Category 6: Supporting Institutional Operations

Category 6 Overview
In the category of Supporting Institutional Operations, WCC employs an aligned approach to organizational quality development. The college groups and manages operations as processes that are repeatable and regularly evaluated for improvement. The college strives to make sure that what is learned is shared among organizational units, that processes address the organization’s key goals and strategies, and that coordination occurs among units, divisions and departments. Items selected for inclusion in Category 6 are designed to identify key support systems and processes that are reliable, repeatable, regularly evaluated for improvement, demonstrate support of college students and stakeholders and support the college’s learning-centered mission.

6C1: Key Student and Administrative Support Service Processes
Student Support Processes: WCC’s key student support services include the following: athletics; counseling and advising; the Access Center for Students with Disabilities; TRIO-funded Student Support Services; admissions and records; financial aid; recruitment and retention; student activities; learning assessment; childcare services, the library; learning enhancement; food operations which are outsourced; the bookstore; and the WCC Foundation which provides scholarship assistance to students. The college provides access to several of its student support services online, including registering, paying online, selecting payment options, viewing accounts balances, signing up for testing in the Center for Learning Assessment (CLA), and library access. The college is moving toward a one-stop student services model with the construction of its new Student Center at the Sugar Grove Campus. A similar concept model is anticipated at all future sites.

Administrative Support Processes: WCC’s key administrative support services are organized under the college’s three divisions: Finance and Operations, Educational Affairs, and Quality and Strategic Development.

Finance and Operations coordinates the processes of the following administrative offices: Information Technology, Comptroller, Construction, Campus Operations, Financial Services, and Human Resources (See Category 4). This unit leads the college in delivering facilities, staffing, infrastructure, and technology media services to support Educational Affairs.

Educational Affairs coordinates the processes of the following administrative offices: Instruction, Community Development, Student Development, Program Development and Distance Learning, and Marketing and Communications. This unit has led the college in delivering learning options that meet student needs in terms of time, place, pace, structure, technology, and method of delivery. This unit’s processes, systems and results are identified in Categories 1, 2 and 3.

Quality and Strategic Development coordinates the processes of the following administrative offices: Fund Development, Campus Development, Grants Development, Institutional Research, Quality and Organizational Development, and The Outcomes Program. This unit was created with the college’s 2006 organizational restructuring (See Section 5P2). Quality and Strategic Development has fostered college-wide appreciation for a systematic, process-driven approach to building the college’s quality infrastructure and has led the college in its strategic planning framework improvement efforts (See Category 8).

Student and stakeholder support service needs are identified in Section 3C2.

6C2: How WCC’s Key Student and Administrative Processes Help Students Learn
All of WCC’s processes, procedures and systems are organized in alignment with the college’s learning-centered mission (See Section 1C2). Evidence of how key administrative processes are tailored to help students learn includes the Finance and Operations division’s comprehensive, systematic maintenance of the college’s technology infrastructure. Supporting the college’s
multitude of instructional delivery methods (See Section 1C3), recent improvements have included the following: the continuous expansion of the college’s network and wireless network, the addition of new storage area network devices, the routine purchase of replacement computers, and the design and implementation of a comprehensive disaster recovery plan for the college’s technology resources. The purchase of new educational resources for the newly constructed Science Building (See Section 1C3) and Academic Professional Center has created new, customized state-of-the-art opportunities and ways for students to learn and are reshaping teaching and learning.

In a continued effort to provide a safe learning environment for WCC students, Finance and Operations has also provided leadership in operationalizing the college’s Emergency Preparedness and Safety Committee, a cross-functional team composed of administrators, faculty, staff, and students. Security and access systems have been, and will continue to be, expanded. Additional safety improvement efforts are featured in Section 6I2.

6P1: Identifying Support Service Needs of Students
WCC employs a rigorous system of assessment to ensure that student outcomes’ expectations are being met. WCC’s process for identifying the support service needs of its students is identified in Section 3P1.

6P2: Identifying Support Service Needs of Faculty, Staff and Administrators
WCC faculty, staff and administrators identify support service needs during the strategic goals alignment (See Section 8P1) and budgeting (See Section 8P6) processes. The college is administering the Noel-Levitz Institutional Priorities survey to all employees to better assess the college climate, including administrative support service needs (See Section 4P8).

6P3: Day-to-Day Management of Student and Administrative Support Services
WCC’s senior management team, composed of the President and the three Vice Presidents, manage the college’s daily operations, continuously reviewing policies and procedures with an eye on quality improvement. The President’s Cabinet, made up of the senior management team and the four Assistant Vice Presidents, meets on a monthly basis in an advisory capacity, continuously assessing how the college can improve learning at all levels. WCC’s process for selecting and developing new quality improvement efforts involves collaborative input by key stakeholders from throughout the college, including the President’s Cabinet, and the college’s over fifty cross-functional committees, including the Quality Team. The college’s cross-functional teams, composed of faculty, staff, administrators and students (when appropriate), each focus on different institutional responsibilities and provide insightful recommendations regarding the improvement of processes and procedures. All team recommendations are formally reviewed and disposition is communicated to the teams. In most cases, team recommendations have been implemented. See Section 5C1 for further discussion.

6P4: Service Improvement
Student and administrative support service feedback is integrated into the college’s strategic planning framework and strategic goal alignment process (See Section 8P1).

6P5: Service Evaluation
The following are some of the measures that WCC uses to assess student support service processes: Noel-Levitz Student Satisfaction Inventory, ACT Alumni Survey, ACT’s Withdrawing/Non-Returning Survey, data on the impact of federal education dollars on the college, and gift assistance analyses.

6R1: Results for Student Support Service Processes
Student satisfaction with student support service processes is highlighted in Sections 3R1 and 3R2. Results for tutoring services are identified by delivering units: 1) Learning Enhancement; 2) Student Support Services; and 3) the Access Center for Students with Disabilities. Results for the WCC Foundation also follow.
First, WCC’s Learning Enhancement unit provides free tutoring services in a group format to WCC students who are registered in a course related to a specific discipline of academics, writing, math, and physics. During the 2006 calendar year, there were a total of 3,278 student contacts assisted at walk-in tutoring sessions at Sugar Grove and Aurora Campuses. This resulted in over 3800 hours of contact between the students and the tutors.

In addition, Learning Enhancement offers one-hour workshops in the following study-strategies: time management; textbook reading; note-taking; test-taking, learning style; memory and anxiety; MLA research; and new in Spring 2007, Sampling Study Strategies, a sampling of the number of the aforementioned workshops. During 2006, 273 students attending Learning Enhancement Workshops totaling over 506.50 hours of contact time.

Instructors also invite Learning Enhancement staff to their classes to present on various topics including an overview on the unit’s services, textbook reading, test-taking, note-taking, research paper techniques, and APA style. In 2006, 459 students participated in classroom presentations. Learning Enhancement staff spent 497.25 hours of time hosting 30 different sessions over the course of 30 different sessions.

Second, WCC’s TRIO-funded Student Support Services provides free educational support services to approved students with the following qualifications: first-generation students, students that need financial assistance, or students who have a disability and are struggling academically. In the spring 2007 semester, the tutoring lab served a total of 82 Student Support Services students. Of those students, 40 received one-on-one assistance 12 received walk-in assistance. At the same time, 30 TRIO students received both walk-in and one-on-one tutoring. Of the 82 total students receiving tutoring, 49 of these students attended 10 or more tutoring sessions. Of those 49 Student Support Service students, 39 earned a C grade or higher. In conclusion, 80% of the students who attended 10 or more sessions earned a C grade or better. A sample of student comments regarding the Tutoring Program include the following:

- I think Student Support Services is great for any student who wants to succeed in education at WCC. I’m very thankful that I was a part of it.
• It’s been great being a part of this program. All the help has certainly made a difference in my first year here.
• Thank you. You are awesome. I am looking forward to working with you in future semesters.
• Your tutoring program has been a life saver in my pursuit toward becoming an RN.
• This is the best program for me. It works! Without it, I probably would not have made it.

Third, WCC’s Access Center for Students with Disabilities provides quality academic support services and appropriate accommodation arrangements for students. During 2006-2007, a total of 309 out of 386 students with Verified Individualized Services and Accommodations were served. Approximately 97% of responding students utilizing Access Center for Students with Disabilities services used A and B grades to evaluate the helpfulness of the Center’s services.

In addition to WCC’s tutoring services, its Waubonsee Foundation provides support to students through scholarship assistance. As of FY2008, the Waubonsee Foundation’s assets had reached approximately $2.4 million by the beginning of FY2008. In FY2007, 274 individuals applied for Foundation scholarships. One hundred and twelve recipients were selected for 125 awards valued at $94,500. During 2006-2007, 235 scholarships or grants, which had a combined value of $172,796, were used by Waubonsee students.

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WCC Foundation Scholarship Applicants and Awards

6R2: Results for Administrative Support Processes

Examples of results for administrative support processes include the implementation of the college’s administrative software system (ASIP AQIP Action Project) discussed in Section 7C1, implementation of the WEAVEonline data management system discussed in Section 7C1, and accountability in financial records and reporting. With respect to accountability in financial records and reporting: WCC’s independent auditor has consistently rendered an unqualified (clean) opinions on the college’s financial statements and reported no material control deficiencies. Additionally, for the eighth consecutive year, WCC has received the Certificate of Achievement
for Excellence in Financial Reporting award from the Government Finance Officers Association of the United States and Canada (GFOA). The award is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by Wauponsee and its staff. WCC is one of 16 community colleges in Illinois to receive the award, and one of only 60 colleges and universities in the U.S. to receive the GFOA recognition award.

**6R3: Results Compared**

Comparative results for student satisfaction with WCC’s student support processes are highlighted in Sections 3R1-3R2. WCC’s distance learning offerings have consistently surpassed Illinois community college averages. See section 1C3 for comparative data. In WCC’s continued effort to benchmark best practices, the college is currently engaging in The Kansas Study and the National Community College Benchmarking Project to garner additional comparative results.

**6I1: Improving Processes and Systems**

WCC employs an integrated approach to improving processes and systems. The college’s quality infrastructure, which incorporates the college's Strategic Planning Framework and planning process, facilitates the college’s ability to improve processes and systems for supporting institutional operations. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3.

**6I2: Setting Targets for Improvement**

WCC employs an integrated approach to the creation of targets and priorities. The college’s quality WCC’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for supporting institutional operations. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3. Communication of targets and priorities is discussed in 5P5. Leadership and communication systems supporting the creation of targets and priorities are discussed in 5C1. WCC’s Organizational Effectiveness Model is discussed in Section 7C2.

WCC’s Administrative System Implementation Project (ASIP), an AQIP Action Project, is an example of a significant student and administrative support improvement priorities. ASIP is highlighted in Section 7C1. In addition to ASIP, the college’s Finance and Operations unit continues to further its public safety improvement efforts. These efforts include conducting a public safety benchmarking study and developing an enhanced emergency preparedness and notification system.

Another institutional priority is the college’s commitment to sustainability and environmental stewardship. The college has long recognized that learning is stimulated and supported by a campus’s physical environment and that students respond all their lives to the memories of the places that nourished their intellectual growth. WCC has benefited from a legacy of leadership that has seen the college’s natural areas as among the college’s most treasured assets. The college continues to nurture its natural resources through unique partnerships and plans campus development projects that protect, conserve and enhance natural assets and settings. Each building, each parking lot and each educational program have been guided by a genuine love and respect for the college’s natural areas. As a result, wetlands, woodlands, and a small prairie now occupy roughly 87 acres of WCC’s 243-acre campus.