Spirits soared along with the temperature as more than 1,108 students received their diplomas during the Wayne County Community College District’s 2005 commencement ceremony.

This year’s theme, “Celebrating Faculty Commitment and Student Excellence,” was carried out by recognizing high achievement and scholarship.

In addressing this year’s participants, Bishop Gregory G.M. Ingram, Presiding Prelate Tenth Episcopal District, African Methodist Episcopal Church, encouraged graduates to “fly beyond the sky” and continue in their pursuit for achievement and excellence, reinforcing the class motto of “Endless Possibilities.”

One student who believes in endless possibilities is Octavia Eaton, who dreams of being a broadcast journalist. She told her fellow graduates during her remarks, “I want people to know me as being an individual who tells the truth and cares for the community.” Eaton is now attending the University of Detroit Mercy, where she studies mass communication, having received an associate degree from WCCCD.

A sense of community was also reflected at the commencement by the appearance of the Plymouth Community Band who, under the direction of Carl Battishill, has participated in the ceremonies for more than 25 years. Band president John Monks said that PCB is greatly honored to have the opportunity to celebrate in the educational accomplishments of WCCCD students, and this year was particularly moving as 2005 marked the largest number of graduates in District history.
WCCCD is fulfilling its promise to provide quality education for those persons who experience barriers in pursuing their educational objectives. Frequently identified as at-risk students, Rouche and Rouche (1993) describe these students as not only academically underprepared for college, but lacking external support systems, having little financial resources, and high failure expectations. Furthermore, these authors offer an explanation of the characteristics of a weak self-concept, manifested in nontraditional and at-risk students. This phenomenon, coupled with prior school experiences, may result in the student being wary of their educational surroundings. The student’s disbelief in his or her own ability may lead to a self-fulfilling prophecy of failure. This failure is demonstrated by the student’s behavior, such as not having proper supplies, not completing assignments, hostility towards peers and instructors, or conversely, not participating in class activities. According to these authors, unlike the traditional academically prepared student who is motivated and goal-oriented, the at-risk student has unrealistic goals and is motivated not by success, but by failure, driven by harsh economic conditions. Recognizing this, along with other changing student demographics, such as an increase in the number of students with physical challenges, and English as a Second Language students, the District has broadened and improved the services provided to meet the needs of at-risk students. The Open Door Institute provides student services such as financial aid, tutorial services, career and academic counseling, General Education Degree, and coordination of services. The Open Door Institute will serve as a catalyst to coordinate, integrate, and improve services in all areas of the District. Advocacy and Institutional Change: the Institute seeks to bring about effective institutional responses to individual student issues and to promote institutional changes in policies, procedures, programs, services and administration. Community Development: the Open Door Institute will interface with community agencies, organizations, and groups to remove barriers to educational success. The final role of the Institute is that of National Leadership which will bring about positive changes in the way community colleges across the country respond to the needs of underprepared and underserved populations.

Dr. Ivery has made it clear that the District must reach those persons in our community who may not believe that college is possible for them. Education can be their “saving grace.” If we are to maintain the mission of the open door college, we must make student success a major focus. To that end, The Open Door Leadership Team, led by John Bolden, vice chancellor for student services, will bring about positive changes in the way community colleges across the country respond to the needs of underprepared and underserved populations.

Realizing the critical role senior leaders can play in mentoring and developing the future leaders of tomorrow, WCCCD launched a special Leadership Roundtable program in May.

This year-long premier leadership development program identifies and prepares WCCCD staff members whose work performance indicates the potential for career advancement. The Leadership Roundtable is sponsored by the Office of the Chancellor. Dr. Gunder Myran, Senior Consultant to the Chancellor, serves as the Roundtable leader and facilitator.

Approximately 20 staff members were selected for the class of 2005-06. Referred to as leadership associates, they will attend weekly leadership study sessions and will apply the leadership skills they are learning to strategic institutional development initiatives. Although they will continue to perform their regularly assigned duties, in an effort to gain practical leadership experience, they will benefit from workshops with guest speakers, travel to other outstanding community colleges, and be involved in District-wide initiatives encompassed in the Pathways to the Future program, including preparation for the Higher Learning Commission re-accreditation.
**SCT Banner Implementation Update**

**The institutional and cultural paradigm shift toward a unified computer process is implicit in the utilization of banner.**

In April 2005, admission and registration segments of the student module went "live" on all campuses. This achievement is the result of strong organizational leadership, team building, infrastructure development, training, and an overall positive attitude of empowerment. End-user training will continue for academic administration and instructors, counselors and academic advisors, student service administrative staff, cashiers, and faculty. All segments for the student module will be operational prior to July 18, 2005 when the Banner System will become WCCCD's authoritative operational system.

The financial aid module started 2005–2006 processing financial aid records in the Banner production database. To date, over 11,000 students were issued tracking requirement letters generated from Banner data.

The team for the human resources module is now building tables in Banner. The SCT System education sessions are occurring on site. This module is scheduled to go on line in 2006.

---

**BOOKWORM CLUB**

The Bookworm Club, a literacy program for kids run by WCCCD, meets in two-hour sessions at each of the College's five campus locations. The club has stories, songs, and other activities to improve literacy for children and has strong support since such a high percentage of adults in Detroit are functionally illiterate, according to government report. Dr. Curtis L. Ivery and his wife Ola have made it their "personal mission" according to The Detroit Free Press. A big, fuzzy worm leads the sessions that are free and open to parents and children ages 3-7 across Metro Detroit. The bookworm encourages the children to participate in kindergarten songs, map reading, or other mentally challenging fun activities. According to the National Institute for Literacy, part of the U.S. Department of Education, found that 47 percent of Detroit residents are at the lowest level of literacy, as were 59 percent in Highland Park, 38 percent in Inkster, 17 percent in Warren, and 24 percent in Southfield.

The club, while being sponsored by WCCCD, is inexpensive to run since volunteers staff it. In addition to learning to read, there are additional incentives for children to participate. School supplies, gifts, books and a free lunch are adding up to make this a winning opportunity for all.

**SCT Banner Summit**

IN MARCH 2005, SIX WCCCD BANNER MODULE REPRESENTATIVES, INCLUDING ADMINISTRATIVE LEADERSHIP, ATTENDED THE ANNUAL SCT BANNER SUMMIT IN HONOLULU, HAWAII.

"The Banner Conference provided over 700 sessions," said Patricia Hawkens, District Dean for Student Services & Registrar. "The opportunity to meet and obtain advice from current users was enlightening. As a member of the Banner Team, this conference provided me the opportunity to see the vision, hard work, great rewards, and benefits available soon to our students, faculty and staff," she said.
Welcome
Bienvenidos!

Thirty-three WCCCD students experience life and culture in Guanajuato, Mexico.

WCCCD students, accompanied by David C. Butty and Mary Jones, spent 11 days studying Mexican culture, language, and government at the Don Quijote School of Spanish, Mexican Culture, and Government this past spring. They are amazed how Mexicans respect religion. The church house doors are never shut and passersby would stop in front of the church, take off their hat and make the sign of the cross.

Guide Antonio Roche Yebre, nicknamed “Rigo”, led the students through the cities of Delores Hidalgo and San Miguel do Allende. He also led a tour of the City of Guanajuato, during which time students visited the Spanish Inquisition Museum.

Yolanda M. Brock said, before going to Mexico, she was ignorant about the culture and her view of the country was based on the images in the American media, such as illegal aliens and migrant workers. The study abroad changed her mind. “It was a trip full of adventure, beautiful sights, interesting and educational occurrences.” Another student, Deneen White was thankful to the College for the opportunity to study and experience another culture.

It is an experience all students say they will never forget.
Pharmacy Tech Program may be the Right Prescription

So, you thought the pharmacist filled your prescriptions? Technically, it is done by a pharmacy assistant and quite possibly a WCCCD Pharmacy Technology Program Graduate.

Assistants are also responsible for measuring IV unit dose orders, filling the robotic machines that dispense medications, and entering orders into the pharmacy's computer system.

“Students assist the pharmacist in filling prescriptions, and complete most of the tasks the pharmacist used to do,” said Dick Kuschinsky, who runs this program. He added that a pharmacist's main job today is overseeing the assistant.

Sounds like a job for you?

Only 18 students are accepted each semester for the two-semester program that then requires another eight weeks of clinical experience-four in a hospital pharmacy and four at an ambulatory pharmacy such as CVS.

Upon completing their coursework, students are assigned internships arranged by WCCCD. Kuschinsky said the college has an agreement to place interns with CVS Pharmacy and local hospitals.

Applicants must be at least 18 years old and have a high school diploma or General Education Degree to be considered for the program. Interested students must complete an assessment to determine proficiency in math, science and reading as well as pass a personal interview.

“There's a lot of homework,” Kuschinsky cautioned.

Students who wish to go on and earn an Associate of Science Degree can enroll in the basic required courses in their second year of study. That degree could net a pharmacy assistant a management position at a community pharmacy.

Kuschinsky said students have a very good chance of finding employment after completing their internship. Of the recent 12 graduates, Kuschinsky said three were hired by a hospital, eight accepted a position at a CVS Pharmacy, and the other chose to seek a four-year degree at a local university.

Medical Billing Specialists FIND SUCCESS IN THE WORKFORCE

Is 200 hours of class time and working five, 40-hour weeks for free worth a 65 percent chance of getting a job?

At least 72 persons per year that enroll in Wayne County Community College District's (WCCCD) Medical Billing Specialist Fast Track program think so. Students can take additional coursework to earn an Associate of Applied Science degree.

“Our students are 18 to 80 years old,” said Adrienne Shipp, program coordinator. “We have retirees looking for part-time employment, some have been homemakers for 20 years and others are looking for complete career changes.”

The certificate program is limited to 24 students per term and includes 20 weeks of course work including medical terminology, abstracting medical information from patient records, and completing insurance claims in preparation for entry-level positions. Shipp said students are also taught resume writing, interviewing skills, and dressing for success before they embark on a five-week, 40-hour per week internship in the medical billing field.

Students are not paid for their internships, but Shipp said it’s “hands-on training that the student cannot buy.”

“The internship gives the facility an opportunity to take a look at the student’s abilities and see if there’s a place for them in their organization,” Shipp said, adding there is a 65 percent successful placement rate upon completion of the internship.

Internship Students are assigned to one of 20 facilities working with the college, including Henry Ford Hospital, St. Mary’s Hospital, Garden City Hospital and several independent medical billing companies. Locations are scattered across the metro Detroit area from as far west as Novi down to Wyandotte and over to Troy. Shipp said students are advised that WCCCD cannot guarantee them an internship close to home, but they are welcome to find their own with approval from Shipp.

Shipp said the internships give students an opportunity to apply what they have learned in the classroom to the workplace and prove they understand the job. “They have an opportunity to sell themselves on the fact that they have some experience,” Shipp said.

“We have had excellent feedback about how well our students are prepared.”
WCCCD Salutes Retiring Staff
IN HONOR OF THEIR DEDICATED AND VALUABLE SERVICE TO THE DISTRICT

ALMA LUISO
Administrative Specialist at the Downtown Campus
Luiso started in April, 1987.

INEZ PEARSON
Associate Director for Financial Aid in the Central Administration Building
Pearson joined WCCCD in June, 1982.

DR. KAREN BRANTLEY
Chief Academic Officer at the Western Campus
Dr. Brantley started with WCCCD in 1983.

JULIA AMOS
District Financial Aid Advisor in the Central Administration Building
Amos started with WCCCD in October, 1983.

SHIRLEY CROSBY
Library Technician at the Northwest Campus
Crosby began teaching at WCCCD in July, 1979

I enrolled at the College and obtained my Associate's of Arts degree in 1968 along with one of my seven children. Of my seven children, six attended and three received their degrees at the College and went on to obtain their bachelor's degrees. My husband also attended. Now, the third generation is attending. My grandson enrolled at WCCCD in 2004 and my family would like to continue what has become a tradition...During my tenure at the College, I have worked in Costal Environmental Studies, Administrative Office at the Northwest Campus, Continuing Education at the Downtown Campus, Financial Aid at the Central Administration Building, and the Learning Resource Center at the Northwest, Downriver, and Western Campuses.”

LARRAINE WATSON
Financial Aid Specialist in the Central Administration Building
Watson started with WCCCD in January, 1983.

IN HOONOR OF THEIR DEDICATED AND VALUABLE SERVICE TO THE DISTRICT

WELCOME

DENISE SHANNON
has joined WCCCD as the interim district director of Student Services. In her role, she has already begun to work on projects such as tech-prep, four-year university articulations, bilingual pathways to teaching, the Student Services Newsletter, and Special Pops. Under the leadership of John Bolden, Vice Chancellor of Student Services, Denise will assist with projects and programs as needed in Student Services.

CONGRATULATIONS!

THE YMCA OF METROPOLITAN DETROIT has named WCCCD’s Vice Chancellor for Student Services John Bolden as one of their Minority Achievers for 2005. The Minority Achiever program links positive adult role models with Detroit area youth.

DR. JACQUELINE HODGES, President of WCCCD’s Downtown Campus, has accepted an invitation to serve on The Foster Parent Recruitment Advisory Taskforce, supported by the Gamett Foundation.

MATHWELL GREEN, Emergency Medical instructor, was recognized as “Firefighter of the Year” during this year’s Farmington Hills American Legion Post’s Memorial Day Parade. Green has served as an instructor at the college for many years.

IN THE SPOTLIGHT:
David Beaumont

If you hear the classic rock sounds of Rare Earth reverberating in the parking lot behind the WCCCD administration building, you’re coming from David Beaumont’s car. “I need something to increase my pulse rate,” said the Vice Chancellor of Instruction/Provost of his morning musical routine.

Beaumont, who holds a Master of Arts in college student guidance and counseling from Eastern Michigan University, is currently working on his doctorate in higher education administration with a masters of science in economic development and urban planning from the University of Toledo. He joined WCCCD in 2002 and was recently appointed Vice Chancellor of Instruction/Provost.

His numerous duties take up a great deal of his life. When asked if he remembers what the inside of his home looks like in the daylight, he responded, “I don't see it often, but I recognize it when I’m there.”

As a typical day for Beaumont doesn’t exist – every day has new and unique challenges. While most would consider administering and supporting academic programs one and the same, they are really separate entities.

Administering academic programs includes all of the instruction and research for WCCCD. Beaumont is responsible for leading the entire institution on academic issues, allowing the Chancellor to focus on developing the overall strategy at WCCCD. Beaumont’s position requires a great deal of attention to implementation as well as consideration for institutional vision.

Other crucial factors for the academic side include recruiting the people and providing the tools and resources necessary to ensure that WCCCD is meeting the challenges and goals set forth by the Board of Directors and the Chancellor. The support of the academic programs includes student affairs, learning centers, information technology and institutional planning. Most of the duties involved with the support of WCCCD’s programs take place behind the scene.

When he does get a chance to relax, Beaumont collects art and says his Detroit home houses a collection of paintings, prints and photographs arranged in themes. His favorite pieces are photographs of nature, African American works and those depicting the performing arts. He doesn’t have a favorite artist and collects solely on the work’s appeal to his senses.

Beaumont said he developed a strong interest in the performing arts while working as a stage hand at Eastern Michigan University where he earned his Bachelor of Science degree in psychology with a minor in business management.

In addition to his love of art, Beaumont enjoys his eclectic taste in music that runs the gamut from Rare Earth, War and Jimi Hendrix, to classical. He’s always adding to his vast collection, especially if he learns of re-releases of ‘70s classics. Sunday mornings, however, the rock music stays in the CD cases, replaced by the strains of New Age as he relaxes with the morning paper.

Classical music is also what he brings along on his annual hiking trip to the Rocky or White Mountains. “I like to get out there for a week and not talk to anyone,” he said, adding his favorite camp site is next to a waterfall where very few other campers tread. He recalls waking one night, thinking someone was shining a light into his tent, only to find it was the bright moonlight that woke him from his slumber.

While he covets his time alone, Beaumont also enjoys entertaining family and friends with his cooking. He doesn’t have a favorite recipe and frankly admits that he doesn’t use them. He makes it up as he goes along and has mastered his mother’s secret recipe for macaroni and cheese.

Don’t bother asking – he’s notspilling...
Working outdoors in freezing temperatures and several feet of snow does not sound like heaven to most of us. But for Marianne Robson, Coordinator for WCCCD’s Veterinary Technology program, honoring her veterinary technician skills as a volunteer for the Iditarod Trail Sled Dog race can’t be topped.

Robson was surprised to see Iditarod dogs are not necessarily Siberian Huskies. The vast majority, she said, are physically fit “mutts” averaging about 60 pounds. “These dogs aren’t your couch potato dogs like we have at home,” she said.

During the two days spent conducting pre-screenings, the pair helped test a minimum of 240 dogs per day for general overall health to problems such as anemia, diabetes, and pregnancy. Because the animals resist being indoors, the majority of testing was conducted outdoors and in the snow amid 40-plus degree temperatures.

Each animal was also given an Electrocardiogram (EKG); the results of which startled Robson. The results of the first EKG she conducted indicated the animal was close to death. She soon learned because the animals are so physically fit, their heart rates are much lower than the typical house pet. “I told them I wanted to do the test again because I was concerned and they laughed at me,” she said of the seasoned pre-screeners who were accustomed to the results.

Robson said she and Sutton were able to stay in Anchorage long enough to see the ceremonial start of the race – and to get invited back next year along with a few students. And she accepted. “If I could arrange it, I would take the whole month of February off to work with those dogs,” she said.

Standing on the “Roof of Africa”
by Karen Hrapkiewicz, Director, Veterinary Technology Program

It is no wonder Kilimanjaro is called “Home of God” by the local people. Kilimanjaro, at an elevation of 19,341 feet, is crowned by eternal snows and is an overwhelming presence on the African landscape.

Reaching the summit was a real challenge! I have done a fair amount of technical climbing including Mt. Rainer and the Grand Teton in the USA, Mt. Blanc in France, and Mt. Elbrus in Russia, but Kilimanjaro was a true test of physical endurance. Our group used the Western Breach Route which is longer and more isolated, but gives one a better chance to acclimate to the high elevation. We hiked through forests, alpine meadows, and finally the inner crater where we camped prior to our final summit push.

Dr. Hrapkiewicz proudly displays the hand-made flag from students
Dr. Curtis L. Ivery’s book *Journeys of Conscience*, takes an introspective look at the shortcomings and richness of modern American culture. The book was released in April at a book signing event with over 250 people in attendance was held at the Detroit Athletic Club.

“My life has taught me valuable lessons on family, values, career, society, parenting, and numerous other facets that we are all exposed to in multiple ways. I have crystallized my personal philosophies and opinions on these issues into short articles that comprise this book,” said Dr. Ivery. “I believe in the tremendous power of words and I hope this book enriches the readers’ lives that compels them to examine issues from a fresh perspective.”

As a lifelong advocate for literacy, Dr. Ivery is donating all proceeds from the sale of his book to benefit his Foundation for Literacy. The book, priced at $24.95, can be purchased by calling 313-496-2510.

**BOOK REVIEWS**

“Curtis Ivery’s life journey, from poverty in Texas to college administrator in Michigan, has been one of overcoming his own challenges so he could knock them down for others.”

*Luther Keith*  
- The Detroit News

“Journeys of Conscience carries for all of us simple lessons and profound wisdoms. It reflects Dr. Ivery’s high level of critical thinking and his perseverance to do more for the betterment of generations to come. His work speaks volumes of this powerful personality, who continues to make long-lasting impressions on a multitude of people.”

*Les Brown*  
Speaker, Entrepreneur

“Journeys of Conscience is an eloquent, moving, and intimate collection of essays that reveals the fabric and texture of his character. The writing here is direct and clear, accessible to all readers, yet at the same time holding powerful, timeless lessons drawing upon wellsprings of knowledge and critical reflection.”

*Dr. Manning Marable*  
Professor of Public Affairs  
History and African American Studies  
Columbia University

“Dr. Ivery helps the reader to understand that each of us have the power to do great things and that the world is still a manageable place, if we work at it. He understands how far America has come in dealing with the complexities of its own racial, ethnic, and religious diversity and how far we still have to go.”

*Clarence Page*  
The 1996 Pulitzer Prize Winner for Commentary, has been a columnist and a member of the Chicago Tribune’s Editorial Board since 1984

**SUCCESSFUL BOOK SIGNING EVENT**

Marcus Ivery, son of Dr. Ivery, offers welcoming remarks to the audience. An essay written by Marcus at age 10 is featured in the book.

Mrs. Ola Ivery and Dr. Kenneth Burnley.

Dr. Ivery greets supporters at book signing. Proceeds from the book sale are earmarked for the Curtis L. Ivery Education Foundation.

Leland Bassett, Dr. Gunder Myrza, WCCCD consultant, WCCCD Trustee Alan Anderson and Mayor Gregory Piteriak, City of Taylor, attended the event.
The Cherry Commission

DOUBLING THE NUMBER OF COLLEGE GRADUATES

Dr. Randall Miller served on the Cherry Commission on Higher Education and Economic Growth that Governor Jennifer Granholm established in July, 2004. The Governor’s directive to the commission was to develop recommendations to double the number of Michigan college graduates in the next 10 years. Since its inception, the 41-member commission has conducted an in-depth study of issues related to educational attainment and the economy.

Honorable John Cherry recognized WCCCD as a facility having the ability to service many students in Wayne County and the State of Michigan. One of the commission’s ideas includes a much greater role for community colleges, “one of the state’s most undervalued educational resources,” said Cherry. According to The Detroit News, the list of problems is considerable, including: too many students enrolling in soft courses that are not rigorous enough to prepare them for postsecondary education; only slightly more than half of students seeking a degree earn one— even in six years; and the need to revise Michigan’s educational policies, set goals, and take appropriate action to meet those goals. This issue continues to be relevant as can be seen by the frequent references in the print media about the need for greater educational achievement in Michigan, particularly in the areas of math, science, and technology.

Dr. Miller indicated that the preparation task force of the commission emphasized the high drop out rate from high school and the relatively small percentage of high school graduates who are prepared for success in college. According to the Governor, fewer than 22 percent of adults in Michigan have obtained a bachelors or other advanced degree. This creates a tremendous disparity in annual earnings between people who hold degrees and those who do not.

Annual Earnings by Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree</td>
<td>$70,148</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>$46,800</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>$28,808</td>
</tr>
<tr>
<td>Failed to Complete High School</td>
<td>$20,592</td>
</tr>
</tbody>
</table>

Community Traditions

At Brown and Juanita C. Ford Gallery

Master painter Richard Mayhew’s exhibition entitled “Community Traditions” was featured at WCCCD’s Brown and Juanita C. Ford Gallery from March through May.

The unique exhibition, with works loaned by local collectors, provided an opportunity for the students and community of Wayne County to explore the art of an American Master. It presented a rare opportunity for a master painter and other local artists to conduct hands on workshops for art students and art patrons. In addition, areas such as the community support of the arts and the historical significance of socioeconomic and ideological diversity, in the collecting efforts of various sectors, were highlighted.

In addition to his worldwide exhibitions, Mayhew’s work is represented in the permanent collections of the Whitney Museum of American Art, the National Museum of American Art, Smithsonian Institution, the Brooklyn Museum, the Metropolitan Museum of Art, the Los Angeles County Museum, the Manoogian Collection, and the Charles H. Wright Museum of African American History.

Not Until You Know My Story

Two cultural diversity events were held April 14, 2005. The first, an afternoon session, was presented to the Grosse Pointe Public Schools, high school, and middle school staff and teachers convened in the Performing Arts Center in the Grosse Pointe North High School. The evening session was opened to parents and other interested community members. It was held in the Grosse Pointe South Auditorium.

The play, Not Until You Know My Story, is a one-woman show that includes the stories of fourteen characters based on actual interviews. The differences that were addressed included: race, ethnicity, religion, sexual orientation, disability, gender, size, and privilege. Following the play, Ms. Gibson facilitated an interactive discussion where audience members had a chance to respond to each character. She used the audience responses to develop constructive ways to honor people’s experiences related to diversity. Participants were also asked to share their own stories and experiences as they relate to work environment, school, or home.

One workshop attendee reported that, “It was a fresh approach to a sensitive subject that was thought provoking and guaranteed a rich discussion. People identified with the stories. I walked away with a renewed understanding and appreciation of other people’s perspectives.”


CAMPUS ROUND-UP

DOWNRIVER CAMPUS

EXPO GETS KIDS HOOKED ON FISHING

Casting a baited hook into the lake and waiting for a bite can be exasperating for anyone – especially young children. But knowing what type of bait to use, where to fish, and a good cast can turn those hours of waiting into a successful fishing excursion.

Qualified experts exposed children to the basics of fishing and casting and gave them the tools to become successful anglers. Children were divided into age groups of seven to nine and 10 to 12, and given with age-directed information emphasizing conservancy and water safety provided by the United States Department of Fisheries and Wildlife.

Immediately following the classroom instruction – led by Ron Peterson, president and host of Peterson’s Outdoor Journal and founder of the School of Fishing – participants headed to the lake at Heritage Park where volunteers from the Boy Scouts of America and members of local fishing clubs offered lessons in casting.

Students also got up close and personal with lamprey, zebra muscles, and other “invaders of the Great Lakes” by partaking in a hands-on display presented by the Michigan Department of Natural Resources.

WESTERN CAMPUS

CONFERENCE GUIDES PARENTS WITH TEENS

Getting through the teen years relatively can be challenging for both teens and their parents. To ease the process and provide support, education, and resources, representatives from Hegira Programs facilitated a “Partners for Parenting Teens Conference” earlier this year at the Western Campus.

The conference, offered through WCCCD’s Continuing Education Division, specifically addressed promoting the development of healthy lifestyles in children and adolescents and behavioral problems including teen pregnancy, and alcohol, tobacco, and other drug use.

NORTHWEST CAMPUS

EXPRESSING YOUR OPINION ON THE INTERNET

Online forums and electronic polling have more than surpassed street corner soap boxes as a medium for expressing one’s opinion. Finding the most effective way to express and discuss societal issues was the topic of “Speaking out on the Internet” on May 28, June 18, and June 25, at the Northwest Campus. The event was sponsored by Hood Research and WCCCD’s Continuing Education Division.

Founded by Detroiters Theo Broughton and Reggie Crawford in 1992, Hood Research focuses on gathering information on local issues and sharing it with the community. The organization is also a “think tank” where issues ranging from social to political are discussed and solutions sought. Topics covered in the workshop included posting views and opinions within online forums, participating in electronic polling, and using search engines to find additional information.

EASTERN CAMPUS

PHARMACISTS ADDRESS PRESCRIPTION QUESTIONS

There’s now more to medications than the old adage “take two aspirins and call me in the morning.” With a medication prescribed for this symptom and another for that one, people are wondering what effects the medications can have when combined.

To answer that, and many more questions regarding prescription drugs, experts from CVS Pharmacy were on hand at “Ask the Pharmacist!” in March at the Eastern Campus.

Participants were asked to bring their prescriptions so a pharmacist could review each and provide advice.

DOWNTOWN CAMPUS

WORKSHOP HELPS DISABLED REACH CAREER GOALS

Being disabled can make a job search more challenging, but it doesn’t have to be that way.

Kathy McCready, who is blind and the founder of DiverseAbility LLC, paired with her partner Cathy McAdam to conduct a Career Development Workshop for the disabled in March, at the Downtown Campus.

Participants learned the reasons for networking and how to network professionally, get critical job experiences, disclose their disability to a potential employer, position their disability as a strength, and about the educational opportunities available at WCCCD.

WCCCD Team visits Houston Community College System

‘Best Practices’:

Working in higher education requires keeping abreast of current news and trends. Networking with colleagues and visiting them at their respective institutions to learn more about infrastructures and new programs is often a unique and refreshing learning experience. One can begin to compare both the differences and the similarities among the institutions. One can also evaluate how others respond to similar challenges and what practices may be implemented to aid in creating a more effective and productive academic environment.

Sometimes, what you find may astonish you, especially, when you realize you may be far “ahead of the pack.” Other times, you may pick up bits and pieces to refine what you have put in place. This is called “best practices.”

Dr. Curtis L. Ivery, Chancellor, has opened the door and created a learning opportunity by enabling WCCCD faculty and administrators to visit other institutions and compare notes. On one of these trips, the Executive Director of Public Affairs, David C. Butty, led a team of Assistant Deans, Raquel Garcia-Anderson, Assistant Dean for Career and Technical Programs at the Eastern Campus, and her colleague, Brenda Jones, from the Northwest Campus, to take a trip to the Houston Community College System (HCCS) to review their best practices.

The team met with program chairs at HCCS and compared notes on methods that improve teaching and learning, faculty evaluation, student services, continuing education, the flow of communication, and the organizational structure of the Houston system.

“HCCS practices revolve around a high level of monitoring of a newer faculty, which is similar to WCCCD Eastern Campus’ practices,” Anderson said. “HCCS has developed a semester-long required orientation for new faculty and department chairs whose components are similar to our Faculty Organization Day which organizes faculty by department and is also similar to our campus-based faculty orientation meetings.”

The answers were not obvious,” said Butty. “We both strive to serve our students, and we both have the same issues, improving our facilities, dealing with cuts in funding. But in the area of continuing education, we are doing more to reach out, design, and implement programs that serve our communities.”

Raquel Garcia-Anderson, Dr. Zachary Hodges, Brenda Jones, and David Butty

“The answers were not obvious,” said Butty. “We both strive to serve our students, and we both have the same issues, improving our facilities, dealing with cuts in funding. But in the area of continuing education, we are doing more to reach out, design, and implement programs that serve our communities.”

Raquel Garcia-Anderson, Dr. Zachary Hodges, Brenda Jones, and David Butty

“The answers were not obvious,” said Butty. “We both strive to serve our students, and we both have the same issues, improving our facilities, dealing with cuts in funding. But in the area of continuing education, we are doing more to reach out, design, and implement programs that serve our communities.”
The beautiful Roostertail Entertainment Complex was the site of the 2005 Graduation Dinner on Tuesday, May 24th. The format of this event changed significantly this year from a dinner/dance to a recognition awards dinner and should set a standard for years to come.

This first awards ceremony recognized two outstanding groups of faculty – all past Grand Marshals and eleven (11) full-time faculty members who have been teaching at the District for thirty-five (35) years. The Grand Marshal is an individual selected each year from the faculty and serves as the master of ceremonies during Commencement. This person is recognized for his or her outstanding service to the College, the students, and to higher education in general. Dr. William Campbell was selected as the 2005 Grand Marshal.

In addition to the faculty, five Special Recognition Award Students were honored. Each year a group of students are selected, who have maintained high academic standing, while at the same time provided volunteer service to their communities and/or the College. Eligible applicants must possess a grade point average of 3.50 and above, perform volunteer services with letters of support from the various agencies, and complete two essays. From this group of outstanding students, the class representative who gives remarks at Commencement is selected.

The 2005 Special Recognition Award Students were: Octavia S. Eaton, Class Representative, Ntchei J. Chabi, Theresa K. Cummings, George N. Ibe, and Amina A. Shani.
Thirty-five years ago, the first doors to what would become the Wayne County Community College District opened to provide education to the citizens of Metro Detroit; and many young people armed with their degrees rushed into the classrooms to offer their service.

WCCCD FACULTY CELEBRATES 35 YEARS OF HARD WORK, DEDICATION, AND COMMITMENT TO TEACHING

The Original Faculty who have been on the Job since 1970 were honored at this year’s Commencement

The year was 1970 and Detroit was in the news because it was the birth of the city’s renaissance, an event geared toward transforming the city’s past into a promising future. A large part of that renaissance included the opening of Wayne County Community College, which at that time was nothing more than a small “storefront” location. And for the small group of instructors who comprised the original staff, it was for many their first teaching experience.

Today, 11 of those original instructors: William Campbell (English), Gary Giampa (Business), Anne DeWindt (English), J. Thomas Franco (Accounting/Business Law), Mary Mahony (English), Mary L. Haynes (Business Information Technology), Eydee McCrary-Mireku (Psychology), Robert Mueckenheim (English), Dr. James Saad (Anthropology), Carol Watson (Human Services), and John Wenzel (Computer Information Systems), are celebrating a combined 385 years of hard work, dedication and commitment to the District.

Some of the “originals” took time out to recall some of their most vivid memories of their time at the District.

In an effort to learn from the experience of the original faculty, the following questions were asked:

1. What brought you to WCCCD?
2. What was it like teaching at the college during its formative years?
3. Over the past 35 years, WCCCD has faced many challenges. Why did you decide to stay with the college?
4. What is the most notable change you have witnessed at WCCCD since you began teaching?
5. Share an amusing story about your time in the classroom.
6. Share the story of a student whose life you have affected.
7. What have you discovered about yourself as a teacher during the past 35 years?
8. Have you noticed a major shift in the academic needs of students today from those 35 years ago?
9. What advice do you have to offer to incoming faculty?

Eydee McCrary-Mireku recalls having taught and had personal relationships with approximately nineteen thousand students. “Among those students are doctors, nurses, social workers, morticians, ministers, lawyers, dentists, dental hygienists, educators, and entrepreneurs.” Her advice to new faculty, “focus on students as individuals with unique abilities and individual needs and skills. There will be students for whom you will be the only source of encouragement.”

Bill Campbell joined WCCCD fresh out of grad school. He described the early years at the District as “...pretty crazy.” Campbell further stated, “starting a major new institution, with a shoestring budget, no facilities, all new faculty and a hastily assembled administration practically destined us to a certain level of chaos.” However, he also added that, “...in such circumstances, it was a lot of fun, and we all had a grand sense of mission and camaraderie.”

J. Thomas Franco responded to question three with an interesting prospective about the future of the College... “Probably the most likely reason for staying with the College was the prospect that things would continuously improve... and there has always been great potential for that.” Franco also recalls that he developed many ways of expressing the same concept and how similar the student audience is to audiences who attend talk shows with a need to attract and keep the audience every day and states, “The only difference is that we haven’t been discovered yet.” Franco’s final advice to incoming faculty is, “Always derive satisfaction from the fact that you have done a competent and professional job.”

John Wenzel demonstrated his sense of humor in his statement that, “One of the things I’ve discovered about myself over the years is that I am not nearly as good a teacher as I have sometimes thought nor am I as bad as I sometimes thought,” and his advice to new faculty is, “Don’t quit!”

In an effort to learn from the experience of the original faculty, the following questions were asked:

1. What brought you to WCCCD?
2. What was it like teaching at the college during its formative years?
3. Over the past 35 years, WCCCD has faced many challenges. Why did you decide to stay with the college?
4. What is the most notable change you have witnessed at WCCCD since you began teaching?
5. Share an amusing story about your time in the classroom.
6. Share the story of a student whose life you have affected.
7. What have you discovered about yourself as a teacher during the past 35 years?
8. Have you noticed a major shift in the academic needs of students today from those 35 years ago?
9. What advice do you have to offer to incoming faculty?
Campbell also indicated that the biggest change he’s seen in the past years at WCCCD is its “stability and relative affluence.” Another change for him, at the Downriver Campus, is seeing more recent high school graduates attend classes rather than attend other community colleges. Although Campbell finds the younger students less motivated and serious about their academic goals, he feels it is “fun to have that daily contact with classrooms full of lively kids.”

In response to question two, Robert Mueckenheim responded to his teaching experience at WCCCD during its formative years as “Exciting, chaotic, challenging, scary (would the school actually survive), and in many ways, rewarding.” He also added that, “There is nothing more rewarding than watching a student, who is an unpolished gem, begin to really shine because of good native intelligence and an unbending will to write well. Every semester I get them and it makes my life worth living, along, of course, with other things.”

Mueckenheim’s advice to new faculty is based on a simple rule, “If you do truly enjoy teaching, you do not need my advice.”

The College offered a very successful program for Native Americans and classes were offered to this population every third weekend at the Holiday Inn. The students came from five states and Canada. Carol Watson remembers one student, Russell Means. The students were studying in the Mental Health Worker Program and the courses offered were altered to focus upon Native American Experiences. The first day students advised me that they will never get along because they were all from different tribes. Watson declared, “Oh yes you will!” It was amusing and gratifying to observe the positive changes that came from their new association with each other.

Mary L. Haynes relates a story about a student who now works for Blue Cross. Faced with a very negative student, Haynes saw the potential the student had for learning and doing a good job wherever she was employed and decided to ignore her negative attitude and hang with her no matter what while not compromising standards. The student graduated and got a good job but I did not find out about it until much later. “One day our department was visiting different workplaces in the downtown area and there she was working for Blue Cross using the skills I had taught her in word processing. I was pleasantly surprised as was she. We exchanged pleasantries and had a good laugh about her days in my class.”

Gary L. Ciampa came to WCCCD in 1970 because his career goal was to teach at the college level. Having just completed a law degree and an undergraduate degree in business, he was confident that he had the training he needed to teach. He was pleased to be at the ground level of a new institution and knew the position would be challenging and exciting, but he also felt that the college would help change the culture of the metropolitan area. Ciampa recalls the first college-wide meeting, “If just the mere enthusiasm and idealism of that group could have driven the college, it certainly seemed that WCCCD was destined for success.”

Based on a conversation with a former student who went on to achieve a master’s degree, Ciampa urges incoming faculty to, “set high standards of performance for their students and hold students accountable for accomplishing them.” He concludes with, “The one thing that I have been told most often by prior students is that they have appreciated the fact that I challenged them to be the best that they could be.”

Recalling the early days of WCCCD, Dr. Jim Saad, Professor of Anthropology and Geography, wrote that, “I was excited by the pioneering efforts of our first president, Dr. Murray Jackson and his team who helped to bring about the birth of the first community college within the city limits of the city of Detroit and other parts on Wayne County.” Dr. Saad further explains that there was never a dull moment in the beginning. “It was exciting, challenging, and eventually rewarding!” Most of the newly-hired faculty had left secure and better paying jobs at other institutions to begin teaching at WC3 (as it was affectionately known in those days), and we knew that this great urban experiment could collapse at any time. Yet, we were determined to do everything we could to make it happen even though we were operating without a mileage and without any local source funding.”

Saad recalls the countless success stories found in the accomplishments of students, a credit to the institution and its mission. Several of those students have returned and are now among some of the best faculty members at the College. He continues to have contact with former students who have gone on to become highly successful in professional careers.

Dr. Anne DeWindt, History Department, is currently in England on summer break and has been unavailable for comments.

Mary Mahony, English Department, is currently on summer break and has been unavailable for comments.

Receiving accolades and special recognition almost became a routine for Saad after teaching at the College for 36 years. The College and the National Institute selected him for Staff and Organizational Development (NISOD) as the 2005 Excellence Award Recipient for outstanding contributions to teaching leadership, and learning. This award is presented to full-time faculty members who exhibit not only exemplary qualities in the classroom, but who also contributes significantly to the quality of life on the campus.
Dr. Ivery Honored

as one of the ten 2004 Michiganians of the Year

The 2004 Michiganians of the Year – outstanding citizens and activists in Michigan – have been announced, and among the honorees is our own, Dr. Curtis L. Ivery! The Detroit News recognizes Dr. Ivery as the one who has restored the college’s reputation and put it on the right track for the future. Recognition was given to the Chancellor as a man who grew up in poverty in the Texas panhandle but who valued education from the beginning. Following graduation from an all-black high school in Amarillo, Texas, he enrolled at Texas A&M University, and was elected student body president. Competitive from the start, Ivery realized that other students were better prepared and “… discovered that I had so much catching up to do … so I would work my classmates under the table.” He persevered and continued his education for 10 straight years, earning a doctorate in higher education administration from the University of Arkansas.

Demonstrating his leadership ability has not been difficult for Dr. Ivery, who has taken WCCCD from an 11,000-student population to nearly 44,000 on five campuses. He has guided the college through the passage of a millage, securing the College’s financial stability. Building on the strengths of an outstanding and dedicated faculty, he has recruited additional talented and highly qualified faculty. Dr. Ivery has also developed strong community support with the establishment of advisory councils, the East Side Advisory Council (Grosse Pointe and Harper Woods), the Western Advisory Council (Belleville, Wayne, Romulus, Westland, Southgate, Livonia, and Inkster), and the Downriver Advisory Council (Taylor, Brownstown, Woodhaven, Lincoln Park, Dearborn, Wyandotte, and Southgate). As council members, these local community leaders have been able to take information to their constituents about the college, its programs, curriculum, accreditation, and financial accountability to the community.

Another award was presented at The Michigan Minority Women’s Network-Detroit Chapter honoring Dr. Ivery as Michigan Educator of the Year at their Annual Man of the Year Scholarship Award banquet.

Dr. Ivery has learned to put processes first, making high performance possible for himself, those with whom he works, those whom he desires to influence and most of all, students. ■

DID YOU KNOW?

ARTICULATION AGREEMENT

- WCCCD now has an articulation with University of Detroit Mercy’s (UDM) engineering program. Under the new agreement, WCCCD’s pre-engineering graduate students will have guaranteed admission into UDM’s undergraduate engineering program with most credits transferring.

REAL ESTATE LICENSOR

- The Workforce Development and Continuing Education Division has been granted approval from the Michigan Department of Labor and Economic Growth to provide Real Estate Licensor classes. The classes will be offered throughout the District and will allow students the opportunity to prepare for the State of Michigan real estate licensing exam.

ENVIRONMENTAL SPECIALISTS

- WCCCD’s Downriver Campus’ partnership with the Downriver Community Conference Center (DCCC) has once again delivered a great opportunity for both institutions to assist the residents of the 18 downriver communities we serve. The DCCC has been awarded a $200,000 grant to oversee the delivery of training for environmental specialists in the area of brownfield development. Students enrolled in the program will receive training through WCCCD and will also have the opportunity to receive certification in areas including hazardous waste operations, emergency response, mold remediation, and more.

THE HUMBUG MARSH

- The Humbug Marsh, the last remaining intact wetland on the Detroit River Mainland, was purchased by the federal government last year and added to the Detroit International Wildlife Refuge. WCCCD will play an important educational role in this wildlife habitat, having pledged to fund classrooms and a laboratory at the visitor’s center. The refuge is currently only open for special events, as the U.S. Fish & Wildlife Service evaluates their new holding.

BILINGUAL PATHWAYS TO TEACHING

- WCCCD has joined Wayne State University (WSU) and Detroit Public Schools (DPS) in a project entitled ”WCCCD/WSU Bilingual Pathways to Teaching Program.” The program, scheduled for launch in summer or fall of 2005, will include a group of 21 students, previously attending Madonna University, who will transfer to WCCCD and enroll in the Pre-Service Education program or Liberal Arts degree program. Upon graduation, the students will transfer to WSU’s College of Education. The goal of the program is for each participating student to obtain an associate degree from WCCCD, transfer to WSU, and major in elementary, secondary, or special education with a minor in bilingual teaching and eventually gain employment with DPS.

VETERINARY TECHNOLOGY

- Students enrolled in WCCCD’s Veterinary Technology program are recipients, collectively, of this year’s Community Service Award from the Veterinary Medical Association. The award is given to non-veterinarians who take part in animal related activities in the community. According to Karen Hrapkiewicz, director of the program, “All the students worked hard, but this year’s graduating class was very actively involved, and they really went above and beyond.”

DISTANCE LEARNING

- The District is experiencing increased enrollment in its Allied Health programs. Due to the expansion of the Distance Learning Department offerings of biology courses, online enrollment for biology increased 53 percent from 2004 to 2005. The District began admitting and registering students online from Eritrea, East Africa for a summer Distance Learning course. The pilot program catapults the District to the forefront of institutions with innovative globalization projects in the country. While many developing countries often lack the resources to support their citizens studying abroad, they are able to provide study through distance learning, a much more cost-effective measure.
Enrollments in distance education at WCCCD show no signs of leveling off. In the spring 2005 semester, enrollment increased 33% from spring 2004. Over 1700 of these enrollees were in online courses, representing the greatest growth area in distance education for the college.

Students commonly like distance education courses because they fit into busy work and family schedules. To gain an understanding of the deeper reasons for our increasing enrollments, the Distance Learning Department asked students to complete an evaluation. Almost 10% or 200 of the 2100 students using the Blackboard Course Management System responded to the Priorities for Online Learners Survey by Noel Levitz. This spring 2005 survey of students reveals the reasons for their satisfaction.

WORTHWHILE INVESTMENT

A community college education is a great value. In the survey, students reported that “tuition paid is a worthwhile investment” for their distance education courses.

QUALITY OF INSTRUCTION

The quality of instruction means the degree of excellence in a course or program. Students responded that the “instructional materials are appropriate for program content.” In addition, they were satisfied that the “program requirements are clear and reasonable.” They were satisfied with their courses, reporting that “student assignments are clearly defined in the syllabus.”

BOOKSTORE SERVICES

Our campus bookstores attained high marks. Students reported that “the bookstore provides timely service to students.”

STUDENT-TO-STUDENT COLLABORATIONS

One criticism of distance education, particularly online learning, is that students experience isolation because they may not see or hear their instructors and other students. Our results suggest that this criticism is a misconception when instructors design their courses for a high level of interaction. Instructors accomplish this goal with discussion board assignments and small group projects during which students work with one another under the guidance of the instructor. Student-to-student collaborations were valuable to the students this semester. Moreover, students were satisfied that “the frequency of student and instructor interactions was adequate.”

LIBRARY SERVICES

Recognizing that distance education students must have the same access to the library as on-campus students, WCCCD launched online access to the library electronic databases and online catalog last year. A Virtual Reference feature was added to the library services during the spring semester. Students may communicate with a librarian “live” at a distance. Survey responses showed that “adequate online library resources are provided” by the college.

ADMINISTRATIVE SERVICES

Students were satisfied with administrative services. They reported that the “billing and payment procedures are convenient for me,” and “appropriate technical assistance is available.”

ORIENTATION

To assist students with the Blackboard Course Management System, an online or in-person orientation is required before taking an online or other distance education course using this system. Students reported that they were “better prepared to manage the technical aspects of an online course after going through the online orientation.” Moreover, students said that they “know more about what it takes to be a successful online learner as a result of the online orientation.”

WCCCD students flock to distance education courses because they are a worthwhile investment, the quality of instruction, timely bookstore services, student-to-student collaborations, library services, administrative services such as technical support, and the orientation prepares them to take and be successful in online courses. Their survey responses will help us expand what we do well, even as we improve our services and instruction in the future.

Spring 2005 Enrollment Jumps Dramatically

WCCCD shattered all previous student enrollment records in spring 2005.

Most notably, enrollment at the Western Campus multiplied by nearly 400 percent with more than 7,500 students, of which 1,600 students registered for credit courses.

When Chancellor Ivery came to the District almost a decade ago, the Western Campus had 32 students and remained unoperational for a period of time. Determined to turn WCCCD into an indispensable educational resource for Wayne County, Dr. Ivery embarked on a strategic growth strategy that would service the educational needs of the Western Wayne area.

“Something magnificent is happening here at WCCCD. This 57 percent increase in credit enrollment and 400 percent increase in total enrollment at the Western Campus has surpassed all previous projections and confirms we have delivered on our promise to revitalize the campus,” stated Dr. Ivery. “It is reflective of our ongoing efforts to respond to the needs of the District and deliver the highest standard of educational opportunities for all our students.”

Student enrollment across the District also grew by 16 percent in spring 2005 compared to spring 2004. The District’s strategy for growing student enrollment has paid off by consistently focusing on the educational needs throughout the entire region within its service area. Increasing program offerings and improving student facilities and services has resulted in the highest student enrollment in the District’s history.
Graduation Memories

How It Gains Dimension

Editor
Unbreen Amir
Managing Editor
David C. Butty
Contributing Editor
Lisa Jackson
Supervisory Editor
Martha J. Grier
Photography
David Rowsey,
Rogers Foster,
Bill Jackson
Content Consultation
Julie Corbett PhD.,
Art Direction/Graphic Design
John Furkin

Calling All Readers!
Are you a WCCCD graduate? Have you recently been promoted, published an article in a professional journal, or gone Above and Beyond to make a difference in the lives of others? If so, we want to hear from you! Send your news to uamir1@wcccd.edu or call 313.496.2819.