Category 2: Accomplishing Other Distinctive Objectives

Category 2 Overview
As detailed in the Institutional Overview Sections 01 and 02, the mission and commitments of WCC inform the programs and services that the college offers. Category 1 and 2 are framed by the six program and service areas offered by the college. Category 1 addresses the program and service areas of: a) transfer programs; b) occupational programs; c) developmental education; and d) student services. Category 2 addresses the program and service areas of workforce development and community education.

In the category of Accomplishing Other Distinctive Objectives, WCC employs an aligned approach to organizational quality development. The college groups and manages operations as processes that are repeatable and regularly evaluated for improvement. The college strives to make sure that what is learned is shared among organizational units, that processes address the organization’s key goals and strategies, and that coordination occurs among units, divisions and departments. Items selected for inclusion in Category 2 reflect the range of programs and services offered to meet the college’s constituent and district needs and the value provided.

2C1: Explicit Other Institutional Objectives
WCC’s explicit institutional objectives in addition to helping students learn discussed in Category 1 are workforce development and community education. These two institutional objectives are reflective of the college’s distinct mission as a comprehensive community college and represent two of the six program and services areas of the college. As with all of the college’s program and service areas, these institutional objectives support the IBHE’s Illinois Commitment and are informed by the college’s learning-centered commitment. First, WCC’s workforce development offerings develop learning-centered curricula and services aimed at the skill building and improved productivity of Illinois’ workforce, and provide customized training to fit individual learning needs and employment situations. Second, the college’s community education offerings provide the opportunity for continuously enriching the lives of all ages, including youth and mature adults, through such programming as non-credit classes, trips, tours, and special events.

2C2: Alignment of Other Distinctive Objectives
As detailed in the Institutional Overview Sections 01 and 02, the mission and commitments of WCC inform the programs and services that the college offers, including the program and service of workforce development and community education. Additionally, WCC ensures that other distinctive objectives align with its mission, vision and philosophy during the strategic goal alignment process which is described in Section 8P1.

2C3: Other Distinctive Objectives Supporting Helping Students Learn
WCC’s other distinctive objectives complement processes and systems for helping students learn as they address noncredit course offerings, lifelong learning, services to businesses and other distinctive programs, and services related to the areas of workforce development and community education as identified in Section 2C1. All program and service areas are supported by the college’s quality infrastructure and rely on the same administrative systems and processes.

2P1: Determining Other Distinctive Objectives
WCC’s other distinctive objectives align with the college’s mission as a comprehensive community college and are addressed through the strategic planning process (See Section 8P1).
The college’s quality infrastructure reinforces cross-departmental collaboration and partnership with external stakeholders in the creation of programs and services which support WCC’s other distinctive objectives. Both the workforce development and community education areas receive administrative oversight by a dean assigned specifically to champion their unique objectives, programs and services. Community needs assessment is an inherent part of the Dean of Community Education and the Dean of Workforce Development responsibilities. Consistent with the college’s transfer and occupational credit programs discussed in Section 1P2, the Program Development department supports the college’s Community Education and Workforce Development departments by researching programs, conducting labor market research, and surveying businesses and community members to determine market need. Workforce Development and Community Education departments also work with advisory groups and WCC faculty to identify constituent needs and best options for addressing them.

2P2: 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 rely on the same communication systems, processes and vehicles discussed in Category 5. The Assistant Vice President of Community Development, who reports to the Executive Vice President of Educational Affairs (see Organizational Chart in Section 5C1), provides administrative leadership for and communicates expectations to the college’s two distinctive objectives, with the Dean of Workforce Development and the Dean for Community Education serving as direct reports. As part of the strategic planning process, unit goals are created annually which identify expectations for the programs and services. These goals are generated by workforce development and community education staff and are required to be aligned with the college’s strategic goals. Once approved by the college’s senior management team, unit goals are communicated to appropriate college staff. Unit goals accomplishments are reported at year end and serve to inform the following year’s unit goals. This process aligns with the quality improvement cycle (Plan, Do, Check, Act) and is discussed further in Category 8.

Expectations are shared with other indirect internal and external stakeholders through a variety of communication vehicles, including but not limited to college internal and external publications, marketing materials, college Web site, printed and web-based schedules, and direct correspondence via phone, email and/or face-to-face.

2P3: Faculty and Staff Needs
Faculty and staff needs relative to these objectives are determined as part of the strategic goal alignment and budgeting processes which are described in Sections 8P1 and 8P6. The dean provides oversight for staffing their area assisted by college hiring and human resources systems, processes and procedures.

2P4: Other Distinctive Objectives Review and Assessment
The college’s processes and procedures for review and assessment of program and service areas; these processes and procedures are integrated a part of the college’s quality infrastructure, which is discussed in Category 8. Portions of the review and assessment of workforce development and community education are also discussed in Section 2P2.

2P5: Other Distinctive Objective Measures of Accomplishment
Measures of accomplishing other distinctive objectives are regularly collected, analyzed and reported to the ICCB. These measures demonstrate how the college addresses the IBHE’s Illinois Commitment Policy Areas as identified in the chart entitled, Measures for Other Distinctive Objectives.
The college also regularly collects and analyzes data on such mission-specific indicators as 1) positive community and college interaction, 2) education in support of noncredit activities and 3) number of community members served through community education offerings. These measures are analyzed at department, division and institution levels and used to guide strategic planning and unit goal setting processes.

2R1: Results in Accomplishing Other Distinctive Objectives
As discussed in Section 2P5, multiple measures are used to reflect results in accomplishing the college’s other distinctive objectives. With respect to community education, the results below highlight the following: 1) WCC’s dual-credit/enrollment offerings; 2) WCC’s 2006 Summer High School Program (SHSP); and 3) number of district constituents served by WCC Community Education offerings. With respect to workforce development offerings, results below highlight the following: 1) number served through WCC’s career services; 2) number served through WCC’s Driver Safety programs; 3) number of Continuing Professional Development Units and Continuing Education Units awarded by WCC; and 4) number served through continuing and professional education offerings.

First, with respect to Community Education, the college served 1,123 students who during FY2007 enrolled in one or more of the college’s 277 dual credit/enrollment courses. Forty-nine dual credit/enrollment courses, which enrolled a total of 685 students, were offered at WCC’s secondary school sites. One-hundred and thirty-eight dual credit/enrollment classes were offered on the college’s campuses. Committed to providing learning opportunities that meet student needs in terms of time, place, pace, structure, technology and method of delivery, the college also offered five distance learning and 27 Internet dual credit/enrollment courses. Additionally, in an effort to initiate new partnerships, the college made 16 presentations to discuss dual credit processes and procedures, including P-16 grant opportunities, to counselors at six area high schools.

Second, with respect to Community Education, WCC partners each summer with district high schools in the Summer High School Program which allows district high school students to attend classes at the Sugar Grove, Aurora and Copley Campuses in June and July. Approximately 1,500 Summer High School Program registrations were received in summer 2006, an increase of 9.8% from the previous year. Ninety-seven percent of participating students received passing grades in offered courses ranging from American Government to Health to Astronomy.

Third, with respect to Community Education, WCC’s Community Education offerings serve the lifelong learning needs of the college’s district constituents.

<table>
<thead>
<tr>
<th>Workforce Development</th>
<th>Community Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of businesses provided with technical assistance.</td>
<td>• Number of students served through dual enrollment courses.</td>
</tr>
<tr>
<td>• Number of individuals receiving customized training through college Business and Industry Centers.</td>
<td>• Number of students served through the P-16 Grant.</td>
</tr>
<tr>
<td>• Number of businesses attracted or retained through college Business and Industry Centers.</td>
<td>• Total number of Business and Industry Center courses/workshops conducted.</td>
</tr>
</tbody>
</table>
First, with respect to Workforce Development, WCC’s career service offerings include walk-in job search and resume writing assistance, internship coordination and job fair administration. The table entitled Number Served Through Career Services Offerings details the total number of students and district constituents served by each of the aforementioned offerings.

Second, with respect to Workforce Development, the table entitled Number Served Through Driver Safety illustrates the total number of district constituents served by driver safety offerings.

Third, with respect to Workforce Development, WCC strives to meet the demands of local business clients and teachers through the provision of Continuing Professional Development Units (CPDUs) and Continuing Education Units (CEUs). Fluctuations in CPDUs and CEUs awarded is representative of changes in business needs.

Fourth, Workforce Development served through continuing and professional education open enrollment offerings 3,215 and 3,029 individuals in FY2005 and FY2006, respectively. For FY2007, Workforce Development responded to stakeholders needs by adding Spanish courses and Truck Driver Training courses offered at night.

2R2: Results Compared
WCC’s systematic, process-driven approach to helping learners of all ages learn yields learning options, environments and support systems which demonstrate the college’s leadership among Illinois community colleges. Measures used to assess Workforce Development offerings include...
the following: 1) number of businesses served; 2) number of individuals receiving customized training; and 3) number of courses/workshops provided through the college’s business services and Small Business Development Center. Measures used to assess Community Education offerings include: number of students served through dual enrollment courses and number of students served through Illinois’ P-16 grant initiative.

First, WCC is competitive with other Illinois community colleges in serving businesses through its workforce development offerings.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>64</td>
<td>79</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>ICC Median</td>
<td>64</td>
<td>66</td>
<td>81</td>
<td>66</td>
</tr>
</tbody>
</table>

**Number of Businesses Served**

Second, WCC serves as a leader among Illinois community colleges in the number of individuals to whom the college has provided customized training. Decreased numbers in FY2006 reflect changes in reporting requirements that exclude grant offerings.

<table>
<thead>
<tr>
<th></th>
<th>FY2004</th>
<th>FY2005</th>
<th>FY2006</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>2,711</td>
<td>3,335</td>
<td>1,674</td>
<td></td>
</tr>
<tr>
<td>ICC Average</td>
<td>1,874</td>
<td>2,052</td>
<td>Not provided</td>
<td></td>
</tr>
</tbody>
</table>

**Individuals Served by Customized Training**

Third, WCC has served as a leader among Illinois community colleges in the number of courses the college provides through its business services and Small Business Development Center. In FY2007, Small Business Development Center counseled 249 clients who were seeking assistance in business start-up or expansion. During FY2006 and FY2007, Small Business Development Center assisted with a total of eight business start-ups.

Fourth, WCC currently has 23 dual enrollment agreements with its local high schools. The college serves more students through dual enrollment courses than the state median.

<table>
<thead>
<tr>
<th></th>
<th>FY2004</th>
<th>FY2005</th>
<th>FY2006</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>404</td>
<td>807</td>
<td>799</td>
<td>670</td>
</tr>
<tr>
<td>ICC Median</td>
<td>305</td>
<td>459</td>
<td>524</td>
<td>471</td>
</tr>
</tbody>
</table>

**Students Served Through Dual Enrollment Courses**

Fifth, Illinois’ P-16 Initiative Grant supports community colleges in their efforts to strengthen student preparation within the P-16 spectrum. WCC serves more students through this initiative than the Illinois community college median.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>318</td>
<td>379</td>
<td>279</td>
<td>325</td>
</tr>
<tr>
<td>ICC Median</td>
<td>200</td>
<td>240</td>
<td>244</td>
<td>264</td>
</tr>
</tbody>
</table>

**Number of Student Served Through P-16 Initiative Grant**

**2R3: Results Strengthening Institution and Relationships**

WCC’s other distinctive objectives advance the college’s relationship with its district, provides skills to the local workforce and businesses, and provides continuous access to lifelong learning. A 2007 Economic Impact Study of Illinois Community Colleges performed by Northern Illinois
University’s Center for Governmental Studies highlights WCC’s results in accomplishing other distinctive objectives. The study affirms WCC’s efforts and found the following:

- Nearly nine out of ten area employers (86.2%) hired a WCC student at some point over the past ten years.
- Nearly four out of ten area workers (36.4%) participated in credit courses during the past 10 years.
- There was a 292% increase in students who completed a WCC program from 1996 to 2006.
- On average, all WCC students who completed their education in FY05 and worked year-round saw a 39.0% increase in earnings over their pre-enrollment wages.

2I1: Improving Processes and Systems
WCC employs an integrated approach to improving processes and systems. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the college’s ability to improve processes and systems for accomplishing other distinctive objectives. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3.

2I2: Setting Targets for Improvement
WCC employs an integrated approach to the creation of targets and priorities. The college’s quality WCC’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for accomplishing other distinct objectives. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3. Communication of targets and priorities is discussed in Section 5P5. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5C1. WCC’s Organizational Effectiveness Model is discussed in Section 7C2. Specific improvement priorities addressing WCC’s distinctive objectives include the college’s Dunham Early College and Upward Bound programs.

First, improvement priorities addressing the college’s ability to meet district’s workforce development demands are highlighted in WCC’s 2020 College Master Plan (See Institutional Overview Section 05). This plan has positioned the college to not only keep pace with district growth and needs, but also to provide innovative, state-of-the-art facilities and programs to support the development of an increasingly competitive district workforce.

Second, improvement priorities addressing the college’s ability to support its district high schools in accommodating the college’s growing district population and college readiness are evidenced in the college’s recent receipt of significant grants to fund new programming. With respect to the first grant, the college received a one million dollar grant award from the Dunham Fund for a landmark program supporting the successful transition to college of under-served, under-prepared and under-resourced district high school students. The grant, the first grant awarded from the Dunham Fund, is funding the Dunham Early College Program which serves fifty junior and senior students from East and West Aurora High Schools. As a result of this innovative program, the participants will be able to graduate from high school with up to one year of college credit. The program opened in August 2007. With respect to the second grant, the college received almost $250,000 in funding from the U.S. Department of Education for the college’s first Upward Bound program. This award, renewable for an additional three years, will serve the needs of fifty low-income, first-generation 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. This program began September 2007.