership, and the Foundation facilitated by providing grant development services to craft a competitive proposal.

As the fundraising arm of the college, the Foundation provides grant seeking and development services on behalf of WCC, often in cooperation with community or regional partners. Such opportunities may arise from the Foundation or be brought forth by college staff, but in all cases the goal is to provide new or better programs for the college. Below are some examples of external organizations the Foundation has collaborated with, on behalf of the college, in creating grant proposals to secure funding for programs supporting the college. In these cases, the Foundation worked directly with the organizations throughout the proposal development stage to help facilitate the development of grants to support collaborative approaches in providing programs; if and when the grant was secured, personnel in the appropriate area of the college continued the relationship (items with asterisks indicate funded programs):

- All of the nine community colleges in the Southeast Michigan region*
- St. Joseph Mercy Hospital*
- Washtenaw Literacy

- The Ypsilanti Public Schools*
- Parkridge Community Center
- Big Brothers/Big Sisters of Washtenaw County
- University of Michigan Physical Therapy program
- Seven-fold Coalition Addressing Neighborhood Needs
- Michigan Small Business Technology and Development Center*
- Washtenaw County Clerks Association*
- Ann Arbor Observer
- Milan Area Schools*
- Ann Arbor Public Schools*
- Chelsea School District*
- Willow Run Schools*
- Lincoln Consolidated Schools*

The Foundation has a high profile in the community through events such as the annual golf outing and Mardi Gras fundraising gala, both of which consistently sell out each year. Both events are open to the internal and external communities and draw over 400 attendees collectively. In addition, community members actively support the work of the college and the Foundation, for example by serving on the [*Women's Council*](#). This group of about 20 active members hosts a scholarship luncheon each year that in recent years has raised up to \$30,000 to support women studying at WCC. WCC employees also support the Foundation through giving campaigns and individual contributions.

Strengths for Core Component 5c

- WCC is extremely responsive to ideas, generated either internally or externally, that uphold the mission of the college in making a positive difference in people's lives. Some examples include the development of extensive resources provided in the International Student Center; programs that have been developed for the K-12 community such as College is my Future that address the needs of local districts and at-risk youth in particular; and the Living Legends Series and other arts and cultural activities. Such initiatives help the college attain its vision of ensuring community success and satisfaction.

- Through a combination of credit and non-credit courses, WCC is able to respond to the needs of its constituents relatively quickly. The responsiveness and flexibility designed into planning and implementing the non-credit curriculum, along with a comparatively streamlined credit curriculum development process, helps to assure that WCC can fulfill its commitments to the community in a timely manner.
- The college offers customized training designed to respond to specific needs of local businesses through careful analysis of training needs and availability of a wide variety of educational tools that can be tailored to the requirements of employers.
- The WCC Foundation responds to the needs of students and the community by seeking grants and providing funding for scholarships and programs across the college.

Areas for Improvement for Core Component 5c

- The college should consider offering additional formal opportunities for community feedback. A survey once every ten years does not provide enough information for continuous improvement. While there are many informal opportunities to provide feedback on specific services and programs, this information is not widely disseminated. The college may consider other, more systematic methods of gathering feedback on college programs from community members on an ongoing basis. In addition, the college should continue to consider best methods for evaluating the effectiveness of its programs and services to ensure it is responding to the needs of its constituencies that are most appropriate and necessary.

Future Focus for Core Component 5c

- WCC will continue its relationships and partnerships with local K-12 and higher education institutions, local business and industry, and the community at large.
- The college should continue to seek ways to gather feedback from its constituencies to ensure it is able to be responsive to their needs as they arise.

Core Component 5d

Internal and external constituencies value the services the organization provides.

The discussion of Core Components 5a, 5b, and 5c highlighted many of the specific ways in which Washtenaw Community College serves its internal and external constituencies through distinctive programs, services, and facilities directed to a diversity of audiences. The college seeks to ensure the constituencies it serves value the programs and services it provides.

Internal Constituencies

The college's primary internal constituencies are its students, faculty and staff. The satisfaction of WCC's current students is of great importance to the college, and is tracked annually via the Current Student Survey. Students consistently demonstrate a high level of satisfaction with the college: In the fall 2008 Current Student Survey, 83% of current students responding indicated they intended to return to WCC the following semester, and, when surveyed concerning their satisfaction with a wide array of available student services, 91% reported being satisfied or very satisfied overall ([Current Student Survey Fall 2008](#)). The college's Institutional Research department also has undertaken numerous ad hoc surveys to gauge student satisfaction with certain particular issues, such as parking and public transportation usage, the library, the computer commons, food services, and the Health and Fitness Center. Such feedback provides information on the extent to which specific services provided by WCC are valued by students.

The college's other primary constituency group is its faculty and staff. As with students, faculty and staff are often surveyed on particular issues on an ad hoc basis. As part of the [Faculty and Staff 2008 Survey](#) administered in conjunction with the self-study process, employees were asked questions directly related to issues of engagement and service. Results demonstrate that faculty and staff primarily agree that WCC strives to meet community needs through relationships with various community groups, businesses and educational partners (table 8.16). In particular, respondents felt the college excelled in its non-credit offerings, with 87.3% agreeing or strongly agreeing that WCC offers sufficient variety to the community; moreover, a large number of respondents (87%) agreed or strongly agreed with the general statement that "the college enhances the quality of life in the local community."

The majority of faculty and staff agreed or strongly agreed that the college did well in all other aspects of engagement and service men-

"I love everything about WCC. It's so accessible, and there are always helpful resources available. I love my classes here, and I have had an extremely positive overall experience thus far. If I could get a bachelor's degree here, I would stay at WCC for many more years."

Comment from Current Student Survey Fall 2008

tioned on the survey, including responsiveness to the needs of local business and industry, community needs, K-12 partners, transfer institutions, and outreach services to the community. However, a somewhat high response rate of “don’t know” in some areas suggests a lack of knowledge of some of the work that is occurring at WCC. For example, 26.8% responded, “don’t know” when asked if they agreed that the college is responsive to its K-12 partners, including WTMC. Likewise, 31.2% indicated not knowing if WCC meets the needs for continuing education for licensed professionals. As seen from the evidence in this chapter, the college is highly responsive to both these constituencies; increased internal communication might highlight the positive activities occurring in these areas to a wider internal audience.

Table 8.16 Faculty and Staff 2008 Survey: Criterion Five

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The college is responsive to the needs of local business and industry.	25.7%	45.2%	3.3%	1.4%	24.3%
WCC meets the needs for continuing education for licensed professionals.	22.8%	41.1%	4.2%	.7%	31.2%
The college develops and provides services and programs that meet community needs.	25.9%	53.8%	3.0%	1.6%	15.8%
The college is responsive to its K-12 partners, including WTMC.	25.8%	44.4%	1.9%	1.0%	26.8%
The college is responsive to transfer institutions.	31.9%	48.9%	1.1%	.2%	17.9%
The college offers a sufficient variety of non-credit courses to the local community.	39.7%	47.6%	2.8%	.3%	9.6%
WCC is committed to providing appropriate outreach services to the local community.	27.8%	45.8%	2.8%	1.6%	22.0%
The college enhances the quality of life in the local community.	45.2%	41.8%	1.2%	.9%	10.9%

N=576. Totals may not equal 100% due to rounding

Source: *Faculty and Staff 2008 Survey.*

External Constituencies

WCC receives tangible feedback regarding the value of its services from its external community in both the strong level of support it shows the college, and the high level of use it makes of the college's facilities. As mentioned several times in this document, the local taxpayers have shown repeated support for the college millage, even in stressed economic times (Core Component 2b). Individuals and organizations also demonstrate through their financial and volunteer contributions that they value the mission of the WCC Foundation. An average of 1,246 donors annually have contributed a total of approximately \$5 million to the Foundation over the last five years ([Foundation Donor Report Count and Donations](#)). These gifts are in response to general requests for support and specific initiatives such as the renovation to the campus child care center in 2006 and the most recent campaign, launched in 2008, to raise \$1 million for scholarships.

Moreover, the local community takes advantage of the college's resources above and beyond taking credit and non-credit courses and programs. The college's Conference Services office oversees campus bookings; particularly popular is the Morris Lawrence Building, which includes Towsley Auditorium, flexible meeting space, and a large atrium. The college books space for many types of events and organizations ([External Facility Use and Revenue 2007-08](#)). Among the groups served are non-profits. Between 2005 and 2007, the college provided 4,030 bookings (for an estimated 168,000 people) for non-profit organizations at standard fees. In addition, during that time WCC had 955 bookings (for an estimated 42,000 people) for non-profits in which fees were reduced or waived because the events were sponsored in part by the college. Finally, the college also purposely keeps some space costs extremely low for classroom usage by community groups having little financial support. Between 2005 and 2007, WCC booked 2,929 classroom spaces for 8,472 hours for community group use at greatly reduced cost to support their work ([Conference Services Space Utilization 2005-07](#)). Some of the groups and events that have utilized campus facilities include the following (items with asterisks indicate events WCC sponsorship or waived/reduced fees):

- Ann Arbor Jaycees—Community Work
- Ann Arbor Public Schools—Proms, Training
- Catholic Social Services—Fundraiser
- Ann Arbor Quilt Guild—Lectures
- Arbor Hospice—Fundraiser
- Hope Clinic—Fundraiser

The Community Values WCC and the WCC Foundation

The Buhr Foundation, a local organization that has contributed over \$100,000 to scholarships and other needs over the last 25 years, expressed their support for the work of the WCC Foundation:

"Everyone at the Buhr Foundation feels that investing in WCC is an investment in a community asset. The WCC Foundation is not just a good investment for us; it is a good investment for the community."

WCC Foundation Annual Report (issue)

- Michigan Islamic Academic—Graduation
- Alzheimer’s Association—Fundraiser
- Muslim Community Foundation --Fundraiser
- St. Joseph Mercy Hospital—Leadership Training
- American Heart Association---Heart Walk*
- American Red Cross—Celebration Events/Blood Drives*
- Ann Arbor Civic Theater—Community Theater*
- Habitat for Humanity—Fundraiser*
- Michigan Works—Job Fairs/Leadership Training*
- Wild Swan Theater—Children’s Theater*
- Ypsilanti Chamber of Commerce—Membership Events*
- Ypsilanti Symphony and Community Band—Performances*

As part of the self-study, WCC formally surveyed a group of community leaders in July and September 2008. The purpose of the [*Community Leaders Survey 2008*](#) was to garner feedback on WCC’s programs, curriculum and community relations, and solicit opinions on how the college might improve its programs and services. Sixty-four respondents included local leaders in the areas of business, K-12 education, higher education, government administration, charitable organizations, arts administration, and the media, as well as elected public officials and prominent citizens. Survey results reveal that representatives from the local community do, in fact, value the services that the college provides.

The 24 questions were reflective of five major themes: occupational preparation, educational preparation, community relationship/responsiveness, value/importance, and visibility. Ninety percent or more of the community leaders agreed or strongly agreed with the following ten statements:

- WCC is a valuable asset to the community (98%).
- WCC’s curriculum provides learning opportunities for adults of all ages (97%).
- WCC’s degree and certificate programs provide a wide range of educational options (95%).

- WCC's curriculum provides opportunities for workers in a wide range of fields to improve their skills (95%).
- WCC provides a comfortable learning environment for the diverse ethnic, racial and cultural groups of the community (93%).
- WCC is a highly visible institution in the community (92%).
- WCC's programs, services, and activities make a significant contribution to the economic development of the community (92%).
- WCC provides quality facilities for community group events, meetings and conferences (91%).
- WCC is worth the property taxes that help to fund its programs and operations (90%).
- WCC's programs/courses prepare students well for further education at four-year universities and colleges (90%).

As with the faculty and staff responses, certain areas received a high number of "don't know" responses, indicating again a lack of awareness of these programs and services among this group of community members:

- WCC works effectively with K-12 public schools in the community (44%).
- The Board/administration give due consideration to input from members of the community about WCC programs and initiatives (45%).
- WCC's customized job-training courses meet the needs of local employers (42%).
- WCC works effectively with other higher education institutions in the community (42%).

Overall, the [*Community Leaders Survey 2008*](#) results suggest that the college is indeed fulfilling its mission of improving the quality of life in the community.

Strengths for Core Component 5d

- Feedback from students, faculty, staff, and the community demonstrates that the college is respected and valued for the services it provides. The community, in particular, utilizes the college as a resource, and local good opinion of WCC is evidenced by continued taxpayer and donor support. Surveying of community leaders

indicates a high level of respect and appreciation for the college's role in the community, with leaders surveyed almost unanimously agreeing with the statement that "WCC is a valuable asset to the community."

Areas for Improvement for Core Component 5d

- Survey feedback indicates less awareness on the part of employees concerning certain areas of the college, including community outreach, continuing education for licensed professionals, responsiveness to business and industry, and responsiveness to K-12 partners.
- Survey feedback of community leaders revealed a lack of awareness of some of the college's key activities, with over 40% of respondents indicating they do not know about the effectiveness of WCC's work with K-12 or higher education institutions, the quality of its customized job training, or whether the Board and administration give due consideration to community input.

Future Focus for Core Component 5d

- While meeting continuing education needs for licensed professionals is specific to those professionals, WCC might consider more dissemination of the other information that is relative to WCC's relationship with business and industry, K-12, and other outreach activities to its internal community.
- To further increase awareness of WCC's activities in the community and maintain connectedness with community leaders, the college might consider more periodic surveying or other methods of exchanging feedback with local leaders from the community, as well as providing information on lesser-known programs and services. For example, respondents on the Community Leaders Survey indicated not knowing if the Board/administration gives due consideration for community input, when, in fact, WCC Board meetings are open with scheduled opportunity for public comment, and minutes and agendas are posted on the college website. The college may seek ways to highlight certain areas to raise community awareness of their importance to the college and the community at large.
- WCC values its relationships with the community and it will continue to cultivate partnerships that help support students in reaching their goals, as well as providing opportunities for improving facilities for student and community use.

Washtenaw Community College

Chapter **9** *nine*

Federal Compliance

Credits, Program Length, and Tuition

Washtenaw Community College operates on a traditional semester system. It maintains three main terms of study: a 15-week fall semester, a 15-week winter semester, and a 12-week spring/summer semester. Most classes in the fall and winter semesters are offered for the full 15 weeks, although students may take late-start classes lasting 5, 7½, 10, or 12 weeks. Within the spring/summer semester there are offered classes lasting the full 12 weeks, as well as two 7½-week sessions and two 10-week sessions; this flexibility enables students to complete courses in fewer weeks. These courses meet for the same number of hours as equivalent 15-week courses.

Tuition at WCC is charged by credit hour. The print and online annual *College Bulletin* (course catalog) lists each course with course description, credit hours, contact hours, and prerequisites, while the print and online *Course Schedule* (distributed by semester) lists each course with corresponding schedule, number of credit hours, and type of course (for example traditional, mixed mode, or distance learning). Tuition and fees are determined by the WCC Board of Trustees and are made public in the College Bulletin and semester class schedules, as well as online (*Tuition and Fees*). For the 2008-09 academic year, the tuition rate for in-district students is \$70 per credit hour, plus an additional \$7 per credit hour technology/enrollment fee. Tuition rates for distance learning courses are approximately 2.6% higher than non-distance learning courses, and are not based on residency status. Per-contact-hour fees include a \$3 per-contact-hour fee for courses including contact with the instructor for more than the ratio of 15 hours per semester for each credit hour. Contact hour fees are listed in the class schedule and are limited to no more than \$200 per course.

Course credits and credit hours are consistent with colleges and universities within the state and with higher education institutions nationally. The length of degree programs (AA, AS, and AAS) are within the national and regional norm for community colleges. Information on program course requirements, program length, and tuition is provided in print and online in the *College Bulletin* and on the college website (*Certificates and Degrees* and *Tuition and Fees*).

Institutional Compliance with the Higher Education Reauthorization Act (Title IV Information)

WCC is in full compliance with the requirements of the Higher Education Reauthorization Act of 1998. Documentation of the college's approval to participate in and comply with Title IV includes the Program Participation Agreement (PPA), Eligibility and Certification Approval Report (ECAR), and official cohort default rates. As stated in the current Program Participation Agreement, WCC is authorized to partici-

pate in the following programs:

- Federal Pell Grant Program
- Federal Family Education Loan Program
- Federal Direct Student Loan Program
- Federal Perkins Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work-Study Program

In fall 2007, 3,674 students received a total of \$9,381,687 in Title IV money; in fall 2008 that increased to 4,328 students receiving \$12,507,854. WCC's Financial Aid Office monitors default rates and ensures adherence to policies and procedures. The most recent default rates for WCC were 13.5% in 2004, 12.1% in 2005, and 8.3% in 2006. The college has made it an institutional goal to lower this rate. The Director of Financial Aid has overseen the development of a Default Prevention Plan to educate students on loan repayment options when they are nearing or entering repayment; in addition, the plan focuses on educating students on the seriousness of borrowing loans upon entering college and promoting financial literacy. The plan includes the following:

- For new borrowers: sessions on financial literacy and entrance counseling when applying for student loans.
- For current borrowers: advanced sessions on financial literacy, personalized annual letters outlining cumulative loan amounts and repayment options, and opportunities for loan counseling.
- For borrowers nearing graduation: options similar to current borrowers, plus communication outlining repayment responsibilities; opportunities for exit counseling; and enacting a hold on student accounts for failing to complete exit counseling.
- For students no longer attending WCC: exit packets mailed to students, followed by phone contact to explain repayment options and obligations; opportunity for exit counseling; contact by phone five months after sending exit packets; and contact if no payment has been made after repayment period has started.
- Delinquent borrowers (as drawn from the monthly Michigan Guaranty Agency report): emails sent to students concerning failure to pay loan payments, giving options if unable to pay; phone calls made to those with valid phone numbers; when requested, forms such as Forbearance and In-School deferment mailed to students.

The college default rate has dropped since 2004 as a result of these efforts. The college remains vigilant about defaults, particularly in the current difficult economic climate. WCC's Financial Aid Office continues to seek ways to educate students through all available means concerning the requirements, rights, and responsibilities involved in applying for federally funded loans.

The Financial Aid Office requires that students meet the [*Satisfactory Academic Progress Standard*](#) to remain eligible for financial aid. Students receiving aid must maintain a cumulative and semester grade point average of 2.0 or greater and complete at least 75% of their semester credits. Students who meet the Satisfactory Academic Progress Standard will be in good standing and eligible to receive future financial aid, unless they become ineligible by attempting 90 or more credits.

The college's Program Participation Agreement, Eligibility and Certification Approval Report, Default Prevention Plan, as well as the college financial statements and A-133 audit reports, from which there were no significant findings, are available in the resource room. The Financial Aid Office also publicizes required terms and conditions for financial aid recipients in the College Bulletin and on the college's [*Financial Aid*](#) web site.

Federal Compliance Visits to Off-Campus Sites

Washtenaw Community College has no facilities that meet the Higher Learning Commission's definition of an off-campus site. While the college provides courses at its extension centers, none offer more than 50% of a program's coursework.

Campus Safety and Security

In accordance with Board policy ([*Crime Awareness and Campus Security Policy 8025*](#)) and in compliance with the federal Student Right to Know and Campus Security Act (now the Clery Act), the department of Campus Safety and Security annually prepares a college-wide report on campus security for distribution to the college at large. The report is prepared in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which requires colleges and universities to disclose crime information on and around their campuses. The report is compiled by the Director of Campus Safety and is substantiated by the Washtenaw County Sheriff Department. Three-year statistics, as well as information on crime prevention and the department's services and policies, are available on the [*Campus Safety and Security*](#) page of the college website.

Transfer Policies

WCC maintains several policies to ensure smooth and consistent transfer of credit earned at another institution. The college's policy on articulation ([Articulation Policy 2120](#)) guides the development of formal articulation agreements to ensure that unnecessary repetition of coursework will be eliminated. This includes granting credit to students articulating from appropriate high school courses, college courses, business and industry training programs, and 2+2 post-secondary agreements leading to a bachelor's degree.

To transfer credit from another college, applicants must submit an official transcript from the college previously attended if they wish to apply the credit toward their program of study at WCC. Transfer coursework will be evaluated and posted to the WCC transcript after the student has completed one or more credit hours at WCC. Credit will be granted only for courses in which a grade of "C" or better has been earned. Courses that are evaluated to be equivalent to courses offered at WCC are posted on the transcript as the specific course, while courses evaluated as college-level but not equivalent to a particular WCC course are posted as elective credit in the appropriate discipline. The evaluation and acceptance of transfer credit is governed by the accreditation of the institution issuing the credit. Credit from institutions that are regionally accredited is evaluated for WCC equivalencies first and then evaluated for elective credit. Credit from institutions that are not regionally accredited may be evaluated for non-traditional credit. The college's policy on credit for prior learning ([Credit for Prior Learning Policy 3031](#)) also allows students to receive equivalent college credit for learning experiences outside the traditional classroom, such as work experience, previous training, or other prior documented learning. Credit is evaluated by examination, portfolio evaluation, or other college-approved technique that meets state or national criteria.

Policies on transfer of credit earned at another institution are disclosed in the [College Bulletin](#) (p. 43), as well as on the college website ([Transfer Credit and Credit for Other Prior Learning](#)). Samples may be found in the resource room.

Verification of Student Identity in Distance Education

WCC offers distance education through its College on Demand (COD) delivery system, which combines lectures presented in streaming video with online instruction. The online component is managed by the instructor using Blackboard course management software. All WCC students, including COD students, are required to go through the WCC application process, at which point they provide identifying information, which is required for registration. Student information is maintained in WCC's secure database system, Banner.

The college uses several mechanisms to communicate with students, including U.S. mail for official business. Should such mail be returned as undeliverable (e.g., in the case of an invalid address), this outcome is entered into the database and the student is put on hold, preventing transactions such as registration.

All WCC students are issued WCC netIDs consisting of a unique user name and password, and all students register through the WCC online registration system. This requires verifying information by logging in with the secure WCC netID and password. All COD online students also access their courses through Blackboard. This requires verifying information by logging in with the secure WCC netID and password. Submission of materials for student assessment and evaluation is managed through Blackboard; in some cases, there may be submissions of attachments using the WCC student e-mail account; this again requires logging in using the secure WCC netID and password. A screen snapshot of the verification process is available in the resource room. WCC will seek to enhance the verification protocols to meet or exceed the evolving requirements as federal guidelines for student verification are further developed.

Public Disclosure: Advertising and Recruiting Materials

The written policies and procedures for grading, transfer, grievances, and complaints, as well as the academic calendar, are carefully reviewed and revised each year before being printed in the College Bulletin and being posted on the college website. If procedures for processes change, the college notifies affected students via email and postal mail. The college Registrar holds pre-registration meetings each semester to inform college staff about any policy or procedure changes so they can assist students.

All material presented in print or online is checked by staff for accuracy and consistency. The Public Relations and Marketing Services department reviews communications for accuracy and fairness in their representation of the college.

Washtenaw Community College notes its accreditation status with the Higher Learning Commission in its College Bulletin, course schedules, CareerFocus magazine, academic program handbooks, and other printed documents. The college accreditation status is also referenced on the WCC website. The college recently updated all documents to ensure the consistent use of HLC information, including the appropriate address and telephone number, and the college plans to use the Mark of Affiliation on its website in the near future. Samples may be found in the resource room.

Professional Accreditations

Washtenaw Community College has several programs that have received professional accreditation:

Automotive Mechanic Certificate
Automotive Technician Advanced Certificate
Certified by: National Automotive Technicians Education Foundation

Culinary and Hospitality Management AAS Degree
Culinary Arts Certificate, Hospitality Management Certificate, and
Baking and Pastry Certificate
Accredited by: American Culinary Federation

Dental Assisting Certificate
Certified by: The Commission on Dental Accreditation of The American Dental Association

Law Enforcement Basic Police Academy
Approved by: The Michigan Commission on Law Enforcement Standards

Registered Nursing AAS Degree
Accredited by: The National League for Nursing Accrediting Commission
Approved by: State of Michigan Department of Community Health Bureau of Health Professionals Board of Nursing

Pharmacy Technology Certificate
Accredited by: The American Society of Health-System Pharmacists

Physical Therapist Assistant AAS Degree
Accredited by: Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association

Radiography AAS Degree
Accredited by: Joint Review Committee on Education in Radiologic Technology

Requirements of Institutions Holding Dual Institutional Accreditation

Washtenaw Community College does not hold dual accreditation.

Records of Student Complaints

Formal student complaints are recorded and housed in the office of the Associate Vice President for Student Services. Student complaint procedures are clearly delineated in the Student Rights and Responsibilities, which are printed in the *College Bulletin* and also clearly outlined on the college website (*Student Rights and Responsibilities*). Formal complaints against instructional faculty are directed to the area dean; complaints concerning non-instructional personnel are directed to the

Associate Vice President for Student Services. Complaints regarding sexual or discriminatory harassment may be taken to any dean, executive officer, or the Associate Vice President for Student Services.

In the last three years, most of the 53 recorded complaints were resolved in a timely manner; 37 of these were resolved within 10 days, and 17 were resolved in five days or fewer. Sample logs are available in the resource room.

Third Party Comment

WCC's Third Party Comment advertisement was published in the following venues in May, June, and July of 2009:

- The Washtenaw Voice (WCC's student newspaper)
- The Ann Arbor News
- Ann Arbor Observer
- The Heritage News (including The Milan News, The Saline Reporter, The Chelsea Standard, The Dexter Leader, The Manchester Enterprise, The View, and The Ypsilanti Courier)

Washtenaw Community College is seeking comments from the public about the college in preparation for a periodic evaluation by its regional accrediting agency. The college will undergo a comprehensive evaluation visit Oct. 12-14, 2009 by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools; Washtenaw Community College has been accredited by the Commission since 1973. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the college to:

Public Comment on Washtenaw Community College
The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. They must be in writing and signed, and cannot be treated as confidential.

All comments must be received by September 8, 2009.

Washtenaw Community College

Chapter

10 *ten*

Conclusion and Request for Continued Accreditation

Conclusion and Request for Continued Accreditation

Washtenaw Community College has been providing high quality education to its students and exceptional service to its community for over 40 years. The college fulfills its mission and demonstrates its values by offering a wide variety of opportunities for learning at its campus, extension centers, via its distinctive distance education program, and through a tremendous breadth of credit and non-credit courses and programs. The centrality of teaching and learning to the daily realization of the mission is clear in the college's support of innovation in instruction and technology, assessment of student learning, and faculty development. WCC reveals its commitment to lifelong learning for its students, faculty, staff, and the community through extended student activities, extra-curricular activities, opportunities for service and engagement for students and employees, cultural, arts, and community events on campus, and a dedication to community service. In this way, WCC strives to achieve its vision of promoting success for students, staff, and the community as the college pursues its mission of making "a positive difference in people's lives." Viewed as a whole, the college emerges as a unique institution that is both distinguished by the centrality of teaching and learning, and dedicated to the distinct needs of the community it serves.

As noted at the beginning of this report, the college sought to use the self-study process as an opportunity to reflect on its achievements and potential for the entire college community. In addition, the self-study report is intended to serve as a guiding document for continued improvement across the college into the future. The self-study has involved a thorough and open evaluation of WCC's strengths and areas needing improvement, and has led to recommendations for potential areas of future focus. The college now looks forward to meeting those challenges with what has been learned through this process of institutional self-reflection.

Evidence has been cited throughout the self-study demonstrating that Washtenaw Community College exhibits the best characteristics of the four cross-cutting themes described by the Higher Learning Commission:

WCC is a Future-Oriented Organization

WCC is committed to and driven by its mission, and the college mission, values, and vision are widely supported across the institution. The college engages in planning on multiple levels resulting in documented strategic initiatives and goals; these goals link planning and budgeting at the institutional and divisional levels. Planning is designed to be flexible and responsive to the rapidly changing economic, technological, and demographic needs of the community served by the college. WCC has a tradition of fiscal responsibility and strong taxpayer support, and a solid resource base that ensures it can continue to maintain and improve its programs and services. The college also has a commitment to focusing on the future of its constituents: this is evidenced, for example, by providing excellent technological resources for students, faculty, and staff, including an innovative and well-supported distance learning system; new academic programs developed in growing job areas; expanding opportunities for student engagement and preparation for partici-

pation in a diverse world; and a focus on health, the environment, and the responsible stewardship of resources for the future benefit of all.

WCC is a Learning-Focused Organization

As part of the stated values of the institution, teaching and learning are central to WCC. That the college is a learning-focused organization is clear from the growing work that has been done in the past decade to improve student learning and its assessment; this has included a continued focus on student success, appropriate learning outcomes across the curriculum, and the increasing engagement of faculty in using assessment to improve student learning. The college is committed to providing comprehensive learning opportunities as follows: occupational and transfer education, a well-developed general education program, developmental courses, non-credit courses, and excellent support services to help students succeed. The growth in the last decade of opportunities for learning beyond the classroom is further validation of the college's focus on learning for life. WCC supports its faculty and staff in their own learning, substantiating the vision statement that "we learn to improve learning." Finally, the college continually seeks to learn more about its own capacity to serve its students and meet its mission through ongoing evaluations, benchmarking, surveys, and other processes that guide improvement.

WCC is a Connected Organization

WCC shares the Higher Learning Commission's goal of serving the common good through its own mission of making a difference in the lives of its constituencies. WCC maintains strong connections and relationships with external partners such as local school districts, transfer institutions, community organizations, business and industry partners, and other organizations to ensure that the college is meeting the needs of the community it serves. WCC engages with external constituencies through its faculty and staff, its executive leadership, the Board of Trustees, the WCC Foundation, advisory committees, and extra-curricular opportunities for students. The college supports a culture of service through opportunities for students, faculty and staff to participate and be recognized for engagement with the community. WCC collaborates with its educational partners to ensure smooth transitions for students from middle and high school through higher education, as evidenced by programs such as the Harriet Street Center offerings for youth, College is My Future, M-Pod, the Eastern Michigan University Transfer office, Tech Prep, Washtenaw Technical Middle College, and other programs. WCC has a long history of collaboration with partners in business and industry, for example with the United Association of Plumbers and Pipefitters. The college will play an important role in addressing the challenges of meeting the needs of local business in the current troubled economy. Finally, the college seeks to be the community's college, offering community resources such as outstanding facilities, events, and resources such as

the Health and Fitness Center, recently built to meet a demonstrated need in the local area.

WCC is a Distinctive Organization

WCC recognizes that it is situated in a unique location and benefits from the diversity of the surrounding location. The college takes pride in its diversity of students, faculty, and staff, which exceeds that of the county; the college continues to take steps to maintain and increase the promotion of diversity as a distinctive feature of the institution. Underlying this is the endorsement of policies, activities, curriculum, and support services to sustain diverse populations and activities, and prepare students to live and work in a diverse society. The college is also distinctive in its commitment to access, flexibility, and success for its students, upholding that commitment through a thoughtfully planned FlexEd program of flexible course offerings that are designed to promote student success. WCC is also distinctive in its support of innovation in teaching, as evidenced through the implementation of On Course teaching methods, the work of the Faculty Professional Development Committee, and the creation of innovation grants for faculty. The college continues to look forward: This is especially evident in an institutional emphasis on sustainability and the college's commitment to environmentally sound facility planning, with all new construction and renovation being at least LEED silver certified. In this way, the college demonstrates environmental responsibility to its current students, while verifying it has the capacity to serve generations of students for many years to come.

Request for Continuing Accreditation

This self-study document is presented as validation that Washtenaw Community College meets the five Criteria for Accreditation of the Higher Learning Commission. The college has made a careful effort to identify its strengths, as well as areas for improvement and recommendations for future directions. Washtenaw Community College therefore respectfully requests continued, ten-year accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Washtenaw Community College

Additional Resources

Additional Resources

All references within the report that are cited as hyperlinks are clickable when the self-study is viewed in electronic form and are also available in the WCC SharePoint Electronic Resource Room (ERR). Some items cited in the report have additional files housed in the ERR (for example, while a single year of the Annual Budget Plan may be cited in the report, Annual Budget Plans for multiple years are available for viewing in the ERR).

The sources listed below are samples of further evidence available in the ERR that have not been specifically cited in the self-study, but are nevertheless related to the criteria and core components. These additional resources and many other documents can be found in the WCC SharePoint Electronic Resource Room, and may be sorted by criterion, core component, or category.

Access to the Electronic Resource Room and many of the sources cited as links in the self-study report is password restricted to the HLC evaluation team and members of the campus community. To obtain a password, please contact the Self-Study Coordinator at nca-selfstudy@wccnet.edu.

Sample Additional Resources: Criterion One

[*American with Disabilities Act: Accommodation Request and Complaint Procedures*](#)

[*Board of Trustees Accomplishments 2007*](#) (additional files dating to 2003 in ERR)

[*Board of Trustees Policy Manual*](#)

Sample Additional Resources: Criterion Two

[*Budget Revised 2006-07*](#) (additional revised budgets and mid-year adjustments in ERR)

[*Capital Fund*](#)

[*Faculty Full-Time Hires 1999-2008*](#)

[*Fitness Center Article in Washtenaw Voice \(January 2009\)*](#)

[*Grant Activity 2007-08*](#) (files for additional years in ERR)

[*Instructional Equipment Purchases \(non-Perkins\) 2003-04 to 2007-08*](#)

[*Salary for Professional Faculty 2008-09*](#) (salary ranges for other groups also in ERR)

[Student Outcomes Bar Chart Fall 2000 Cohort Through 2006-07](#)

[Tuition Rates 2000-2009](#)

Sample Additional Resources: Criterion Three

[Academic Skills Center Collection List \(part 1 of 6\)](#) (additional parts in the ERR)

[Board Report Historical Institutional Data February 2009](#)

[Children's Center Statistics Winter 2004 through Fall 2007](#)

[Developmental Task Force Summary 2006-07](#)

[Distance Learning and Blackboard Statistics](#)

[General Education Assessment—CAAP 2007 Summary for Writing, Science, and Critical Thinking](#)

[Faculty Professional Development Workshop Sample: Bob Moses](#)

[Faculty Professional Development Committee PowerPoint Presentation to Board 2008](#)

[Learning Resources Division/Library Goals 2007-08](#) (other years in the ERR)

[Media Services Annual Report 2006-07](#) (other years in the ERR)

[Release Time Fall 2007](#) (additional files in ERR)

[Sabbatical Leaves 2002-08](#)

[Student Opinion Questionnaire—Overall Instructor mean Winter 2007](#) (other files on ERR)

Royal Shakespeare Company Photos from the *Tempest* Dinner: [Photo 1](#) and [Photo 2](#)

Sample Additional Resources: Criterion Four

[College Central Network](#)

[Dental Assisting Student Handbook](#)

[Eastern Michigan University Cross-Cultural Requirement Resource Page](#)

EMU General Education Transfer Guide 2008-09

In-service schedules (additional years in ERR): *January 2007, September 2006, and September 2005*

Nursing Student Handbook

Police Academy Student Handbook

Supervisor Training Sessions 2004-08

Sample Additional Resources: Criterion Five

Black History Month Events 2006

Colleague Article: Harriet Street Center Classes for Young People (January 2007)

Career Cluster Project Grant: Teen Design and Build Competition

Extension Center Contract: Harriet Street

Extension Center Contract: Hartland

Foundation 2007-08 Financial Statement Audited (additional years to 2003-04 in ERR)

Foundation Annual Report 2006 (20th Anniversary)

Foundation Newsletter Fall 2007

UA Letter of Understanding 2008 (other years on ERR)

General Resources

College Catalog Archive

Course and Program History Fall 2000 to Fall 2009

E-Link Employee Newsletter Sample Issue (January 2007)

YouTube and WCC (Short videos on various WCC programs)

Washtenaw Community College

Acronyms and Terms

Acronyms and Terms

- AA—Associate in Arts
- AAS—Associate in Applied Science
- ADA—American with Disabilities Act
- AS—Associate in Science
- ATI—Assessment Technologies Institute
- AATA—Ann Arbor Transportation Authority
- BE—Business Education Building
- BIS—Business & Industry Services
- CAAP—Collegiate Assessment of academic Proficiency
- CIMF—College is My Future
- CBJT—Community-Based Job Training (government grant)
- CLA—Crane Liberal Arts and Science Building
- CLEG—Michigan Council for Labor and Economic Growth
- CLEP—College Level Examination Program
- COD—College on Demand: online classes
- COMPASS—ACT’s computerized, adaptive course placement entry assessment tool
- CSRDE—Consortium for Student Retention and Data Exchange
- CurricUNET—Web-based curriculum management software
- DL—Distance Learning
- EDJT—Economic Development and Job Training grant
- EMU—Eastern Michigan University
- ESL—English as a Second Language
- FEB—Family Education Building (Children’s Center)
- FERPA—Family Educational Rights & Privacy Act
- FlexEd—Flexible Education: COD, Blended and Weekend courses
- FPDC—Faculty Professional Development Committee
- GL—Great Lakes Regional Training Center
- HuVACO—Huron Valley Association of Code Officials
- HVACR—Heating, Air Conditioning, Ventilation, and Refrigeration
- IR—Institutional Research Department
- ISTD—In-Service Training and Development Committee

ITP—Instructor Training Program (United Association)
ITS—Information Technology Services
LSS—Learning Support Services
MACRAO—Michigan Association of Collegiate Registrars and Admissions Officers
MI-SBTDC—Michigan Small Business and Technology Development Center
M-POD—Michigan-Pursuing Our Dreams
M-TIES—Michigan Transfer Initiative for Emerging Scholars
ML—Morris Lawrence Building
MM—Mixed Mode (also known as blended or hybrid courses)
MWSC—Michigan Works! Service Center
NAEYC—National Association for the Education of Young Children
NCCBP—National Community College Benchmarking Project
NEW—Non-profit Enterprise at Work
OE—Occupational Education Building
OPT—Office Professional/Technical
PDE—Professional Development and Evaluation
PROE—Program Review in Occupational Education
PTA—Physical Therapist Assistant
SAM—Skills Assessment Manager (computer literacy test)
SC—Student Center Building
SOQ—Student Opinion Questionnaire
SPARK—Ann Arbor-based economic development organization
SRWC—Student Resource and Women’s Center
T&I—Technical & Industrial Building
TUPAC—Teaching Understanding, Patience, Aptitude, and Control (youth program)
UA—United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada
UMS—University Musical Society
WCCEA—Washtenaw Community College Education Association
WCHO—Washtenaw County Health Organization
WTMC—Washtenaw Technical Middle College