Category 7: Measuring Effectiveness

7P1: Selecting, Managing and Distributing Data to Support Programs and Services

WCC employs an Organizational Effectiveness Model that is strategically aligned with the college’s Strategic Planning Framework. As discussed in the Institutional Overview Section 01, WCC’s mission, values and commitments inform the college’s programs and services and the instructional, administrative and community support for those programs and services. The college’s programs and services are offered in the following six program and service areas: 1) transfer programs, 2) occupational programs, 3) developmental education, 4) workforce development, 5) community education and 6) student services, community education. The diagram entitled WCC Organizational Effectiveness Model illustrates the college’s systematic approach to addressing organizational effectiveness and identifies key measures that the college employs to track effectiveness. This model is based upon the six program and service areas and their corresponding support systems, and encompasses all college systems and processes.

The processes for selecting, managing and distributing data and performance information to support instructional and non-instructional programs and services is informed by the college’s Organizational Effectiveness Model. The discussion of these processes is integrated in key sections throughout this Systems Portfolio [1P1, 1P2, 1P3, 1P5, 1P6, 1P13, 1P15, 1P18, 3P1, 3P2, 3P3, 5P2, 5P7, 5P8, 6P1, 6P2, 6P3, 7P2, 7P3, 7P5, 7P7, 8P1, 9P1, 9P2].

An outgrowth of the college’s last Systems Portfolio was the declaration of the Quality Plan AQIP Action Project that, in part, prompted a comprehensive review and assessment of systems and processes related to the collection, analysis, access to and reporting of data across the institution. In an effort to build economies of scale for those processes, the college underwent reorganization in January 2011 and created the Institutional...
Effectiveness unit. A new administrative role was created, Director of Institutional Effectiveness, who reports to the Vice President of Quality and Strategic Development. The following positions dedicated to the institutional effectiveness process were added: Institutional Effectiveness Data Analyst; Institutional Effectiveness Transition Analyst; Data Warehouse Database Analyst; Secretary to the Director of Institutional Effectiveness; and Institutional Effectiveness Support Technician. The work of existing departments that has been leveraged through this reorganization includes the Office of Institutional Research (manager and three staff) and The Outcomes Program (manager and three staff). The managers of these two departments now report to the Director of Institutional Effectiveness. The goals of the Institutional Effectiveness unit include the following: 1) engaging in an on-going, college-wide process of planning and outcomes assessment; 2) documenting that the college is achieving its mission and goals for internal and external stakeholders; and 3) assisting in the continuous improvement of the college’s programs and services. This work includes a systematic, continuous and documented comparison of institutional performance to institutional vision, values, mission and strategic goals at the course, program and institutional levels.

The college’s systems and processes related to the collection, analysis, access to and reporting of data across the institution is, in part, supported by The Outcomes Program. Evidence of the college’s commitment to this program is that dedicated full-time staff in this program has been increased from two to four in the years since the college’s last System Portfolio. The Outcomes Program is charged with facilitating the development of the college’s culture of evidence, which is guided by data-informed decision-making. Through the enhanced program review process [1P13], TOP works collaboratively with faculty to identify student outcomes and develop accompanying assessment tools, collect data, and report the results in clear and meaningful ways. The faculty and academic deans can then use this information to make decisions about curriculum, program planning, and pedagogy. One example of this is the development of the Program Profile Report. Working collaboratively with Information Technology and Institutional Research, The Outcomes Program staff developed several reports that provide faculty with important program and course-level data including enrollments, successful completion and average GPA broken down by full-time and part-time students as well as modes of delivery (face-to-face, online, etc.). This report is updated each semester and shared with the faculty and dean for each program. WCC’s revised program review process also focuses on non-instructional areas. For those areas, data is shared related to program effectiveness, satisfaction, attendance at events or workshops and other data relevant to the non-instructional area.

The Office of Institutional Research plays a key role in data collection, analysis, reporting and accessibility at the institutional level, often coordinating with The Outcomes Program. Institutional Research serves as a steward for institutional data and performs the following:

- Providing, analyzing and reporting institutional, regional and national comparative data in support of the strategic use of data to inform institutional decision-making processes at all levels;
- Facilitating integrity in the storage, management and use of accurate and replicable data;
- Providing assistance in the creation of internal surveys (program improvement/satisfaction) and new Program Requests;
- Serving as a liaison for external research contracts and data requests between the college and external agencies;
- Performing the technical review of requests to do research submitted under the Research Proposal process; and
- Assisting departments in accessing, understanding and visualizing relevant data items using appropriate methods, including GIS mapping.

7P2: Selecting, Managing and Distributing Data to Support Planning and Improvement

WCC has a dynamic annual process to assess institutional performance that includes a review of the college’s strategic planning framework, strategic goal alignment, and unit and strategic goal accomplishment reporting. Each of these processes is used to evaluate whether the college is successfully capturing its institutional effectiveness measures [8P1]. When establishing unit goals, departments identify measures and targets which are used to track the progress of each particular goal. Each goal is also tied directly to the one or more of the college’s
strategic goals using the **WEAVEonline** assessment and planning system. Reinforcing unit accountability, each area is then responsible for reporting annual accomplishments for each measure. Several reports are generated which are reviewed by unit administrators and the senior management team. This process is representative of AQIP’s Plan-Do-Check-Act cycle. The cycle begins with the planning and creation of the reports, which are then reviewed and shared throughout the institution to ensure alignment and accountability. The final reports are used for internal benchmarking as well as to validate unit direction and institutional initiatives. Supervisors are encouraged to share the reports with their staff to check and reinforce the ways in which the unit supports WCC’s mission and vision. Goal accomplishment reporting allows the institution to take an active look at unit progress, make adjustments as needed, and plan for the next year.

The college also regularly participates in multiple nationally-recognized and nationally-normed surveys of student satisfaction and engagement as well as institutional priorities, including: the Noel-Levitz surveys, Student Satisfaction Inventory and Institutional Priorities Survey, CCSSE’s The Community College Student Report, and from ACT the Alumni Student Survey and Entering Student Survey. Institutional Research serves as the central location for the dissemination and analysis of institutional survey data as well as institutional data reported to the state and federal governments, and within this context manages the process for creating, reporting and disseminating accurate and replicable data. The survey data provides detailed information on the success of individual programs and services to support the college’s planning and improvement efforts.

In the last two years, an increasing number of documents providing institutional-level data and/or forms for custom data requests have been disseminated via the Institutional Research Web page on the college’s mywcc portal in order to facilitate the growth of the college’s culture of evidence by increasing access to relevant and timely data. Current data resources available through the Institutional Research Web presence include:

- Summary results reports for major national-level surveys;
- Topical summary of Diversity related item results in current surveys;
- Benchmarking Study results (NCCBP, Kansas Study); [7P5]
- Submission forms to request custom data analyses related to the national surveys and benchmarking studies;
- District 516 Demographic Snapshot (district and regional demographics and labor information by zip code, and student enrollment and graduation data for those same geographies); and
- Forms to submit a Research Proposal for technical review and consideration.

Institutional Research services are available upon request and with administrative approval, and are an integral part of data provision and analysis across all levels of the college.

### 7P3: Determining Needs for Data Collection, Storage and Accessibility
The college determines departmental and unit data needs related to data collection, storage and accessibility in several ways. First, the types of data and information provided can be generally divided into the following categories: 1) generated by federal, state and local governmental regulatory requirements; and 2) student tracking and record retention, financial and budgetary processing, and historical and newly requested management information reporting.

First, with respect to federal, state and local governmental regulatory requirements, reporting and data retention needs are monitored by technical staff working in the functional areas of institutional effectiveness, institutional research, information technology, and student services. Senior leadership, the President’s Cabinet and other units including Finance, Human Resources and Student Development also request data for particular regulatory requirements as the need arises. WCC sends regular reports to governmental and regulatory organizations, including, but not limited to, the [Illinois Community College Board (ICCB)](https://www.iccb.org), [Integrated Post-Secondary Education Data System (IPEDS)](https://nces.ed.gov/ipeds), [Illinois Board of Higher Education (IBHE)](http://www.ibhe.org), the Higher Learning Commission (HLC) and the U.S. Department of Education.
Second, with respect to student tracking and record retention, financial and budgetary processing, and historical and newly-requested management information reporting, information requests are made through a formal TAC (Technical Assistance Center) request or in written form from the relevant college area. With respect to unique data requests from the college’s administrative system, a Program/Project Request form asks the requester to prioritize the request, and provide a completion date, justification and description. The Office of Institutional Research often serves as a liaison between functional and technical staff in this process. After administrative approval, the requests are prioritized and assigned to appropriate staff in the Information Technology department. In some cases, the data is made electronically available to departmental or unit personnel to develop themselves. As part of the Data Stewardship AQIP Action Project [7I1], the internal systems and processes related to data access and requests are under review and specifications needed for a data warehouse are being developed collaboratively.

7P4: Analysis of Overall Performance
WCC analyzes and communicates information and data regarding overall performance during strategic goal setting and unit goal setting processes [8P1].

7P5: Determining Comparative Information Needs
WCC’s needs and priorities for comparative information and data are framed by the college’s Organizational Effectiveness Model [7P1] and its Strategic Planning Framework [8P1]. The college actively seeks out comparative data, when available, to assist in strategic planning and process improvement. The Illinois Community College Board functions as a clearinghouse for the comparative data for the 48 Illinois community colleges. The Integrated Postsecondary Education Data System (IPEDS) and nationally-normed surveys have also served as long-standing sources of comparative data. WCC has consistently practiced the use of this comparative data to inform decision-making. Additionally, the college often initiates comparative data studies when focusing on the evaluation and improvement of specific college processes and procedures. For example, in 2008 the college completed a Compensation, Classification and Benefits Study to benchmark its staff positions and related compensation packages [4I1]. WCC also administers and participates in comparative surveys for specific departments including campus police, Admissions and Records, and the college’s Center for Learning Assessment. In an effort to collaborate and obtain additional comparative data, WCC participates in three national community college benchmarking studies: 1) The Kansas Study, the first national study of community college instructional costs and productivity; 2) the National Community College Benchmark Project (NCCBP), a nation-wide community college project to establish meaningful indicators of institutional performance that are authentic to the community college experience; and 3) the American Association of Community College’s Voluntary Framework of Accountability (VFA) [7R3]. WCC also regularly administers student surveys with a variety of student subgroups to assess level of engagement, satisfaction, etc. in areas of interest across the breadth of the college. These surveys are discussed in 7P2.

7P6: Aligning and Sharing Department Data Analysis and Institutional Goals
WCC has a long-standing commitment to the annual process of aligning department and unit information analysis with institutional goals regarding student learning and overall institutional objectives. In order for the college to be both vertically and horizontally aligned, WCC follows the Plan-Do-Check-Act cycle. Integral to this process is the college’s annual cycle of goal creation, alignment, assessment and communication. Every unit at the college creates annual goals prior to the beginning of the college’s fiscal year. This goal creation is framed by the college’s Strategic Planning Framework [8P1] and each unit goal is aligned with the college’s Strategic Goals. WCC’s strategic goal alignment process is discussed further in Section 8P1. Horizontal alignment is built on the college’s Major Support Plans, which link institutional processes related to planning, budgeting, continuous improvement, and performance measurement. Each Major Support Plan is aligned vertically with the Strategic Planning Framework and the unit goals. Each plan is developed by a cross-functional team and are updated annually to reflect changes in institutional priorities and resources.
7P7: Ensuring Effectiveness of Information Systems
To ensure the effectiveness of the college’s information systems and related processes, the college employs an information systems evaluation strategy that incorporates the Plan-Do-Check-Act cycle and relies on input from all areas of the college. This strategy is guided by the Electronic Communications Advisory Team, the Advisory Committee for Technology and the Information Security Team. The Chief Information Officer presents recommendations of the committees and functional work team to the President’s Cabinet and suggestions for improvements are incorporated into the strategic goal alignment process [8P1]. Comprehensive faculty and staff training programs are offered through the college’s Center for Teaching, Learning and Technology to communicate new information system priorities and to provide training on new system policies and procedures. On an annual basis, WCC sends staff representing Information Technology, Student Services, Human Resources, the CTLT and other impacted areas of the college to the SunGard SCT Summit to inform the final design, implementation and training for new information systems and ongoing improvements to existing information systems.

The security and integrity of data is recognized as critical. Data records and reports are reviewed for accuracy and consistency on an ongoing basis. Requests for data access on the behalf of WCC employees must be submitted through a division administrator and are reviewed for role congruency by the “owners” of the data in question. Release of data and information to external entities is in strict compliance with FERPA regulations. A new identity management system was implemented in 2008 that consisted of a new network ID and password process for staff, faculty and students which provides secure user access to all administrative system programs.

WCC’s Information Security AQIP Action Project initiatives have also been instrumental in the improved security and reliability of the college’s information systems. As part of this project, WCC developed a comprehensive disaster recovery plan for the college’s technology resources and dedicated additional staff and resources to information security. Storage Area Network and servers have been purchased, installed and configured to ensure the long-term viability of the college’s processes and procedures [6I1]. Complementing the college’s disaster recovery plan is the routine maintenance of hardware through the college’s Technical Assistance Center and three-year computer replacement cycle.

7R1: Measures of Performance and Effectiveness
Selected Key measures of performance and effectiveness collected and analyzed regularly are detailed in the chart below. Processes and results related to the systematic use of these measures are integrated throughout this Systems Portfolio. [1P1, 1P4, 1P5, 1P7, 1P01, 1P11, 1P12, 1P13, 1P18, 1R1, 1R2, 1R3, 1R4, 1R5, 2R2, 2R3, 3P1, 3P2, 3P3, 3R1, 3R2, 3R3, 3R4, 3R6, 4P4, 4P8, 4P9, 4R2, 4R3, 5P2, 6R2, 6R3, 8P1, 8R3, 8R4, 9R2]

<table>
<thead>
<tr>
<th>Key Process</th>
<th>Key Measures</th>
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<tbody>
<tr>
<td>Counseling and Advising</td>
<td>• Entering Student Survey</td>
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<td></td>
<td>• Alumni Student Survey</td>
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<td></td>
<td>• Student Satisfaction Inventory (SSI)</td>
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<td></td>
<td>• Counselor evaluations (completed by students)</td>
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<td></td>
<td>• Number, demographics of students served</td>
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<td></td>
<td>• Number of counseling hours</td>
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<td></td>
<td>• Number of scheduled appointments, number of walk-ins</td>
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<td></td>
<td>• Student academic achievement, retention and persistence</td>
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<td></td>
<td>• Community College Survey of Student Engagement (CCSSE)</td>
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### Selected Key Measures of Performance and Effectiveness (Continued from previous page)

<table>
<thead>
<tr>
<th>Key Process</th>
<th>Key Measures</th>
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| **Enrollment Management and Student Life** | • Entering Student Survey  
• Alumni Student Survey  
• Student Satisfaction Inventory (SSI)  
• Percentage of district’s recent high school graduates enrolled, student demographics  
• Student participation in activities  
• Number of Federal Supplemental Educational Opportunity Grant (SEOG) recipients  
• Federal SEOG funds awarded  
• Number of Federal College Work-Study program workers, funds awarded  
• Number of Federal Direct and/or FFELP loan recipients, total of funds disbursed  
• Average loan amount per recipient  
• TRiO fund recipients, total of funds disbursed  
• Other Federal Programs, recipients and total of funds disbursed  
• Community College Survey of Student Engagement (CCSSE) |
| **Learning Assessment**              | • Exams administered  
• Student placement success                                                                                                                                                                                  |
| **Instruction**                     | • Instructional delivery formats and modes  
• Curriculum Council statistics  
• Section and room scheduling  
• Faculty evaluations  
• Allocation of resources  
• Top 25 Enrollments Report  
• Community College Survey of Student Engagement (CCSSE)  
• Student Satisfaction Inventory (SSI) |
| **Library**                         | • Accessibility of resources  
• Number of visitors  
• Number of visits to the library website; session duration; authenticated sessions  
• Number of computers; number of pages printed  
• Interlibrary loan services – lending and borrowing  
• Circulation numbers – general and faculty reserve  
• Number of books, e-books, serials, e-journals, media  
• Community College Survey of Student Engagement (CCSSE) |
| **Developmental Education**         | • Transfer success  
• Remedial courses earned versus attempted  
• Percent of students successful in first college level Math and/or English course  
• BEST Literacy, CASAS and TABE scores  
• Top 10 reasons for being in a developmental Math/English class’ survey  
• Community College Survey of Student Engagement (CCSSE) |
| **College Readiness**               | • Number of high school and college partnerships  
• Number of students from high schools placing into developmental English (by course)  
• Number of students from high schools placing into developmental Math (by course)  
• Number of students from high schools placing into developmental Reading (by course)  
• Comparison of high school developmental placement with the general WCC population  
• ACT score placement recommendations for high schools |

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<tr>
<th>Key Process</th>
<th>Key Measures</th>
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</table>
| Diversity                  | • New Employee Ambassador program and evaluations  
• Employee and student satisfaction with programs and trainings  
• Employee and student demographics compared with district population demographics  
• Attendance and frequency of diversity training  
• Annual performance appraisal process  
• Changes in campus climate related to diversity  
• Student Satisfaction Inventory (SSI)  
• Community College Survey of Student Engagement (CCSSE)  
• Student and employee participation on Diversity Leadership Council (DLC) |
| Environmental Stewardship  | • Participation in the Illinois Green Economy Network (IGEN)  
• Illinois Sustainable University Compact  
• Sustainable projects related to 2020 College Master Plan  
• Tree Campus USA  
• Sustainable landscaping throughout campus  
• Composting campus waste  
• Green cleaning products  
• Single-stream recycling |
| Workforce Solutions        | • Number of new partnerships  
• Partner satisfaction  
• Number of new course/program offerings  
• Allocation of resources |
| Community Education        | • Number served through community education’s trips/tours, fitness center, Lifelong Learning Institute, etc.  
• Number of off-site locations  
• Number of CPDUs/CEUs offered  
• Number of students served through Dual Enrollment courses  
• Number of students served through the P-16 grant  
• Suggestions for future classes from past participants |
| Workforce Development      | • Number of businesses served, attracted and retained  
• Number of individuals receiving customized training  
• Number of business courses/workshops conducted  
• Number served through driver safety offerings  
• Number of students participating in internships/job shadowing  
• Number of business “start-ups” |
| Program Development and Distance Learning | • Instructional delivery formats and modes  
• Partnerships with faculty to incorporate instructional technologies  
• Number of CTLT offerings  
• Allocation of resources  
• Curriculum Council statistics  
• Student Evaluations  
• Illinois Virtual Campus reports  
• Student success statistics |
| Finance and Operations     | • Fiscal health  
• 2020 College Master Plan  
• Campus safety and security  
• Administrative system functionality  
• Information technology availability  
• Allocation of resources |

*Continued on next page*
## 7R2: Evidence System for Measuring Effectiveness Meets Organization Needs

WCC’s system for measuring effectiveness is inextricably linked with the college’s Strategic Planning Process and Quality Infrastructure. Evidence that the college’s systems for measuring effectiveness meets the college’s needs in accomplishing its mission and goals is demonstrated through the college’s accomplishments toward its strategic goals, as shared in the college’s annual Strategic Goal Accomplishments Report (which highlights the advancements the college has made towards each of the college’s strategic goals and objectives), the college’s high performance posture which continues to meet the needs of increasing enrollments, and the college’s success toward implementing its 2020 College Master Plan [8R3].

During the time since its first Systems Portfolio, the college has strategically added human, physical and fiscal resources to build a more vibrant and improved system for measuring effectiveness. For example, the college is participating in the Foundations of Excellence program sponsored by the Gardner Institute. This nationally recognized program uses a guided self-study approach to examine the first- and transfer-bound student experience. WCC began participating in both self-studies in August 2011 with an anticipated completion date of December 2012. This process is being led by the Assistant Vice President of Student Development, the Director of Institutional Effectiveness, and the college’s Faculty Liaison. Participation in the Foundations of Excellence program is providing WCC with an opportunity to engage a wide cross section of students, faculty, and staff at all four locations. This process will encourage the college to continue to focus on internal systems and processes that have been altered to meet the needs of a period of intense growth in enrollment and physical space. This transparent self-study process is increasing awareness and engagement around the topic of student success and completion.

The college’s program review process is another example of the Plan-Do-Check-Act system in action at the college. Each year, instructional programs receive an updated Program Profile Report, which provides meaningful data on the status of their program, along with outcomes assessment data relevant to that program. Non-instructional programs received an annual report that outlines the data related to the program’s outcomes and performance measures. These reports are used to facilitate communication and collaboration as well as provide a transparent process that engages faculty and staff.

### 7R3: Results Compared

Being chosen by the AACC to participate in the development of national effectiveness measures for two-year institutions speaks to WCC’s abilities and focus in institutional effectiveness compared with other community colleges.

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### Selected Key Measures of Performance and Effectiveness *(Continued from previous page)*

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<tr>
<th>Key Process</th>
<th>Key Measures</th>
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<tbody>
<tr>
<td>Marketing and Communications</td>
<td>• Media coverage</td>
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<td>• Campus events</td>
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<td></td>
<td>• Effectiveness of campus communication mechanisms</td>
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<td></td>
<td>• Effectiveness of social media</td>
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<td></td>
<td>• External awards and recognitions</td>
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<tr>
<td>Quality and Strategic Development</td>
<td>• Major Support Plans (see detailed measures chart in 8R3)</td>
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<tr>
<td></td>
<td>• Institutional Effectiveness</td>
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<tr>
<td></td>
<td>• Delivery of programs and services at permanent locations</td>
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<tr>
<td></td>
<td>• Federal, state and local reporting for accountability</td>
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<tr>
<td></td>
<td>• Program review and outcomes assessment at course, program and institutional level</td>
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<td></td>
<td>• Unit goals and goal accomplishments</td>
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<td></td>
<td>• Administrative leadership development</td>
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<td>• Board policy revision and creation</td>
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<td>• Foundation Scholarship and revenue generation</td>
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<td>• Grant procurements</td>
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<td></td>
<td>• Allocation of resources</td>
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<td>• Institutional surveys and national benchmarking participation</td>
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colleges. If approved and developed as a national system, the Voluntary Framework of Accountability will provide opportunities for colleges to benchmark student progress and completion data against peers and to provide stakeholders with critical information about student success.

In addition to WCC’s participation in the Voluntary Framework of Accountability, the college is also a member of the Continuous Quality Improvement Network (CQIN), as well as being an AQIP institution. These national connections provide WCC with the opportunity to communicate and share qualitative information about internal systems and processes with other institutions. The college’s application for and acceptance into the Foundations of Excellence® program indicates that WCC actively pursues improvement opportunities and seeks out best practices in continuous improvement. One of the hallmarks of the Foundations of Excellence® program is evidence-based inquiry and discussion that is facilitated by transparency of institutional data.

As discussed in Section 7P5, WCC also participates in the National Community College Benchmark Project (NCCBP) and the Kansas Study in an effort to gather national comparative data. Results from the NCCBP can be found in sections 1R2, 3R5, 4R2, 6R3 and 8R3. WCC also gathers national and state comparative data on the Student Satisfaction Inventory [3R5] and is part of the Illinois Consortium for the Community College Survey of Student Engagement (CCSSE).

At the regional level, WCC was a founding member of The Assessment Group (TAG), a group of Illinois community college outcomes assessment professionals. This group meets four times a year at different locations throughout northern and central Illinois and has grown from two community colleges to thirteen.

7I1: Recent Improvements
As shared in Section 7P1, an outgrowth of the college’s last Systems Portfolio was the declaration of the Quality Plan AQIP Action Project Quality Plan. This plan, now institutionalized, has moved the college’s quality infrastructure forward in a manner that has enhanced measuring institutional effectiveness. The college’s work in the area accountability and institutional effectiveness now continues with the college’s current Data Stewardship AQIP Action Project. The Action Project is building on systems and processes developed through the Quality Plan AQIP Action Project and the ASIP AQIP Action Project. The goal of the Data Stewardship AQIP Action Project is to streamline and centralize data request, collection, analysis and dissemination processes throughout the college. This AQIP Action Project is facilitating systematic, data-informed planning that includes, but is not limited to, the centralization of data storage and requests; evaluation and adjustment of current systems used to access and analyze data; review and development (where appropriate) of guidelines and procedures for internal and external research requests; and development of a system of data governance, definition and security procedures.

The Data Stewardship AQIP Action Project has been facilitated by the success of the retired ASIP AQIP Action Project. The college’s successful transition to Banner has created the foundation for a data warehouse, and for a review and implementation of systems and processes that will enable data-informed decisions. This project will also enhance and centralize college communication systems related to data request, analysis and reporting processes.

Grant funding from the U.S. Department of Education’s Hispanic-Serving Institution’s program is serving to leverage the college’s efforts in improving measuring institutional effectiveness. The grant funding began in October 2010. WCC is actively pursuing the following two grant goals related to Category 7: 1) Enhancing data collection, assessment and monitoring of institutional effectiveness; 2) Developing a comprehensive data warehouse to enhance data-informed decision-making.

The college is actively seeking out opportunities to collaborate and provide leadership for measuring effectiveness initiatives. For example, since 2009, WCC’s Vice President of Quality and Strategic Development has served as a co-chair, along with Scott Parks’ title and Paul Crawford’s Title, of the PURE (PASCAL University Regional Engagement) "Turning Data into Information" project. PURE is a consortium of community colleges and workforce organizations lead by Northern Illinois University. The goals of “Turning Data into Information: are to identify the data most needed by 2- and 4-year colleges to inform strategic, data-driven planning and decision-making, particularly as it
relates to the creation and delivery of workforce development programs and services; and to stimulate sharing of data and information among public higher educational institutions to achieve economies of scale, eliminate redundancies and create new modes of interaction to make northern Illinois “regionally collaborative and internationally competitive.”


WCC’s president was asked to speak before the Illinois Board of Higher Education’s Public Agenda Showcase in August 2011 about quality initiatives at the college including the college’s participation in the Voluntary Framework of Accountability, Brighter Futures and The Outcomes Program. The president also facilitated a session at the Illinois Council of Community College Presidents related to the college’s participation in the Voluntary Framework of Accountability.

7I2: Setting Targets for Improvement
WCC employs an integrated approach to the creation of targets and priorities. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for measuring effectiveness. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1. Communication of targets and priorities is discussed in Section 5P7. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5P5. WCC’s approach to institutional effectiveness is discussed in Section 7P1. Current data collection and storage improvement priorities are addressed in Section 7P3 and 7I1.