Washtenaw Community College

shaping our future together
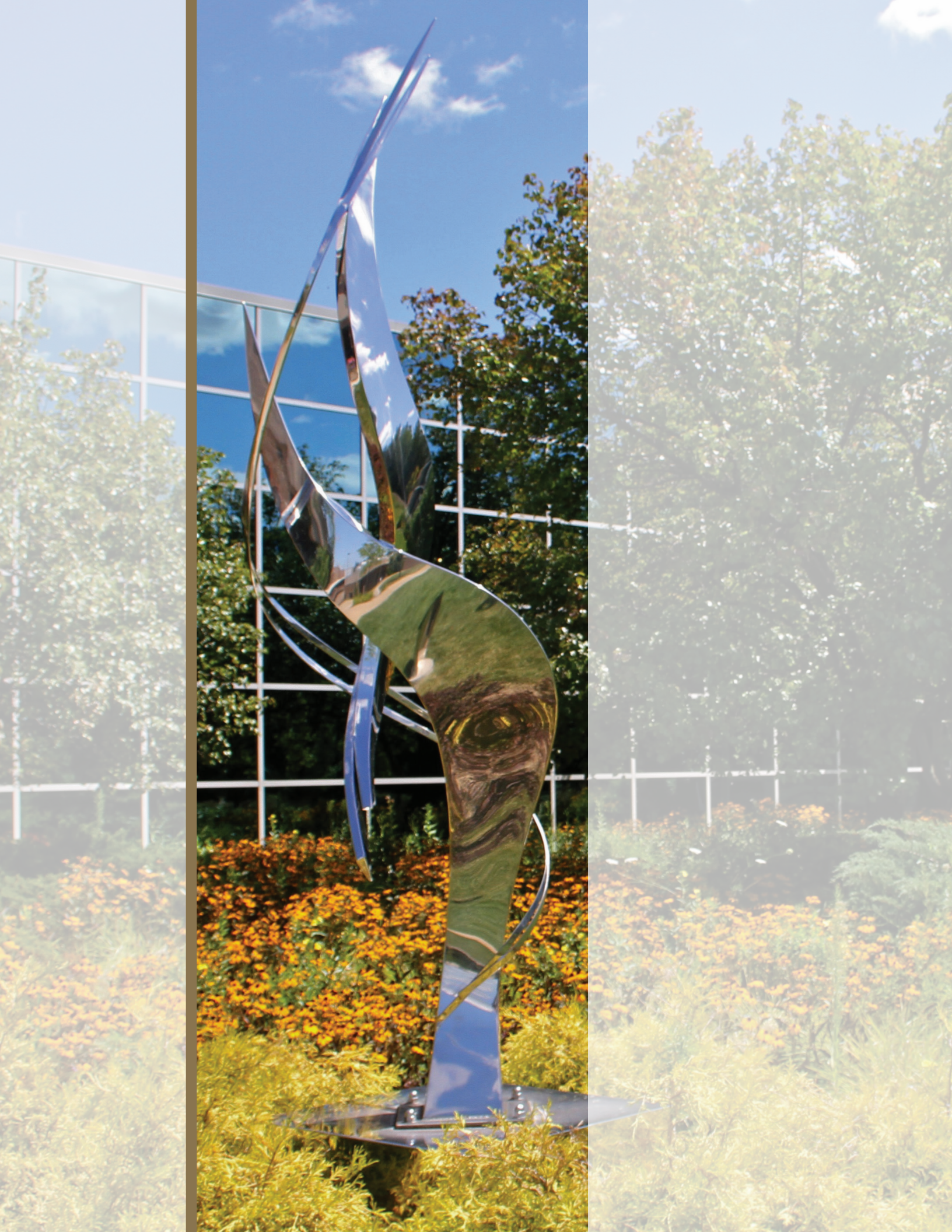
Rose B. Bellanca, Ed.D.
WCC PRESIDENT

In 2011, Washtenaw Community College embarked upon a journey.

The Board of Trustees, recognizing the need to position WCC for long-term success in a changing environment, charged new leadership with the development of a strategic plan. A collaborative process was launched in 2011 to develop a three-year plan to propel the good work of WCC forward. The process included input from faculty, staff, students, alumni, legislators, and leaders from community organizations, business and industry, K-12, and higher education, as well as an analysis of internal and external data and best practices. The resulting strategic plan was developed by a cross-functional team representing the faculty and staff, faculty union leadership, and the Board of Trustees, and was firmly grounded on the mission, vision, and values of the college. In April 2012, Shaping Our Future, WCC's 2012-15 Strategic Plan, was presented to the college community.

Strategic planning refers to a coordinated and systematic process for developing a plan for the overall direction of the college for the purpose of optimizing future potential. Shaping Our Future has enabled WCC to do just that. Thanks to the guiding priorities and goals developed through the collective efforts of the college community, we have been able to move forward to ensure that students will be prepared for the jobs of today and tomorrow; that the college can best serve its community and business partners; and that we can continue to fulfill our mission of making a positive difference in people's lives.

Shaping our Future is built upon eight strategic priorities deemed most critical for WCC's continued success. During 2012-15, teams of faculty and staff led initiatives to realize goals connected to each of these priorities, including faculty-led goals supporting instructional student success. By FY 2014, the annual budgeting process was also realigned so that resource allocation was integrated with the priorities of the strategic plan.

As the first three years of the strategic plan drew to a close in 2015, new goals and outcomes connected to the eight priorities of Shaping Our Future 2015-19 were developed and are now being implemented. The college is well prepared as it moves further down the road to meet the opportunities and challenges of the future.

We are pleased to share our strategic priorities, goals, and accomplishments as we continue to journey forward and shape our future.

Rose B. Bellanca

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MISSION & VISION

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

WCC is a learner-centered, open-door college dedicated to student, community, and staff success.

Our Community

We collaborate with community organizations to seek solutions to local economic and social challenges.

We work closely with our K-12 partners and offer a growing number of dual enrollment opportunities for students who wish to earn college credit before graduating from high school.

We partner with four-year colleges and universities and aim to provide a seamless transfer experience for our students seeking bachelor's degrees.

We partner with business and industry leaders to ensure our programs meet job demand and lead our students to meaningful careers.

4 opening doors

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priority 1

PROFESSIONAL DEVELOPMENT AND ORGANIZATIONAL HEALTH

Sustain and enrich organizational culture and health with an emphasis on building and leveraging a learning community.

OUTCOMES 2012-2016

❈ Consolidate all professional development activities for the college under one umbrella.

- Established an internal advisory board representing areas across the college to provide input into identifying professional development requirements and activities to meet employee needs.

- Created a web page presence for the Priority One professional development umbrella.

- Developed an online system to track employees' professional development activities, document achievement, and encourage participation.

- Created and expanded a professional development Workshop Series in 2014 based on best practices to provide leadership and other trainings that are inclusive of all employee groups, providing 13 workshops for over 500 attendees as of 2015-16.

- Established mentoring program for new hires 2014 with 25 mentors.

- Established the "Leadership Edge" Leadership Academy to provide extensive, graduate-level leadership training for approximately 50 emerging administrative leaders within the organization.

NEW OR CONTINUING GOALS 2016-19

❈ Determine mandatory essential professional development trainings for employees.

❈ Expand workshop series based on best practices and employee needs at the institutional and divisional levels.

"It has been an honor to work with the leadership, faculty, and staff on the strategic priorities that affect student success. From my involvement in professional development, innovation, and community partnerships, I have grown to admire and appreciate the things faculty and staff do for our students every day that many of us aren't aware of. As WCC continues to grow and change to meet the demands of our students and community, I am so proud to be part of this amazing team that never stops thinking about the future and the endless opportunities for our students."

CRISTY LINDEMANN
Faculty and Department Chair,
Construction Technology
Strategic Plan Priority One Team Leader

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priority 2

STUDENT SUCCESS: INSTRUCTION

Strengthen and enhance student success through instruction.

OUTCOMES 2012-2016

❧ Establish student success initiatives for each academic department.

- Developed and implemented a process launched in 2012-13 for the development of annual goals and action plans related to student success for all faculty departments.

- Created and implemented an annual process to provide support for specific faculty strategic initiatives through a dedicated fund, approving approximately 40 projects for a total of nearly $200,000 since 2014.

- Developed and implemented goals at the department/division levels in areas including, but not limited to, the following: new curriculum development; new online courses; updating of curriculum and equipment to meet industry needs; open educational resource development; faculty mentoring; enhanced outcomes assessment; enrollment and recruitment initiatives; and improved advisory boards.

❧ Expand distance learning and blended courses and programs across the institution.

- Assessed and improved online delivery, increasing online course development from an average of 5 to over 40 annually from to 2012 to 2016 through the work of faculty, deans, e-learning oversight committees, and staff.

- Increased online credit hours by 63.7% between 2011-12 and 2014-15.

❧ Increase student persistence and retention through division support.

- Created an Enrollment Management Team in 2015 that includes academic deans to work with student services, institutional research, and marketing on implementing enrollment strategies.

❧ Increase level of program-level student learning outcomes assessment.

- Reviewed program assessment plans in all divisions in 2015.

- Joined the Higher Learning Commission Assessment Academy in 2015 and created a faculty-led working group to support faculty work in this area.

NEW OR CONTINUING GOALS 2016-19

❧ Continue to support persistence and completion of students through expanded support at the division/department levels.

❧ Continue to improve assessment of student learning outcomes through faculty engagement and participation in the Assessment Academy, including more pervasive and effective program and general education assessment.

priority 2b

STUDENT SUCCESS: STUDENT SERVICES

Strengthen and enhance student success through student services and support.

OUTCOMES 2012-2016

❧ Provide technological support and information services to students and ensure that students are aware of them.

- Developed a "one-stop" online communication channel, the WCC Gateway, for accessing information regarding student services.

- Expanded access to advising, tutoring, and other services available online.

❧ Implement directive academic advising to provide early intervention for students and support degree completion.

- Offered intensive group advising to specific groups to promote success, such as the VIP group for entering at-risk students.

- Implemented SARS software for counselors/advisors to ensure targeted appointments and connecting students with counselors/advisors in their major.

- Developed an Advising Syllabus now used by all counselors/advisors for new student advising appointments to establish common expectations and goals.

❧ Implement initiatives to enhance entry for new students.

- Redesigned the student orientation model and made available on Blackboard for continued reference by students.

- Evaluated new student on-boarding process from prospect to enrollment in 2016 to determine gaps and improvements.

❧ Implement initiatives to serve, promote, and retain a diverse campus community.

- Established an Office of Student Diversity and Inclusion in 2014-15 to encourage awareness and success of diverse populations, leading events and training for over 600 attendees in its first year.

❧ Explore and establish initiatives to support global opportunities for students, faculty, and staff.

- Created a long-range plan based on best practices for expanding international opportunities through the faculty-led Global Strategy Committee.

- Supported international students through expanded services through the International Student Center, such as an ESL club and conversation groups, tutoring, and social activities.

NEW OR CONTINUING GOALS 2016-19

❧ Continue to encourage students to take program-related courses along with developmental courses.

❧ Explore the feasibility of requiring all new FTIAC (first time in any college) students to see an advisor prior to registration.

❧ Continue to implement tools such as Degree Works to help students understand their educational and career goals and create pathways to completion.

❧ Expand diversity and inclusion efforts to promote retention and success of underserved populations.

❧ Expand access to global opportunities through additional study abroad, on-campus, and other opportunities.

priority 3

INSTITUTIONAL AGILITY, INNOVATION, AND RESPONSIVENESS

Increase institutional agility and responsiveness to external needs, forces, and trends.

OUTCOMES 2012-2016

❈ Meet employer and student needs through rapid curricular and other innovations.

- Developed an Advanced Transportation Center (ATC) to position WCC to become a national education leader in advanced transportation and mobility technology, including the following:

  – Engaged faculty across divisions and departments (advanced manufacturing, automotive, and information technology) in determining the concept, curriculum, and infrastructure needs.

  – Secured a $4.4 million CC-STEP grant from the State of Michigan.

  – Developed new curriculum in data science, advanced manufacturing, automotive service and repair, welding, and information technology.

  – Established partnerships with the University of Michigan Transportation Institute, M-city, the Center for Automotive Research, Square One, and others.

  – Enacted non-credit initiatives, including K-12 connected vehicle camps; U.S. Department of Transportation workforce development training modules; and K-12 teacher training on connected vehicles.

- Developed a strategy for online program delivery, expanding offerings to 27 online programs as of 2016.

❈ Build awareness and encourage the use of OERs (Open Educational Resources) and other resources to reduce textbook costs for students.

- Established a faculty/staff OER team to examine best practices and lead development of open education resources.

- Created OER resource guides, developed by the WCC Bailey Library, for over 50 academic disciplines.

- Identified 13 courses to convert to OERs in a collaboration between deans, faculty, the Library, and E-learning, with plans to adopt additional high-impact courses by 2017.

- Finalized a process for students to purchase OER textbooks in print with financial aid at the WCC Bookstore.

❈ Increase awareness of and encourage faculty and staff innovation at WCC.

- Established an Instructional Innovation team of faculty and staff.

- Collaborated with faculty to develop a faculty innovation portal concept to showcase and seek support for instructional innovation, creating a proof-of-concept website incorporating feedback from faculty and department chairs.

- Gathered faculty input on proposed purposes and activities of a Center for Teaching and Learning.

NEW OR CONTINUING GOALS 2016-19

❈ Further expand the reach of WCC's course offerings, curriculum, and students through innovative approaches to instruction.

❈ Continue the development and creation of the faculty innovation portal and Center for Teaching and Learning.

❈ Complete a concrete plan and begin implementation for a Center for Excellence in Health.

priority 4
VISIBILITY AND BRANDING

Place a concerted emphasis on institutional visibility and branding.

OUTCOMES 2012-2016

❧ Market WCC as premier institution of postsecondary learning through the web and other means.

- Implemented phase I of the web redesign project, including web content review, student services enrollment process mapping, and information architecture.

❧ Explore and implement the use of digital badging/credentials.

- Developed a pilot program in collaboration with Pearson to provide co-branded digital credentials for students competing introductory computer courses to post on social networks, to be implemented on a wide scale in 2016-17.

❧ Develop visibility strategies related to enrollment based on best practices.

- Developed metrics for digital marketing strategies.
- Implemented a non-contiguous county online marketing strategy targeting adult students.

❧ Develop branding strategies based on data and best practices to clearly and consistently express the value and brand identity of WCC to its stakeholders and community.

- Established a Branding Committee to provide input into brand development and design and initiated phase I of the branding anthem project.

NEW OR CONTINUING GOALS 2016-19

❧ Complete web redesign project.

❧ Continue to seek, obtain, and document industry and institutional awards, certifications, and/or rankings.

❧ Complete Phase I of the branding anthem project and launch Phase II of the branding project, development of design and branding standards.

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As a trustee, it's exciting to see how the strategic priorities that WCC's faculty and staff collectively determined back in 2012 have been the driving force in the college's ability to move forward in addressing a rapidly changing world while promoting instructional innovation and student success. The initiatives that have been put in place—and that continue to be implemented—as a result of the plan position WCC as a genuine leader in providing the very best opportunities for our students to be successful now and well into the future, no matter what their aspirations may be."

RICHARD J. LANDAU, J.D., PH.D.
Chair, Board of Trustees
Washtenaw Community College Board of Trustees

priority 5

WORKFORCE DEVELOPMENT

Pursue workforce development in partnership with business and industry employers and community organizations.

OUTCOMES 2012-2016

- Offer students clearly defined pathways that incorporate objective assessment, stackable credentials, and smooth articulation.

  - Secured and completed activities for a 3-year, $2.9 million Department of Labor grant, resulting. in the college's IGNITE program of blended IT curriculum and articulated non-credit to credit coursework.

  - Facilitated departments identifying vocational certificates and degrees aligning credentials and career pathways with job and industry certifications where appropriate.

- Develop a comprehensive model for engaging employers and supporting students' career success.

  - Implemented a centralized internship/co-op program in Career Services that engages employees and matches them with potential students seeking internships.

  - Increased experiential learning employer postings and student placements by expanding resources to support areas of career services.

- Connect students and position them for business success through an Entrepreneurship Center.

  - Designed and opened the WCC Entrepreneurship Center in 2014 to serve students and community members by providing business resources, mentoring, workshops, co-working space, and other resources.

- Engage employers by creating expanded apprenticeship programs.

  - Won a $250,000 Department of Labor apprenticeship grant in 2015.

  - Applied to and was accepted in the RACC (Registered Apprenticeship College Consortium) with the Department of Labor.

  - Awarded Department of Labor Apprenticeship Leadership status.

NEW OR CONTINUING GOALS 2016-19

- Develop credit/non-credit articulation agreements for entry-level employment training programs.

- Continue to expand internship and apprenticeship opportunities for students through increased connections with local and regional employers.

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priority 6

ACADEMIC PARTNERSHIPS

Leverage and pursue academic partnerships with K-12 districts and four-year colleges and universities.
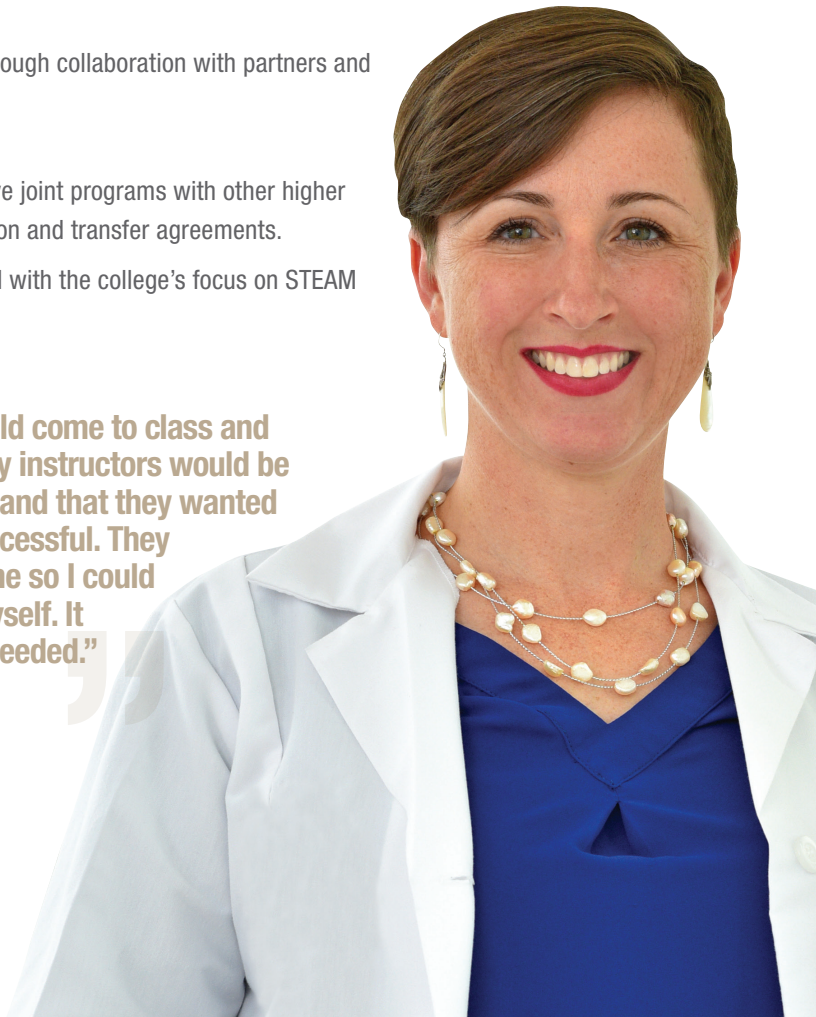
OUTCOMES 2012-2016

❖ Further improve articulation and program coordination between WCC and other higher education institutions.

- Explored feasibility of a virtual University Center (based on the traditional University Center model) to provide resources and connections for students completing their associate's degree and planning on pursuing their bachelor's degree, including identifying potential university partners for collaboration.

- Leveraged access for WCC students through increased articulation, reverse transfer, or direct transfer agreements, including the following:

  – Established a collaborative joint program in Nursing with Eastern Michigan University in fall 2015.

  – Increased annual signed articulation agreements with four-year institutions, with agreements increasing from 278 to 325 between 2013-14 and 2014-15.

  – Received approval from the State of Michigan in 2014-15 for a state-wide articulation agreement for CTE high school credit.

- Develop and implement summer-based K-12 initiatives on campus.

- Developed and offered multiple K-12 summer camps through community enrichment beginning in 2015, with focus on STEAM programming and connected vehicle technology.

NEW OR CONTINUING GOALS 2016-19

❖ Complete development of virtual University Center through collaboration with partners and determination
of delivery models.

❖ Continue to seek opportunities to develop collaborative joint programs with other higher education institutions, as well as increasing articulation and transfer agreements.

❖ Continue to expand K-12 programming that is aligned with the college's focus on STEAM and advanced transportation.

> "At WCC I could come to class and know that my instructors would be there for me and that they wanted me to be successful. They believed in me so I could believe in myself. It was what I needed."
>
> **JULIA MORRISSEY**
> **WCC Alumnus**

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priority 7
FUNDING AND RESOURCES

Optimize existing and potential sources of funding with a focus on priorities and core mission.

OUTCOMES 2012-2016

❧ Align budget allocation with the strategic priorities of the college.

- Launched a renewed budget process in 2014, whereby budget needs and requests are clearly aligned with strategic priorities and allocated accordingly

❧ Continue to effectively and creatively seek revenue through grants, fundraising, and other opportunities.

- Implemented and completed an 18-month capital campaign through the WCC Foundation, raising $8.5 million for student success, access, and instructional innovation.

- Secured multiple grants for college projects, including but not limited to:

  – Department of Labor grant ($2.9 million) for the INGITE program.

  – State of Michigan CC-STEP grant ($4.4 million) for the Advanced Transportation Center (ATC).

  – Smaller grants supporting programs such as YouthBuild programming for disadvantaged youth; REACH program providing services to students in foster care; Department of Transportation grants to support the ATC; NSF supported skill building programs; and others.

❧ Seek private/public funding for classroom equipment for curriculum to meet market demands.

- Launched a 5-year classroom equipment life cycle inventory, for completion in FY18.

- Identified classroom needs from academic departments beginning with the FY17 budget cycle, resulting in a FY17 budget reflecting a $200K increase in proposed equipment/technology funding in addition to ATC investments.

❧ Manage the college's physical space and resources in a manner that reduces the need for facility expansion, conserves resources needed to support facility operations, and improves the impact operations have on the environment.

- Completed a space utilization study to inform the development of a campus master plan.

- Created operational working groups as part of the WCC Sustainability Council to oversee the following: sustainability performance tracking; energy, water, and operations; community outreach; curriculum, education, and engagement; food and agriculture; natural resources; transportation; and zero waste.

- Implemented energy conservation measures with electrical energy reduction of 3.5%.

- Initiated exploration of best practices in alternative sustainable energy, focusing on possibilities of photovoltaics and geothermal energy.

NEW OR CONTINUING GOALS 2016-19

❧ Seek and secure expanded external funding for scholarships.

❧ Develop partnerships to bring revenue to campus and provide activities that enhance the student experience.

❧ Complete a campus master plan based on the results of the space utilization study and input from campus constituencies.

❧ Continue advancing campus sustainability initiatives and exploring possibilities for alternative sustainable energy.

priority 8

COMMUNITY DEVELOPMENT

Become a key player in community development.

OUTCOMES 2012-2016

❧ Engage more strategically as an institution with non-profit and community-based organizations through board or committee service.

- Evaluated level of community involvement by campus administrative leadership and encouraged involvement in appropriate organizations, leading to more than 40 administrative leaders now active on boards or in other community organizations

❧ Connect student learning to community service via student service learning opportunities.

- Engaged a cross-campus group in 2013-14 to evaluate current student service learning activity and created an inventory of student service learning with information on current student engagement and service learning opportunities.

- Created a student co-curricular transcript to capture student involvement in activities, clubs, organizations, volunteerism, and other out-of-classroom learning for purposes of academic and career advancement.

❧ Serve the local community through accessible and quality facilities and services.

- Evaluated level of community involvement by campus administrative leadership and encouraged involvement in appropriate organizations, leading to more than 40 administrative leaders now active on

❧ Engage more strategically as an institution with non-profit and community-based organizations through board or committee service.

- Served as a community gateway to the campus through Conference Services, serving more than 86,000 individuals on campus in 2015-16.

- Launched Free College Day in 2014, which attracts hundreds of community members to campus to take WCC classes and participate in other activities one day each semester.

- Hosted more than 3,340 external events in 2015-16, with a targeted focus on community charity events such as Tour de Cure (American Diabetes Association), Making Strides against Breast Cancer, and Relay for Life (American Cancer Society).

- Increased organizations using college facilities for events, adding 45 new organizations in 2015-16

❧ Leverage existing partnerships in the community to build connections and relationship with local community organizations, including reaching out effectively to non-traditional populations.

- Identified point of contact for social service and other organizations serving all populations at the college.

- Provided connections with local non-profits through the college's Parkridge Center by hosting weekly meetings with more than 20 local organizations and service providers.

- Enhanced the partnership with the city of Ypsilanti through the following: increased programs and services at Parkridge and Harriet Street Centers for youth, seniors, and others from the eastern part of Washtenaw County; continuing partnership with Ypsilanti Community Schools (established in 2013); and new collaborative arts programs with Ypsilanti Township.

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NEW OR CONTINUING GOALS 2016-19

❧ Continue to evaluate and address needs of specific community populations.

❧ Create service opportunities for college faculty, staff, and community members.

NEVER TOO OLD!

"Today, anything and everything is possible."

-WCC President
Dr. Rose B. Bellanca

Washtenaw
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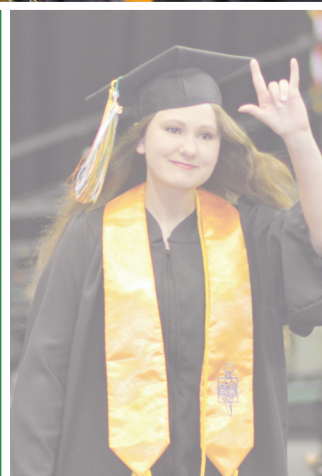
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