Washtenaw
Community College

A Guide to
Washtenaw Community College's
Self-Study Report 2009

*Key Points in the Self-Study Report and
What to Expect during the Higher Learning
Commission Visit October 12-14, 2009*

Introduction

Washtenaw Community College has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA) since 1973. Accreditation by the HLC is done through a voluntary, peer review process that provides a framework for institutions to evaluate their mission, processes, and procedures in light of certain criteria. The goal of the accreditation process is to promote self-evaluation and institutional improvement. The HLC accredits all aspects of institutions, including academic programs, support services, finances, human and physical resources, and administration.

Why Accreditation?

In the United States, there are six regional peer-professional, non-governmental groups that oversee accreditation. The HLC accredits institutions throughout the midwest, as well as parts of the southwest. Accreditation is important because it assures the public that WCC's programs are high quality, that the college operates with integrity, and that the college has qualified faculty and other resources to provide excellent educational offerings. Accreditation also enables WCC's students to obtain financial aid and veteran's benefits, and allows the college to receive federal grant funding.

The Self-Study

About every ten years, the college must undergo a two-year process of self-study to maintain accreditation. The self-study process demonstrates how WCC meets the *Five Criteria for Accreditation* established by the HLC. These criteria and their core components, outlined below, are meant to be used to evaluate all areas of the college, and to determine strengths, areas for improvement, and future focus areas for WCC. The self-study process, overseen by WCC's Self-Study Steering Committee, included interpreting the criteria as they relate specifically to WCC, gathering data to verify whether we are meeting those criteria, and formulating "evaluative statements" that answer the questions: "how are we doing?" and "where are we going?" In addition to showing that WCC meets HLC criteria, the college must also demonstrate that it is future-oriented, learning-focused, connected, and distinctive.

The final product of this process is the Self-Study Report (available at http://nca.wccnet.edu/), which analyzes and

documents how well WCC is meeting the HLC criteria and core components. For each core component, the report lists strengths, areas of improvement, and possible areas for future focus. Many of these are highlighted below; we encourage you to read the full list of these areas for each core component in the Self-Study Report. They were developed in an effort to show that we have reflected on what makes WCC distinctive, what we do well, and what we need to do to ensure we can successfully meet our mission in years to come.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The first criterion sets the tone for the self-study and focuses on mission. To meet this criterion, we demonstrate that WCC's processes, organizational structure, and priorities are guided by the mission. We also show that the mission is clearly understood and supported by faculty and staff, the mission includes diversity, and that WCC acts with integrity.

Core Component 1a:
The organization's mission documents are clear and articulate publicly the organization's commitments.

Core Component 1b:
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Core Component 1c:
Understanding of and support for the mission pervade the organization.

Core Component 1d:
The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Strengths

- The mission, values, and vision at Washtenaw Community College are clear and well-articulated, and are understood by faculty, administration, and staff. The mission, values, and vision of the college are well documented and clearly presented in college publications.

- Diversity and support for diversity across the college is a fundamental part of WCC's mission. The college has well-articulated policies and procedures supporting diversity in the workplace.

- Employees across the college express great support for the mission and feel they are a part of fulfilling it. Planning processes are responsive to student and community needs and are guided by mission.

- In its stated values, the college dictates that it is a priority to "plan and work together with respect, trust, and honesty within the college and within the communities we serve." WCC complies with all federal and state laws and maintains internal processes and procedures that demonstrate integrity in its daily actions and interactions with its constituencies, both on and off campus.

Areas For Improvement

- While mission documents can be found in multiple publications across campus and on the college website, more ongoing exposure to information on the mission would raise awareness of the college's purposes and commitments.

- It is clear from the mission survey comments and mission presentation notes that WCC employees are very proud of their institution but may sometimes maintain impressions that may not accurately reflect current realities. For example, as an institution, WCC has never moved from its commitment to open-door admissions; not all employees

are aware that open-door admissions does not necessarily imply open-door access to all courses.

- A significant number of employees responded that they were not familiar with the mission statement when surveyed. A higher level of familiarity with the mission statement should be a goal for the college.

- Because 35% of college employees responded "don't know" concerning whether the Board of Trustees operates in a consistent and ethical manner, the college needs to educate faculty and staff better on the work and functions of the Board.

Future Focus

- Through focus group meetings and campus surveys, it is clear that there is great interest in, commitment to, and overall satisfaction with WCC's mission on the part of faculty and staff. While most on campus found the mission documents to be clearly articulated, certain issues may need clarification.

- While there are adequate prospects for faculty and staff involvement at several levels, there are fewer opportunities for student involvement in governance. The college may wish to make the effort to approach the student leadership group to encourage and support the development of a more formalized student government.

- The college may wish to seek methods to create heightened awareness of Board activities, the related documents, and their importance.

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The second criterion focuses on our ability to be successful in meeting our mission in the future. This includes having thoughtful planning processes in place and ensuring that adequate resources (finances, facilities, and personnel) are available now and in the future. It also means evaluating our ability to be effective, and making sure planning for the future is based on our mission.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Core Component 2b:

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core Component 2c:

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Core Component 2d:

The organization carefully aligns all levels of planning with its mission, thereby enhancing its capacity to fulfill that mission.

Strengths

- The college has demonstrated that it is committed to innovation in its programming.

- The college has a dedicated Institutional Research department staffed by professional researchers who serve a primary function in gathering and analyzing data. This supports decision making at multiple levels.

- Planning processes are flexible and provide divisions and departments with autonomy so that they can be responsive to the needs of the students and employers or other constituents they serve.

- The college is extremely well supported by taxpayer dol-

lars, even during economic downturns, and benefits from strong community support.

- The college benefits from a strong Information Technologies Services area which engages in detailed planning.

- Multi-faceted, long-range facilities planning exists to bring outdated buildings up-to-date, with a forward-thinking commitment to green, environmentally-friendly construction.

- The college offers excellent compensation, professional development, and support for its highly qualified faculty and staff.

- The college has multiple methods of assessing and evaluating its effectiveness in fulfilling its mission.

- College faculty and staff are fully supportive of WCC's mission, according to the *Faculty and Staff 2008 Survey*.

- As part of its planning processes, the college continues to strive to meet its mission of increasing access to programs and services. This is evidenced, for example, by the expanding numbers of courses offered via College on Demand, blended delivery, and weekend programming.

Areas For Improvement

- While the current process for academic program development includes a needs assessment, the college may wish to consider additional, systematic methods of environmental scanning.

- Feedback from faculty and staff indicates that some employees do not feel adequately involved in their area's planning processes. This indicates an area for improvement may be increased communication.

- Like many institutions, the college utilizes a large number of part-time faculty to teach its courses. The college is already taking steps to improve the engagement of part-time faculty in the life of the college with expanded professional development and orientation opportunities for part-time faculty, but this effort needs to be continued and extended.

- Historically, program review has not been a strong focus at WCC. The recent integration of the review process into operational curriculum and assessment review processes should improve program review across the college.

- The college will need to explore ways to continue to be successful in the face of current economic challenges in the state of Michigan and within the local community.

- Over 30% of respondents on the *Faculty and Staff 2008 Survey* disagree that they understand planning processes at WCC. Improved communication may help employees feel more informed and involved in the planning process.

Future Focus

- The college will seek to investigate ways to further integrate all levels of planning in all areas in such a way that flexibility is not compromised, but systems are more clarified.

- The college will continue to seek to keep tuition increases to a minimum while maintaining quality of instruction.

- The college should continue with its current policy of fiscal austerity. There have been few budget increases since 2003.

- The college shall continue to seek ways to reduce non-personnel expenditures; for example, WCC recently signed a contract with Konica Minolta to provide high quality copy and print services at an estimated savings of $20,000 a month over the previous contract.

- The college will continue to provide its constituencies with a safe and pleasant campus environment while finding ways to keep maintenance and operating costs aligned with revenue, and striving to maintain high environmental standards across campus.

- As it has done with student outcomes assessment, the college should continue to consider ways to promote systematic program review to ensure quality and currency of academic programs across the curriculum.

- The college will seek to maintain its focus on mission-driven planning while remaining responsive to the needs of the local community during economically challenging times.

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The third criterion focuses on the heart of WCC's mission: teaching and learning. This includes having student learning outcomes and good assessment practices, providing support to faculty to help them in their teaching, and offering support and flexible learning options to students to help them learn.

Core Component 3a:
The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Core Component 3b:
The organization values and supports effective teaching.

Core Component 3c:
The organization creates effective learning environments.

Core Component 3d:
The organization's learning resources support student learning and effective teaching.

Strengths

- The college has a long commitment to supporting faculty-driven assessment processes through budget allocation, release time for faculty per letter of agreement, and dedicated administrative staff and offices.

- The initiative begun in 2005 to completely revise student learning outcomes in courses and programs to make them

measurable and ensure they were being appropriately assessed has led to 68% of courses and 92% of programs currently being brought up to date.

- A more clearly defined process has made assessment at WCC more efficient as well as more effective. Improvements in the feedback loop have engaged greater numbers of faculty than ever in the assessment process, with faculty survey results showing that more faculty feel there is a culture of assessment on campus.

- The college's professional development program has grown substantially since the last comprehensive visit, inspired by the faculty-led Faculty Professional Development Committee.

- A wide variety of environments and support services foster student learning at WCC. Substantial growth in student activities and development in the last ten years demonstrates a commitment to co-curricular and extra-curricular support for student learning, while a recent emphasis on extended orientation and a focus on the first-year experience exemplifies the college's desire to assist students in achieving success from their first days on campus.

- WCC's commitment to promoting accessibility to students can be seen in the institutional goal of flexible scheduling and increased online, blended, and weekend offerings that allow students to learn at their convenience.

- Special needs and developmental students are supported by multiple services to meet academic and other needs.

- The library provides the most up-to-date resources and is dedicated to educating its users in information literacy.

- Curricular areas are well provided with learning resources that make effective teaching and learning possible, and are supported with dedicated instructional budgetary allocations.

Areas For Improvement

- A number of program areas lag behind in implementing

assessments and collecting data. The college must complete the task of developing measurable learning outcomes and implementing effective assessment plans.

- Assessment in the general education areas is inconsistent across the eight strands, as some have proven more difficult to assess because of their more interdisciplinary nature.

- There is lack of involvement from part-time faculty in the assessment process.

- The college must continue to seek ways to motivate faculty and address the continuing perception by some faculty that assessment will not significantly add value to teaching and learning within classrooms at WCC.

- The college should consider improved, more systematic methods for recognizing faculty achievements.

- While overall expenditures have increased over the last ten years, contractual funding for individual faculty conference attendance has not increased.

- While the development of COD and blended courses is growing and technical and training support for utilizing instructional technology is strong, more faculty might benefit from using such tools in their current courses or consider participating in developing COD or blended sections.

- Institutional access for students with disabilities needs to be expanded to all areas, and faculty need further training in their responsibilities in providing accommodations.

Future Focus

- Following the overhaul of outcomes and assessment plans across the curriculum, the college looks forward to advancing its assessment activities.

- The college will continue to focus on supporting professional development for faculty through the guidance of the Faculty Professional Development Committee.

- The college should continue careful expansion of its FlexEd curriculum.

- To increase faculty use of instructional technology and participation in COD and blended courses, the college is currently considering ways to facilitate the COD course preparation and revision process.

- The college shall seek ways to continue to support services that uphold student learning (such as the library) by ensuring that appropriate staffing and other resources are in place to promote their continued success.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The fourth criterion focuses on demonstrating WCC's commitment to promoting a life of learning for students, faculty, and staff. This includes professional development, student activities, co-curricular activities, community service, and curricular and extra-curricular offerings, such as general education and study abroad opportunities. We also verify that knowledge is used properly at the college.

Core Component 4a:
The organization demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component 4b:
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Strengths

- The college supports and provides professional development for its faculty and staff, who indicate high levels of satisfaction with such activities.

- The college's general education program includes a broad range of skills and knowledge required for success in future work, life, and learning.

- The college has an excellent record of developing new programs that meet the needs of the changing workplace and new technologies. In addition, WCC's laddering of certificates through associate's degrees encourages students to pursue continued learning.

- A diversity of co-curricular activities is provided by faculty through courses and programs, through Student Activities, and through other offices such as the Employment Services Center.

- The college offers a wide variety of courses to meet general education requirements that provide students with different perspectives on global issues and diversity.

- The college's expansion of study abroad offerings over the last decade has provided new opportunities to students and faculty to gain broader vision and ideas to bring to campus.

- WCC has clearly defined policies related to the responsible use of information and knowledge, computer usage, and student rights and responsibilities.

- Students have opportunities to learn responsible research techniques through the library's research classes and through information on evaluation of web resources.

Areas For Improvement

- Follow-up reporting or feedback is not consistently required following professional developmental activities.

- The college needs to better assess students' technological abilities at entry.

- While the college recognizes students, faculty and staff through mention in the Board of Trustee minutes and in various college publications, there exists no formal mechanism for recognition of achievements.

- A stronger linkage between academic and co-curricular activities (which is an institutional goal for 2008-09) would increase the impact and participation in such activities across the campus.

- While there is a large number of courses available as part of the general education program that provide knowledge and skills relating to global awareness and diversity, WCC does not have its own specific curricular requirement regarding these issues.

- While students are successful in meeting the computer and information literacy outcomes, the currency of the outcomes has not been evaluated in some time.

- While there are many initiatives and policies that provide guidance in this area, WCC does not have a systematic process for ensuring responsible use of knowledge on the part of faculty, staff, and students.

- The college lacks a centralized system to track repeat offenders in the area of academic dishonesty, although some divisions do maintain their own records.

Future Focus

- The college may consider more systematic ways to track and follow up on employee professional developmental activities.

- The college may wish to seek additional, more formal ways to show recognition for students, faculty, and staff for their accomplishments and achievements.

- The college should carefully consider emerging technological challenges as innovations in teaching and learning evolve. The college has already embarked on a detailed examination of the current computer literacy requirement for general education, and in the next year will determine how to redesign this requirement.

- WCC should continue to evaluate the effectiveness of the general education model and outcomes. The college should continue to investigate adjusting the computer and information literacy requirement to best meet the learning outcomes for this area.

- The college should continue to expand the link between instructional and co-curricular activities and seek innovative ways to increase and track student participation in such activities.

- The college may wish to consider evaluating whether it would be appropriate to incorporate globalization or diversity into its general education language.

- The college may wish to seek additional methods for providing students and faculty with options for learning and teaching about responsible research methods.

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The fifth criterion focuses on WCC's commitment to serving the many audiences that rely on the college for service: credit and non-credit students, the community, K-12 institutions, transfer institutions, business and industry, and partners such as the United Association, to name a few. WCC engages with these groups as part of its mission, and plans programs according to their changing needs. Our constituencies have responded by telling us that the college is a valued asset to the community.

Core Component 5a:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Core Component 5b:

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Core Component 5d:

Internal and external constituencies value the services the organization provides.

Strengths

- The college benefits from broad participation in advisory committees, which draw on over two hundred local and regional professionals, educators, and community members.

- The college employs a number of formal and informal methods of assessing needs and demands in the community. The clear support of the local taxpayers, evidenced by the passage of thirteen of fifteen millage renewals and increases, reveals that the college is meeting its goal of responding to the needs of the community.

- Faculty and staff at the college are actively engaged in service and volunteer activities both within and beyond the college.

- The college is able to respond quickly to the changing needs of business and industry. For example, WCC has been able to meet the retraining needs of auto workers as codes have changed, plants have closed, and employees displaced.

- The college has demonstrated that it has the capacity to work collaboratively in meeting the needs of targeted constituencies such as the United Association.

- The responsiveness and flexibility designed into the non-

credit area, along with a comparatively streamlined credit development process, helps to assure that WCC can fulfill its commitments to the community in a timely manner.

- The WCC Foundation responds to the needs of students and the community by providing funding for scholarships and programs across the college.

- Feedback for students, faculty, staff, and the community demonstrates that the college is respected and valued for the services it provides. Surveying of community leaders indicates a high level of respect and appreciation for the college's role in the community, with leaders surveyed almost unanimously agreeing with the statement that "WCC is a valuable asset to the community."

Areas For Improvement

- The college does not utilize a formal method of environmental scanning to evaluate trends or needs in the community or marketplace. While data is widely available through the college intranet, it is not consistently used by all areas of the college.

- The college should continue to focus on improving its relationship with alumni and drawing value from this community asset.

- A more collaborative process between the credit and non-credit areas might create further opportunities for students.

- The college should consider offering additional formal opportunities for community feedback.

- Survey feedback of community leaders revealed a lack of awareness of some of the college's key activities.

Future Focus

- WCC should continue to seek systematic and consistent methods to identify trends to ensure that the college is able to meet the expectations of the local workforce and community at large as their needs evolve.

- As the economy continues to decline in the area and the automotive industry in particular continues to struggle, the college will need to remain alert to the retraining and education needs of laid-off workers.

- WCC will continue its relationships and partnerships with local K-12 and higher education institutions, local business and industry, and the community at large.

- To further increase awareness of WCC's activities in the community and maintain connectedness with community leaders, the college might consider more periodic surveying or other methods of exchanging feedback with local leaders from the community, as well as providing information on lesser-known programs and services.

About the HLC Accreditation Visit

The self-study process culminates in the completion of the Self-Study Report and the visit to WCC by a team of HLC peer reviewers. **The visit, scheduled for October 12—14, 2009, is a time when all college leaders should be present and available.**

What to Expect During the Visit

Appointed by the HLC in consultation with WCC, the HLC team is comprised of eight faculty and administrators from other NCA member institutions of higher education. Team members represent various aspects of college operations and have different areas of expertise.

The HLC Consultant Team

Dr. Sally L. Winship (Team Chair)
Vice President of Workforce, Community, and Economic Growth
Johnson County Community College
(Overland Park, Kansas)

Mr. Rollah A. Aston
Director, Learning Resource Center
Eastern New Mexico University-Roswell
(Roswell, New Mexico)

Dr. Lois A Bollman
Vice President of Strategy, Planning and Accountability
Minneapolis Community and Technical College
(Minneapolis, Minnesota)

Dr. Marian Gibney
Faculty
Maricopa Community Colleges-Phoenix College
(Phoenix, Arizona)

Dr. Diane Ostojic
Vice President of Academic Services
South Suburban College of Cook County
(South Holland, Illinois)

Dr. Karen E. Rafinski
President
Clark State Community College
(Springfield, Ohio)

Ms. Patricia M. Smith
English Faculty
Metropolitan Community College
(Omaha, Nebraska)

Dr. Peter Andrew Wielinski
Dean of Students
Lake Superior College
(Duluth, Minnesota)

Team members will wish to have conversations with representative members from areas across WCC: faculty, administrators, staff, and students. Some of these conversations will occur in small group or individual meetings, while others will be open forum events at which all are welcome, including open meetings specifically for faculty and students.

Faculty who are in leadership positions or are involved in major committees (e.g. the Curriculum Committee, Assessment Committee, and the Faculty Professional Development Committee), should expect to be part of meetings with team members during the visit. College leaders such as vice presidents, deans, department chairs, directors, and union leaders should also plan on having some direct involvement with the site visit. The team is on campus to verify that WCC does, indeed, meet the Five Criteria for Accreditation outlined above. They will have access to both an electronic resource room and a physical resource room to ensure that any information they require is readily available. Keep in mind that the goal of the team is both to evaluate the college and provide consultative advice; their job is not just to determine whether we meet HLC criteria, but also to provide feedback for continual improvement. To that end, all faculty and staff are asked to be available as needed to answer questions, provide information, and/or speak with HLC team members if requested.

At the end of their visit, team members will summarize their findings in a preliminary report, including their recommendation regarding accreditation. This will be shared with President Whitworth on the last day of the visit. The team reviewers will later create a final report to be submitted to the Higher Learning Commission. It is the Commission that makes the final determination regarding reaccreditation.

Questions that Might be Asked by HLC Consultant-Evaluators

The HLC team members will observe operations and ask questions to better understand WCC while they are on campus. Questions will usually be rooted in the five criteria. The best preparation for the visit is to become familiar with the criteria and the strengths, areas for improvement, and future focus areas described above and in the Self-Study Report. Below are examples of the types of questions that might be asked:

Examples of General Questions

- Do you know the mission of the college? Do you have a copy of the mission or know where to find it? To what extent are college operations and commitments guided by the mission?

- How do you measure success for your area? How do you know your area is achieving its goals?

- How does your job impact students and/or student learning?

- How are you involved with WCC's planning processes?

- Where can you find information on particular policies or procedures at WCC?

- Do you feel diversity (of race, gender, beliefs, learning styles) is respected at WCC? How does the college support diversity?

- What do you see as the strengths and opportunities for improvement for the college (or for your specific area)?

- What do you think makes WCC distinctive?

- What are some examples of how WCC connects and engages with the community? With students?

- What opportunities do you have for professional development?

- How is communication on campus? How could it be improved?

- How does WCC promote ethical conduct for faculty, staff, and students?

- How does WCC use its resources (technology, human resources, facilities) to improve teaching and learning?

- What are the biggest challenges you think WCC will face in the next decade?

Examples of Questions for Faculty

- How are student learning outcomes for courses/programs determined? Who is responsible for assessing them and how is that information used? What is your role in the assessment process?

- What changes have you/your department made as a result of assessment of student learning?

- How does planning in your department tie into institutional planning? How are you involved in the planning process?

- What technologies to you use in teaching and how have they improved student learning? How could it be made better?

- Do you feel students receive an adequate breadth of knowledge/general education at WCC?

- How well do you think WCC prepares students for work and life in a technological society? A global/diverse society? How could this be improved?

- How well do you feel the college supports and values effective teaching? What does WCC do to support your development as faculty?

- How do you feel various learning environments at WCC (e.g. physical spaces, extension or off-campus sites, College on Demand online/blended courses) improve student learning? How involved are you in ensuring their quality?

- Do you feel WCC students are engaged with their community through their experiences here? In what ways do you promote student engagement in your courses/programs?

Examples of Questions for Staff

- What technologies do you use in your job? How do they improve service in your area and/or help improve student learning?

- Do you know where to locate employee policies and procedures, such as sick leave, benefit information, etc.?

- How do the services you provide help meet the needs of students? What changes have been made to enhance service in your area?

- How does your job support the mission of the college?

- How do you feel about the campus environment and working conditions? What, if anything, could be improved?

- How does your job help you engage with the community or other groups served by WCC?

- How does planning in your area tie into institutional planning? Are you involved in the planning process, and if so, how?

- Do you have adequate opportunities to express concerns or make suggestions for improvements?

- Do you feel the college adequately values you and the services you provide? Why or why not?

If you have any questions about WCC's Self-Study Report, the upcoming visit, or accreditation, please feel free to contact any members of the Self-Study Steering Committee.

Self-Study Steering Committee

Self-Study Coordinator	Bill Abernethy
Criterion One	Linda Blakey
	Jim Egan
Criterion Two	Fiona Gray
	Steven Hardy
	Roger Mourad
Criterion Three	Marty Showalter
	Lisa Veasey
Criterion Four	Jennifer Baker
	Rosemary Wilson
Criterion Five	Cathie Dries (retired)
	Joy Garrett
	Pat Taylor
Lead Writer	Julie Morrison

Washtenaw Community College

Mission Statement

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

- We provide a caring, open-door teaching and learning environment.

- We provide excellent teaching, counseling, and support services.

- We reach out to people who have limited income or other barriers to success.

- We enable people to progress in their academic and career pursuits.

- We work in partnership with the communities we serve.