DISTRICT-WIDE SELF-STUDY PLAN

Preparing for Re-Accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools

Office of the Chancellor
November 2005
WCCCD Self-Study Plan

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Executive Summary

This document outlines the process to be used in preparing for re-accreditation with the Higher Learning Commission of the North Central Association of Schools and Colleges (HLC). HLC last re-accredited the Wayne County Community College District (WCCCD) in 1999 – 2000. The re-accreditation renewal was for a 10-year period, as a result of WCCCD conducting a comprehensive self-study by its faculty and staff and an evaluation visit to WCCD by a team of HLC consultant-evaluators.

Since October 2005, WCCCD has been preparing for a new, comprehensive self-study during 2007 - 2009 in anticipation of hosting an HLC consultant-evaluator team on-site visit in 2010. A Self-Study Preparation Team has guided the preparation of the self-study process. This team was formed in October 2005 and functions through early 2007. In February 2007, a Self-Study Steering Committee and structure was established to conduct the self-study process, and the Preparation Team has completed its work.

The self-study process has two major dimensions:

- **Organizational Development** – Parallel to the specific preparation for re-accreditation, WCCCD will continue the transformation of its programs, services, facilities, structure, and processes through the *Pathways to the Future Program*. WCCCD has now entered the second phase (*Pathways II*) of the Program guided by the *Chancellor’s Strategic Framework for Leading WCCCD to Enduring Excellence*.

- **Specific Preparation** – for the comprehensive self-study (2007 – 2009) and the consultant-evaluator on-site visit (2009 – 2010).

Five Phases of the Preparation, Self-Study, and Consultant-Evaluator Process

Recognizing that organizational development initiatives will continue throughout the next five-year period, the five phases of the self-study process are as follows:

- **Phase 1**: October 2005 - December 2006
  - Preparation for self-study (completed)
- **Phase 2**: January 2007 - June 2007
  - Formation of committee structure (completed)
  - Selection of Criterion team members (underway)
  - Staff training (underway)
- **Phase 3**: July 2007 - June 2009
  - 2-year comprehensive self-study
- **Phase 4**: July 2009 - March 2010
  - Final writing of self study report
  - Preparation for peer consultant/evaluator visit
- **Phase 5**: March 15 - 17, 2010
  - HLC peer team visit to WCCCD
The purpose of this message is to invite you to be actively involved in a massive and vitally important district-wide initiative that will be launched at the beginning of fall 2007—a comprehensive two-year self-study process leading to continuing accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. As you no doubt know, continuing regional accreditation represents a standard of institutional academic quality that enables our students to receive federal financial aid and transfer to other accredited colleges and universities. Each of you will play a critical role in this process since every unit and function of the district must be evaluated. The HLC requires that all faculty and staff be knowledgeable about the re-accreditation process and be directly involved in the evaluative activities.

WCCCD last conducted a comprehensive self-study in 1997-99 followed by an evaluation visit to WCCCD by an HLC consultant/evaluator team in 1999-2000. The result was the granting to WCCCD by HLC of continuing accreditation for a 10-year period, the longest period granted by HLC. I fully anticipate a similar exemplary result when the current cycle of self-study and HLC team visit is completed in 2009-10.

I must emphasize that the HLC significantly changed the criteria for accreditation in 2003, placing much more emphasis on the measurement of effectiveness and continuous improvement. While our 1999-2000 self-study report contained many descriptive statements, we are now required to focus on evaluative statements. We must demonstrate that we have established goals for various college functions and processes, determined the means of measuring goal achievement, evaluated the actual results against the stated goals, and brought about improvements based on this evaluation. It is our intention to integrate this HLC process into other ongoing assessment and planning processes so that we have one holistic improvement system, and to this end a new assessment model is being developed.

This document outlines the design for conducting the comprehensive self-study, and will be a valuable tool for use by the self-study committees and for the orientation of all faculty and staff. The committee structure for conducting the self-study is in the process of being formed, and other preparation steps are progressing. I am confident that we have the expertise and spirit of teamwork that is needed to produce an excellent self-study report. Most importantly, this in-depth and comprehensive self-evaluation will be a valuable source of assessment data and recommendations on which plans for WCCCD’s continuous development and improvement will be based. I trust that you will find working on this vital project to be meaningful and rewarding, and I look forward to working with you to achieve results of which we can all be proud.
WCCCD SELF-STUDY PLAN
Preparing for Re-Accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools

INTRODUCTION

Value of HLC Accreditation

The response by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) to the frequently asked question, “What is the value to an institution for conducting a self-study accreditation review and achieving favorable affiliation status with HLC?” is as follows:

Accreditation provides both public certification of acceptable institutional quality and an opportunity and incentive for self-improvement in the accredited organization. The Commission reaches the conclusion that a community college meets the Five Criteria for Accreditation only after the organization opens itself to outside examination by experienced evaluators familiar with accrediting requirements and with higher education. The process of accreditation provides the accredited organization with an opportunity for critical self-analysis leading to improvement in quality and for consultation and advice from persons from other organizations.

Affiliation Status and Getting Started Now

At present, Wayne County Community College District (WCCCD) has affiliation status with HLC until the academic year of 2009 - 2010. In 2009 – 2010, its affiliation is up for accreditation renewal. It is important that WCCCD maintain its favorable affiliation with HLC for the following reasons. First, as an accredited institution, WCCCD communicates to all its constituencies, both internal and external, that it is committed both to academic excellence in its curriculum, student support services, and community services programming and, more importantly, to continuous quality improvement of its organizational performance. Secondly, by having a favorable accreditation status with HLC, WCCCD maintains its eligibility to receive federal financial aid. A third accreditation benefit is an asset for all of WCCCD’s students, because the academic credits they earn at WCCCD can be transferred to other accredited institutions throughout the United States. See Appendix B.

However, it is not WCCCD’s intention to wait until 2009 – 2010 for the opportunity to begin preparing for a comprehensive self-study to demonstrate its commitment to quality assurance in its academic offerings and student support services and continuous improvement of its operational performance. Rather, it is acting now so that its request for re-accreditation to HLC in 2009 – 2010 will be well-prepared and conducted with integrity.

Reasons for WCCCD to undertake an early self-study initiative are:

• WCCCD’s stakeholders, competitors, and budget conditions are driving the need to change.
• WCCCD’s environment is changing.
• WCCCD is an academically strong institution, and it wants to continue to strengthen its position.

By using the self-study process as a self-assessment tool, WCCCD will also be helping itself in other ways:
Jump-start its change initiatives in strategic leadership
Energize its improvement initiatives
Focus on its common goals as an organization
Assess the performance of its students
Align its resources with its strategic goals and objectives.

Five Criteria for Accreditation

HLC’s five Criteria for Accreditation will provide the framework for WCCCD to conduct its institutional self-study. HLC points out in its brochure on Institutional Accreditation: An Overview that “the Criteria for Accreditation are intentionally general so that accreditation decisions focus on the particulars of each organization, rather than on trying to make the institution fit a pre-established mold. The widely different purposes and scopes of colleges demand criteria that are broad enough to encompass diversity and support innovation, but clear enough to ensure acceptable quality.”

The five Criteria of Accreditation are made up of three elements – criterion statements, core components, and examples of evidence – that are designed to give an accurate assessment of an organization’s performance. The five Criteria are listed below:

- **Criterion One** – Mission and Integrity
- **Criterion Two** – Preparing for the Future
- **Criterion Three** – Student Learning and Effective Teaching
- **Criterion Four** – Acquisition, Discovery, and Application of Knowledge
- **Criterion Five** – Engagement and Service

Purpose of the Plan and Audience for the Self-Study

The purpose of this plan is to outline for the WCCCD community an approach that it can use to conduct a successful comprehensive self-study. The activities presented in the plan were shaped specifically to match the distinctive nature of WCCCD as an organization. The major features of the preparation plan include the following:

- Overall theme and goals
- Organizational structure, including staffing roles and responsibilities and timelines for work to be completed
- Tables of Contents for the report that will be sent to HLC
- Estimated annual budget.

The WCCCD internal staff, particularly those directly involved with the self-study, is the primary audience for this preparation plan. The plan is also intended to be used as a communication tool with WCCCD’s internal and external constituencies regarding the progress being made on preparation of the self-study process and the conducting of the self-study itself.
THEME AND APPROACH

Chancellor’s Strategic Framework

After local voters approved a 1.5 mil increase in WCCCD’s property tax levy in November 2001, Chancellor Ivery launched the Pathways to the Future Program I Program. This was a District-wide initiative designed to transform WCCCD’s programs, services, facilities, structures, and processes. The Chancellor’s intent in Pathways I (2002 – 2006) was to bring about quick and visible changes that would communicate to the public immediate benefit from the millage approval increase.

Immediately after the millage passage, much was accomplished as WCCCD played “catch-up” with neighboring community colleges. WCCCD is now ready to move to the next phase of its organizational development (Pathways II 2007 - 2012) designed to position WCCCD for enduring excellence.

While Pathways I focused on improving basic programs, services, and systems, Pathways II has a longer-term and more strategic purpose. Pathways II is a set of initiatives guided by the Chancellor’s Strategic Framework for Leading WCCCD to Enduring Excellence. They included a five-campus building program, transformation of the continuing education and workforce development function, academic and student service program development on each campus, and the Open Door Institute.

The Strategic Framework to Enduring Excellence serves as a guide for updating WCCCD’s 2004 – 2009 strategic plan and 2006 – 2007, financial plan and budget. For each element in Strategic Framework, District and campus leaders will be expected to propose and implement improvements that meet HLC’s re-accreditation requirements and contribute to shaping WCCCD’s best future.

A detailed outline of the Chancellor’s Strategic Framework is given on the next page.
The Chancellor’s Strategic Framework serves as a guide to updating the WCCCD 2009 – 2014 strategic plan, the 2006 – 2007 financial plan and budget. For each element in the Strategic Framework, district and campus leaders will propose and implement strategic improvements that meet the Higher Learning Commission’s re-accreditation requirements and contribute to shaping WCCCD’s best future.

### Figure 1: CHANCELLOR’S STRATEGIC FRAMEWORK FOR LEADING WCCCD TO ENDURING EXCELLENCE

<table>
<thead>
<tr>
<th>Designing WCCCD for Enduring Excellence</th>
<th>Continuous Self-Evaluation and Self-Improvement (Meeting HLC Criteria)</th>
<th>Leadership of Strategic Institutional Development</th>
<th>Leadership of Operational Excellence</th>
<th>Individual &amp; Unit Program Planning and Appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-design the administrative structure and role assignments</td>
<td>Continuous quality improvement review (program review)</td>
<td>Instructional, e.g., assessment of student academic achievement, including general education requirements for all programs</td>
<td>Administrative procedures (Management Manual)</td>
<td>Unit planning, effectiveness measurement, and self-improvement</td>
</tr>
<tr>
<td>Re-design the academic structure</td>
<td>Annual Continuous Improvement System (Plan⇒Do⇒Measure⇒Learn)</td>
<td>Student Success</td>
<td>Institutional Systems Improvement</td>
<td>Program planning, effectiveness measurement, and self-improvement</td>
</tr>
<tr>
<td>Re-design the governance structure</td>
<td>HLC re-accreditation – preparation, self-study, and peer review team visit</td>
<td>Community Success</td>
<td>Faculty and staff communication</td>
<td>Individual performance planning and appraisal</td>
</tr>
<tr>
<td>Assessment of community opinions regarding WCCCD’s effectiveness</td>
<td>Faculty and staff development</td>
<td>Operational Excellence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Assessment of student satisfaction of WCCCD programs and services | Resource development and management  
- Financial strategy  
- Building program  
- Information system | | | |
| Assessment of WCCCD’s culture and faculty and staff satisfaction | District-level development and growth (strategic and annual action planning and budget development and continuous institutional improvement processes – See Column B | | | |
Self-Study Goals
As a result of conducting a self-study, the following goals will be met:

• **Confirm that WCCCD’s practices and actions are consistent with its mission statement and strategic direction.**
  Since the last HLC visit, WCCCD developed and implemented a strategic and operational planning process, reexamined and revised its mission and vision statements, and affirmed its college values. Through the self-study, WCCCD will measure how effectively it is fulfilling its mission and achieving its strategic directions.

• **Provide proof of evidence of WCCCD’s strengths and areas for improvement, and recommending plans for improvement.**
  As a result of conducting the self-study, WCCCD will provide proof of evidence of its strengths and areas for improvement. Based on this information, WCCCD will posit future direction for improving its institutional performance.

• **Develop a strong sense of community through communication, collaboration, and connectedness between and among all WCCCD constituencies.**
  By conducting the self-study, WCCCD will implement means and methods that will provide effective communications throughout the District, to both its internal and external constituencies.

• **Position WCCCD’s future as a leading academic institution in the community and the state.**
  As a result of conducting the self-study review, WCCCD will have a better understanding of where it currently stands with all its stakeholders and where it must direct its future energies in order to maintain its academic excellence.

• **Achieve re-accreditation with the Higher Learning Commission.**
  The self-study review will be conducted in a quality manner, resulting in WCCCD maintaining its affiliation status with HLC for a future period.

Status and Scope of the Self-Study
Wayne County Community College District of Detroit, Michigan seeks re-accreditation with the Higher Learning Commission of the North Central Association of Colleges and Universities as a multi-campus, comprehensive community college District by using HLC’s recommended Program to Evaluate and Advanced Quality (PEAQ) approach for conducting a self-study.

PEAQ Process for Review
In the preparation plan, the Chancellor’s Strategic Framework has been set up to link directly with the self-study review process. WCCCD will use HLC’s traditional approach for conducting a comprehensive self-study, the Program to Evaluate and Advance Quality (PEAQ). The PEAQ approach was selected, because it contains attributes deemed essential to WCCCD for conducting a successful self-study and provides a compatible link with the initiatives outlined in the Chancellor’s Strategic Framework.
Upon review, one will find that PEAQ’s attributes:
- Fit WCCCD’s distinctive nature
- Achieve WCCCD’s stated goals for the self-study.
- Ensure effective evaluation of WCCCD’s whole organization.
- Impact WCCCD’s organization beyond HLC’s peer review team visit.
- Engage multiple constituencies of WCCCD’s organization.

The link between the PEAQ approach and the Chancellor’s Strategic Framework is the annual cycle of PLAN⇒DO⇒MEASURE⇒LEARN (WCCCD’s Continuous Improvement System). By linking the strategic model and the self-study approach, WCCCD is able to systematize its annual planning and budget development process and, at the same time, measure its institutional effectiveness for continuous quality improvement. The methods used for collecting data and information will be instructional benchmarking and self-assessment using HLC’s Five Criteria of Accreditation. The information and data gleaned from these sources will support the strategic decision-making and planning processes required in the annualized continuous improvement system and, at the same time, provide the proof of evidence needed in the preparation for writing the self-study report for HLC.

A schematic that links the Chancellor’s Strategic Framework, PEAQ, and methods of data collection is presented in Figure 2 on page 9.
Figure 2: CHANCELLOR’S STRATEGIC FRAMEWORK LINK WITH HLC PROCESS

**Strategic Leadership**

Strategic leadership sets the tone and direction for an organization. Dr. Ivery, WCCCD Chancellor, has set the tone for WCCCD by declaring that its mission is to **empower individual, businesses, and communities to achieve their goals through accessible services, culturally diverse experiences, and globally competitive higher education and career advancement programs.** To ensure that the mission is achieved, Dr. Ivery has designed a blueprint for directing WCCCD’s best future. His Strategic Framework for Leadership for leading WCCCD toward **Enduring Excellence** that links with the HLC self-study process is the path he has chosen for a successful future. The five main themes of the Strategic Framework are as follows (See Figure 1):

- Designing WCCCD for **Enduring Excellence**
- Continuous self-evaluation and self-improvement
- Leadership of strategic institutional development
- Leadership operational excellence
- Individual and unit program planning and appraisal

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**Annual Continuous Improvement System To Accomplish Framework’s Strategic Goals**

- **Plan**
- **Do**
- **Measure**
- **Learn**

**HLC Self-Study**

- **Data & Information**
  - Five Criterion for Accreditation
  - National Benchmarking Project
- **Stakeholder Assessment**
  - Business & Community Satisfaction
  - Faculty & Student Satisfaction
- **Student Assessment**
  - Student outcome achievement measures, including general education and program achievement
Organizational Principles

WCCCD is a multi-campus, community college District with five campuses and a District office, plus an extension center. The District has a single chief executive officer (Chancellor) who reports to an elected board of trustees and is accredited as a single entity by the Higher Learning Commission of the North Central Association of Colleges and Schools. WCCCD’s self-study has been organized both to reflect the unique characteristics of its campuses and to incorporate all of the parts into a single process.

The self-study process has been organized using the following principles:

- The process seeks to be inclusive and to ensure that all internal and external constituents are accorded the opportunity to provide input to the self-study.
- The process is organized to include both District-wide criterion committees and campus-based liaisons.
- The review process is designed to facilitate communication and participation among all committees and to be transparent and well-documented.
- Necessary institutional resources have been budgeted to support the self-study process.

Preparation Team

The activities that needed to be completed prior to the actual self-study were led by the Self-Study Preparation Team. Since October, 2005, this small working group has been actively laying the foundation for the formal self-study process.

Executive Strategy Team

The Executive Strategies Team is composed of WCCCD professional staff and administrators that will serve the HLC Self-Study Steering Committee by providing oversight, leadership, support, and resource management. The Executive Strategy Team will facilitate consistency and institutional alignment throughout the self-study process to achieve re-affirmation of accreditation with the Higher Learning Commission in Spring 2010.

Steering Committee

The Self-Study Steering Committee provides leadership to the self-study process. Members of the committee lead assigned Criterion Teams to gather evidence, and all members work to coordinate District-wide efforts in the self-study process. The committee also implements activities and programs based on the self-study plan. For the structure of the committee, please refer to Appendix A.

Communication Strategies

The audiences for the self-study review are the various constituencies involved with the successful teaching and administration of WCCCD. They include: students; full-time and part-time faculty; the administrative and support staff; the Board of Trustees; regional employers; and local citizens.

The goal of the self-study’s communication component is to ensure that all shareholders of WCCCD participate in the self-study and are knowledgeable about the self-study process and its findings. Thus, various methods of communicating with the different WCCCD constituencies are being planned. They include:
• Creating a graphic identity for the self-study that will be used on all documents, publications, and materials. (Completed)

• Creating a special section of the WCCCD Web site internet/intranet devoted exclusively to the self-study. (Design in place)

• Disseminating a self-study newsletter, targeted for both internal and external constituencies. (Published quarterly since October 2006)

• Giving presentations at Board of Trustee and District-wide meetings. (Ongoing)

• Distributing Monthly Updates to Chancellor’s Cabinet. (Ongoing)

• Holding regular informational sessions with various functional areas (Ongoing)

• Providing weekly submissions in the weekend memo that educate and update the community about the self-study progress.

• Hosting events in the Self-Study Center to develop accreditation awareness with faculty and professional staff (Launched July 2007).

• Developing email announcements on a weekly basis to campuses (ongoing)

• Distributing bookmarks, fact sheets, puzzles, and HLC informational campaign buttons (launched November 2008)

• HLC 2009 Spring Tour – building HLC awareness through District Wide Engagement

Other communication processes that will be used are: major study report series; strategy sessions; small group workshops; campus town meetings; individual coaching; and training sessions.

**Timetable**

The work of the Self-Study Preparation Team began in October 2005 and will conclude in July 2007. Subsequently, a nine-step sequence of self-study activities will be scheduled that leads up to the HLC consultant-evaluation visit in 2010. The sequence of steps includes the following:

- Formation of Self-Study Steering Committee, selection of Criterion Team members
- Criterion Teams collect evidence.
- Criterion Teams prepare evidence and supporting documents, develop general structure for each chapter of report.
- Self-study writer prepares in final draft.
- District prepares supplemental material for self-study.
- HLC committees review all self-study materials.
- District submits self-study report to HLC.
- District prepares for HLC consultant-evaluator visit.
- District hosts HLC consultant-evaluator visit.

**Self-Study Pre-Draft Report Outline**

The self-study report is planned to follow the outline given below.

**Chapter 1 – Institutional Profile – Context and Nature of the college**

**Chapter 2 – Self-Study Process**
Chapter 3 – Response to HLC Challenges from 1999
Chapter 4 - Fulfillment of Criterion 1 for Accreditation
Chapter 5 - Fulfillment of Criterion 2 for Accreditation
Chapter 6 - Fulfillment of Criterion 3 for Accreditation
Chapter 7 - Fulfillment of Criterion 4 for Accreditation
Chapter 8 - Fulfillment of Criterion 5 for Accreditation
Chapter 9 – Federal Compliance
Chapter 10 - Summary of WCCCD Fulfillment of HLC Criteria and Strategic Plan
   a. Strengths
   b. Plans for Improvement
   c. Future Plans
SELF-STUDY STRATEGIC PLAN AND BUDGET

Strategic Plan

Over the last year and a half, WCCCD has achieved the following goals and strategies in preparing for a comprehensive self-study:

- **Initiated organizational development activities guided by the CHANCELLOR’S STRATEGIC FRAMEWORK FOR LEADING WCCCD TO ENDURING EXCELLENCE.**
  - Continued to upgrade all administrative functions related to the Plan⇒Do⇒Measure⇒Learn Quality Systems Improvement Cycle.
  - Catalogued instructional strengths and weaknesses to improve organizational performance.
  - Conducted the annual 2006 - 2007 planning and budget cycle.
  - Conducted the annual 2007 -2008 planning and budget cycle.
  - Began Strategic Plan updates
  - Completed 2009-2014 Strategic Plan

- **Conducted self-study foundation-preparation activities.**
  - Prepared data information manual and handbook and set up quality improvement data files to be used for strategic planning and decision-making purposes.
  - Established District and campus coordination and communication links.
  - Created a self-study website.
  - Prepared recommendation responses to the 1999 Self-Study Challenges.

Sharing Best Practices

The District makes continuous efforts in sharing best practices with peer institutions. The District has identified St. Louis Community College in Missouri and Cuyahoga Community College in Ohio, as well as the Higher Learning Commission as self-study partner institutions. Both aforementioned community colleges are similar institutions to WCCCD. Sharing best practices covers both the self-study practice and different areas of operations of an institution.

Outcomes

- Plan⇒Do⇒Measure⇒Learn Quality Systems Improvement has been established.
- Annual 2006 – 2007 planning and budget cycle was completed and a planning and budget document has been prepared.
- Annual 2007-2008 planning and budget cycle was completed and a planning budget document has been prepared.
- Strategic plan has updated and published for WCCCD stakeholders.
- Special District and campus coordination and communication links have been set up, including the creation of a self-study website.
- Data informational files have been prepared and set up to support strategic planning and decision-making.
• Recommended responses for the 1999 Self-Study Challenges were prepared and submitted to the Preparation Team.

Budget
Based on the self-study goals and strategies proposed in this plan, the following budget is being proposed.

**Estimated Annual Self-Study Budget**

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Description</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>5443</td>
<td>Travel, e.g., best practice visits &amp; HLC annual meeting in Chicago</td>
<td>$7,500</td>
</tr>
<tr>
<td>6110</td>
<td>Documents</td>
<td>2,000</td>
</tr>
<tr>
<td>6111</td>
<td>Materials</td>
<td>500</td>
</tr>
<tr>
<td>7130</td>
<td>Consultants</td>
<td>10,000</td>
</tr>
<tr>
<td>7132</td>
<td>Surveys</td>
<td>20,000</td>
</tr>
<tr>
<td>7132</td>
<td>National Assessment Tools</td>
<td>10,000</td>
</tr>
<tr>
<td>7150</td>
<td>Website Development</td>
<td>15,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>$65,000</strong></td>
</tr>
</tbody>
</table>

Commitment to the Self-Study Process

WCCCD has prepared a self-study plan that will measure its institutional performance against HLC’s Five Criteria of Accreditation that assess high quality operational performance and continuous quality improvement. WCCCD also commits itself to a self-study that will demonstrate how it has improved and been renewed.

WCCCD’s HLC primary contact person is:

**Mary B. Breslin, B.V.M., Associate Director**
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
800.621.7440; 312.263.0456 Extension 107 and Fax: 312.263.7462
mbreslin@hlcommission.org
Appendix A
Charge to Self-Study Steering Committee
March 2007

Under the leadership of the Chancellor, the WCCCD Self-Study Steering Committee (S3C) is charged with providing a structured approach for the District-wide self-study to prepare for the HLC-NCA re-accreditation in 2010. This committee must ensure alignment and coordination across all aspects of the self-study process.

The S3C will review and evaluate evidence that will be included in the self-study report, make recommendations for revisions and changes, and provide oversight for all self-study related activities. The S3C develops and refines the self-study schedule, monitors progress, develops editorial guidelines, provides assistance and support for the criterion teams, and facilitates communication about the self-study process.

The S3C will produce the final draft of the self-study report, drawing on draft reports and will coordinate the distribution of that report. In addition, the committee will assist with preparations for the HLC-NCA site visit to WCCCD in spring 2010 and will develop plans for follow-up and implementation of self-study recommendations.

Roles and Responsibilities

Dr. Curtis Ivery, Chancellor and Ex-Officio, Team Leader – Criterion 5
- Direct overall direction of planning and implementation of organizational development initiatives (Pathways to the Future II guided by Chancellor’s Strategic Framework for Leading WCCCD to Enduring Excellence).
- Direct overall direction of HLC re-accreditation process.

Dr. Bernadette Spencer, Vice Chancellor for Institutional Effectiveness & Learning Technologies, Team Leader – Criterion 4, and HLC Self-Study Chair, Executive Strategy Team member
- Oversee and support information systems activities as related to HLC preparation.
- Oversee preparation of a technology plan (see B. Ning roles).
- Oversee and provide leadership for Criterion 4 efforts during the 2-year comprehensive evaluation.
- Oversee and support a HLC website.
- Oversee and support institutional research.
- Conduct other organizational development leadership activities as assigned by Dr. Ivery.

Ms. Johnesa Dimicks, District Dean of Institutional Effectiveness and HLC Coordinator, Team Member – Prior Challenges, Executive Strategy Team member
- Coordination of the involvement of vice chancellors, campus presidents, and other executive officers in the self-study process.
- Serve as HLC contact person.
- Assist B. Spencer in facilitating the overall process.
- Prepare basic institutional research reports.
- Conduct environmental scans.
- Conduct student, business, and community success and satisfaction surveys.
- Assist in the preparation of a strategic plan update.
• Prepare Monthly Update to Chancellor; regular communication on progress to faculty and staff (self-study newsletter) in coordination with appropriate offices.
• Assist in the facilitation of continuous quality improvement reviews.
• Assist in the preparation and implementation of the HLC website.

Mr. John Bolden, Executive Vice Chancellor for Administration, Team Leader - Prior Challenges, Downtown Campus Liaison, Executive Strategy Team Chair
• Oversee and support student services activities as related to HLC preparation.
• Conduct organizational development leadership activities as assigned by Dr. Ivery, e.g., Open Door Institute.
• Design the Individual Performance Planning and Appraisal (IPPA).
• Conduct research on campus staffing consistency.
• Serve as main interface between WCCCD and area high schools.

Dr. George Swan, Vice Chancellor for Campus Operations and Public Relations, Team Leader – Criterion 5, Executive Strategy Team member
• Oversee and provide leadership for Criterion 5 efforts during the 2-year comprehensive evaluation.
• Conduct organizational development leadership activities as assigned by Dr. Ivery.
• Represent Chancellor in linking organizational development and HLC preparation.
• Link annual action planning and budgeting to HLC requirements.
• Facilitate continuous quality improvement.
• Strategic plan update design
• Design the annual continuous improvement system.

Mrs. Martha Grier, Assistant to the Chancellor for Special Projects, Team Leader – Criterion 1, Executive Strategy Team member
• Plan, oversee and support chancellor’s office engagement in the self-study process district-wide.
• Oversee and provide leadership for Criterion 1 efforts during the 2-year comprehensive evaluation.
• Conduct organizational development leadership activities as assigned by Dr. Ivery.
• Represent Chancellor for Board Relations.
• Represent Chancellor for external constituencies.
• Coordinate overall marketing effort of the self-study.

Dr. Debraha Watson, President NW Campus / Provost Health Science, Team Leader – Criterion 3, Executive Strategy Team member
• Coordinate the assessment of the general education requirements for all academic programs.
• Coordinate the assessment of student learning outcomes with faculty representatives.
• Prepare a curriculum development system.
• Oversee academic structure, first-line faculty, and program supervision.
• Supervise the overall direction of the assessment of student learning outcomes.
• Oversee faculty evaluation design and implementation.
• Coordinate the assessment of general education requirements of all academic programs.
• Coordinate the assessment of student learning outcomes with faculty representatives.
• Conduct other organizational development leadership activities as assigned by Dr. Ivery.

Dr. Stephanie Bulger, Vice Chancellor Educational Affairs and Distance Learning, Executive Strategy Team member
• Oversee “New learning” progress—distance learning, learning communities, student engagement, workplace learning, service learning.
• Provide leadership in preparing for change request.

Ms. Carol Wells, Campus Vice President, Executive Strategy Team member
• Oversee and support student services activities as related to HLC preparation.
• Provide leadership in alignment of student services for each campus.

Dr. Richard Galant, HLC Consultant, Senior Self-Study Report Writer
• Serve as self-study consultant.
• Assist in the preparation of a HLC website for the self-study review.
• Facilitate writing of sections.
• Assist in the benchmarking with WCCCD’s involvement in national project.
• Monitor response to HLC’s 1999 - 2000 peer team improvement recommendations.
Appendix B:

Building a Culture of Evidence:
Self-Study Evidence Gathering & Analysis Process
Appendix B

Building A Culture of Evidence

WCCCD Self-Study 2010: A Project-Based Evidence Gathering Process

Each & Every Functioning Unit

Project Planning → Project Implementation → Project Completion

Project Owners

Documentation (Reports, Minutes, Plans, Updates...)

Campus Liaisons
CAB unit Liaisons

Gather Evidence

Criterion Teams

1st Review Evidence

Applying Technology to Promote Interaction and gather input through:
- Intranet
- Web-based discussion
- ITV meetings

2nd Review and Archive Evidence

Steering Committee

Incorporate Evidence

Self-study writer

2010 Self-Study Report (7-9 Chapters)

Resource Room for Self-Study Team Visit (Electronic & Physical)

Resource Room Committee
Appendix C:

Preparing for HLC Re-Accreditation:
Major Milestones
Appendix C

October 2005
- Self-Study Work Team formed

November
- First draft of Self-Study Plan developed

December
- LRC user satisfaction survey administered

April 2006
- A team of faculty and Staff attended HLC annual conference

May
- Student survey of instruction administered

June
- Administered a comprehensive exit survey to all new graduates

July 2006
- Self-Study Work Team 05-06 Achievements Summary Report published

August
- First issue of Self-Study Newsletter published
- Web based survey capacity in place
- Administered a survey of faculty instructional needs

October
- First District-wide Assessment Awareness Day held
- Administered Noel-Levitz Student Satisfaction Survey
- Annual calendar of District-wide surveys developed
- Began to distribute a monthly self-study update to the Cabinet

November
- Evidence Evaluation Form created for District-wide use
- First round collection of evidence from District and campuses
- First draft of response to prior challenges developed

January 2007
- District Self-Study Plan updated
- Self-study website (draft) designed

February
- Completed the first collection of Career Program Compliance Report
- Team Visited to St. Louis Community College to share best practices
- Made presentation during Board of Trustees retreat
- Self-Study Steering Committee formed, meets bi-weekly
- Began to compile a self-study scrapbook
March
- St. Louis Community College team visited WCCCD
- Alumni Follow-up Survey administered
- Self-study FAQ list created
- District-wide conversation on assessment
- Developing an annual operational plan
- Self-study tips published on every issue of the Weekend Memo

April
- Self-study is highlighted in every District-Wide project hearing meeting
- A team of faculty/staff attended HLC Conference, met HLC staff liaison

May
- District-wide holistic assessment model designed; presented to the Board
- Dr. Mary Breslin visits WCCCD
- Associate Dean, Institutional Research and Assessment hired

June
- Developed District-wide core indicators of effectiveness
- 2nd annual exit survey to new graduates administered
- Self-study related assignment list distributed; update made weekly
- Began implementation of District-wide assessment plan
- Developed inventory of NCA-related documents

July
- Self-Study Center Open House
- Visit from St. Louis Community College to share best practices for assessment & data management system (Banner)
- Self-Study Toolkit designed and distributed to Self-Study Steering Committee
- Self-Study Evaluation Evidence collection Index drafted
- Self-Study Related Assignment/Initiative Monitoring Report Implemented

August
- District Faculty Organization Day (Theme NCA/Assessment
- Spring 2007 HLC/NCA Newsletter
- Self-Study Pocket Guide designed and approved
- Self-Study Center Departmental/Unit focused meetings initiated

September
- Core Indicators of Effectiveness designed and presented for approval
- Achieving the Dream Core Team developed
- Achieving the Dream Plan of work submitted and implemented
- Self-Study Overview of initiatives and activities developed
- Self-Study Plan Timeline drafted
- Self-Study Timeline of activities drafted for Self-Study Steering Committee Review.
- Self-Study Report Concept papers scheduled for review by Self-Study Steering Committee
October
- Launch NCA Comprehensive 2-year Evaluation on Conference Day 2007
- Faculty Evaluations and Student Survey of Instruction Implemented
- Mission and Me Survey Completed
- Accreditation and the New Criteria Workshop presented District-Wide

November
- 2007 Assessment Awareness Day
- Graduate Exit Survey 2006-2007 Summary Analysis Completed
- Achieve the Dream Integration with the HLC Re-accreditation efforts.
- Core Indicators of Effectiveness Alignment with Strategic Plan and AtD
- HLC Re-Accreditation Binder Developed for Executive Cabinet Members
- HLC Self-Study Steering Committee Organization revised
- Faculty Needs Survey Implemented
- WCCCD Engagement Survey implemented

December
- Hire Director of Institutional Effectiveness
- Faculty Evaluations completed by each campus
- Student Survey of Instruction completed by each campus
- HLC Coffee House Series Plan Draft Development

January 2008
- Faculty Organization Day 2008
- HLC Steering Committee Kick-Off of 2-Year Comprehensive Evaluation

February
- HLC Criterion Co-Chair Orientation
- HLC Criterion Team member Orientation
- HLC/NCA Newsletter (Spring 08 Issue)
- HLC Self-Study Steering Committee meeting schedule disseminated.

March
- HLC Self-Study Steering Committee Member guide disseminated
- HLC Self-Study Steering Committee Criterion Team Updates on first team meetings.
- Dissemination of Chancellor’s Top Twelve 2008-2009 Action Priorities

April
- HLC Quick Reference Guide Draft developed
- HLC scheduled WCCCD site visit for Spring 2010
- HLC Self-Study Web page launched on new website
May
- HLC Executive Strategy Team meeting convened
- HLC Criterion Samples of Evidence survey implemented
- HLC evidence collection assignment guide and template developed
- HLC Documentation/Evidence Index update
- HLC Self-Study Steering Committee Criterion Team update reports
- Association for Institutional Research – Adapting to Meet New Challenges Annual Forum

June
- Annual New Graduates exit survey administered
- HLC Self-Study Steering Committee Criterion Team update reports
- Spring 2008 Faculty evaluation completed by each campus
- Spring 2008 Student Survey of Instruction completed by each campus

July
- Year-end Strategic Accomplishment Report completed
- Year-end Achievement/Effective reports completed by divisions, departments and campuses
- HLC Self-Study Steering Committee Criterion Team update reports

August
- Student Media Preferences survey completed
- “TracDat- WCCCD Assessment Model to Ensure Positive Student Outcomes” presented to Faculty during District-wide Faculty Organization day
- HLC Self-Study Steering Committee Criterion Team update reports

September
- HLC WCCCD Road to Re-accreditation District-wide announcements launched
- HLC District-Wide Engagement Plan for 2008-2009 developed
- 2008 HLC WCCCD Road to Re-accreditation bookmarks developed
- HLC Self-Study Steering Committee Criterion Team update reports
- 2009-2014 Strategic Plan completed

October
- Faculty Evaluations and Student Survey of Instruction implemented
- “Are We There Yet – WCCCD Road to Re-accreditation” presented on District Conference day
- 2009-20014 Strategic Plan distributed on District Conference day
- HLC Scoops – engagement activity conducted
- HLC Tune-Up – weekly engagement activity launched
- Using Tracdat for the assessment of student learning outcomes training conducted

November
- HLC/NCA Newsletter (Fall 08 Issue) completed
- Faculty Needs Survey implemented
- HLC Self-Study Steering Committee Criterion Team update reports
- Fall 2008 Faculty evaluation completed by each campus
- Fall 2008 Student Survey of Instruction completed by each campus

December
- Self-Study Report Chapter 1 Draft distributed to HLC Self-Study Steering committee.
- HLC Snacks and Facts - monthly engagement activity launched
- HLC Self-Study Steering Committee Criterion Team update reports

January 2009
- HLC Culture of Evidence Training with LRC Coordinator
- HLC Road to Re-Accreditation Presentation FOD - Western Campus
- Kick-off of HLC Spring Tour Events-
  - Cup of Knowledge
  - Scavenger Hunt
- HLC Self-Study Steering Committee Criterion Team update reports

February
- HLC Spring Tour Events-
  - Try Your Hand, Eastern Campus
  - Space Odyssey: What Does Your Mission Mean To You?, Northwest Campus
  - HLC Hustle, - Week long event-different campus each day
  - Fortune to Re-Accreditation, Western Campus
- Strategic Initiatives Survey Implemented District-Wide

March
- Student Mission Survey Implemented District-Wide
- HLC Annual Institution Data Update Report
- Chapter Four (Criterion One: Mission and Integrity) Draft Completed
- HLC Spring Tour Events-
  - Wheel of Fortune, Downriver Campus
  - Your Passport to Re-Accreditation, Downtown Campus
  - HLC Juggler, -Week long event-different Campus each day
  - Hide –N- Seek Re-Accreditation, Northwest Campus
- Faculty and Professional Staff Engagement Survey Piloted
- HLC Presentation to Board of Trustees Educational Affairs Committee – “Campus Safety: Securing the Present-Preparing for the Future” Criterion 2
- HLC Presentation to Board of Trustees – “Campus Community Engagement Portfolios” Criterion 5 Engagement & Service
- HLC Self-Study Steering Committee Criterion Team Meeting

April
- Chapter Five (Criterion Two: Preparing for the Future) Draft Completed
- HLC Spring Tour Events-
  - HLC Bingo, Eastern Campus
  - Jeopardy, District Office Building
    - Winners- Tamara Rode and Annette Skorupskei
    - Olympics, Downriver Campus
    - Carnival, Downtown Campus
- HLC Criterion 5 Presentation to Board of Trustees
- Attended 2009 HLC Annual Meeting, “Hot Topics in Chilly Times”
- Faculty Evaluations and Student Surveys of Instruction Implemented
- Completed analysis and Transparencies for the following surveys:
  ▪ 2008 Community Outreach Survey
  ▪ 2007-08 Graduate Exit Survey
  ▪ 2007-08 Advisory Committee Perception of Occupational Education Programs (PROE) Survey
  ▪ Fall 2007 Student Committee Perception of Occupational Education Programs (PROE) Survey

May

- Chapter Six (Criterion Three: Student Learning and Effective Teaching) Draft Completed
- Criterion Chapter Focus Group Review
- Community College Student Survey of Engagement (CCSSE Survey) Completed
- “Ten Aspects of a Successful Self-Study” document created
- HLC Presentation to Board of Trustees Educational Affairs Committee – Criterion 2
  - Preparing for the Future at WCCCD
- HLC/NCA Newsletter (Spring/Summer 2009 Issue) Completed
- 2009 HLC WCCCD Road to Re-accreditation bookmark (completed)
- HLC Self-Study Steering Committee Criterion Team Meeting
- Non-Enroll Survey Implementation (completed)
- Non-Return Survey Implementation (completed)
- Completed analysis and Transparencies for the following surveys:
  ▪ 2009 Faculty and Professional Staff Engagement Survey (HLC Steering Committee pilot)
  ▪ 2009 Student Mission Survey
  ▪ 2009 Strategic Planning Survey

June

- Graduate Exit Survey Conducted
- Strategic Initiatives Evaluation Report
- Chapter Seven (Criterion Four: Acquisition, Discovery and Application of Knowledge) Draft Completed
- Completed 2007-08 Core Indicators of Effectiveness Profile
- Revision/Update of HLC/NCA Bookmark completed
- HLC Criterion 2 Presentation to Board of Trustees
- Chapter Eight (Criterion Five: Engagement and Service) Draft Completed
- Developed WCCCD Institutional Scorecard
- Implemented Non-Return/Non-Enrolled Student Surveys
- HLC Presentation to Board of Trustees: Criterion 2 - Preparing for the Future at WCCCD
- Completed analysis and Transparencies for the following surveys:
  ▪ Spring 2009 Faculty Evaluations
  ▪ Fall 2008 Faculty Needs Survey
  ▪ Fall 2008 Faculty Committee Perception of Occupational Education Programs (PROE) Survey
  ▪ Fall 2008 Student Survey of Instruction (SSOI)
  ▪ 2008-09 Virtual Middle College Dual Enrollment Program Survey
July
- HLC Resource Room Checklist and Layout Plan Completed
- HLC Criterion 3 Presentation to Board of Trustees
- Development of HLC Student Engagement Plan
- HLC Presentation to Board of Trustees Educational Affairs Committee –Criterion 3 – Student Learning and Effective Teaching
- HLC Presentation to Board of Trustees – “Vision for the Future – Corporate College” Criterion 2: Preparing for the Future
- HLC Self-Study Steering Committee Criterion Teams Meeting
- Launched Student Survey of Instruction Survey on -line Pilot
- Department/Division Year-End Review Reports submitted and Executive Summary Drafted
- HEOA – Disclosure Compliance Checklist (completed)
- IPEDS Peer Group Construction
- Completed analysis and Transparencies for the following surveys:
  - 2008 Strategic Plan Planning Survey
  - 2008 District-wide Conference Day Employee Survey
  - 2008-09 Media Preference Survey

August
- Faculty Organization Day 2009- Conducted following surveys:
  - Faculty and Professional Staff Engagement Survey Pilot Survey
  - Faculty Needs Survey
  - Faculty Organization Day Special Interest Workshop survey
- Perkins Reports and Site Visit
- HLC WCCCD Road to Re-accreditation Student bookmarks development
- Completed analysis and Transparencies for the following surveys:
  - 2007 Alumni Survey
  - Fall 2008 Faculty Evaluations
  - Fall 2007 Faculty Committee Perception of Occupational Education Programs (PROE) Survey

September
- “Brown Bag” HLC/NCA Recommendation 1: MIS System
- “Brown Bag” HLC/NCA Challenge 2: Student Outcomes Assessment
- HLC Presentation to Board of Trustees Educational Affairs Committee –Criterion 3 – Student Learning and Effective Teaching
- Launched Media Preference Survey
- Launched On-line Pilot Community Needs Survey
- Nursing Survey evaluations
- Completed analysis and Transparencies for the following surveys:
  - Summer 2009 Faculty Evaluations
  - 2008-09 Advisory Committee Perception of Occupational Education Programs (PROE) Survey
  - Spring 2009 Advisory Committee Perception of Occupational Education Programs (PROE) Survey
October

- Brown Bag” HLC/NCA Challenge 3: Program Assessment
- “Brown Bag” HLC/NCA Challenge 4: Technology Plan
- HLC Self-Study Steering Committee Criterion Teams Meeting
- Student Outreach- Welcome Week HLC Presentation
- 2009 District Wide Conference Day
- HLC WCCCD Road to Re-accreditation Student bookmarks development (Published)

November

- Brown Bag” HLC/NCA Challenge 5: District Alignment
- HLC Presentation to Board of Trustees:
  - Criterion 3 – Surgical Technology Presentation CASLO
- HLC Presentation to Board of Trustees:
  - Criterion 3 – LRC -Meeting and Exceeding the Demands of the Digital Age
- HLC Self-Study Steering Committee Criterion Teams Meeting
- Assessment Awareness Day
- Faculty and Professional Engagement
- Completed analysis and Transparencies for the following surveys:
  - Spring 2009 Faculty Committee Perception of Occupational Education Programs (PROE) Survey
  - Fall 2008 Student Committee Perception of Occupational Education Programs (PROE) Survey
  - Spring 2009 Student Committee Perception of Occupational Education Programs (PROE) Survey
  - 2009 Community Outreach Survey
  - Fall 2009 Faculty and Professional Staff Engagement Survey
  - Fall 2009 Faculty Needs Survey
  - 2008-09 Graduate Exit Survey

December

- Brown Bag” HLC/NCA Challenge 6: Performance Evaluation
- HLC Self-Study Steering Committee Criterion Teams Meeting
- Divisional, Campus and Departmental Annual Year End Achievement/Effectiveness Report Executive Summary and Transparency Draft Completed
- Completed analysis and Transparencies for the following surveys:
  - 2009 Nursing Program Student Satisfaction Survey
  - 2009 Learning Resource Center (LCR)/Library User Satisfaction Survey (In Process)

January

- HLC Presentation to the Board of Trustees-
- A Roadmap to the Higher Learning Commission 2010 Self-Study Report
- Launch Student Engagement Campaign – “Welcome Week”
Appendix D:

Examples of Transformational Achievements at WCCCD (2001-2009)
Appendix D

- Update of Foundational statements
- Infusion of an institutional culture featuring passion for the college’s mission, positive internal and external communications, balancing institutional strategy and operational excellence, persistence and hard work, civility and mutual respect, legacy, and stewardship.
- Development of District’s 2003-2008 strategic plan
- Transformation of approach to building community support and shaping identity and image at the local, state, and national levels
- Commitment to a more active role in state and national community college leadership
- Expansion of ethnic and cultural education and celebration
- Creation of the Department for Institutional Effectiveness
- Implementation of the Transparency and Accountability Initiative
- Implementation of major capital improvement projects
- Update and streamlining of operational processes and procedures
- Rapid growth of student enrollment
- Improvement of Student Services
- Expansion of career education in high-demand occupational areas
- Expansion of Workforce Development and Continuing Education
- Transformation of Information Technology and Distance Learning

- **Proactive Student Services**
  - Streamlined Registration Process
  - Online Student Services
  - Financial Aid Process Transformation
- **Academic Advising and Career Counseling Expansion**
- **Student Service Monitoring and Tracking**

- **Expanding Programs and Courses Based on Market Needs and Student Demands**
  - Expanding Programs and Courses - Based on market need and student demand
  - MCMEEP Program: American Studies Program
  - Articulation Agreements and Transfer to Four-Year Universities
  - Exemplary Career Programs and Fast-Track Courses
  - Study Abroad Programs

- **Capital Improvement Program: Building for the Future**
  - Downriver Campus: MIPSE
  - Downriver Campus: Educational and Performing Arts Center
  - Downtown Campus: Multi-purpose room, Science Labs, Subway, etc.
  - Eastern Campus: Multi-purpose room, Bookstore, Science Labs, and Renovation
  - Eastern Campus Entrepreneurial Institute and Resource Center
  - New Northwest Campus
  - Western Campus Educational and Multi-purpose Center
  - University Center in Grosse Pointe

- **Technology Upgrades**
  - New Banner System
  - Telecommunications

- **National Summits and Conferences**
  - An Educational Summit: Responding to the Crisis in Urban America
  - An Educational Summit: Rebuilding Lives – Restoration, Reformation and Rehabilitation in the U.S. Criminal Justice System
  - The Great Leadership Conference

- **Special Initiatives**
  - Transparency and Accountability Initiatives
  - Campus Decentralization and Organizational Restructuring
  - Inventory Management and Control
  - High School Relations Unit
• **Community Events and Programs: Lifelong Learning**
  o Love My Baby Expo
  o Prostate Cancer Awareness Workshop
  o The Bookworm Club
  o Career Crusade
  o Your Child's Conference: Helping You Help Your Child
  o United Against Hate: A Symposium on Tolerance and Equality
  o Thanksgiving Luncheon
  o Write for Success: College Tuition Essay Contest

• **Workforce Development Partnerships**
  o More than 25 Workforce Development Partnerships
  o High-quality, custom designed training programs across a wide-range of industries producing a more qualified, knowledgeable and trained workforce

• **Professional Institutes and Services**
  o Professional and Staff Development Institute
  o Entrepreneurial Institute and Resource Center
  o Health Care Institute: Meeting demand for trained professionals in the Health Care Industry

• **WCCCD and Public School Partnerships: Seamless Transition from High School to College**
  o Virtual Middle College
  o Allied Health Middle College Program
  o Early Middle College Program
  o Jumpstart Program
  o Skillman Middle College

• **Soaring Student Enrollment**
  o Total student enrollment, credit and non-credit jumps by nearly 900 percent from 1996-2007
  o Western Campus: Fastest growing campus

• **Award Winning Marketing Programs**
  o Empowering the Community Video
  o Successful Student Registration Television and Radio Campaigns including ground breaking commercials in Spanish and Arabic
  o Printed Communication Materials: Flavors, Dimensions, Community
  o Reports, Pathways to the Future community report, etc.
  o Media Luncheons
- Public Information Campaign for Special Programs and Events
- Legislative Updates

- **Community Leaders Participation and Guidance**
  - Blue Ribbon Committee Evaluations
  - Campus Advisory Councils
  - Legislative Luncheons and Meetings

- **Diversity and Multiculturalism**
  - Passport to Africa
  - Hispanic Heritage Festival
  - Islam in America

- **Training and Professional Development**
  - Internal Training
  - Professional Seminars and Conferences
  - Focus on personal intellectual and professional growth

- **Widely Recognized Academic and Non Academic Programs**
  - WCCCD's Dental Program: Program in the State with the most number of Offerings
  - WCCCD's EMT, Firefighter Training and First Responder Programs: With State-of-the Art facilities