WORKING THE PLAN
2007-11 Strategic Plan

Thrust A – Student access, readiness and success
Thrust B – Partnerships for economic, workforce development and community safety programs
Thrust C – Institutional effectiveness
Thrust D – Resources for growth and strategic plan success
Thrust E – Encourage programming that values and promotes civility, diversity, personal and cultural awareness
Thrust F – Develop and expand continuing education programming to promote lifelong learning

MISSION
WCCC improves the quality of life of everyone we touch through education, training and cultural enrichment.

VISION
WCCC is a learning-centered college focused on student success, a catalyst for economic growth, a leader in workforce development, and a hub for cultural and artistic experiences.

VALUES
WCCC has a framework of cultures and values that embraces:
  - Commitment to Teaching and Learning
  - Accountability
  - Diversity
  - Collaboration and Cooperation
  - Social Responsibility
  - Integrity
  - Innovation

WCCC is an affirmative action, equal opportunity college.
Westmoreland County Community College is pleased to present to you our 2008 Report to the Community. We titled this report, “Working the Plan,” which outlines our major tactics and initiatives supporting the six thrusts of our 2007-11 Strategic Plan. We are excited and proud of our work to date and it is a pleasure to share our progress with you.

Much has occurred at the college during the past year. We continue to devote significant attention to student success through our Achieving the Dream and Title III efforts. We are beginning to observe increases in student retention and believe these gains will increase as we continue to roll out our new retention strategies. This is perhaps our most gratifying work.

Workforce development is an ongoing high priority area for the college as we seek to assist individuals along educational pathways to increase their knowledge and skills to match our changing economy and the workforce needs of our county and region. Almost 63 percent of our student body is enrolled in certificate, diploma and associate degree programs that coincide with the work opportunities available and 85 percent of those graduates work in Westmoreland and surrounding counties. In the noncredit area, significant developments with major companies in our immediate area during the past year have led to several customized job training programs for their employees.

As part of our strategic plan, we are focusing on the effectiveness of our work and we have developed several methods to measure our effectiveness through both quantitative and qualitative data. This will be an ongoing effort and as measures are defined and analyzed we will be posting our results on our web page. All citizens of Westmoreland County will have access to this data so they can measure the effectiveness of their community college.

The college continues to capture efficiencies through energy enhancements throughout our physical plant and several of those initiatives are described in this report. As most of you know, the college constantly seeks external resources to support our work. Private giving to the college in 2008 exceeded $5 million dollars and we were successful in securing a $2 million dollar Title III grant from the federal government. We remain humbled by the support of our friends in the community and our Foundation partners.

With an ever-increasing student population, our fastest growing demographic is traditional-age students matriculating to us from our feeder high schools. In fact, the percentage of students coming from these 17 Westmoreland County high schools doubled from fall 2007 to fall 2008. As this is part of a three-year trend of increased traditional-aged, full-time student enrollment, we continue to develop programs to enhance the educational experience of these students. These efforts include new sports teams, a leadership society, campus speaker series and a new theater group. WCCC is buzzing with activity both within and outside of the classroom.

New initiatives are also occurring in continuing education and we hope to soon launch a program specifically targeted for the retiring baby boomer generation. As more and more Westmoreland citizens move into this demographic, we want to be prepared to offer courses and services for those who want to learn new career skills or enhance their leisure life.

These are both exciting and challenging times. It is our goal to position WCCC to be the provider of choice in credit and noncredit instruction, workforce development and economic stimulus for Westmoreland County. Our ongoing partnership with you enhances our work and, in turn, you become members of our college community. We are indebted to all of you.

Dr. Steven C. Ender
President
Westmoreland County Community College
STUDENT ACCESS, READINESS AND SUCCESS
The college will promote college readiness, provide programs and services to enhance access to higher education and assist all students to achieve their educational and career goals.

ACHIEVING THE DREAM

Westmoreland County Community College is working to help underprepared college students at risk of dropping out of school by identifying and remediating the achievement gaps that prevent them from graduating. Nearly three years ago, WCCC was selected to participate in the multi-year national initiative Achieving the Dream: Community Colleges Count, funded by a $50,000 yearly grant from the Lumina Foundation and the Heinz Endowments. The initiative aims to help students, particularly low-income and students of color who experience greater hurdles, to be successful, whether that's earning degrees, diplomas or certificates, or transferring to senior institutions to pursue bachelor's degrees.

Because the initiative is entirely research-based, college faculty and administrators spent the first year gathering data on WCCC students, including their scores on placement tests that measure their preparedness for college-level work; their performance in “gatekeeper” courses which are the seven most highly enrolled courses that are required for the majority of WCCC's programs; and their persistence to the next semester.

Some key findings indicated that approximately 80 percent of WCCC students test into at least one developmental (remedial) course in reading, English, and math, but not all of them take those classes in their first semester of attendance. The college data also show that 57 percent of the students who tested into but do not take developmental courses will not complete their first year.

Following the data analysis, the college established three goals for its Achieving the Dream work:

- Design and implement a comprehensive, integrated developmental education program
- Design and implement a comprehensive orientation and transition to college intake process for all first-time students that encompass a series of mandatory activities
- Design and implement processes and interventions to enhance achievement of learning outcomes in the seven most highly enrolled gatekeeper courses.

During the second year, eight teams of faculty and staff met to further analyze the data and develop intervention strategies designed to help bridge success gaps for students. The strategies were piloted for the first time during the fall 2008 semester.

Last fall, WCCC developed and offered three different college success courses. “Strategies for Academic Success” informs students what they need to do to be successful in college. “Introduction to Higher Education” guides students through the process of transferring to a four-year college or university to pursue a bachelor’s degree. And, “Career Exploration” helps students recognize their interests, abilities and other factors so they can make realistic decisions when choosing an academic major and career.

The college also offered supplemental instruction for some Microcomputer Concepts classes that provide an additional hour each week for review of the material.
Additionally, the faculty who teach developmental courses and the gatekeeper courses, which include College Writing, Microcomputer Concepts and Intermediate Algebra, are developing common course objectives, learning outcomes and exit exams. This will ensure that students are being taught the same material across all sections of a course and test scores on the exit exams will indicate if they have learned the course material.

“Achieving the Dream has brought the faculty together more to interact and communicate,” said Melissa Rugh, instructor of reading and education.

As the college moves forward with its Achieving the Dream work, data collection and analysis will continue to determine if the measures were successful in helping students learn and persist through the completion of their degrees.

To continue to receive Achieving the Dream funds through the duration of the five-year grant, WCCC is required to submit a report of progress to an external agency for evaluation. The 2008 external evaluation revealed many positive results.

External evaluators of WCCC’s 2008 report commended the college on “the commitment shown by the president, administrators, faculty and staff to student success and closing achievement gaps.”

This level of commitment was borne out in a survey of those community colleges which joined the Achieving the Dream initiative at the same time as WCCC. The report also showed that 60 percent of WCCC faculty are members of one of the Achieving the Dream strategy teams and 63 percent are involved in implementing one of the college’s strategies or projects. These totals are triple the percentages of faculty participation at other Achieving the Dream colleges.

“Without Achieving the Dream, developmental education faculty and general education faculty wouldn’t be working together and we wouldn’t have been concerned about appropriate sequencing of courses,” said Darlene Pabis, assistant professor of reading and study skills and a member of the college’s Core Team for the initiative.

Participation in the Achieving the Dream initiative has impacted the college in other positive ways.

An institutional research and data services office was created and additional staff members hired, which increased the capacity for data collection and analysis. And, in conjunction with the college’s 2007-11 strategic plan, data are now used in decision making across all college departments.

“One of the most important outcomes of Achieving the Dream is that student success is now embraced as a top priority by the college community,” said WCCC President Steven C. Ender.

“By reaching out to students when they first arrive at WCCC and inviting them to start their leadership development, we are seeing an increase in student involvement and success as they take on leadership roles in other WCCC clubs and organizations,” said Kelly Carpenter, Student Life professional and Sigma Alpha Pi advisor.

Leadership Society
Responding to survey data which indicated that WCCC students said they were not engaged in college activities beyond the classroom, the college established a chapter of Sigma Alpha Pi, the National Honor Society for Leadership and Success. In February 2008, the chapter inducted its first 95 members and will induct another class of approximately 80 students during the spring 2009 term.

To meet the criteria for induction, students complete a leadership training seminar, participate in success networking teams and attend videoconference presentations by nationally recognized speakers. WCCC’s leadership society has also added a community service component and in 2008 held a dog show that raised $200 for the Westmoreland County Humane Society.

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Developmental Education
Last January, as a first step in the strategic plan objective of establishing an integrated developmental education program at WCCC, the college hired Mary Horne Snaden for the newly created position of director of developmental education. Snaden came to WCCC from the University of New Mexico, Gallop Branch where she was an assistant professor, chair of the Transitional Studies Department which included oversight of all developmental studies and director of the university’s Title III Grant. Snaden also is serving as the director of the college’s Title III grant.
**New Kensington Education Center**

In January, the college opened its $5 million New Kensington Education Center, located on Fifth Avenue in downtown New Kensington, to 249 students attending spring classes. With its urban, bus route location, the New Kensington Center provides greater accessibility to area residents, especially those who rely on public transportation. The facility replaces the college’s aging Alle-Kiski Center, a 50-year-old former elementary school, located on the outskirts of the city, which was in need of substantial renovations.

The 26,000-square-foot, two-story New Kensington Center contains 10 general and computer classrooms, administrative offices, a student lounge and a science lab. The science lab allows the college to conduct lab classes for nursing and other health care programs at the center, saving students travel to the Youngwood campus.

The center is also home to PA CareerLink - Alle-Kiski, which provides services to the unemployed.

Classes are conducted days and evenings for students who are earning credits to transfer into bachelor’s degree programs at four-year colleges as well those preparing for careers in a variety of fields including accounting, business, criminal justice, medical assisting and office technology.

At the center’s groundbreaking held in October 2007, WCCC President Steven Ender said, “The real pathway to community revitalization and economic revitalization is education. This center represents not just a building but opportunity.”

The college will officially dedicate the center at a ceremony in February.

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**TITLE III – STRENGTHENING INSTITUTIONS GRANT**

With the goal of implementing student success strategies campus wide, WCCC applied for, and last October received, a $2 million Title III “Strengthening Institutions” grant from the U.S. Department of Education.

The five-year Title III grant is the largest total grant award received by WCCC. This grant will continue and extend the objectives of the Achieving the Dream strategies, which include further utilization of technology and a technician staff position to collect and analyze student data.

As part of Title III, the college will require academically underprepared students to take the developmental courses they test into to better prepare them for college-level courses.

Title III grant funds will also provide increased professional development for faculty and staff and allow them to develop, pilot and assess instructional assistance such as supplemental instruction, linked courses and learning communities.

“As our intervention strategies are successful in helping the at-risk students we are targeting, then our enrollment will increase which will generate sufficient tuition dollars to sustain these positions and continue our strategies, thereby strengthening WCCC and our community,” Ender said.

Another of WCCC’s Title III objectives is to integrate student support services, including academic advising, placement testing and tutoring, and extend the student orientation process through the first year of school. Student services support assistants are being hired to function as case managers who will closely monitor students’ progress.
When Branden Allen graduated from high school, he felt that he had few options for his future.

“I had below average grades at best and felt that I was somewhat pushed through the system,” Allen said. “I worked at McDonald’s in high school and had the opportunity to become a manager, but I knew that it would take years before I would earn enough wages to live comfortably with good healthcare and enough income to support a family.”

He also had an opportunity to work in the construction industry with a relative that offered a great initial pay, but Allen knew that if he were to get injured and became unable to work, he wouldn’t have any other skills or training to fall back on. He felt his only option was to find a college or trade school that would provide him with skills that would sustain him in a career and help increase his earning power.

“I had friends and relatives who attended WCCC and they recommended that I give it a try,” Allen said. “WCCC was the perfect opportunity for me to give education a second chance and to see if I could learn.”

Allen enrolled at WCCC as an electronic commerce major and, based on placement test scores, was encouraged to enroll in Intermediate Reading, Intermediate Writing and Foundations of Algebra for his first semester.

“I was worried at first whether or not I could succeed,” Allen said. “Plus, I was really worried about setting myself up for failure and being ridiculed for being a poor student. I’m thankful that I took these classes since they broke my disabling thought patterns and helped me on the path to success.”

Encouraged by his academic success at WCCC, he pursued a bachelor of science degree at California University of Pennsylvania in information science to gain a greater understanding of web and programming technologies.

He earned his bachelor’s degree and was awarded the Computer Science Award which is presented to the graduating student with the highest grade point average from the mathematics, computer science or information science programs. Allen was the first Information Science major to receive the award. Allen is now employed at Quantum Simulations, a software/research company that develops artificial intelligence educational tutoring software which simulates real-life tutoring sessions. As a software developer, Allen handles all of the communication between the student and the tutoring software by writing a programming code that translates the student’s input into a language that the tutorial program understands and vice versa.

“It’s nice to be part of an effort to help a variety of students at different learning levels,” he said. “I’m constantly thinking in the mindset of the student…especially those who may be struggling since I struggled at first, too.”

Although Allen’s experience with developmental education classes preceded WCCC’s participation in the Achieving the Dream initiative, it’s a prime example that developmental education can help academically underprepared students succeed in college and beyond. That’s why WCCC, through its participation in the Achieving the Dream initiative, is creating a comprehensive and integrated developmental education program.

“It’s hard to say what my future would have held if I hadn’t taken the foundation courses. They improved my confidence, my study skills and my overall feelings about education,” Allen said. “Most importantly, these classes gave me the understanding that I can learn.”
Partnerships for Economic, Workforce Development and Community Safety Programs

The college will expand community partnerships to promote WCCC as a recognized leader and catalyst in regional economic and workforce development.

New Allied Health Programs: Evening/Weekend Nursing, Phlebotomy, Pharmacy Technician –

To meet the growing job demand of regional health care providers, the college launched several new allied health programs.

Phlebotomy/Specimen Processing is a new certificate program that prepares students to function as phlebotomists and draw blood in healthcare settings such as hospitals, clinics, and nursing facilities, and also as laboratory specimen processors in clinical laboratory settings. The program provides a phlebotomy only track for students who wish to be employed strictly as phlebotomists and a specimen processing track for those with phlebotomy experience. Currently, six students are enrolled in the program which should grow as it becomes fully implemented.

WCCC’s Continuing Education Division each semester offers hundreds of workforce development-focused classes and last spring initiated a new Pharmacy Technician program. This noncredit program prepares graduates to assist registered pharmacists in the preparation, packaging, distribution, labeling and recording of drugs. Graduates are eligible to sit for the Pharmacy Technician Certification exam. Four students thus far have completed the classroom and clinical components in the recommended three-semester track and have successfully passed the exam.

Workforce Development Training

To strengthen WCCC’s work in workforce development, in January 2008 WCCC President Steven Ender made an organizational change by placing all credit and noncredit career and technology programs under one division and the leadership of Robert Connelly, dean of workforce development. The goal was to enhance career pathways for students and make WCCC a more attractive training provider to business and industry.

The move paid off.

Last summer, the WCCC Business and Industry Center signed a multi-year training contract with Elliott Company, an industrial turbine and compressor manufacturer located in Jeannette, which was the largest in college history.

“Elliott was facing the same problems other manufacturer’s face, having jobs available but not the people with the skills and competencies to fill them, and that’s where we can help,” said Connelly.

Specifically suited for working adults, the Evening/Weekend Nursing Program is a new format of the college’s associate degree nursing program that has graduated more than 3,000 students in the last 33 years. With 29 students enrolled in the first class, the program combines classroom instruction at the WCC Youngwood Campus with supervised clinical experiences in area hospitals. The classes meet weekday evenings and the clinical practices are scheduled evenings and weekends.
Through classroom instruction and hands-on applications, WCCC is training Elliott’s machinists, welders and assemblers. Current and new employees – who are among the 100 new workers Elliott hired last year – are being trained in assembly and testing, machining and welding, crane safety, forklift operation and OSHA requirements. The college is conducting the training in 66,000-square-feet of a vacant warehouse at the Elliott facility in Jeannette.

“We would like for this project with Elliott to serve as a training model for what we can provide to other manufacturers and businesses,” said WCCC President Steven Ender.

Thus far, the project has exceeded the college’s expectations in both numbers of employees trained and training hours. In the last five months of 2008, the college’s Business and Industry Center provided 1,650 hours of training to 87 Elliott employees.

The college’s Business and Industry Center is also working with Elliott on a second contract to provide Knowledge Management consulting. As Elliott’s employees near retirement age, the company, through the Knowledge Management process, will capture the information, skills and knowledge of their workers to develop and design a training curriculum. This work will begin in 2009.

In August, the WCCC Business and Industry Center received a $703,233 WEDnet Grant from the Pennsylvania Department of Community and Economic Development to assist local companies in training their employees in basic skills and information technology. Last year, the college assisted 62 companies in training their employees.

Other workforce development initiatives include the hiring of workforce development coordinators – with funding from the Benedum Foundation – to serve the Mon Valley and Greene and Fayette counties. The coordinators have established partnerships with their local PA CareerLink centers and have created Education/Business Alliance Networks which are focus groups to determine the workforce training needs for their respective areas.

Last year, the college partnered with the Pennsylvania Tactical Officers Association to create a Regional Tactical Training Academy. The academy offers three tracks: for patrol officers who encounter tactical situations, for current law enforcement officers seeking career opportunities with SWAT or other tactical teams, and for supervisors and managers who provide tactical leadership and incident management and command. The new training academy was introduced at the Pennsylvania Tactical Officers Association Conference held at PNC Park and held the first class last fall.

A full suite of 10 classes is planned for 2009. In addition, the college is filing for recognition with the U.S. Department of Homeland Security to become a designated regional tactical training provider.

“Unique to this project is the scope of the training – two months versus a one-shot workshop –and the guarantee that the participants will have jobs at the completion of the training,” Connelly said.

“The college and our Public Safety Training Center are committed to training the citizens of our community in disaster preparedness and this grant will help us do that,” said WCCC President Steven C. Ender.

WCCC is partnering with Miami Dade Community College, Florida; Oakland Community College, Michigan; Monroe Community College, New York; and Pierce College, Washington; to train U.S. citizens through a national community college network.

Training will focus on specific protective actions citizens can take to save lives and minimize injuries after a hazardous incident and before emergency responders arrive. The program will prepare two training courses that will be delivered to a national audience through community colleges and their partner organizations, following a needs assessment, through a “train the trainer” program. It is anticipated that 120 community colleges and 4,000 citizens will be trained through this grant.

Westmoreland County Community College was one of five lead colleges in the nation to be awarded a three-year $240,000 Community College Citizen Preparedness Grant through the National Partnership for Environmental Technology Education, an affiliate of the American Association of Community Colleges.

The total grant award of $3.5 million is funded by the U.S. Department of Homeland Security’s Federal Emergency Management Agency. WCCC will receive $80,000 per year for three years.

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IMPROVING STUDENT OUTCOMES

By definition, institutional effectiveness is an ongoing, integrated and systematic set of institutional processes that include: planning; evaluation of programs and services; identification and measurement of institutional, program and learning outcomes; and the use of data and assessment results to inform decision making.

At its very core, the purpose of institutional effectiveness is to answer the questions:
- Are our students learning what we intended them to learn?
- Can they apply what they have learned in the real world?
- Are we serving our students well?
- How can we improve, innovate and create?
- What is the real value of an education obtained from WCCC?

From the standpoint of the college administration, institutional effectiveness aims to determine if the organizational structure and resources facilitate learning, foster improvement and support WCCC’s organization and governance.

Institutional effectiveness is not only a thrust of the college’s strategic plan, but it is also a criterion on which WCCC is measured for accreditation by the Middle States Commission on Higher Education.

Last year, as a counterpart to the college’s Student Learning Outcomes Committee which is guiding the review and assessment of the academic programs, an Institutional Effectiveness Committee was formed to steer the administrative staff through their department review process.

The Institutional Effectiveness Committee comprises administrators from departments such as College Services, Information Technology, Institutional Research and the academic divisions.

Following a series of meetings, the committee developed a plan which established WCCC’s Mission, Vision and Values statements and the Strategic Plan as the umbrella for the review, assessment and improvement of the college and its services.

The plan also includes a yearly assessment planning model, which outlines the process the administrative departments will follow to assess the progress of their desired outcomes, and a three-year schedule which defines the timeline for the administrative and academic departments’ review.

To assist the committee in educating the WCCC community about institutional effectiveness, the college enlisted the help of Dr. Terri Manning, associate vice president for institutional research and assistant to the executive vice president, Central Piedmont Community College, who has worked with colleges across the U.S. in the development of their institutional effectiveness programs. During two half-day sessions last June, Manning, who also serves as one of WCCC’s Achieving the Dream coaches, worked with members of the administrative staff and faculty to help them set performance outcomes for their departments for the coming year.

Following her visit, subcommittees representing various departments worked collaboratively to refine the objectives and determine methods of data capture and assessment. Administrative services departments such as Information Technology, Human Resources, Purchasing and the business office, will be the first to participate in institutional effectiveness review and assessment during the 2009-10 academic year.

A review schedule has also been defined for other areas of the college, such as Continuing Education/Workforce Development, Student Services and also for each academic program and discipline.

The Institutional Research and Data Services Office, which was created in 2008 to provide data collection, tracking and analysis for the Achieving the Dream and now Title III initiatives, will play a key role as the college moves forward with its institutional effectiveness program.

Underscoring the importance of the academic program and department review and assessment process, the college created a new position to administer its institutional effectiveness program. In December 2008, the WCCC board of trustees approved the appointment of Dr. Nicole Reaves of Richmond Virginia as associate vice president for academic affairs. When she begins work in late January, she will oversee institutional research and analysis, academic program and discipline review, assessment of student learning outcomes and faculty development. She had similar responsibilities at Virginia Union University where she served as executive director of institutional research and effectiveness, an office that she established.


**GRANT AWARDS**

In addition to the $2 million federal Title III Strengthening Institutions Grant, last year WCCC received a number of competitive grants from federal, state and community agencies to fund workforce development training, student support assistance and community services.

The largest of these was a $1,134,790 grant awarded by the National Council on the Aging (NCOA) to WCCC’s Community Senior Service Employment Program. The grant is providing job training to at least 124 low-income older adults in Westmoreland, Cambria and Greene counties. In the college’s 30-year partnership with NCOA, this is the largest grant award WCCC has received.

Through a competitive process by the Pennsylvania Department of Education and following a consolidation of the state’s Tech Prep programs, WCCC received one of 12 statewide Tech Prep grants, totaling $372,095 in November 2008. Through this WCCC grant, the newly created Southwest Tech Prep consortium will cover eight counties, including Westmoreland, Armstrong, Beaver, Butler, Fayette, Greene, Indiana and Washington; and serve 75 school districts and 12 career and technology centers. One of the goals of Tech Prep is to encourage students to take courses at the high school level that will prepare them for college-level work. Tech Prep has established articulation agreements for several programs that enable students to earn college credit for courses completed in high school. The Tech Prep grant is renewable and will be awarded annually.

WCCC received funding for a second year to conduct the Technical College Program for Electronics Engineering Technology in Fayette and Washington counties. This grant, which totals $138,000 this year, provides students with the education and training needed for employment as electronics technicians. Classes are conducted at the Connellsville Area Career and Technical Center and the Mon Valley Career and Technology Center. A $5,000 grant from the Pennsylvania Department of Community and Economic Development provides scholarship funds to Washington County students enrolled at the Mon Valley Career and Technology Center.

A $629,541 federal Carl Perkins grant funds programs and services to assist WCCC students who are enrolled in high priority career and technical programs. To help students develop their academic, career and technical skills, the grant pays for tutors, academic support specialists, lab assistants for the nursing simulation lab, job developers, and interpreters for the hearing impaired. It also funds the purchase of instructional equipment and supplies, student transportation, child care grants and faculty development programs.

Through the state-funded Act 101 Grant, WCCC received $158,000 to serve 160 economically and educationally disadvantaged students. Students enrolled in this grant receive counseling, academic advising, tutoring and developmental support in writing, math and reading to help them achieve good academic progress and graduate.

Two other grants also fund support services to help students overcome barriers to academic success. The $141,902 KEYS Program grant, which is funded through the Pennsylvania Department of Public Welfare, helps Temporary Assistance for Needy Families program participants and Food Stamp recipients get acclimated and succeed in the community college setting through career counseling, tutoring, and academic support and financial aid assistance. Two WCCC students who participated in the KEYS program were recently honored by the Pennsylvania legislature: Holly Braun of Belle Vernon, who earned a nursing diploma and LPN licensure and is employed at Jefferson Regional Medical Center, and Jessica DeShetler of Mt. Pleasant, who earned an associate degree in criminal justice, graduating with a 3.0 grade point average in December.

An $81,607 Out-of-School Youth grant is helping young adults acquire career-specific or employment preparation skills that will lead to certification and employment in high-priority careers. Through funding from this grant, WCCC began a pilot program in collaboration with the Westmoreland County Juvenile Probation Office for juvenile offenders to participate and be mentored by students enrolled in the college’s Criminal Justice Program.

WCCC received three grants that enable the college to provide services to older adults. Through a $119,692 RSVP grant, the college’s Retired and Senior Volunteer Program recruits individuals age 55 and older to volunteer for community nonprofit organizations such as the Red Cross, Meals on Wheels, literacy programs, and public libraries. RSVP currently has 1,395 volunteers serving at 119 local sites.

The college’s APPRISE state health insurance counseling program and telephone answering center received grants totaling $42,380. The APPRISE program provides insurance counseling to Medicare and Medicaid beneficiaries in Pennsylvania.

“We are pleased that the federal and state agencies recognize the valuable services that WCCC provides to our students and our community by funding these programs,” said WCCC President Steven C. Ender. “And, we hope that our community residents take advantage of these programs and services.”
**College Facilities and Efficiencies**

Several improvements to the campus facilities were made in 2008 with funding from the Pennsylvania Department of Education as well as college capital dollars.

To provide up-to-date facilities for students enrolled in the photography and multimedia programs, the college created a new digital photography lab in the Multimedia Center in Founders Hall.

A separate kitchen was constructed for the Events and Catering Department to accommodate food and beverage preparation for an increasing number of external clients who rent the college facilities for meetings and events.

Other infrastructure renovations include improvements to the Science Hall theater stage, lighting and sound systems, the installation of ADA crosswalks at the Youngwood campus, and roof and HVAC replacements to portions of Founders and Commissioners halls.

In addition, the college implemented a number of measures that reduced costs, saved staff time and improved services. The Information Technology Department reevaluated hardware and software, consolidated network servers, aggressively sought competitive pricing on voice and data equipment, and secured a new Internet Service Provider which together reduced monthly operating costs by $5,600. The Facilities Department installed energy efficient lighting and water conservation faucets and replaced the security car with a low-speed, zero emissions, battery operated vehicle. Some other measures included implementing an online ordering system for the bookstore and a web-based requisitioning system for college purchases.

**New Web Site - WCCC.edu**

On January 1, 2008, the college launched a new database-driven website customized for WCCC and reengineered by the Information Technology Department. The new site offers features never before available, including a custom search capability, online directory, calendar of events, an online donations feature for the WCCC Education Foundation and the employment application. In addition, the site includes a secure Human Resources Intranet site for college employees which contains the policy manual, benefits information and bargaining unit contracts, among other employment-related documents.

In the last year alone, the site has logged 1,348,551 visits by 325,328 unique visitors. The WCCC web developer, using Google Analytics, tracks the site’s most popular pages – class schedules, job opportunities and credit programs, the top zip code visitors – Greensburg, Jeannette and Pittsburgh – among other key information that will aid college employees, who have content management capability, as they update their pages. Web sites for WCCC conferencing services, the security department and online Blackboard instruction will be added in early 2009.

Sabrina Cesario, web designer
### 2007-08 Operating Budget

**Expenditures $29,203,785**

- Academic Support $2,840,297
- Student Services $2,886,351
- Instruction $14,058,411
- Facilities $3,161,889
- Reserves $1,286,997
- Transfers $106,096

**Revenues $29,203,785**

- Tuition & Fees $12,850,006
- State Subsidy $11,634,613
- County Support $2,070,867
- WCCC Foundation $225,651
- Restricted Projects $336,388
- Transfers $822,594

### 2007-08 Capital Budget

**Expenditures $6,244,333**

- Information Technology $450,250
- Instructional Equipment $397,950
- Debt Service $3,095,456
- Leases $248,428
- Reserves $194,618
- Facilities $1,857,631

**Revenues $6,244,333**

- Restricted Projects $644,836
- Foundation $135,594
- Other $297,276
- County Support $2,057,923
- Transfers $336,388
- WCCC Foundation $225,651

### Fall 2008 Credit Student Profile

- 61.7% Female
- 36.5% Male
- 63.4% Career programs
- 23.2% Transfer programs
- 13.4% Nondegree seeking
- 27 Average age
- 48% Full-time
- 52% Part-time
- 78% Westmoreland County students
- 4,473 Online registrations
- 6,416 Headcount

### Fall Online Registrations

- 2003: 600
- 2004: 1,000
- 2005: 1,500
- 2006: 2,000
- 2007: 2,500
- 2008: 3,000
## Grants Awarded 2007-08

### Competitive Grants

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<td>Apprise Health Insurance Counseling</td>
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### Subtotal

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### Noncompetitive Grants

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<td>Municipal Police Officers Training</td>
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### Subtotal

$8,245,219

### Total Grants

$11,590,560

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### Grant Activity

![Grant Activity Chart](chart.png)
ENCOURAGE PROGRAMMING THAT VALUES AND PROMOTES CIVILITY, DIVERSITY, PERSONAL AND CULTURAL AWARENESS

The college will develop a college culture that values and promotes civility, diversity, and personal and cultural awareness

DIVERSITY INITIATIVES

Diversity initiatives were written into the 2007-11 Strategic Plan in response to the results of the Community College Survey of Student Engagement (CCSSE) that was administered at WCCC in the fall 2006. The results indicated that the majority of WCCC student respondents, of which 93 percent were white, had not had “serious conversations with students of a different race or ethnicity” other than their own, nor were encouraged by the college to do so.

As a first step toward increasing diversity awareness among the student body, in February 2008, WCCC President Steven Ender appointed Dr. Andrew Barnette, the college’s new dean of the Public Services/Humanities/Social Sciences Division, to lead a campus-wide committee on diversity.

Barnette came to WCCC in January 2008 from the Suffolk County Community College, New York where he served as the associate dean for English as a Second Language/Transitional Programs and has prior experience as a Spanish instructor and English teacher who taught in several countries including Chile, Japan and the Czech Republic.

With the idea of inclusivity in mind, the college invited students, alumni, community members, trustees, faculty and staff to join the Diversity Committee.

The first task of the 27-member Diversity Committee was to develop a diversity statement for the college. After months of meetings, review of other college’s diversity statements and deliberation, the committee presented the WCCC Diversity Statement to the board of trustees who approved it in June 2008.

Since then, the Diversity Committee has formed three subcommittees to address: Students and Community, Training and Curriculum.

The members of the Students and Community subcommittee are working to encourage programming that raises awareness of and sensitivity to diversity-related issues.

Last fall, the Students and Community subcommittee collaborated with Seton Hill University and Saint Vincent College, the United Way and other community organizations to increase participation in the annual Unity Day event held at the courthouse in Greensburg. A group of WCCC students, staff and faculty attended – more than ever before – along with WCCC President Steven C. Ender, Westly the WCCC mascot and Dean Barnette, who also served as one of the event speakers.

For 2009, the Students and Community subcommittee is collaborating with other college committees and community groups to cosponsor events at the college such as a presentation by the Rev. Bernice King, daughter of the late Rev. Martin Luther King Jr., and a campus unity day. The committee also plans to survey students enrolled during the spring 2009 semester to determine the type of diversity activities that they would be interested in attending. The survey results will guide the committee and other campus organizations as they plan student and cultural activities.

The objective of the Curriculum subcommittee is “to embed diversity throughout the curriculum.”

Two members of the English faculty, who serve on the Diversity committee, have added a diversity component to the “College Writing” course, which is one of the most highly enrolled classes at WCCC and required for each of the college’s 54 associate degree programs. Starting with the spring 2009 term, every student who takes “College Writing” must write an essay addressing cultural difference.

WCCC DIVERSITY STATEMENT

Westmoreland County Community College has a strong commitment to the principle of diversity. We believe it is important to cultivate a college environment that is inclusive and respectful and which encourages creativity and appreciation of difference. In that spirit, the college will embrace people representing all facets of the human experience in order to develop, foster and promote a well-educated and enlightened community.
As a means to assist all faculty members in incorporating diversity into their curriculum, the college joined the Midwest Institute for International/Intercultural Education. This membership gives the college access to a database of curricular modules that will help faculty of all disciplines— from accounting to travel and tourism— inject intercultural sensibilities into their course material. The course modules will be distributed to the faculty during the spring 2009 term.

The work of the Training subcommittee is focused on “providing faculty and staff development opportunities intended to raise awareness of and sensitivity to diversity matters.”

Last fall, the Training subcommittee hosted Marcia Pratt, associate dean for Student Life and director of the Collegiate Academic and Personal Success (CAPS) program, Seton Hill University, to present National Coalition Building Institute Training to the WCCC faculty, which was well received. More training of this type is being planned for the spring term and future semesters.

“The long-term goals of the Diversity Committee and the college are to increase our students’ awareness of diversity, encourage them to interact in positive ways with people of a race and ethnicity other than their own,” said Barnette.

**WCCC Community Choir & Orchestra**

When Representative Tim Murphy heard the WCCC Community Choir, directed by Dr. Roderick Booker, sing at the Pennsylvania Capitol in Harrisburg in April, he was so impressed that he arranged for a repeat performance in Washington D.C. So in June, the choir performed a lunch-time concert in Upper Senate Park, near the U.S. Capitol, drawing an audience of 150 spectators. The choir and the WCCC Community Orchestra also performed sell-out spring and holiday concerts at the college campus— recording CDs of each—and at several community venues.

**Pavilion Players**

Following a year of reorganization, the fledging WCCC community theater group assembled a talented core of local actors, directors and stage crew to form the Pavilion Players in 2008.

The goals of the troupe are to develop a community theater company that will stage professional-quality theater productions and offer dramatic and technical training for school-aged children as well as adults.

The Pavilion Players staged two successful productions last year: “The Fourposter,” written Jan de Hartog; and “The Shepherd,” written by the Player’s artistic director John Carosella. “The Shepherd,” featuring a cast of 23 actors and singers, ran for five performances. The company has also held classes in acting, set design and play writing.

Managed by Julie Jones, a WCCC adjunct English instructor, The Pavilion Players is still building as it moves into its second year of operation.

“The Pavilion Players is a huge opportunity for the college to connect with the community” said WCCC President Steven C. Ender. “It’s a win for the students, for the college and for everyone who comes to the performances.”
DEVELOP AND EXPAND CONTINUING EDUCATION PROGRAMMING TO PROMOTE LIFELONG LEARNING

The college will develop and expand programming that promotes lifelong learning.

WCCC has been meeting the needs of the Plus 50 population through the Senior Community Service Employment Program (SCSEP) and the Retired and Senior Volunteer Program (RSVP) for more than 30 years. SCSEP is a training/retraining program for people 55 years of age and better who meet income eligibility. Participants are placed at nonprofit agencies to gain/enhance skills needed for employment. The program is funded through the National Council on Aging and the Westmoreland County Area Agency on Aging. In fiscal year 2007-08, the program partnered with 70 nonprofit agencies and served 210 participants in Westmoreland, Greene and Cambria counties.

WCCC’s Continuing Education Division promotes lifelong learning by offering hundreds of classes for people of all ages. Classes are scheduled to enhance current skills, develop new skills, earn a certificate to gain employment, and provide the opportunity for personal enrichment.

Research shows that nearly 76 percent of baby boomers (those born between 1946 and 1964) will work into their retirement years. Although they will continue to work, many will search for new careers that are more satisfying and rewarding. It is predicted they will turn to community colleges to gain the needed skills and talents for the jobs in this next phase of their life.

RSVP provides civic engagement opportunities for people 55 years of age and older. Volunteers are placed at nonprofit agencies based on the skills and talents of the volunteers and the needs of the agency. The program is funded through the Corporation for National and Community Service. In fiscal year 2007-08, the program partnered with 119 nonprofit agencies and 1,402 volunteers contributed 162,488 hours of service throughout Westmoreland County.

WCCC offers classes that appeal to the baby boomer generation. In 2007-08, people aged 50 and older comprised 40 percent of the continuing education registrations. WCCC will continue to meet the needs of this generation. This will be accomplished by engaging boomers in the development of new noncredit courses and offering a Career Development Institute for Boomers.

The Career Development Institute will offer the following services: workshops for Plus 50 adults who choose to prepare for a new career and for employers seeking to recruit or retain mature talent; career development software that will reassess skills and interests; referrals to RSVP for meaningful volunteer opportunities; referrals to SCSEP for subsidized training; and information on credit and noncredit classes/programs.
By securing a highly competitive national grant and hosting two successful fundraisers for student scholarships, the WCCC Education Foundation was able to provide financial assistance to more students than ever before in 2008.

In August, WCCC was among seven institutions in the nation selected by Scholarship America to receive a $50,000 Dreamkeepers Emergency Financial Assistance Grant provided by the Walmart Foundation.

The grant aims to help community colleges provide assistance to their students who are at risk of dropping out of school due to unexpected crisis such as job loss, medical expenses or other emergencies.

WCCC competed with other colleges in southwestern Pennsylvania for the Dreamkeepers grant which was also awarded to schools in Chicago, Cleveland, Miami, San Francisco and Washington, D.C.

Prior to receiving the Dreamkeepers grant, the WCCC Education Foundation had established a $2,500 annual fund to help WCCC students in similar emergency situations and often ran out of money before the end of the school year.

“If we would not have had the Dreamkeepers grant to help these students, they most likely would have dropped out of college,” said Gary Means, WCCC Financial Aid director.

The college has set aside $25,000, half of the grant award, to establish an endowment “so we can assist students who have a particular type of emergency from this point on and forever,” said WCCC President Steven C. Ender.

The WCCC Education Foundation is currently seeking additional donations to sustain this endowment.

Last fall, 256 students began their academic year with all or part of their tuition costs covered by $256,000 in scholarships awarded by the college and the foundation. Of the scholarship total, $140,000 was raised by the foundation through its annual Scholarship Golf Classic and Chefs’ Table fundraisers, which were the most successful to date, and the annual giving campaign.

“The Scholarship Golf Classic, held at Westmoreland Country Club, attracted 130 golfers and 80 corporate, organization and individual sponsors, which included General Carbide as the event sponsor. The event raised $60,000 for student scholarships and another $25,000 to assist with the operation of the foundation office.

The Chefs’ Table-Riviera, with Nemacolin Woodlands Resort as the event sponsor, drew a record 269 guests and raised $50,000 for student scholarships and foundation office operations. The gourmet dinner, with its four separate dining rooms concept, was produced by the college’s culinary arts/hospitality students and faculty and was named one of the top 12 events of 2008 by the Tribune-Review.

During the fall 2008 term alone, the college’s Financial Aid Office awarded $4,000 in emergency assistance grants to 10 students. This fall, grant funds helped students in unexpected and emergency situations pay for car repair, gasoline for their car, child care and textbooks that were lost in a fire.

Students must apply for the grant, which does not cover planned educational expenses such as tuition or books, and each application is reviewed individually by the WCCC Financial Aid Office.

The WCCC Education Foundation will begin 2009 and its 23rd year of operation with a new executive director, Debra D. Woods. Woods previously served as the executive director of the Indiana Healthcare Foundation for the Indiana Regional Medical Center, where she facilitated a $10 million capital campaign. At WCCC, she will oversee the foundation’s fund-raising events, annual giving campaign, faculty and staff scholarship program and other fund development initiatives while working with the 23-member foundation board of directors.
We extend our thanks to our donors for their generosity and support.

**President’s Circle - $10,000+**
Anonymous
Mr. John Bailey
Claude Worthington Benedum Foundation
Dreamkeepers
General Carbide Corp.
Heinz Endowments
Mr. and Mrs. Jack Millstein
Nemacolin Woodlands Resort & Spa
S & T Wealth Management
Mr. and Mrs. William Thorne/
The Thorne Group
UPS

**Trustees Circle - $5,000 - $9,999**
Celli-Flynn, Brennan Architects & Planners
Community Foundation of Westmoreland County
Dr. and Mrs. Steven Ender
First Commonwealth Bank
Highmark BC/BS
Latrobe Area Hospital Charitable Foundation
Mr. and Mrs. Michael J. Kakos
Wal-Mart

**Founders Circle - $2,500-$4,999**
Adam Eidemiller, Inc.
Arbor Industrial Supplies, Inc.
Dura-Metal Products Corp.
Elliott Company
FNB Wealth Management
Ford Business Machines, Inc.
Gateway Financial
Hamill Manufacturing
Malin, Bergquist & Company, LLP
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Never Enough! Boutique
Scalise Industries
Smail Auto Group
Three Rivers Ortho & Spine
United Association of Plumbers & Pipefitters
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**Commissioners Circle - $1,000 - $2,499**
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Mr. and Mrs. David Assard
Corbett, Inc./KI
Dr. Nancy I. Davis
Mr. and Mrs. Eugene J. Dickert, Jr.
Mr. and Mrs. J.P. Dorczuk
Mr. and Mrs. Ronald Eberhardt
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Greater Rostraver Chamber of Commerce
H. F. Lenz Company
Kepple-Graft Funeral Home
Mahla Office Equipment
McDowell Associates Inc.
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Namco Plastics Industries, Inc.
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Powerex
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Seven Springs Mountain Resort
Mr. and Mrs. Paul R. Smiy
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Tribune Review Publishing Company
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**Pavilion Circle - $500-$999**
ACP Laurel Highlands
Allegheny Energy
Bompiani Chiropractic Clinic
Carlow University
Center for Medical Imaging
Mr. and Mrs. KJ Collamer
Mr. John and Dr. Frances DePaul
Mr. and Mrs. W. Logan Dickerson
Mr. and Mrs. Dennis R. Diffenderfer
Mr. and Mrs. Karl Eisman
Emanuel Reformed United Church of Christ
Estate of Roylene Penska
Mr. Joseph Geckle
Dr. and Mrs. Patrick Gerity
Harrold Zion Church
JATC Education Local Union # 354
Ms. Lu Ann C. Jackson

**Employees** $28,423.60
**Individuals** $73,122.37
**Corporations/Businesses** $183,748.65
**Clubs** $4,753.00
**In-Kind** $16,250.00
**Foundations** $206,997.02

**2008 Annual Campaign**
The Westmoreland County Community College Education Foundation in 2008 conducted the fourth annual campaign for giving. Through the annual campaign and annual events, the foundation raised more than $513,200 to benefit the programs and students of WCCC.

K Specials Golf & Events
Ms. Kathleen Keefe
Mr. and Mrs. Robert T. Koveleskie
Mr. and Mrs. Michael Langer
Mr. David McBride
Ms. Mary Catherine Motchar
Mr. Joseph Muscatello
Nestle
Pa Commission for Community Colleges
Mr. Michael Philopena
Plumbers & Pipefitters Local Union #354
Prudential Preferred Realty
Mr. and Mrs. Robert Regola, III
Dr. Carol Rush
Mr. and Mrs. Jeff Samide
Mr. and Mrs. William Scalise
Dr. and Mrs. William Scheeren
Mr. George Shaner
Mr. and Mrs. Kenneth Stillwell
Tom Troy Enterprises, Inc.
Westmoreland County Department of Public Works
Mr. and Mrs. John D. Wright
Ms. Kathy Wright
Mr. and Mrs. Gregory Young, IV
Youngwood Lions Club

**Educators Circle - $100-$499**
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Mr. Gary Allwine
American Coffee Shop
Commissioner and Mrs. Charles Anderson
Mr. Timothy Andrews
Mr. and Mrs. Jeff Anzovino
Dr. and Mrs. George Austin
Mr. and Mrs. Jeff Babilya
Mr. and Mrs. Patrick Bachner
Baily Raabe & Associates
Mr. Richard L. Baric
Mr. Gregory E. Beaver
Dr. Ronald S. Berardi
Ms. Mary Ellen Beres
Mr. and Mrs. Dennis Blasiore
Mr. and Mrs. Eric Bononi
Mr. John Boyle
Mr. Robert R. Brackney, Jr.
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<td>Mr. and Mrs. Jack Delaney</td>
<td>Mr. Patrick McBroom</td>
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<td>Ms. Susan McClure</td>
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<td>Ms. Ruth McDonald</td>
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<td>Mr. Gary Means</td>
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<td>Mr. Milton Munk, Jr.</td>
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<td>Ms. Karen Murphy</td>
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<td>Dr. Robert Myers</td>
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<td>NAACP</td>
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