Category 8: Planning Continuous Improvement

8P1: Planning Process
WCC’s planning process is a critical component of the college’s quality infrastructure and reflects the college’s aligned approach to quality development. The following discussion of the college’s planning process focuses first on the college’s Strategic Planning Framework and second, on ongoing planning processes.

1) WCC’s Strategic Planning Framework:
The college’s Strategic Planning Framework, discussed next, captures the essence of WCC’s strategic planning process and provides a framework for all institutional planning. The Strategic Planning Framework is a fundamental touchstone in the college’s quality program and planning processes. The Strategic Planning Framework is continually refined to be future-focused and action-oriented, encourages creativity and innovation, and provides practical guidance for day-to-day operations. The college’s Strategic Planning Framework provides focus and direction for the college for the next several years and is composed of the following elements: 1) WCC’s vision, values, mission and strategic goals; 2) Presidential Action Initiatives; and 3) Major Support Plans.

First, the college’s vision, values, mission, strategic goals and supporting goals set the course for the college and help to form a constant and relevant course into the future. These elements of the strategic plan help functional area leaders construct tangible goals and action plans that are aligned with the college’s vision and mission. Additionally, these elements help leaders see how their areas integrate with activities across the college to avoid duplication and encourage collaboration. The vision, values, mission and strategic goals are reviewed annually as part of a collaborative process. This review is designed to ensure alignment of the Strategic Planning Framework with the college’s strategic directions. The Strategic Planning Framework document is widely available on the college’s website and serves to set the direction for the coming fiscal year. WCC’s Strategic Planning Framework is reviewed by the college’s Board of Trustees on an annual basis. Additionally, a Strategic Goal Accomplishments Report, which details the college’s progress made toward each of its strategic goals and celebrates the many accomplishments made during the year, is prepared annually.

Second, each year the college’s president selects a Presidential Action Initiative that is designed to provide the college community with a way to focus on new, different, or emerging issues of importance to the college. The current FY2012 Presidential Action Initiative is “Excellence through Engagement.” This initiative was selected to build on the college’s 45 year tradition of engagement by seeking out opportunities to more fully engage WCC’s students, employees and community. Other Presidential Action Initiatives since the college’s last Systems Portfolio include the following: Shaping Student Success: Opportunity, Community and Accountability (FY2011); Brighter Futures: Opportunity, Diversity and Sustainability (FY2010); Shaping Futures: Completion, Diversity and Sustainability (FY2009); Reinventing the Learning Curve (FY2008).

Third, to account for the initiatives that reach across many functional areas of the college, WCC has created a Major Support Plan structure. Using a collaborative approach supported by cross-functional teams, major strides have been made. These plans ensure alignment between long- and short-term goals by establishing outcomes, measures and targets for each of the college’s major support functions. The structure for the college’s Major Support Plans consists of two tiers: 1) Strategic Support Plans and 2) Programmatic Support Plans.

First, Strategic Support Plans are designed to support the viability of the college’s strategic goals, to define the college’s accountability program, and to determine human, financial, technical and physical resource acquisition and allocation needs. These plans inform and impact all other institutional planning. The six Strategic Support Plans include the Comprehensive College Master Plan [O8, 8R2], Diversity Plan [4I1], Emergency Preparedness and Safety Plan [6P3], Financial Stewardship Plan [6R3], Human Resources Plan [4I1] and Technology Plan [6I1].

Second, Programmatic Support Plans are informed by the college’s strategic goals and shaped by the Strategic Support Plans. They are designed to support the viability of college programs and services. The programmatic planning informs annual unit goal-setting and aligns with the college’s budgeting process to ensure focused resource allocation.
Each Major Support Plan consists of the following five sections:

1) An environmental analysis that reflects the institutional, local, state and national trends that are relevant to the major support function;

2) A mission statement that focuses on the purpose of the Major Support Plan and shows how it contributes to and supports the college’s overall mission, vision and core values.

3) A representation of the quality improvement cycle that includes goals aligned with a specific strategic goal and associated supporting goal, measures, and targets that inform planning and improvement.

4) Action steps for each goal that focus on both short- and long-term quality improvement, facilitate data-informed decision-making, and are informed by the goal’s measures. (Action Steps are reviewed and updated annually in the context of data collected and the quality improvement cycle.)

5) A summary section that shares how the Major Support Plan addresses factors found in the environmental analysis, how the plan is aligned with the college’s Strategic Planning Framework, and how the plan facilitates quality improvement.

2) **Ongoing Planning Processes:**

On an annual basis, all college units (over 65 units of accountability) engage in a goal creation and goal accomplishment reporting process that strategically aligns each unit’s annual goals with the college’s Strategic Planning Framework. Guided by the college’s strategic goals and their corresponding supporting goals, unit supervisors generate goals using unit measures, stakeholder feedback, institutional and comparative data, their comprehensive understanding of the unit’s daily operations and previous years’ unit goals and unit goal accomplishments. All goals are composed using the SMART goal criteria which requires that each goal statement is specific, measurable, attainable, relevant to the college’s strategic goals, and presented with a timetable for goal achievement. Unit supervisors work with their immediate supervisors to ensure alignment among departments and division goals, and the viability of human, fiscal and physical resource needs [8P6]. The three division vice presidents provide oversight for the process in each division (Educational Affairs, Finance and Operations, and Quality and Strategic Development) to ensure alignment among unit, division and strategic goals, and resource availability. The senior management team [O5] reviews all unit goals to facilitate collaboration on common goals, alignment with the college’s strategic goals, and resource availability.

Accountability, information sharing and reporting, and strategic alignment of unit goals with the college’s strategic goals and corresponding supporting goals have been facilitated by the use of a Web-based assessment and planning system, **WEAVEonline**. Goals are entered into the system and are aligned with the appropriate strategic and supporting goals. This process reflects the continuous quality improvement cycle of Plan-Do-Check-Act. This process has been fully integrated into the planning process, as WCC has been using this system since its FY2007 goal accomplishment and FY2008 goal creation cycles. The system, which is also used as a tool for Program Review [1P13] and outcomes assessment [7P1], provides a historical record of unit goals, course assessment and Program Review data. This tool is supporting the continued development of a culture of evidence and is assisting WCC in making data-informed decisions.

Unit supervisors are responsible for their unit’s goal accomplishments. During the year, unit supervisors work with staff to determine progress toward unit goals. Goal accomplishments are shared with the college community through multiple mediums including, but not limited to, the monthly President’s Report, the employee newsletter (Newsbits), and “One-Liners” to the President. At the end of the year, unit goal accomplishments are systematically evaluated and reported. The college’s Senior Management Team (college president and three vice-presidents) reviews the goal accomplishments for all college units. Many of the goal accomplishments are reported in the Strategic Goal Accomplishment Report.

**8P2: Selecting Short- and Long-Term Strategies**

The selection of short- and long-term strategies for institutional improvement is informed by the college’s Strategic Planning Framework. Processes for selecting short- and long-term strategies, as well as their strategic alignment, are outlined in Section 8P1. As discussed, the college’s strategic goals serve as a touchstone for the creation of the college’s unit goals and Major Support Plan goals. Each unit goal and Major Support Plan goal is required to be aligned with at least one strategic goal and a corresponding supporting goal. To communicate this alignment, a
report that links unit goals to strategic goals is generated and shared with the Board of Trustees and other key stakeholders. WCC’s FY2012 Strategic Goals are as follows:

**Strategic Goal 1: Foster a Learning-Centered College**
We will foster a learning-centered college where all individuals, whether student, faculty, staff or trustee, understand their role in creating a high quality teaching and learning environment that promotes degree and program completion.

**Supporting Goal 1.1:** We will deliver empowering, learning-centered programs and services which provide access, foster student success, and promote degree and program completion.

**Supporting Goal 1.2:** We will continuously analyze our processes in the context of an integrated, quality system which encourages synergy and innovation.

**Supporting Goal 1.3:** We will foster a safe and secure learning environment through a systematic approach to emergency preparedness and safety which includes mitigation, preparedness, response and recovery strategies.

**Supporting Goal 1.4:** We will provide ongoing education and training to faculty, staff and students to build and reinforce their understanding and implementation of learning college concepts and core values.

**Supporting Goal 1.5:** We will ensure that our technology systems advance our learning-centered environment through the integration of our administrative, human resource, student service and other college systems.

**Supporting Goal 1.6:** We will systematically review Board of Trustees policies and college procedures to ensure they are consistent with an effectively and efficiently managed organization that is focused on learning.

**Strategic Goal 2: Offer a Vibrant and Diverse Range of Programs and Services**
We will offer a vibrant and diverse range of programs and services that actively engage our students and address the needs and challenges of learners in a changing local, national and global environment.

**Supporting Goal 2.1:** We will continuously strengthen our credit and noncredit offerings to ensure quality, viability, responsiveness and innovation in our programs and services in a manner that actively addresses the needs of learners in a changing local, national and global environment.

**Supporting Goal 2.2:** We will ensure the quality of educational and training offerings through a multi-faceted approach to needs assessment, outcomes and program review that demonstrates student learning.

**Supporting Goal 2.3:** We will create learning opportunities that meet student needs in terms of time, place, pace, structure, technology and method of delivery.

**Supporting Goal 2.4:** We will be recognized as a leader in the creative use of technology systems to expand teaching and learning opportunities.

**Supporting Goal 2.5:** We will support our students with programs and services that nourish intellectual growth and foster campus community within our network of four locations.

**Strategic Goal 3: Be a Valued Community Leader**
We will be valued as a community leader, actively collaborating with community organizations and creating partnerships that enhance the district.

**Supporting Goal 3.1:** We will reach out to all of our constituencies by creating and strengthening community partnerships with diverse educational, governmental, social, cultural, civic, professional and business organizations.

**Supporting Goal 3.2:** We will create and continuously improve a communication plan that promotes understanding of the college’s mission, programs and services, goals and challenges to internal and external audiences.

**Supporting Goal 3.3:** We will advance a quality WCC experience within our network of four locations, assessing and responding to the diverse needs of the community.

**Supporting Goal 3.4:** We will engage the community by developing targeted constituent organizations that will regularly advise senior college leaders on the needs of the community.
Strategic Goal 4: Demonstrate Accountability and Agility
We will demonstrate accountability and agility through the responsible stewardship of our resources.

Supporting Goal 4.1: We will set and adhere to realistic short- and long-term financial goals, maintaining affordability, while actively seeking alternative sources of funding.

Supporting Goal 4.2: We will continuously improve the college’s system of lifecycle acquisition, and property and resource management.

Supporting Goal 4.3: We will engage in environmental stewardship, acting as caretakers to our locations’ natural resources and providing leadership in advancing green practices and sustainability.

Supporting Goal 4.4: We will continuously improve institutional effectiveness, efficiency, transparency and agility through an integrated system of needs assessment, strategic and annual goal-setting, data management, performance appraisal and budgeting.

Supporting Goal 4.5: We will fulfill our commitment to the 2020 College Master Plan, adapting to changing requirements while working within budget and time constraints and transitioning to the Comprehensive College Master Plan.

Supporting Goal 4.6: We will create and strengthen the college’s many connections to district residents, as well as corporate, philanthropic, nonprofit and government entities, for the purpose of maximizing the utility of shared resources.

Strategic Goal 5: Attract, Develop and Retain High Quality Employees
We will attract, develop and retain high quality employees by fostering a work environment that promotes community, collaboration and respect.

Supporting Goal 5.1: We will structure college human resource systems to support the hiring and retention of high-quality, learning-centered faculty and staff.

Supporting Goal 5.2: We will provide education, training and professional development activities that enhance employee job knowledge and skills and recognize employees who actively seek self-development.

Supporting Goal 5.3: We will support and recognize faculty members in their professional development efforts aimed at increasing both their knowledge in their disciplines and their excellence in creating learning experiences for students.

Supporting Goal 5.4: We will identify, measure and develop programming which supports employee satisfaction, health and wellness.

Supporting Goal 5.5: We will create, model and support an open and inclusive environment that celebrates the diversity, differences and experiences of our learning community.

8P3: Developing Key Action Plans
The process for developing key action plans is informed by the college’s Strategic Planning Framework and integrated into the college’s planning process as detailed in Section 8P1. WCC’s Senior Management Team [O5] provides leadership oversight for a) key action plans and frequently monitors their progress; b) the college’s daily operations; and c) the college’s continuous quality review of systems, policies and procedures. The President’s Cabinet, made up of the senior management team, four assistant vice presidents and other direct reports to the President, meets on a monthly basis in an advisory capacity and provides input on daily operations and key action plans. WCC’s process for selecting and developing new quality improvement efforts involves collaborative input by key stakeholders throughout the college, including the President’s Cabinet [O5], and the college’s more than 60 cross-functional committees [5P5], including the Quality Team [8R5]. Progress reports are communicated to students, faculty, staff, administrators and key stakeholder groups [5P7].

8P4: Planning Alignment at Varying Institutional Levels
Strategic alignment at all levels is critical to the college’s learning-centered mission and quality improvement processes. Alignment has been created from the institutional level to the unit level through the strategic goal and goal accomplishment alignment process. [8P1, 8P2, 8P3]. In addition, the college aligns its programs and initiatives across functional areas through Major Support Plans, which are also aligned with the college’s strategic goals and supporting goals to encourage coordination and collaboration throughout the institution [4I1, 6P3, 6R3, 6I1, 8P1, 8P2, 8R2].
8P5: Selecting Measures and Performance Projections
WCC selects measures and sets performance projections for institutional strategies and action plans during the strategic goal alignment process. Each unit goal and Major Support Plan goal must have at least one measure as well as a realistic target that can be met within the next year and that meets the college’s mission-specific indicators and reporting requirements [8P1, 8P2]. Measurable results are reported in annual goal and goal accomplishment reports. This process facilitates a culture of evidence that supports data-informed decision-making, accountability and information transparency.

8P6: Integrating Resource Needs
Human, fiscal and physical resource needs are addressed as part of the college’s planning process and strategic goal alignment process [8P1]. The process is designed to promote fiduciary responsibility and accountability at the unit level and encourage communication with faculty and staff during the annual budget planning process. The annual budget process has been revised to better align with the annual goal setting process. In this process improvement, unit supervisors now are able to develop their fiscal year budget and goals at the same time to ensure that the budget reflects any new projects or initiatives for which their unit is responsible.

Unit supervisors work with their immediate supervisors to ensure alignment among units with respect to resource needs and the viability of resources requested. The three vice presidents provide oversight for the process in each of their areas. The senior management team (president and three vice presidents) collaboratively reviews all budget/resource requests to ensure alignment with college resource needs, the college’s strategic goals and resource availability. The budget is open for public comment for a one month period. After this time, it is approved by the college’s Board of Trustees on an annual basis.

8P7: Assessing and Addressing Risk
WCC employs a model of continuous improvement that aligns the college’s planning processes and the quality infrastructure in a manner that minimizes risk. Risk is assessed and addressed through a system of internal controls. As part of the annual audit of WCC’s basic financial statements, the auditing Certified Public Accounting (CPA) firm considers internal controls as a basis for designing audit procedures for the purpose of expressing their opinion. While it is beyond the scope of the audit for the CPA firm to render an opinion on the effectiveness of internal controls, the firm does provide, as a part of the audit, a Management Letter identifying any “significant deficiencies” and “material weaknesses” in the college’s internal controls. No “significant deficiencies” or “material weaknesses” have been identified for the college. Additionally, the college’s organizational structure and systems and processes for approval ensure that new projects and initiatives are thoroughly reviewed by the senior management team and the Board of Trustees prior to implementation.

8P8: Developing Employee Capabilities
WCC employs numerous training, communication and team/committee involvement strategies to develop the capabilities of college administrators, faculty and staff, which enables them to address requirements regarding changing institutional strategies and action plans [4P8, 4P9].

Additionally, buy-in and capabilities to address changing requirements resulting from organizational strategies and action plans is developed through collaboration and including stakeholders in the process. Cross-functional teams serve to facilitate this process. The teams related to planning continuous improvement include, but are not limited to, the following: (1) the Quality Team, (2) the Strategic Planning Council and (3) a team for each of the Major Support Plans, and (4) the President’s Cabinet.

The Quality Team provides leadership for the college’s quality initiative. Central to the Quality Team’s mission is to develop improvement priorities which further the college’s mission, commitments, programs and services and strategic goals. The membership of this cross-functional team includes over thirty individuals who volunteer to serve on the committee. Members include administrators, full-time and adjunct faculty, students, and full-time and part-time staff.
The Strategic Planning Council, under the leadership of the college President, served a key role in the college’s quality planning and infrastructure process. This team provided direction for the strategic planning process through the rollout and support of the college’s Major Support Plans. The membership of the Strategic Planning Council included representatives from all key functions of the college and was composed of members of the President’s Cabinet and Strategic Support Plan Team leaders.

At the heart of each of the Major Support Plans is a cross-functional Major Support Plan Team. Each team consists of members that reflect multiple perspectives. The team is composed of at least five members that represent a variety of college roles and departments. The structure of each Major Support Plan Team includes a Quality Team liaison.

8R1: Measures of Effectiveness for Planning Continuous Improvement

Measures of the effectiveness of the college’s planning processes and systems and their robustness in terms of planning for continuous quality improvement include the following:

- Unit goal creation
- Balance of alignment of unit goals to strategic goals (Strategic Goals Linked to Unit Goals Report)
- Unit goal accomplishments
- Revisions to Strategic Planning Framework – Results of collaborative process
- Strategic Goal Accomplishments (Strategic Goal Accomplishments Report)
- Major Support Plan revisions
- Major Support Plan results
- Indicators of institutional health
- Indicators of high performance organizations including focus, involvement, leadership, learning, people, collaboration, agility and foresight

8R2: Results for Accomplishing Institutional Strategies and Action Plans

As WCC progresses on its quality journey, its key stakeholders increasingly appreciate the connection among the college’s processes, systems, and organization. This appreciation fosters a systematic, process-driven approach to building the college’s quality infrastructure and supports accreditation under the Higher Learning Commission’s Academic Quality Improvement Program (AQIP). The college’s first three AQIP Action Projects: ASIP [6R1, 6R2 and 7P6 of the 2007 Systems Portfolio], Learning First! and The Outcomes Program [1C1, 1P6] have served as exemplary models for quality improvement and are now woven into the fabric of the college. Building upon this success, recently completed and institutionalized Action Projects include College Readiness [3P3], The Quality Plan [7I1, 8P8, 8I1], and Information Security [6I1, 7P7]. WCC’s current Action Projects include Projection Graduation Initiative [1I1], Data Stewardship [7I1], and B³: Building a Better Budget [6R3].

8R3: 1-3 Year Performance Targets and Projections for Institutional Strategies and Action Plans

Each of the college’s Major Support Plans [8P1] outline WCC’s performance targets and projections for functional areas of the college.

### Performance Targets of Major Support Plans

<table>
<thead>
<tr>
<th>2020 College Master Plan</th>
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<tbody>
<tr>
<td>• Additional location at Plano</td>
<td></td>
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<tr>
<td>• Replacement location at Aurora</td>
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<tr>
<td>• Sugar Grove Exterior Signage</td>
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<tr>
<td>• Dickson Center First Floor Remodeling Project</td>
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<td>• Field House</td>
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<td>• Water Infrastructure Project</td>
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<tr>
<td>• Progress on the next phase of long-range college master planning</td>
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<tr>
<td>• Development of a long-range strategic approach to comprehensive college master planning</td>
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*Continued on next page*
### Diversity Plan
- Implement training program for the entire college community
- Measure employee satisfaction with the diversity training program
- Attendance and frequency of diversity trainings
- Evaluate annual performance appraisal process for staff
- Integration of intercultural competency and communication into professional development training
- Student use of support services and financial assistance with a focus on minority students
- Increase student satisfaction with customer service
- Track systematic changes in college processes to measure the climate at the college in terms of inclusiveness and diversity
- Track progress on recruitment and retention of diverse students through “Project Graduation”
- Progress on implementation of Universal Design integration within the curriculum
- Recruit, hire and retain diverse faculty and staff
- Ensure that communication reflects the college’s diversity values in messages to students, faculty, employees, and the outside community
- Analyze partnerships and opportunities related to diversity to enhance, develop, and sustain effective relationships and partnerships with the community and other stakeholders.
- Integrate processes to develop diversity programs and activities throughout the college to create a coordinated, integrated college-wide action plan to enhance the college’s diversity activities and programs

### Emergency Preparedness and Safety Plan
- WCC Vulnerability Assessment Tool
- H1N1 Flu plan
- Crisis Assessment Team (CAT)
- Training topics
- Technology
- Determine appropriate delivery methods for training
- College Emergency Response Team
- Student Satisfaction Inventory
- Survey of Campus Police contacts
- Educate college community about roles and expectations with Campus Police department
- Phone Etiquette
- Customer Service (Community Policing)
- New Standard Operating Procedures or General Orders based on Campus Police reorganization
- Uniform Code

### Financial Stewardship Plan
- Tuition and fee revenue
- Tuition and fee rates
- Budget
- Fund Balance
- Major Support Plans
- Independent Audit
- Government Finance Officers Association

### Technology Plan
- Open new Plano location
- Open new Aurora location
- Implementation of new college bookstore in Dickson Center
- Select and install replacement college bookstore system
- Create Advisory Committee for Technology (ACT) group to review progress and add information to planning process
- Review and replace college network workstations and laptop computers based on replacement schedule
- Review and replace college network servers and related software and disk storage equipment on an annual cycle
- Review network and telecommunications wiring and electronic connectivity capability among locations and update/replace as needed
- Review media and technology-assisted tools used for instruction and group communication
- Develop a committee to coordinate and recommend communication methodologies in use at the college
- Develop annual project tables for direct support of instruction
- Develop annual project tables for the support of student services
- Develop annual project tables for the administrative support for the college
- Develop data warehouse for historical information to provide trend analysis and assist in management decision making for the college

(Continued on next page)
Performance Targets of Major Support Plans (Continued from previous page)

**Human Resources Plan**

- Implement a drug testing policy
- Implement revised Discrimination and Harassment policy and procedures
- Implement Banner process improvements such as Web Time Entry, Employee Personnel Action Form, and Salary Planner
- Development and implementation of an updated performance management system based on competencies for administrators and support staff that provides a visible link of pay to performance
- Begin review of process for full-time and adjunct faculty evaluations
- Develop a comprehensive professional development plan for the institution (in collaboration with the CTLT) that includes required compliance training, safety and security training, and job skills training
- Begin a leadership development program for support staff
- Develop an enhanced orientation and training program for adjunct faculty
- Develop a formal succession plan to identify the knowledge, skills, and abilities required to perform key positions
- Implement revised recruitment procedures to interview and hire candidates from underrepresented groups
- Assist with implementation of the institutional diversity training program and ensure that the training program is sustainable
- Conduct an organizational climate survey for all employee classifications
- Continue to explore cost-containment strategies and benefit structures for all health insurance plans
- Explore models for a comprehensive business process analysis to assess staffing needs

8R4: Projections Compared

The [National Community College Benchmark Project (NCCBP)](https://www.nccbp.org) created a best practices report which shows the upper (or lower) 20 percent on a certain item (depending on whether being low or high is considered best). The categories where WCC was recognized as a best practice in 2011 are as follows:

- **Subscriber Information**
  - Service Area Median Household Income
  - Credit Student Median Age
  - Percentage of Hispanic Population
  - Unrestricted Operating Funds
- **Student Completion and Transfer**
  - Percentage Completed in Three Years, Part-Time, First-Time in fall 2007
  - Percentage Completed or Transferred in Three Years, Part-Time, First-Time in fall 2007
- **Student Performance at Transfer Institutions**
  - Cumulative First-Year Grade Point Average
- **Student Satisfaction and Engagement**
  - Campus Support Services
  - Safety and Security
- **Credit Developmental Retention, Success**
  - Math Computer Success Rate
- **Credit Developmental Retention, Success, First College Level**
  - Math Retention Rate
  - Writing Retention Rate
  - Math Enrollee Success Rate
  - Writing Enrollee Success Rate
- **Retention and Success Core Academic Skills**
  - Composition II (ENG 102) Completer Success Rate
- **Minority Participation Rates**
  - Percentage of Minority Credit Students
- **Fiscal Year Business and Industry Productivity**
  - Duplicated Headcount
• Distance Learning Grades
  o Completor Success Percentage
• Professional Student Services Staff Ratio
  o Counseling and Advising
  o Testing and Assessment Services
• Development/Training Expenditures per FTE Employee
  o Expenditures per FTE Employee

In WCC’s effort to use benchmarking as a best practice, the college will continue to participate in The Kansas Study and the National Community College Benchmark Project (NCCBP).

8R5: Evidence of Effectiveness of System for Planning Continuous Improvement
The most salient evidence that the WCC’s system for planning continuous quality improvement is effective is the college’s ability to thrive and prosper in an environment of rapid change and a global environment of economic uncertainty. Additionally, WCC’s systems and process are designed to demonstrate the effectiveness of the college’s system for planning continuous improvement and that this system is an integral part of WCC’s culture, quality infrastructure, and operations. This is also modeled in the college’s Strategic Planning Framework, unit goal setting and goal accomplishment reporting processes [8P1], and individual performance appraisals [4P10].

In addition to previously discussed measures for evaluating planning processes and activities (8P1, 8P2, 8P3, 8P4, 8P6, 8P8], WCC’s Quality Team provides leadership for the college’s systematic, process-driven approach to the college’s quality program. This program focuses on quality improvement and quality assurance, and supports the college’s accreditation under AQIP. The Quality Team assists with the following three cycles of improvement:

• **Action Cycle**: A one-year cycle that drives continuous improvement through three to four active AQIP Action Projects. The Quality Team assists with the selection, review and retirement of Action Projects.
• **Strategy Cycle**: A four-year cycle that requires the creation and updating of the AQIP Systems Portfolio and participation in the AQIP Strategy Forum process.
• **Accreditation Cycle**: A seven-year cycle of quality assurance that reviews the Action Cycles and Strategy Cycles. The Accreditation Cycle includes an AQIP Quality Checkup Visit a year before Reaffirmation of Accreditation by the Higher Learning Commission.

The Quality Team facilitates the college’s quality journey in a manner that advances a culture of evidence and strategically aligns quality initiatives to the college’s strategic planning framework (vision, values, mission, and goals). Chaired by the Vice President of Quality and Strategic Development, the Quality Team represents the diverse and distinct perspectives of the college’s learning community. Current membership includes faculty, staff, administrators and students representing a cross-section of functions and locations at the college.

8I1: Recent Improvements
Planning continuous improvement has been a key institutional focus in the years following the college’s last Systems Portfolio. As a result of the feedback received in the Systems Appraisal and the work of college at its last Strategy Forum, WCC declared the “Quality Plan: Infrastructure for Planning, Support and Accountability” as an Action Project in July 2008. The Quality Plan AQIP Action Project has met its goal to create and implement a comprehensive Quality Plan that improves the college’s quality infrastructure in a manner that enhances planning, support and accountability. The Quality Plan resulted in further integrating the college’s Strategic Planning Framework in the planning process; improving the college’s Major Support Plan Framework by aligning key quality indicators and quality measures with the college’s major support functions; and facilitating systematic planning, execution, assessment, analysis and reporting of the college’s quality improvement and operational processes.
While the Quality Plan AQIP Action Project was formally retired as an Action Project in June 2011, many of its initiatives have been institutionalized and continue. Accomplishments related to the Quality Plan during the past 18 months include the following:

1) A collaborative approach to the continuing development and improvement of the college’s Major Support Plan structure.
2) The work and collaboration of cross-functional teams that supports the college’s quality infrastructure, the Strategic Planning Framework and continuous quality improvement.
3) Review components of the college’s Strategic Planning Framework (vision, mission, values, and strategic goals and objectives) through a cross-functional, collaborative process.
4) The acquisition of additional resources for the Quality Plan initiative through the successful application and award of a $3.2 million, five-year Title V Grant.
5) The creation of the Institutional Effectiveness unit.
6) Participation in the American Association of Community Colleges’ pilot for Phase II of the organization’s Voluntary Framework of Accountability project.
7) The successful application for the Foundations of Excellence program.
8) Participation on the steering committee of the Workforce Data Partners.
9) The college’s membership beginning in 2010 in the Continuous Quality Improvement Network (CQIN) and active participation in the 2011 two day CEO/Rep meeting and three-day 2010 and 2011 CQIN Summer Institutes.

812: Setting Target 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.