Category 2: Accomplishing Other Distinctive Objectives

2P1: Designing and Operating Non-Instructional Processes
Non-instructional processes explored in Category 2 support WCC’s commitment to develop the intellectual, physical, social, cultural and career potential of the individual and to contribute to the economic, workforce, social, recreational and cultural quality of life of the community. These processes engage and support community members and students, providing diverse and meaningful non-instructional experiences. WCC’s non-instructional programs and processes are developed to complement student learning and to engage with community members and students. For purposes of Category 2, non-instructional programs and processes are classified as follows: 1) community-focused quality-of-life experiences; 2) campus community-building experiences; and 3) sustainability and environmental stewardship best practices.

1) Community-Focused Quality-of-Life Experiences:
Community-focused quality-of-life experiences include the following: a) Brighter Futures initiative; b) community-focused special events and programs; c) trips and tours; d) Total Fitness Center; e) Lifelong Learning Institute; f) alumni activities; g) Educational Television; h) Small Business Development Center (SBDC); i) Aurora Community Technology Center (ACTC); and j) Career Services Center.

Brighter Futures Initiative: In any economy, WCC works to assist local residents realize their dreams and live up to their potential through life-changing educational opportunities. However, when the economy took a downturn in 2008, the college responded by harnessing its resources to actively assist local residents by launching a new program, Brighter Futures. The concept for Brighter Futures originated from the college’s Recession Response Team, a cross-functional team chaired by the college president. WCC has engaged in discussions with internal and external stakeholders including employees, students, community members, local businesses and district government officials to determine community needs to develop Brighter Futures events and programming. The college took advantage of its connections with local partners to provide tools community members needed to survive and thrive during the economic downturn. Target audiences include the recently laid off, long-term unemployed, underemployed and workers making a career change. Resources include career counseling and exploration workshops, job club, job seeker workshops, Brighter Futures scholarships for workforce development training, WCC resources and services, and local community resources. In order to best meet the needs of the community, events have been held throughout the college’s district and have been held in Spanish. Opportunity is at the heart of this highly successful initiative, which focuses on making brighter futures for all.

Community-Focused Special Events and Programs: The college offers a distinct array of special events, programs and speakers targeted to its community. Program developers research local interest and trends and use participant feedback to determine which topics, locations and programs should be offered. The college seeks to balance educational value and community interest when developing these programs. Some special events are free, often those featuring WCC faculty or staff; some are ticketed and feature more broadly recognized speakers. In October of 2011, WCC presented “How the Daughter of Fiji Immigrants Became the Youngest Woman to Ever Become a Master Sommelier” including a reception, wine tasting and presentation with Alpana Singh, host of WTTW’s Check Please! These non-instructional offerings are managed by WCC’s Community Education department and complement the college’s mission and instructional offerings. Additionally, WCC also provides and hosts a variety of community events including academic competitions, conferences and open houses.

Trips and Tours: The college offers extended trips and day tours designed to ensure a quality learning experience. Trip and tour locations vary from local to distant locations and include widely-varying topics. Autumn day trip highlights include a visit to Hardy’s Flying Reindeer Ranch, "Quilters" at White Pines Dinner Theatre, and a tour of the Hegeler Carus Mansion in LaSalle. Some of the college’s upcoming extended tours include the Blue Danube River Cruise and the Russian River Cruise. Participants in the trips and tours are often repeat attendees.

Total Fitness Center: WCC’s Total Fitness Center is open to anyone sixteen years of age or older. The center offers personalized and group programs, as well as access to state-of-the-art fitness equipment.
Lifelong Learning Institute: The Lifelong Learning Institute is an open membership organization for adults age 50 and older actively engaged in the pursuit of knowledge. In a stimulating peer-learning environment, members plan, lead, and participate in courses, course-related trips, and social events. Lifelong Learning Institute members are encouraged to volunteer in some capacity in support of the organization. Lifelong Learning Institute has established a vision, mission and values to guide it programming and activities.

- **Lifelong Learning Institute Vision**: To be a self-sustaining and self-governing community of active mature adults offering a diverse and intellectually stimulating array of non-credit educational offerings in a wide variety of academic disciplines.
- **Lifelong Learning Institute Mission**: To provide our membership with a defined and member-generated framework for life-enriching dynamic educational experiences through life-long learning programs.
- **Lifelong Learning Institute Values**: Continued learning, intellectual inquiry, social interaction and active member participation in life-long learning.

Alumni Activities: WCC's alumni activities include social networking pages and programs honoring alumni, such as Featured Alumni profiles, annual Distinguished Alumnus award and the Athletic Hall of Fame. Student athletics programs also provide opportunities for alumni and other community members to connect with WCC. The WCC alumni Facebook and LinkedIn pages facilitate connections among alumni and with WCC. Alumni news, events and donor opportunities are communicated to those who choose to participate in the Alumni Directory. WCC's website includes Featured Alumni profiles that highlight successful WCC graduates. WCC also names a Distinguished Alumnus each year. Alumni are also honored through the college's Athletic Hall of Fame.

Educational Television: WCC's Educational Television department delivers original programming to the community, along with providing internship and other training opportunities for the community’s mass communication students. Down in Front is WCC’s bi-weekly television show, which previews upcoming movie releases. In partnership with Goodrich Quality Theaters of Oswego, students are charged with hosting and producing this half hour show that incorporates film discussion and film previews. Individuals who work and live in over thirty municipalities receive WCC’s educational television programming. Original programming includes reading to young children; interviews with and live performances by local musicians; WCC sporting events and highlights of WCC athletes’ performances; WCC theater and music performances; and WCC special events, speakers and lectures. In addition, WCC’s Cable to the Home, the college broadcasts live classes to the homes of house-bound students via Comcast, MediaCom and AT&T cable companies. A student is able to register for Cable to the Home classes and then attend the class live from the comfort of their home.

Small Business Development Center: The Small Business Development Center (SBDC) at WCC engages community business owners and entrepreneurs. The SBDC provides individual counseling and training to prospective and existing business owners in the areas of business planning, financing, loan packaging, marketing and management to local small business clients. The SBDC manager determines services and programs offered based on client feedback and recurring client needs and requests. A bilingual Business Specialist assists the SBDC manager in providing SBDC services. Short-term training seminars are also available to clients through the SBDC, as well as credit and non-credit business courses. Seminars offered on a regular basis include Starting Your Business In Illinois (offered monthly); e-Business Basics; Financing Strategies for Your Business; Marketing for Small Business; Is Franchising Right for You?; and Small Business Tax Workshop. The current hours of operation for the SBDC are Monday through Friday from 8:00 a.m. to 4:30 p.m. The SBDC is located at the college's Aurora location. Upon request, the SBDC provides training and/or individual counseling at different locations more accessible to clients in the surrounding area of the City of Aurora including Yorkville, Oswego, Plano, Montgomery, Sandwich and Sugar Grove, among others.

Aurora Community Technology Center: WCC’s Aurora Community Technology Center (ACTC) offers computer access and technology assistance to the community. The ACTC is located in a facility in downtown Aurora and provides free computer classes and open computer lab hours to residents who otherwise would have limited access to technology. The ACTC’s free classes in basic computer skills are taught by a bilingual (Spanish and English) instructor. Topics include computer technology, working with a mouse, exploring the Internet and working with documents. Courses may be repeated as needed. Enrollment levels and student feedback are used to identify
opportunities for new courses and changes to existing courses. ACTC staff researches technology trends and changes to ensure that instruction is up-to-date and relevant to students. The computer lab at the ACTC is available for use. Personal assistance is provided by community volunteers who monitor the center and assist technology instructors. Funding for the ACTC comes from the Illinois Department of Commerce and Economic Opportunity “Eliminate the Digital Divide” Grant.

Career Services Center: The Career Services Center aids students and community members in their job search efforts, including resume building, interviewing skills and locating job postings. Career Services staff schedule, plan and administer job fairs and workshops for job seekers. One-on-one assistance is provided by Career Services Advisors.

2) Campus Community-Building Experiences:
WCC builds campus community and its brand recognition through a variety of non-instructional experiences that benefit the college’s students, their family members and the community. These experiences offer opportunities for social development and application of institutional learning outcomes in non-instructional formats, and include athletics, student government and extra-curricular experiences. The Student Development department uses surveys, direct communication with students and feedback gathered from WCC’s Student Activities Facebook page to determine need and interest that informs the creation of campus community-building experiences.

Athletics: WCC is part of the eight-member Illinois Skyway Collegiate Conference (ISCC) and also belongs to Region IV of the National Junior College Athletic Association (NJCAA), which provide a framework for determining the college’s athletic offerings. More than 165 student athletes annually participate in one of the college’s 14 sports teams. The women’s cheerleading program was added in 2009. This program has been well-received and highly successful in promoting campus community. Eighty-five percent of WCC athletes transfer to four-year institutions to finish their degrees.

Student Government: Student government is a student-planned and operated system that includes the Student Senate and a Student Trustee. Student government provides one channel of communication through which the administration of the college and students may discuss academic topics. All student government activities and elections are governed by a constitution approved by vote of the student body. The Student Senate is composed of 12 students. The senate president and five senators are elected each spring while the remaining six senators are elected each fall. The senate has open meetings and all students are invited to attend. Students are encouraged to share their ideas, problems and suggestions by using senate mailboxes in the Student Activities office. A Student Trustee is elected to be member of the WCC Board of Trustees each spring. This student attends all board of trustees meetings, representing the interests of WCC students.
Extra-Curricular Experiences: WCC offers many opportunities for students to engage in community-building experiences. These extra-curricular experiences include 21 student clubs, seven honor societies, three professional organizations, four academic teams and several performing arts opportunities, which are outlined in the following chart. Faculty members volunteer to be advisors for these student organizations based on their interests. Faculty involvement provides a direct connection between instructional learning objectives and outreach to the community. The variety of experiences offered is representative of the diversity of WCC students and community.

<table>
<thead>
<tr>
<th>Honors Societies</th>
<th>Professional Organizations</th>
<th>Academic Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Beta Gamma (Iota Nu Chapter)</td>
<td>WCC Student Education Association (Associated with NEA &amp; IEA)</td>
<td>College Bowl</td>
</tr>
<tr>
<td>Alpha Sigma Lambda Honor Society/Organization of Adult Students for Interaction and Support (OASIS)</td>
<td>WCC Student Nurses Association (Associated with NSNA)</td>
<td>Ethics Bowl</td>
</tr>
<tr>
<td>National Adult Education Honor Society</td>
<td>WCC Student Chapter of Fox Valley Association for the Education of Young Children (Associated with NAEYC)</td>
<td>Model Illinois Government (MIG)</td>
</tr>
<tr>
<td>National Technical Honor Society</td>
<td></td>
<td>SkillsUSA</td>
</tr>
<tr>
<td>Phi Theta Kappa (Phi Omicron Chapter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psi Beta Honor Society/Psychology Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sigma Chi Eta Honor Society</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Professional Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC Student Education Association (Associated with NEA &amp; IEA)</td>
</tr>
<tr>
<td>WCC Student Nurses Association (Associated with NSNA)</td>
</tr>
<tr>
<td>WCC Student Chapter of Fox Valley Association for the Education of Young Children (Associated with NAEYC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Teams</th>
<th>Professional Organizations</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Bowl</td>
<td>WCC Student Education Association (Associated with NEA &amp; IEA)</td>
<td>Performing Arts Collective</td>
</tr>
<tr>
<td>Ethics Bowl</td>
<td>WCC Student Nurses Association (Associated with NSNA)</td>
<td>Stage Performers, Etc.</td>
</tr>
<tr>
<td>Model Illinois Government (MIG)</td>
<td>WCC Student Chapter of Fox Valley Association for the Education of Young Children (Associated with NAEYC)</td>
<td>Music Ensembles</td>
</tr>
<tr>
<td>SkillsUSA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) Sustainability and Environmental Stewardship Best Practices: WCC has a long history of sustainability and environmental stewardship and serves as an example for best practices. Since its founding, WCC has always had a natural connection to the environment due to its unique location that includes wetlands, prairie and an oak savannah, and has benefited from a legacy of leadership that has seen the college’s natural areas as among the college’s most treasured assets. Sustainability and environmental stewardship have played a leading role in the college’s non-instructional practices since the early 1990s, when the college adjusted landscaping practices to incorporate water-saving and energy efficient strategies.

Currently, the college’s Center for Sustainability serves as a support and programming resource for all areas of campus and the local community. The Sustainability Working Group (SWG), a cross-functional team of faculty, staff and administrators, promotes sustainability initiatives campus-wide through the Center for Sustainability. Members of the SWG lend their expertise to provide community education on sustainability topics, advise student organizations and further develop educational departments and certificate programs. The SWG meets regularly to discuss, coordinate and plan sustainability initiatives campus-wide. Students, faculty, staff and community members are invited to send recommendations for future WCC sustainability initiatives.

2P2: Determining Non-Instructional Objectives for External Stakeholders

WCC’s other distinctive objectives for external stakeholders align with the college’s mission as a comprehensive community college and are addressed through the strategic planning process and the unit goal setting process, which are discussed in Section 8P1. In order to determine the best methods of reaching target markets within the district, the college has dedicated staff and resources for research and gathers relevant information, such as labor market data, trends analysis and program participation. Feedback from multiple sources including the college’s social media pages and website comments also provide valuable data used in designing and operating non-instructional processes. Community needs, resource availability and mission alignment serve as driving forces in
process development and decision-making. WCC actively addresses requests, comments and suggestions from the college community. The process of determining specific non-instructional objectives is closely related to the design and operation of non-instructional objectives which is discussed in Section 2P1.

2P3: Communicating of Expectations for Other Distinctive Objectives
WCC communication processes for the expectations of its other distinctive objectives rely on the college’s quality infrastructure and the same communication systems, processes and vehicles discussed in Category 5. Expectations are shared with internal and external stakeholders through a variety of communication vehicles, including, but not limited to, college internal and external publications, marketing materials, college website and internal online mywcc portal [3I1], printed and web-based schedules, social media efforts including Facebook, Twitter and LinkedIn, and direct correspondence via phone, mail, e-mail and/or face-to-face contact. According to participants, word of mouth is the most effective method of communicating available offerings and expectations related to WCC’s other distinctive objectives.

2P4: Reviewing and Assessing Other Distinctive Objectives
The college’s processes and procedures for review and assessment of program and service areas are an integrated part of the college’s quality infrastructure, which is discussed in Category 8.

2P5: Determining Faculty and Staff Needs in Other Distinctive Objectives
Faculty and staff needs relative to the college’s other distinctive objectives are determined as part of the strategic goal alignment and budgeting processes, which are described in Sections 8P1 and 8P6. Each administrator provides oversight for staffing their area assisted by college hiring and human resources systems, processes and procedures.

2P6: Incorporating Faculty and Staff Needs in Readjusting Objectives and Support Processes
Faculty and staff needs relative to other distinctive objectives are incorporated into objective and process adjustments as part of the strategic goal alignment and budgeting processes, which are described in Sections 8P1 and 8P6.

2R1: Measures of Accomplishing Non-Instructional Objectives
Measures of accomplishing non-instructional objectives include, but are not limited to, tracking number of individuals served and/or participated, number of experiences provided, individuals participating in multiple experiences, learning resulting from experience, perceived value, satisfaction/enjoyment, and suggestions for improvement and future programming/events. As part of the quality improvement process, the extent to which objectives and goals have been met are identified and evaluated, improvements are planned, and experiences/events that no longer viable are discontinued.

2R2: Results in Accomplishing Other Distinctive Objectives
The following provides selected results for accomplishing other distinctive objectives.

**Brighter Futures:** Since its inception in June of 2009, almost 2,500 people have participated in Brighter Futures events. In FY2011 alone, there were 48 applicants for and 33 awards of Brighter Futures scholarships to Workforce Development students for a combined value of $16,500.

**Community-Focused Special Events and Programs, Trips and Tours, Total Fitness Center and Lifelong Learning Institute:**
As demonstrated in the chart entitled Selected Community-Focused Quality of Life Experiences Number Served, participation in community-focused special events and programs, trips and tours, the Total Fitness Center and the
Lifelong Learning Institute has steadily increased. The Lifelong Learning Institute also celebrated 15 years of serving lifelong learners in FY2011.

Career Services Center: The number of walk-in visits to the Career Services Center in FY2011 was 1,433 and 50 students participated in internship opportunities. The Illinois Cooperative Work Study grant award to WCC’s Career Services was increased by 22 percent for FY2011 due to the center’s high performance. The chart entitled Numbers Served by Career Services Center details the total number of students and district constituents served through walk-in job search and resume writing assistance, internship coordination and job fair administration.

Small Business Development Center at WCC: In FY2010, SBDC counseled 480 clients who were seeking assistance in business start-up or expansion and assisted with a total of 37 new business start-ups, which was the highest number served by a Small Business Development Center in Illinois. This reflects a growth from 21 and 19 business start-ups in FY2008 and FY2009, respectively.

Aurora Community Technology Center (ACTC): During 2008-2009, the ACTC served 546 individuals through training courses, of which 199 students (37 percent) were successful completers. Between July 2009 and June 2010, 1,120 unduplicated individuals attended classes offered by the ACTC, 471 (42 percent) of which were completers. Between July 2010 and January 2011, the ACTC has provided general access to computers to 456 individuals and trained 301 unduplicated individuals, including 218 (70 percent) completers.

Extra-Curricular Experiences: In spring 2011, student activities had 3,635 attendees at 56 events. In FY2011, WCC inducted a record-breaking 100 new members into the honor societies of Alpha Sigma Lambda, National Technical Honor Society and Phi Theta Kappa. Also, the WCC Phi Omicron Chapter of the Phi Theta Kappa Honor Society received special commendation for fulfilling all requirements to be named a “Four Star Chapter.”

Sustainability and Environmental Stewardship Best Practices: Supported by the Center for Sustainability and the Collaborating Academic Partnership Program at Aurora University, two Greening Your Curriculum graduate course sessions were offered through WCC’s Center for Teaching Learning and Technology and completed by 25 faculty participants. Educational recycling stickers were added on all blue recycling bins through the work of the Center for Sustainability. The Sustainability Specialist in collaboration with the Sustainability Working Group conducted an inventory of sustainability needs and opportunities for improvement at WCC to guide future efforts of the Center for Sustainability. WCC participated in conferences such as the City of Aurora’s “GreenTown: The Future of the Community” summit. In March 2009, WCC joined the Illinois Sustainable University Compact, which sets out 12 environmental objectives for Illinois universities and community colleges. In 2009, WCC received the Trees Forever Illinois Buffer Partnership “Partnering to Improve Water Quality” Award and the 20th Anniversary Outstanding Project Award. WCC has also provided the community with information through three annual Renewable Energy Fairs.

WCC has also applied the concepts of sustainable design in its Comprehensive College Master Plan projects. In the past year, the Sugar Grove Campus East Side Improvement Project was completed, which included the creation of a 160-space environmentally sensitive permeable paver parking lot and the restoration of the oak tree savannah near Erickson Hall. Many of the building materials chosen for the construction of the Aurora and Plano locations have recycled content, including the fly ash used in concrete, carpet, steel acoustical ceiling tile and gypsum.

Many WCC departments have strategically reviewed their processes and activities in light of sustainability. Noteworthy efforts ranged from the annual Renewable Energy Fair, which highlighted organic, “green” and renewable energy products and services, to the installation of permeable brick pavers in a new parking lot for improved storm water management. Landscaping projects extensively utilized native plant species to naturally

<table>
<thead>
<tr>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-Ins</td>
<td>782</td>
<td>1,020</td>
</tr>
<tr>
<td>Internships</td>
<td>N/A</td>
<td>41</td>
</tr>
<tr>
<td>Illinois WorkNet Visits</td>
<td>1,195</td>
<td>3,774</td>
</tr>
</tbody>
</table>

Numbers Served by Career Services Center
conserve water and control erosion. Other efforts smaller in scale include a switch from Styrofoam to paper products and printing on both sides of paper or exploring paperless workflow systems. Each demonstrates the employees’ commitment to reducing WCC’s carbon footprint.

2R3: Results Compared
WCC’s athletes and athletic departments consistently achieve conference recognition and awards. For example, WCC excelled over seven other community colleges to capture the Illinois Skyway Collegiate Conference All-Sports Trophy. The award was based on the teams’ performance finishes throughout the year. In FY2011, student-athletes were named ISCC Academic All-American Award. Two student-athletes were awarded the NJCAA’s Distinguished Academic All-American Award for achieving at least a 3.8 cumulative GPA. Three WCC wrestlers qualified for the 2011 NJCAA National Wrestling Championships. WCC’s men’s golf team captured the ISCC title. Four golfers earned All-ISCC status and All-Conference honors. One golfer qualified for the 2011 NJCAA Division I Golf Championship. WCC’s women’s tennis team tied for the ISCC title, won the singles and doubles title, the Region IV singles and doubles title, and qualified for the NJCAA Championships. A WCC women’s tennis student-athlete was named ISCC Player of the Year. The first-year women’s tennis head coach was selected as NJCAA Region IV Coach of the Year.

WCC’s women’s soccer team won the NJCAA Region IV, Division I Championship and ISCC title. A WCC women’s soccer student-athlete was selected to the 2010 NJCAA Division I Second Team, named ISCC and Region IV Player of the Year, and named to the NSCAA’s All-Central Region team. Additional women’s soccer student-athletes were named All-ISCC, All-Region First Team and All-Region Second Team. The women’s soccer coach was chosen the ISCC and Region IV Coach of the Year. A men’s soccer player was named ISCC First Team and another was named All-ISCC Second Team. A women’s volleyball player was a unanimous All-Region IV, Division II, District A selection, named All-ISCC First Team and Most Valuable Player of the Black Hawk Tournament. Additional volleyball student-athletes were named to All-ISCC First and Second Teams. WCC’s men’s cross country team won the NJCAA Region IV, Division I and ISCC titles. Men’s cross country student-athletes received All-ISCC honors and All-Region status. The men’s coach was named ISCC’s Cross Country Coach of the Year. A women’s cross country student-athlete earned All-ISCC honors placing second.

WCC’s men’s basketball team won the NJCAA Region IV, Division II, District B Championship. Men’s basketball student-athletes were named to NJCAA Division II, Second Team, All-American, All-ISCC First Team, All-ISCC Second Team, All-Tournament Team and All-Region IV First Team. The WCC men’s basketball coach achieved his 500th victory and was named the Region IV, Division II, District B Coach of the Year. The women’s basketball players were named to ISCC First Team and All-ISCC Honorable Mention Team. One women’s basketball student-athlete was selected for All-Region IV Second Team.

WCC earned Tree Campus USA recognition for its dedication to campus forestry management and environmental stewardship. WCC is one of 113 colleges and universities nationwide and just one of 12 Illinois colleges to receive this designation from the Arbor Day Foundation for 2010. The status is awarded based on five core standards of tree care and community engagement, which include: 1) establishment of a campus tree advisory committee; 2) evidence of a campus tree-care plan; 3) verification of dedicated annual expenditures on the campus tree-care plan; 4) involvement in an Arbor Day observance; and 5) the institution of a service-learning project aimed at engaging the student body.

2R4: How Other Distinctive Objectives Strengthen the Institution and Its Relationships
WCC’s other distinctive objectives advance the college’s relationship with its district, students and alumni; provide skills to the local workforce and businesses; and offer continuous access to lifelong learning. Student and community engagement is encouraged and supported through non-instructional programs and processes. Student activities create meaningful experiences for students which lead to long-term connections with WCC. Those connections are fostered through ongoing alumni activities. Other distinctive objectives also strengthen the institution through increase visibility and credibility with district residents. Partnerships with district organizations
are forged, in part, through the college’s other distinctive objectives, such as Brighter Futures initiatives and the Small Business Development Center services. Collaborative relationships are further discussed in Category 9.

21: Recent Improvements

As discussed in 2R, WCC’s “Brighter Futures” initiative provided resources and strategies to help district residents thrive in a challenging economy.

WCC’s Small Business Development Center (SBDC) was awarded $100,000 from the Illinois Department of Economic Opportunities for the Small Business Job Act program in 2011. This funding will significantly increase the SBDC’s ability to provide counseling and services to local small business owners. The grant will be used to implement two new wide-reaching programs. The Growth Partners Program is a hands-on six month program providing clients with 40 hours of in-depth consulting in six focused tracks. The program consists of an in-depth analysis of the client’s business, goal setting, development of a project plan and action items to accomplish the goal(s), and on-site, hands-on assistance to begin the implementation of the plan. The Small Business Financial Literacy Program provides 12 hours of on-site hands-on assistance, including implementation of QuickBooks software; customized QuickBooks training; assistance with conversion of manual records; and financial statement literacy education.

Based on feedback from clients and community needs assessment, two additional new Small Business Development Center initiatives are being planned to better serve clients. First, a session on Patent, Trademark and Copyright Law will be presented by a patent attorney in fall 2011. Second, WCC Workforce Development and SBDC staff have been meeting with representatives from the Center for Business Education, Innovation & Development (CBEID) to present a series of events designed to foster communication and collaboration among entrepreneurs, educators and other interested parties that will create a catalyst for increased entrepreneurial activity in the region.

The Center for Sustainability at WCC was created in fall 2010 through the generous support of the Illinois Green Economy Network (IGEN). Additional discussion of the Center for Sustainability can be found in Section 2P1.

212: Setting Targets for Improvement

WCC employs an integrated approach to the creation of targets and priorities. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for measuring effectiveness. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1. Communication of targets and priorities is discussed in Section 5P7. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5P5. WCC’s approach to institutional effectiveness is discussed in Section 7P1.