Category 9: Building Collaborative Relationships

9P1: Creating, Prioritizing, and Building Relationships

WCC’s current FY2012 Presidential Action Initiative, Excellence through Engagement, [8P1] speaks to the college’s focused commitment to build upon a 45 year tradition of engagement and seek out opportunities to build collaborative relationships. The college’s collaborative relationships facilitate innovation and service by providing pathways for expanded educational offerings, student and other stakeholder services and outreach through additional locations. The college’s strategic goals reinforce WCC’s commitment to building relationships. The college’s outreach provides an effective means of determining community education and workforce development training needs; garnering feedback regarding program curriculum; developing efficient processes, procedures and systems for transfer students; communicating local employer needs; facilitating college preparation and access; leveraging resources to provide maximum community benefit; promoting a positive image of the college within the community; encouraging support and funding for college initiatives; providing input on new campus development efforts; and facilitating accountability and communication efforts.

WCC’s institutional mission is furthered through occupational programs designed to meet current and emerging employment needs and trends. Advancing occupational program development and student success is WCC’s collaborative partnership with the Valley Education for Employment System (VALEES). This partnership supports district occupational program students through an articulation agreement which awards credit and/or advanced placement in college degree or certificate programs to students who have successfully completed articulated secondary courses. Supplementary to the program, WCC hosted the second annual Career Pathway Expo on October 22, 2010. This event provided students an opportunity to expand their knowledge of career pathways and avenues at WCC to pursue their career interests. Students were able to select specific pathways they wished to explore and see first-hand what skills they would need to master in order to pursue their career interests. More than 350 students from eleven VALEES member schools attended. WCC collaborates with 21 district high schools and vocational centers to offer 33 articulated courses in 17 programs, giving district high school students a head-start on their occupational studies.

WCC partnerships with local high schools is flourishing. Since 2007, the college’s federally funded TRiO Upward Bound program has served the needs of low-income freshmen and sophomore students from the East Aurora School District by providing academic support, college preparation activities, mentoring and guidance on college admission and financial aid processes. WCC staff is housed at East Aurora High School in order to directly serve 50 financially disadvantaged, college-bound students each year. East Aurora High School students who participate in Upward Bound have a 90% retention rate versus 72% for students who do not participate in this program. Students who complete Upward Bound and graduate from the high school are encouraged to enroll at WCC, where TRiO counselors help guide these first-generation college students as they pursue their dreams. The Upward Bound partnership with East Aurora High School is illustrative of the relationships WCC builds throughout the community.

WCC conducts other programs for under-served, under-prepared and under-resourced high school students, including the Summer High School Program [1P3], which provides high school students with the opportunity to catch up or work ahead on their high school courses over the summer. Additionally, in 2007, the Dunham Fund established the Dunham Early College Academy at WCC with a $1 million grant. The Dunham Early College Program, a highly-successful three-year dual credit pilot program, served juniors and seniors from partnering East and West Aurora High Schools. As a result of this program, participants graduated from high school with up to one year of college credit. The Dunham Early College Academy represents a unique and innovative approach by changing the structure of high school years to include college coursework, focused instructional strategies, peer support through cohort groups and access to technology. The Dunham Early College Academy provided distinctive academic support services, including one-on-one academic mentoring, meaningful assessments, life skills preparation, career advising, financial aid counseling, and technology skills acquisition. In FY2011, the Dunham Fund awarded additional funding of $105,000 to provide WCC scholarships to Dunham Early College Academy students so that they could complete their associates degree. Lessons from the Dunham Early College Academy
have been institutionalized by the college. Programs like these reflect WCC’s commitment to preparing high school students for the rigors of college life at WCC.

Through the College Readiness AQIP Action Project [3P3], WCC has strengthened relationships and increased communication with district high schools to partner in improving students’ college readiness. In FY2011, WCC held the College Readiness Summit: Partnerships for Success. Following the summit, WCC faculty offered focused departmental meetings with high school teachers throughout the district. WCC English faculty facilitated conversations with district high school English teachers that resulted in plans for a website designed to keep all high school students, counselors and parents connected. Meetings, such as the College Readiness Summit, allow internal and external stakeholders to come together to discuss the common goal of making the college transition successful for more students.

In addition to special events for district high school teachers, WCC Counseling and Advising hosts an annual Counselors’ Breakfast for high school guidance counselors. This event helps inform high school counselors of WCC’s programs and offerings so they can communicate them to students who are researching college options. The 2010 Counselors’ Breakfast included over 40 high school counselors. In attendance are members of the WCC community, including the WCC Foundation Director, who reminds all counselors to encourage their students to submit a Foundation Scholarship application. The WCC Foundation offers over 200 scholarships every year to deserving students. The scholarship requirements reflect the wishes of the donors, ranging from financial need to academic achievement and career goals. The scholarships demonstrate the engagement of local businesses like Caterpillar, community organizations such as Quad County Urban League, and individual alumni, for whom WCC was a catalyst for their personal and professional success.

Many of the local businesses and organizations that provide scholarship opportunities to WCC students also help cultivate interest in and accessibility to a WCC education among their employees and clientele. These relationships are primarily developed through Program Development, Workforce Development outreach efforts and administrative liaison duties. Program Development uses business contacts to inform and advise on program, course and curriculum development efforts. Workforce Development offers customized and standard occupational training, and therefore pursues and maintains relationships with area employers and industry. Additionally, the college has assigned administrative liaison duties to numerous community organizations throughout the district. Administrative liaisons increase the college’s visibility and relationships with organizations in surrounding communities. The Employment Skills Program, a collaboration between Hesed House, a local homeless shelter, and WCC, seeks to reduce homelessness through employment readiness training, career search and job retention services. Individuals enrolled in the program spend four weeks in intensive half-day, on-site training. The program’s holistic approach encourages life changes that move beyond day-to-day survival. Using a case management model, the Employment Skills Advisor based at Hesed House continues contact after graduation, and after the graduate has been hired, serving as a job coach and working on job development with area businesses.

9P2: Creating, Prioritizing and Building Relationships with Transfer Schools and Employers
As discussed in Categories 1 and 3, WCC actively pursues relationships with transfer schools and employers. Using data on student transfers, employment and Workforce Development training customers, the college actively pursues partnerships and collaborations with those organizations that will best complement WCC and provide opportunities for WCC students. The college looks for creative ways to meaningfully engage with transfer schools and business that receive WCC students, such as grant project partnerships, advisory board participation, and sharing resources for instructional purposes.

WCC’s relationships with transfer schools and employers primarily occur through administrative liaison duties [9P1] and external committee participation, such as the PURE Turning Data into Information Project and Workforce Data Partners [7I1]. Marketing and Communications activities also impact relationships with transfer schools and employers by cultivating public opinion of WCC through the media. Marketing and Communications activities are discussed in Sections 9P1 and 5R2.
The **Illinois Articulation Initiative (IAI)** also facilitates relationships with transfer schools through agreement Illinois community colleges, including WCC, have with four-year universities and colleges in the state related to course articulation [1P5]. Internally, WCC’s Curriculum Council is comprised of deans, academic specialists and faculty across the curriculum. The group meets bi-monthly to review new and modified courses to ensure the optimal number of IAI compliant offerings. Since 2007, WCC has also significantly streamlined student learning outcomes and program assessment in order to ensure institutional effectiveness. The Outcomes Program staff regularly meets with deans, academic specialists and faculty members to review current course objectives and program outcomes. The department also aids in accreditation pursuits, which help ensure WCC credit transfer and graduate employability.

As discussed in Section 9P1, Workforce Development develops strong relationships with local businesses. Quality occupational training programs reflect the college’s overall educational strengths and serve as an example of the quality of WCC graduates entering the workforce. Additionally, the **Small Business Development Center [2P1, 2I1]** and **Career Services [2P1]** offer programs and services to area business owners that increase the visibility and recognition of WCC and its graduates in the community. The Illinois Small Business Development Center at WCC offers free counseling and resources to perform a financial checkup; troubleshoot management issues; develop marketing strategies; evaluate technology options; identify funding opportunities and plan growth strategies. Through a variety of free programs and services that are available to students, alumni and community members, the Career Services Center can help empower students as they conduct their job search. Additional programs and services are being offered as part of WCC’s Brighter Futures initiative, designed to help community members survive and thrive in the current economy.

**9P3: Creating, Prioritizing, and Building Relationships with Student Service Providers**
WCC’s student services are primarily provided by internal departments. The college supports **Academic Support Services** departments through its encouragement of interdepartmental collaboration and support. The college’s more than 60 cross-functional committees provide opportunities for internal relationship-building as well as support for departmental and institutional needs and initiatives. Student service-focused committees include the Assessment Learning Excellence Team, Counseling and Advising Coordinating Council, Curriculum Council, Developmental Education Learning Excellence Team, Diversity Leadership Council, and the Strategic Enrollment Management Team. As discussed in Sections 5P5, WCC’s cross-functional committees encourage interdepartmental relationships and decision making.

**9P4: Creating, Prioritizing, and Building Relationships with Materials and Service Providers**
Partnerships with organizations that provide materials and services to WCC are evaluated in terms of alignment with the college’s vision, values and mission. Potential service providers are often identified through administrative liaison duties. Potential service providers are researched to ensure fiscal responsibility and to meet the needs of the students and the institution. External materials and service providers are primarily used for office and maintenance supplies, bookstore inventory and food service. The Purchasing department oversees external relationships with vendors of the college’s materials, including office supplies and furniture. WCC’s bookstore stocks all required textbooks and other essential items that students need, including calculators, backpacks, art supplies, reference books, software and much more. There is a bookstore at the **Sugar Grove Campus** and **Aurora location**. The **WCC Bookstore** earned the 2010 Connection Award for outstanding participation and savings achieved as a member of Connect2One buying group. **Sodexo**, WCC’s contracted catering vendor, provides food service to students and staff in the **Student Center** during regular hours.

**9P5: Creating, Prioritizing and Building Relationships with Educational Associations, External Agencies, Consortia, and General Community Partners**
External relationships with associations, agencies, consortia and general community partners are developed through a number of processes, such as administrative liaison duties [9P1], external committee participation, such as the PURE Turning Data into Information Project and Workforce Data Partners [7I1], and departmental efforts throughout the college. The President, academic deans, faculty, Workforce Solutions, Campus Development, and
Outcomes and Grants all participate in establishing institutional and program-specific relationships with external organizations.

The President and the Director of Governmental and Multicultural Affairs work with national, state and local governmental officials to both increase college visibility and garner feedback on community need and satisfaction with the college’s services. Institutional relationships with oversight organizations such as the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) are also facilitated through the President’s Office. WCC 2011 spring graduates were delighted to welcome Lieutenant Governor, Sheila Simon, to commencement. WCC’s President accompanied several graduating students to visit Simon prior to her keynote speech in order for the Lieutenant Governor to hear their stories. The students were later showcased in Simon’s commencement remarks, evoking pride in those students and all in attendance. In 2011, WCC also welcomed the new ICCB Chairman, Alexi Giannoulias, for a campus tour and roundtable discussion with key WCC faculty and staff.

In addition to WCC’s president, academic deans and faculty also establish partnerships with certain organizations in order to complement and strengthen instructional resources and programs. Local businesses often provide internship and practicum opportunities for students as well as advise in curriculum development. Industry-specific advisory groups are formed through individual academic divisions to provide program improvement recommendations and student opportunities.

Furthermore, external relationships are cultivated and maintained at the division and department levels. Two areas created specifically for this reason are WCC’s Workforce Solutions and WCC’s Dean for Campus Development. First, WCC’s Workforce Solutions is responsible for developing, tracking and reporting on relationships in the areas of Community Education, Workforce Development and Adult Education. The responsibilities of the Assistant Vice President for Workforce Solutions include outreach to the district. Second, WCC’s Dean of Campus Development, a position created during the college’s 2006 administrative reorganization, provides administrative leadership, supervision and support in the delivery of programs and services at Aurora, Plano and Copley locations. The Dean for Campus Development also works collaboratively with the Vice President of Quality and Strategic Development to advance community outreach in Plano and Aurora.

WCC’s Outcomes and Grants staff initiates new collaborative relationships through the application for and facilitation of grant-funded programs. The Dunham Early College Academy and Dunham Nursing Scholarship are examples of recent grant-related partnerships at WCC. An overview of WCC’s current active grant partnerships is included in Section 9R2.

9P6: Ensuring That Relationship Needs Are Met

WCC employs both formal and informal processes to ensure that the college is meeting the needs of its collaborative relationships. WCC uses engagement, communication and involvement to determine and address the varying needs represented in its partnership relationships. Setting clear expectations, identifying decision makers and soliciting feedback are all essential to effective relationship management. College administrators use their liaison duties to gauge community member satisfaction and identify new needs. WCC also uses survey administrations and customer satisfaction measures to ensure we are meeting the needs of the college’s local industry, non-credit, and for-credit students [3R3, 3R4]. The college continuously evaluates the number of students and businesses served by the college’s offerings to assess whether the college is meeting community needs.

9P7: Creating and Building Relationships within the Institution

WCC creates and builds relationships within the institution by ensuring integration and communication using tools and structures such as: 1) the President’s Cabinet; activities and events for 2) administrators; 3) faculty; and 4) staff; 5) the more than 60 cross-functional teams [5P5]; and 6) communication methods. In addition, WCC organizes institutional events to encourage employee spirit and community.
First, the President’s Cabinet [OS] uses a global perspective to analyze the college’s social networks and communication across the divisions. This continuous analysis drives policy, procedure and system changes in response to organizational need, as discussed in Categories 7 and 8.

Second, the administrative team is organized primarily into three divisions: Finance and Operations, Educational Affairs and Quality and Strategic Development. Monthly meetings of the entire administrative team are held for the purpose of reviewing the monthly Board of Trustees meetings and for announcement purposes. To promote close relationships among administrators, the college sponsors an annual administrative retreat and monthly administrative in-services. These events give the administrative team opportunities to develop their leadership skills, engage in team building activities, participate in social activities and build their staff development repertoire.

Each division consists of a formal structure for both communication and decision-making purposes. For example, the Executive Vice President of Educational Affairs and Chief Learning Officer meets regularly with her staff as a “Learning Council.” As with the other groups, all participants have an opportunity to provide activity updates to their co-administrators, to submit items to be added to the agenda and to be kept informed as to institutional activities. Most departments have regular, formal departmental meetings that include administrative staff, full-time support staff, and, in many cases, part-time support staff.

As discussed in Section 4P12, managers meet with the president twice a year to encourage communication and relationship building. In fall of 2011, the President unveiled to the managers several issues to be discussed in WCC’s Leadership Academy. The Leadership Academy is an institution-wide initiative promoting leadership and vision in all facets of the college and will be offered to all faculty and staff at every level.

Third, to encourage stronger ties to full-time and adjunct faculty as well as staff, the college sponsors a twice-a-year semester orientation program that provides faculty the opportunity to stay informed and to become involved. Many of the presentations for these events are faculty-driven. Faculty also have opportunities to stay involved in the college beyond the classroom through active committee work. Each of the college’s cross-functional committees serves the purpose of informing staff, establishing relationships, and providing opportunities for discussing institutional issues and collaboration.

The New Faculty Learning Academy is designed to model and inform non-tenured faculty (years one - three) about practices, policies and procedures conducive to a learning-centered college. The program is to support the continued development of teaching and learning skills related to new faculty positions across all disciplines and divisions. Faculty are supported formally and informally with the official NFLA program coordinated through the CTLT Faculty Liaison, a full-time tenured faculty member. Faculty are also encouraged to contact the Liaison between meetings as needed.

During the FY2011 academic year there were eight 2.5 hour New Faculty Learning Academy sessions held [4R2]. These sessions allowed for casual conversation, networking among faculty and socializing over lunch followed by a program and various guest speakers from the college including the college President.

Fourth, staff events and activities that foster internal relationships include the Annual Support Staff Meeting, Annual Retirement and Service Award Banquet and New Employee Orientation [4P4]. Center for Teaching, Learning and Technology training sessions are available on a variety of topics to any employee interested in participating [4P3, 4P8], providing an opportunity for interactions between differing departments and staff members. The New Employee Ambassador program through the Diversity Leadership Council provides new staff members with a mentor to facilitate relationships within the institution [4I1].

WCC hosts campus-wide Spirit Days and Spotlight Sessions to encourage WCC employee spirit and community. Spirit Day, held during fall and spring semesters, invites campus employees to celebrate a new term by wearing WCC gear and engaging in campus events. Spotlight Sessions, held approximately five times a year, provide campus employees with the opportunity to learn more about a specific departments or initiatives. Spotlight Sessions for FY2011 included: Campus Police: Meet and Greet; The Outcomes Zone; Access Center: The Invisibles;
Crisis Assessment Team: Dealing with Inappropriate Behavior in the Workplace; Community Education; and Sustainability for Your Life.

Finally, internal communication tools are regularly employed to encourage employee connection and awareness of activities throughout the college. *Newsbits* is a monthly newsletter distributed to all employees and includes a column by the president. Monthly Board of Trustees meeting minutes are distributed to all staff. The online tool, mywcc, is used to communicate events and announcement in addition to providing resources and administrative tools. Communication methods are further discussed in Category 5.

**9R1: Measures of Building Collaborative Relationships**
WCC’s Workforce Solutions office regularly analyzes the following measures of building collaborative relationships: measures indicative of Workforce Development’s collaborative efforts such as: 1) number of new business starts by WCC’s Small Business Development Center; 2) number of new professions served; 3) number of new training clients; and 4) number of businesses attracted and retained [1R3, 2R2]. The college also analyzes measures indicative of the college’s collaborative efforts with K-12 such as the number of dual credit and dual enrollment agreements and the number of new secondary schools with whom the college formalized dual credit/enrollment agreements [9R2]. Measures that are indicative of the college’s internal collaborative efforts include the number of cross-functional committees [5P5] and grant-supported partnerships [9R2].

In WCC’s continued effort to benchmark best practices, the college engages in the Kansas Study and the National Community College Benchmark Project (NCCBP) to garner additional comparative results.

**9R2: Results for Building Key Collaborative Relationships**
*WCC reaches out to all of its constituencies by creating and strengthening community partnerships with diverse educational, governmental, social, cultural, civic, professional and business organizations. The following table identifies WCC’s key collaborative efforts.*

<table>
<thead>
<tr>
<th>WCC’s Key Collaborative Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Agency</strong></td>
</tr>
</tbody>
</table>
| Local K-12 systems | ▪ dual credit/enrollment programming  
▪ vocational program articulation through the Valley Education for Employment System  
▪ joint staff development activities through the Valley Education for Employment System  
▪ para-professional training initiative in collaboration with the Regional Office of Education, local teachers unions and the K-12 systems  
▪ internships/practicum for Education majors  
▪ shared resources with the Valley Education for Employment System  
▪ career fairs in collaboration with the K-12 systems and the Valley Education for Employment System  
▪ development of new field trip programming and school assembly programs through the Community Education department  
▪ School-Business Partnership through the Greater Aurora Chamber of Commerce  
▪ Profession-specific career awareness events in collaboration with manufacturers & economic development commissions |
| Higher Education Collaborations | ▪ Illinois Articulation Initiative  
▪ individual articulation agreements  
▪ community college chargeback system  
▪ community college cooperative agreements for out-of-district tuition waivers  
▪ shared distance learning systems  
▪ sub-contracting of employer services to other local higher education entities  
▪ shared internship opportunities  
▪ shared career/job websites with other community colleges  
▪ Illinois Community Colleges Online  
▪ truck driver program and truck driver safety  
▪ Northern Illinois University regional economic development partnership |

*Continued on next page*
WCC continuously reaches out to its community to develop and strengthen partnerships. Results include: 1) WCC’s dual-credit and dual-enrollment agreements with district high schools; 2) WCC’s grant-funding partnerships; and 3) WCC outreach events.

### WCC’s Key Collaborative Relationships (Continued from previous page)

<table>
<thead>
<tr>
<th>Organization/Agency</th>
<th>Collaboration Description</th>
</tr>
</thead>
</table>
| **Business Community**              | • apprenticeships/internships/job shadowing in partnership with local employers and local unions  
• custom training  
• training grant support  
• Small Business Development Center services  
• referral to the Federal Procurement Technical Assistance centers  
• Soft Skills training through the Kane County Department of Employment and Education  
• career services to employers and job seekers through job postings, resume postings and job fairs  
• targeted scholarship programs  
• occupational program advisory committees  
• Unconference, a collaborative effort with three district chambers of commerce                                                                                                                                  |
| **Economic Development and Chambers** | • Driver Safety Program with 16" Judicial Court and three county clerk offices  
• in-kind service/membership exchange with local economic development entities  
• facilitation of Economic Development Summit meetings  
• support for local business and job fair                                                                                                                                                                                                 |
| **Government Entities**             | • acquisition/donation of property as part of downtown expansion project through support of the city of Aurora  
• acquisition/donation of Plano location property along with support from the city of Plano  
• collaborative educational program and site development  
• Lobby Day in Springfield, Illinois’s state capital                                                                                                                                                                                                 |
| **State, Regional and Federal Agencies** | • ICCB and IBHE approval processes for program approval, budgeting, state reimbursement, grants and Illinois Articulation Initiative  
• state and federal grants through various departments  
• memberships and leadership in state professional associations  
• Higher Learning Commission of the North Central Association  
• participation in the local Illinois Employment and Training Center system with the Illinois Department of Employment Security and the Kane County Department of Employment and Education  
• National/Federal/Legislative contact through the Association of Community College Trustees                                                                                                                                 |
| **Community-Based Organizations**   | • informal referral systems for student services  
• donation of college administration time to provide community leadership and gather community feedback  
• facilitation of developmental education programs  
• private foundation-sponsored programs                                                                                                                                                                                                                                                                 |
| **Community Service Organizations** | • administrative membership of service clubs with membership costs covered by college  
• donations to service organization fundraisers  
• college staff membership in other community groups  
• college staff participation in fundraising activities, such as golf outings and phone-a-thons  
• college administration participation in leadership roles for service clubs and organizations  
• Hesed House project- career readiness and retention training in conjunction with Hesed House staff                                                                                                                                                             |
| **Senior Populations**              | • Lifelong Learning Institute  
• Senior-Friendly Aurora Coalition  
• Renaissance Series                                                                                                                                                                                                                                                                 |
| **Labor Union Collaboration**       | • college program for IBEW apprentices  
• support for college referenda  
• ESL-funded “Train-the-Trainer” program with Painters Union                                                                                                                                                                                                 |
| **Third-party training providers**  | • outsourcing of course development and delivery  
• contractual trainers                                                                                                                                                                                                                                                                               |
| **Environmental Stewardship and Campus Development** | • master planners  
• architects  
• construction management  
• sustainability and environmentally-centered partnerships                                                                                                                                                                                                                                           |
First, WCC partners with district high schools to offer high school students college-level courses for credit. Dual-enrollment courses issue credit at the college level, while dual-credit courses issue credit at both college and high school levels. The table below illustrates the number of partnerships the college has maintained and created in dual-credit/enrollment areas. See Section 1R3 for FY2011 dual-credit/enrollment registration data and course offerings.

<table>
<thead>
<tr>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of secondary school dual-credit MOU agreements</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of dual/articulated credit high school agreements</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of schools with participating students in open dual enrollment courses</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Number of new program agreements with schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total number of high schools with any dual/articulated credit program agreement</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

The Dunham Early College Academy enrolled its fourth cohort of 50 minority first-generation students in 2010-2011. Academy enrollment was composed of 38 percent Hispanic, 22 percent African-American, three percent Asian and other minority, and 17 percent Caucasian students in 2009-2010. In 2009-2010, 47 percent of students finished the first year with grade point averages of 3.0 or better on a 4.0 point scale, and the need to take developmental English decreased from 44 percent to 19 percent.

The Upward Bound program welcomed its fourth cohort of 50 sophomore students in 2010-2011. In the same year, 91 percent of the senior Upward Bound students graduated high school and were accepted to college.

Second, WCC collaborates with federal, state, county and private organizations to carry out related missions through the delivery of grant-funded programs. The table below provides a general overview of those grant-funding partnerships in which the college is currently engaged which involve high levels of collaboration.

<table>
<thead>
<tr>
<th>Source</th>
<th>Department/Division</th>
<th>Grant Program</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>Small Business Development Administration (funds flow through the Illinois Small Business Development Center Network)</td>
<td>Small Business Development Center</td>
<td>Assists small business owners in startups, expansion, innovation, planning and training</td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>S-STEM Scholarship</td>
<td></td>
<td>Supports scholarship funding to students in Science, Technology, Engineering and Mathematics (STEM)</td>
</tr>
<tr>
<td>Education</td>
<td>TRIO/Student Support Services</td>
<td></td>
<td>Support for academic development, increase retention and graduation rates among students who receive Pell Grants</td>
</tr>
<tr>
<td>Education</td>
<td>Title V</td>
<td></td>
<td>Support for the “Removing Barriers to Student Success” grant project aimed at improving the success of Hispanic and other low-income students</td>
</tr>
</tbody>
</table>

Continued on Next Page
Third, in FY2011, WCC sponsored, hosted and/or participated in numerous outreach events intended to build and strengthen a variety of collaborative relationships. These outreach events are discussed in Category 3.

**9R3: Results Compared**

As identified in Category 1, WCC engages in collaborative relationships with district high schools through dual-credit/enrollment programming. Section 1R3 presents comparative information regarding the number of students served through dual enrollment courses and Illinois’ P-16 grant.

In WCC’s continued effort to benchmark best practices, the college engages in the Kansas Study and the National Community College Benchmark Project (NCCBP) to garner additional comparative results.
9I1: Recent Improvements
The college’s grant procurement process has been realigned in a manner that has increased collaboration and funding. The Leadership Academy Content Development Team has developed curriculum for the five Tier 1 Workshops, including Leadership Style, Human Relations, Leading Ethically, Managing Communications and Leading Change. The Academy will open enrollment to all faculty and staff to the initiative in January 2012. Already underway is WCC’s Foundation of Excellence®, which is a major first-year and transfer self-study and improvement planning process that encourages participation from every member of the WCC academic community: faculty, staff and students.

9I2: 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. WCC is committed to ongoing efforts to grow and nurture relationships within the academic community and throughout the region for which it serves.