Institutional Overview

Major Milestone in AQIP Quality Journey
WCC has reached a significant milestone in its Academic Quality Improvement Program (AQIP) quality journey with the submission to the HLC of this document, the college’s second Systems Portfolio. WCC’s AQIP journey began in August 2003 when the college was formally accepted into AQIP. The college participated in its first AQIP Strategy Forum in February 2004. WCC’s first Systems Portfolio was submitted to the Higher Learning Commission (HLC) in November 2007. The feedback received in the college’s February 2008 System’s Appraisal advanced the college’s quality journey and its preparation for its participation in the October 2008 AQIP Strategy Forum and its February 2009 AQIP Quality Checkup Visit. The Quality Checkup Visit Report validated WCC’s strong commitment to systematic quality improvement. The visiting HLC Peer Reviewers noted in their report: “It was clear to the team that Waubonsee Community College had a strong organizational commitment to systematic quality improvement, from the Board down and throughout the college.” The AQIP Review Panel on Reaffirmation of Accreditation validated WCC’s strong commitment to systematic quality improvement in May of 2010 noting: “Through the five Strategic Goals, WCC has engaged in continuous improvement on all nine AQIP categories. The college is to be commended for and encouraged to continue engaging in broad based systematic improvements...WCC has demonstrated through its Action Projects, Systems Portfolio and Quality Checkup an institutional commitment to continuous quality improvement and its participation in AQIP.” WCC, now its 45th year of service to its community, recognizes the quest for quality is ongoing. This Systems Portfolio tells a story of WCC’s commitment to its students, its faculty and staff, its community, its quality journey, and its participation in AQIP.

Waubonsee Community College
WCC is among the top 50 fastest fastest-growing community colleges. In order to proactively address expanding student and community needs, WCC has cultivated a learning-centered culture and an infrastructure that advances, continuous quality improvement. The college is a public, comprehensive community college that was organized in 1966, as mandated by the Illinois Community College Act, to provide education and training services for individuals in portions of Kane, Kendall, DeKalb, LaSalle and Will counties of District 516. Located forty-five miles west of Chicago, Illinois, WCC has served more than 250,000 students since its inception in 1966. As one of 48 public community colleges in the Illinois Community College System, WCC, a unit of local government, is governed by a Board of Trustees, composed of seven community members elected by the district at-large for six-year terms and a non-voting student trustee elected by the student body for a one-year term. WCC serves 22 municipalities, 12 public high school districts and nine private high schools in a 600-square-mile district that accounted for almost 67% of Illinois’s population growth from 2000 to 2007. Such growth has continued, with the current district population of 428,000 expected to grow to 510,000 by the year 2020.

WCC currently operates a campus network consisting of the main Sugar Grove Campus; an Aurora location; a Copley location and a Plano location. The college’s main Sugar Grove Campus is located on 243 richly-wooded acres of land on Route 47 north of Sugar Grove. Wetlands, woodlands, a lake, and restored native prairie now occupy roughly 87 acres of the campus. State-of-the-art facilities include 17 buildings with 133 classrooms, specialized labs, several conference rooms, library, teleconferencing facilities, cafeteria, child care center, observatory, 375-seat auditorium, 400-seat event room, computer center, gymnasium, fitness center and a two-mile nature trail. Since 1986, WCC has had a location in the heart of downtown Aurora, the second largest city in Illinois. The college constructed a new 132,000 square feet in downtown Aurora and moved to its Aurora location in June 2011. The new building includes 52 classrooms including two science labs and 11 computer classrooms. Aurora location serves as the main site for Workforce Development and Adult Education programs. Through
instruction at the new Aurora location, students can earn two full transfer degrees, three full career and technical education degrees, 15 full certificates and complete at least 50 percent of over 11 additional degrees and certificates. Established in 1997, the college’s Copley location serves as an extension location and is located on the Rush-Copley Medical Center’s campus on the far-east side of Aurora. The college currently holds classes in nine classrooms on the second floor of the two-story building and plans to expand to the first floor, which is currently occupied by rental tenants. Opened in November 2010, the Plano location is the newest location for WCC, serving the southwestern portion of the district. The 33,000 square foot building with 15 classrooms boasts wireless internet access, nine general classrooms, two science labs, two computer labs and a Certified Nurse Assistant (CNA) lab.

WCC’s Board of Trustees has a combined record of more than 100 years of voluntary service to the college. Community support has allowed the college to expand educational options and facilities, grow student services and increase outreach through permanent extension locations. WCC’s Board of Trustees has directed its energies toward a strategic planning framework that focuses the college’s vision and mission on strategic goals that demonstrate the college’s values of accessibility, service, value, quality and innovation.

**Vision:** WCC opens the door of knowledge, sparks imaginations and enlightens lives through learning. We welcome the diverse abilities, goals and experiences of individuals standing on the threshold of discovery. Our success is defined by the dreams we help shape, the opportunities we help design and the futures we help create.

**Values:** 1) *Quality:* We constantly redefine what it means to be “the best,” seeking to improve in every area and exceed the expectations of those we serve; 2) *Value:* We focus every resource directly on the search for learning, creating tangible benefits in everything we do; 3) *Innovation:* We are actively engaged on the frontiers of education, continuously improving the learning environment for our students and communities; 4) *Service:* We view the world from the perspective of those we serve anticipating needs and striving to exceed expectations while demonstrating a caring, knowledgeable, consistent connection with each individual every time they meet us; and 5) *Accessibility:* We remove barriers to learning formed by time, geography, education, culture, experience or beliefs to provide a full range of quality educational opportunities for all who can benefit.

**Mission:** WCC is a public, comprehensive community college which was organized in 1966 as mandated by the Illinois Community College Act, to provide education and training services for individuals in portions of Kane, Kendall, DeKalb, LaSalle and Will counties of District 516. The philosophy of WCC is based on the premise that education is the cornerstone of a literate, democratic society; that learning is a lifelong process; and that the pursuit of knowledge must be supported by institutional policies that demonstrate the values of accessibility, service, value and innovation.

**Strategic Goals:** WCC’s strategic goals are informed by the college’s vision, values, mission, commitments and program and services. The college’s FY2012 Strategic Goals, outlined in the FY2012 Strategic Planning Framework, are as follows:

**Strategic Goal 1:** Foster a learning-centered college where all individuals, whether student, faculty, staff or trustee, understand their role in creating a high quality teaching and learning environment that promotes degree and program completion.

**Strategic Goal 2:** Offer a vibrant and diverse range of programs and services that actively address the needs and challenges of learners in a changing local, national and global environment.

**Strategic Goal 3:** Be a valued community leader, actively collaborating with community organizations and creating partnerships that enhance the district.

**Strategic Goal 4:** Demonstrate accountability and agility through responsible stewardship of our resources.

**Strategic Goal 5:** Attract, develop and retain high quality employees by fostering a work environment that promotes community, collaboration and respect.
Statement on Stage of Organizational Quality Development and Category Overviews

WCC has thrived and prospered in an environment of rapid change. This change has been driven by the college’s learning-centered mission and students’ and other stakeholders’ needs. The college functions as a high performance organization. The principles of high performance are representative of organizations that have achieved a systematic approach to continuous quality improvement (Source: Principles and Categories for Improving Academic Quality). Items selected for the college’s AQIP Systems Portfolio are designed to demonstrate that the principles of high performance organizations are an integral part of WCC’s culture, quality infrastructure and operations. The principles of high performance organizations are as follows:

- Focus: a mission and vision that focus on students’ and other stakeholders’ needs.
- Involvement: Broad-based faculty, staff and administrative involvement.
- Leadership: Leaders and leadership systems that support a quality culture.
- Learning: A learning-centered environment.
- People: Respect for people and a willingness to invest in them.
- Collaboration: Active collaboration and shared institutional focus.
- Agility: Agility, flexibility and responsiveness to changing needs and conditions.
- Foresight: Planning for innovation and improvement.
- Information: Fact-based information gathering and thinking to support analysis and decision-making.
- Integrity: Integrity and responsible institutional citizenship.

In general, WCC employs an aligned approach to organizational quality development. In some instances, systems and processes have matured to reflect an integrated approach to organizational development. In other instances, the systems and processes are at a beginning stage and reflect a systematic approach to organizational 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. The following provides the reason items were selected for inclusion in a Category of this Systems Portfolio:

- Category 1, Helping Students Learn: Items selected for inclusion reflect the robustness of the college’s learning-centered commitment; excellence, innovation and best practices in teaching and learning; and long-standing practices and systems of reporting and benchmarking data.
- Category 2, Accomplishing Other Distinctive Objectives: Items selected for inclusion reflect the range of programs and services offered to meet the college’s constituent and district needs and the value provided.
- Category 3, Understanding Students’ and Other Stakeholders’ Needs: Items selected for inclusion are designed to reflect that the college’s understanding of student and other stakeholder needs is an ongoing process that is central to fulfilling the college’s mission and strategic goals.
- Category 4,Valuing People: Items selected for inclusion are designed to reflect the college’s respect for people and the willingness to invest in them that incorporates a systematic approach to hiring, retaining and developing of college faculty, staff and administrators.
- Category 5, Leading and Communicating: Items selected for inclusion are designed to reflect that the college’s leaders and leadership systems support a quality culture that encourages broad-based faculty, staff and administrative involvement; fosters collaboration, shared institutional focus, community building and social capital; and models values and behaviors that communicate to all constituents a clear and compelling vision for the future.
- Category 6, Supporting Institutional Operations: Items selected for inclusion 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’ learning-centered mission.
- Category 7, Measuring Effectiveness: Items selected for inclusion are designed to reflect the fact-based information gathering and thinking to support analysis and decision-making and the college’s agility, flexibility and responsiveness to changing needs and conditions.
- Category 8, Planning Continuous Improvement: Items selected for inclusion are designed to reflect the college’s foresight in planning for innovation and continuous improvement.
Category 9, Building Collaborative Relationships: Items selected for inclusion are designed to reflect the college’s integrity and its responsible institutional citizenship that models its values in words and deeds, and recognizes and fulfills its public responsibility.

O1: Student Learning Goals
WCC has established clear goals for student learning as well as a comprehensive program to assess student learning outcomes, which is representative of a learning-centered commitment which asks that the college not only identify but also measure effective teaching and learning. In order to honor that commitment, the college has focused on developing and sustaining a culture of evidence that clearly communicates the work being done in academic and administrative programs throughout the college. The college’s outcomes assessment system is representative of WCC’s responsiveness to the call for greater accountability and information transparency by institutions of higher education.

Student learning goals are communicated through WCC’s TOP MEASURE, which represents the skills, abilities and knowledge that the college’s faculty believe students need to succeed in college and in the workforce. The TOP MEASURE was developed in order to commit the college to the development of specific student learning outcomes associated with various courses and programs.

WCC’s TOP MEASURE: WCC is committed to placing learning first in every facet of the college experience. Students build a firm foundation during their time at our college. This foundation provides our students with the following abilities:

- **Managing Human Interaction**: the ability to make and navigate relationships.
- **Expanding Knowledge**: the ability to build on one’s own knowledge base.
- **Adapting Concepts**: the ability to build upon a concept.
- **Shaping the Future**: the ability to use knowledge for change.
- **Utilizing Facts**: the ability to apply a fact to a new situation.
- **Reflecting**: the ability to think about one’s own thinking and learning.
- **Exploring**: the ability to search for the purpose of discovery.

WCC’s academic climate is centered on quality education. WCC’s focus on quality involves constantly redefining what it means to be “the best,” seeking to improve in every area and exceed expectations of those we serve. When it comes to quality, three things set WCC apart from the rest: 1) our people, 2) our places and 3) our programs, all of which are guided and governed by the college’s Strategic Planning Framework.

1) **Our People: Partners in learning - First and foremost, WCC loves to teach.** We take pride in our knowledgeable, diverse faculty mentors, all of whom are field experts firmly committed to providing a top education for every student. Students thrive with personalized lessons from attentive, accessible professors who bring real-world experience into the classroom. WCC courses strive to stay current, creative and community-oriented, with progressive curricula based on on-trend topics. The college’s friendly, committed staff and administrators always put student needs first. WCC has a whole group of faculty, staff, and administrators who get together regularly to talk about quality improvement and institutional effectiveness. This "Quality Team" helps lead the way on the college’s constant quality journey, which is highlighted by the Academic Quality Improvement Program (AQIP) method of accreditation and our membership in the Continuous Quality Improvement Network (CQIN).

2) **Our Places: Growing something great - To meet the needs of a growing student population, WCC has been implementing the 2020 College Master Plan which, to date, has resulted in an additional 363,725 square feet of building space.** The college’s locations cover reach out to WCC’s district and feature new buildings, modern facilities and sustainable learning opportunities to enrich students’ college experience and speed their success.

3) **Our Programs: Designed to fit every lifestyle - After 45 years’ experience developing the ideal college for our community, WCC is known throughout the state for the depth and breadth of programs, services and resources available to students. Courses are offered at one of our convenient locations or studying on a flexible schedule via online or telecourses. WCC offers academic and career programs that are challenging, accessible and affordable.**
Key Instructional Programs, Systems Services and Technologies
WCC provides programs and services in the following areas: 1) Transfer Programs: Associate degree-level education consisting of communications, social and behavioral sciences, physical and life sciences, mathematics, humanities and fine arts, engineering and pre-professional fields designed to prepare students for transfer to baccalaureate degree-granting institutions; 2) Occupational Programs: Business, health care, technical and professional education consisting of associate degrees, certificates, courses, workshops and seminars designed for entry-level employment, transitioning, retraining and/or upgrading of skills to meet current and emerging employment needs and trends; 3) Developmental Education: Courses and programs designed to assist academically under-prepared students to be successful in the next level of education, including: reading, mathematics, writing, personal development, literacy, Adult Secondary Education (ASE), Adult Basic Education (ABE), English as a Second Language (ESL) and the Intensive English Institute (IEI); 4) Workforce Development: Credit and noncredit programs and services designed to meet the workforce development needs of both organizations and individuals, including: customized training, continuing and professional education, career transitioning and technical assistance; 5) Community Education: Noncredit activities designed to meet the lifelong educational needs and interests of individuals in the areas of cultural, social, recreational and personal development; and 6) Student Services: WCC’s student services are designed to meet the needs of a diverse student population and include Counseling and Advising; Recruitment and Retention; Admissions; Registration and Records; Learning Assessment; Financial Aid; Career Services; Student Activities; Athletics; Learning Enhancement; and the Access Center for Students with Disabilities. The Lifelong Learning Institute offers a stimulating non-credit academic environment for learners over the age of 50.

WCC provides flexible site-based and online course formats designed to meet students’ unique scheduling needs. WCC is also committed to integrating technology into the learning environment in a manner that reflects best practices and sound teaching/learning theory. Wireless access and state-of-the-art media-ready (smart) classrooms and labs are included in all new and remodeled buildings. Existing facilities are in the process of being updated to the same technology standard. The college currently has 123 media-ready classrooms and wireless access available at all four locations. Various types of specialized equipment are also used to enhance instruction in the Science, Technology, Nursing, Psychology, Human Services, Communications and Interpreter Training programs. The new Aurora location includes biology, chemistry, health care and legal interpreting labs. The new Plano location includes a dedicated CNA lab including equipment and models essential to nursing instruction.

O2: Other Distinctive Services and Programs
Non-instructional processes support WCC’s commitment to develop the intellectual, physical, social, cultural and career potential of the individual and to contribute to the economic, workforce, social, recreational and cultural quality of life of the community. These processes engage and support community members and students, providing diverse and meaningful non-instructional experiences. WCC’s non-instructional programs and processes are developed to complement student learning and to engage with community members and students. For purposes of Category 2, non-instructional programs and processes are classified as follows: 1) community-focused quality-of-life experiences, 2) campus community-building experiences, and 3) sustainability and environmental stewardship best practices.
Community-Focused Quality-of-Life Experiences: Community-focused quality-of-life experiences include the following: a) Brighter Futures initiative; b) community-focused special events and programs; c) trips and tours; d) Total Fitness Center; e) Lifelong Learning Institute; f) alumni activities; g) Educational Television; h) Small Business Development Center (SBDC); i) Aurora Community Technology Center (ACTC); and j) Career Services Center.

Campus Community-Building Experiences: WCC builds campus community and its brand recognition through a variety of non-instructional experiences that benefit the college’s students, their family members and the community. These experiences offer opportunities for social development and application of institutional learning outcomes in non-instructional formats, and include athletics, student government and extra-curricular experiences.

Sustainability and Environmental Stewardship Best Practices: WCC has a long history of sustainability and environmental stewardship and serves as an example for best practices. Since its founding, WCC has always had a natural connection to the environment due to its unique location that includes wetlands, prairie and oak savannah, and has benefited from a legacy of leadership that has seen the college’s natural areas as among the college’s most treasured assets. Sustainability and environmental stewardship have played a leading role in the college’s non-instructional practices since the early 1990s, when the college adjusted landscaping practices to incorporate water-saving and energy efficient strategies.

O3: Short- and Long-Term Requirements and Expectations of Student and Other Stakeholders
WCC seeks to ensure that students’ and stakeholders’ outcome expectations are being met and exceeded through a robust array of services that demonstrate the college’s values of accessibility, service, value, quality and innovation. In 2010, the WCC district minority population was 37.1 percent. More than 25 percent of the student population is Hispanic, which provided WCC with the opportunity to be designated a Hispanic-Serving Institution (HSI) by the U.S. Department of Education. Approximately 14 percent of district residents over 25 years old had less than a high school education. Aurora and Plano had the highest minority populations and the highest number of residents over 25 without a high school education. District population over 25 years old with a Bachelor’s degree or higher was 34.5 percent. Slightly more than 19 percent of the WCC district population had an annual household income less than $35,000. For FY2011, the duplicated headcount at WCC was 29,865 which generated 209,997.5 credit hours. Of these students, 42 percent were male and 58 percent were female. Thirty-three percent attended classes on a full-time basis, while 67 percent enrolled part time. The average age of a WCC credit student is 27; the average age of a noncredit student is 39.

WCC students’ short-term expectations include ready access to diverse course offerings and efficient certificate or degree completion. The college successfully facilitates this access by providing resources which meet the college’s students’ other short-term expectations such as: Access Center for Students with Disabilities; Adult Education Computer Center; Center for Learning Assessment; Bookstore; Career Services Center; child care; computer access; Counseling and Advising; diversity initiatives; Financial Aid and scholarships; Total Fitness Center; Learning Enhancement; student activities; Student Support Services; service learning opportunities; Todd Library; transfer information; and tutoring. The college’s students’ long-term expectations include preparation for further education and employment.

Other external college stakeholders include: foundation members; advisory members; legislators; district residents; local, state and federal governments; community groups that can be divided into the following sub-categorizations: civic; social service; community; governmental; programmatic; professional; chambers of commerce; economic development; and workforce development. WCC’s other stakeholders’ short- and long-term expectations are reflected in the college’s strategic goals and include the expectations of providing value to the college’s district through the prudent management of resources; the ability to offer a vibrant range of educational and training offerings that reflect the changing learning environment, economy and needs of the college’s constituents; and active engagement in community organizations and partnerships that enhance the educational environment of the district.
WCC competes for students primarily with the following: 1) online universities and other providers of online courses; 2) four-year colleges for transfer program students; 3) proprietary and for-profit institutions for occupational program students; 4) businesses providing workforce development programs; and 5) local not-for-profit and governmental organizations providing community education.

O4: Human Resources
During FY2011, WCC employed the equivalent of 1,273 employees, consisting of 115 full-time faculty, 620 adjunct faculty, 34 administrators, 228 full-time support staff and 275 part-time support staff. WCC had 115 full-time faculty positions including two librarians, seven counselors and three vacant positions. Instructional faculty positions were classified as 47 percent transfer, 38 percent occupational and seven percent developmental. Seventy-seven percent of full-time faculty held master’s degrees; 12 percent held doctorate degrees; three percent held bachelor’s degrees; two percent held associate degrees; and three percent held a certificate and/or occupational certification in their discipline. Tenure status included 16 percent non-tenured and 84 percent tenured. In FY2011, 50 percent of full-time faculty taught an online course and three percent taught via two-way interactive television.

WCC Faculty Council Local #604 has been the collective bargaining agent for college’s full-time faculty for more than 30 years. As detailed in the Faculty Council Collective Bargaining Agreement, the faculty rank system is optional and faculty-initiated. Distribution of faculty rank includes: 16 percent of faculty are instructors; 52 percent are assistant professors; 24.5 percent are associate professors; and 14 percent are professors. The WCC Adjunct Faculty Associations have been collective bargaining agents for the credit adjunct faculty and the Adult Education faculty for five years. All other classes of employees are not unionized.

The college’s administrative staff is austere by design with a total of 34 positions. WCC’s President and three Vice Presidents provide leadership for the college’s daily operations. The three Vice Presidents provide leadership and serve as the communication channel for their respective area. The three areas are: 1) Educational Affairs; 2) Finance and Operations; and 3) Quality and Strategic Development. Of the college’s 34 administrative staff positions, two are currently vacant. Of the 32 currently-employed administrators, 25 percent hold doctorates and 75 percent hold master’s degrees with 9.4 percent of those with master’s degrees currently pursuing doctoral studies.

The college’s learning-centered commitment continuously challenges the college to foster a culture where learning serves as the highest priority and where all college employees routinely ask two basic questions: 1) Does this action improve and expand learning? 2) How do we know? Implicit in the first question is quality improvement and the commitment to create and support a quality infrastructure that supports learning. Implicit in the second question is creating a culture of evidence that supports data-driven decision making and information transparency. The collaborative efforts of over 60 cross-functional teams have worked to improve college processes and procedures in a manner that advances a positive learning environment and facilitates access with student success. Each major policy change is supported by research in current literature, best practices and benchmarking.

OS: Aligning Leadership, Decision-Making and Communication with Mission, Values and Responsibilities
WCC continues a rich tradition of innovation and service with strong community support and the guidance of a dedicated board of trustees. The Board of Trustees operates at the strategic level and formulates longer-range strategy and policy. The President of WCC is the college’s Chief Executive Officer and creates the structure and procedures to implement Board of Trustee policy and strategy.

WCC’s senior management team, composed of the President and the three Vice Presidents, manages the college’s daily operations, continuously reviewing policies and procedures with an eye on quality improvement. The President’s Cabinet is made up of the senior management team, the five Assistant Vice Presidents, the Director of Governmental and Multicultural Affairs, the Senior Executive to the President and the Director of Marketing and Communications and meets on a monthly basis in an advisory capacity, continuously assessing how the college can improve learning at all levels.
Integral to WCC’s governance is the college’s over 60 cross-functional teams/committees. The cross-functional team/committee structure is a viable example of WCC’s Ad Hocracy Model of governance, which has been a part of the college culture since the 1970s. The use of WCC’s collaborative Ad Hocracy Model fosters community-building and social capital.

WCC is one of 48 public community colleges in the Illinois Community College System. The Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE) and Illinois State Board of Education (ISBE) are state agencies that have an impact on broad state-level policies, but do not direct the college. College leaders maintain communication with these agencies by meeting reporting requirements, through memberships in association and councils, and through relationships with the project offices at these agencies.

WCC operates in compliance with FERPA and its Board of Trustee’s Ethics Policy as well as all federal and state statutes. WCC requires active administrative participation in community outreach through liaison duties to community organizations and active participation in college cross-functional team/committees. The college’s administrators, Board of Trustees and faculty participate in numerous higher education associations and advisory groups at the state level, as described in Section 5R2.

**O6: Aligning Administrative Support Goals with Mission and Values**

WCC’s administrative support services are organized under the college’s three key areas: Finance and Operations, Educational Affairs, and Quality and Strategic Development. First, Finance and Operations coordinates the processes of the following administrative offices: Information Technology, Campus Operations, Finance, Human Resources and Emergency Preparedness and Safety. This area leads the college in delivering facilities, staffing, infrastructure, and technology to support students, faculty, staff and community members. All of WCC’s processes, procedures and systems are organized in alignment with the college’s learning-centered mission. 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. New educational resources purchased for the newly constructed Plano location, Aurora location, Science Building, Academic and Professional Center and upgrades to existing buildings have created new, customized state-of-the-art opportunities and ways for students to learn and are reshaping teaching and learning.

Second, Educational Affairs coordinates the processes of the following administrative offices: Instruction, Workforce Solutions and Community and Adult Learning, Student Development, Program Development and Distance Learning, and Marketing and Communications. This area leads the college in delivering learning options that meet student needs in terms of time, place, pace, structure, technology, and method of delivery.

Third, Quality and Strategic Development coordinates the processes of the following administrative offices: Fund Development, Campus Development and Institutional Effectiveness, which includes the Institutional Research and Outcomes and Grants departments. Providing leadership for accountability and data stewardship, 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. The college’s accreditation and quality improvement initiatives through AQIP are also facilitated by Quality and Strategic Development.

**O7: Collecting and Using Data and Information**

WCC collects a wide variety of data from students, faculty and staff. The distribution of collected data is informed by legal and ethical guidelines. The college employs a number of resources and technologies to manage and use the collected data, including SCT Banner, a centralized administrative software system for financial and student records, document imaging and user access; WEAVEonline for unit goal and goal accomplishments.

WCC uses SCT Banner, an integrated and centralized administrative software system. The system provides an environment for the college to administratively process student’s admission, registration, financial aid, student records and financial records while providing streamlined methods to assess, monitor, plan for and report on the impact of resource allocation program outcomes and future college needs. Protocols are in place for who has
access to data and levels of access (read-only, modify, etc.). Widespread access to data is limited on a “need-to-know” basis. The SCT Banner system allows for real-time analysis of data for management purposes across a much wider spectrum of users and helps to foster the development a culture of evidence.

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. The Director of Institutional Effectiveness, a new administrative role who reports to the Vice President of Quality and Strategic Development, oversees five new staff and two existing departments, the Office of Institutional Research and The Outcomes Program. The goals of this unit include: 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 (TOP). TOP is charged with facilitating the development of the college’s culture of evidence, which is guided by data-informed decision-making. TOP works collaboratively to identify outcomes and develop accompanying assessment tools, collect data, and report the results in clear and meaningful ways.

O8: Key Commitments, Constraints, Challenges and Opportunities Impacting Plans and Strategies
To place the college’s values into action, WCC commits to: 1) provide quality educational programs and services which are academically, geographically, financially, technologically and physically accessible to meet the educational and training needs of a diverse, multicultural population and the organizations within the college community; 2) maintain institutional policies, programs, practices and efforts, which provide an emphasis on a learning-centered college for students and the community; 3) develop the intellectual, physical, social, cultural and career potential of the individual; 4) promote diversity in faculty, staff and student recruitment; staff development; and cultural enrichment activities; 5) contribute to the economic, workforce, social, recreational and cultural quality of life of the community; and 6) cooperate with other local, state and national organizations, and provide leadership that will enhance educational services and avoid duplication of services.

Additional institutional commitments can be found in the Comprehensive College Master Plan, Presidential Action Initiatives and the FY2012 Strategic Goals and Supporting Goals. The goals of WCC’s Comprehensive College Master Plan are to provide the following: 1) flexible, scalable and accessible WCC location environments; 2) a consistent WCC experience at all college locations (main campus and three locations); 3) learning-centered environment at all locations that fosters excellence in teaching and learning; 4) location environments responsive to community needs; 5) the seamless delivery of student services through a one-stop model at each location; and 6) accountability and responsibility in the use of taxpayer funds.

Key constraints and challenges include: 1) increasing demands on college services and programs due to exponentially increasing enrollments and community needs; 2) changes in funding streams that include decreased state funding and imposed tax caps; 3) brisk pace of changes in instructional and information technology; and 4) increasing numbers of incoming students who lack college readiness and are unprepared for college-level work.

Key opportunities include the following ongoing initiatives: 1) participation in the Foundations of Excellence® program to improve first-year student experiences and success 2) research, implementation and use of administrative technologies that facilitate improvement of processes and procedures to increase efficiency and productivity; 3) further development of a culture of evidence that informs decision-making, supports a collaborative culture, provides greater accountability and information transparency throughout the college, particularly through Title V grant initiatives and participation in the Voluntary Framework of Accountability program; and 4) continued outreach to the college district and the development of collaborations and partnerships.
Waubonsee Community College

November 1, 2011

**Institutional Overview**

WCC’s [AQIP Action Projects](#) identify opportunities for the advancement of the college’s continuous improvement efforts. Current AQIP Action Projects include Project Graduation Initiative, Data Stewardship and B³: Building a Better Budget. Opportunities highlighted by these projects include comprehensive process evaluation and revision to support increased student success; improved data collection management and use; and enhanced organization and communication of budgetary information.

**O9: Key Partnerships and Collaborations Contributing to Institutional Effectiveness**

One of the college’s five strategic goals is “We will be recognized by our community as a good citizen, actively engaging in community organizations and creating partnerships that enhance the educational environment of the district.” Accordingly, WCC participates in an extensive and active program of partnerships and collaborations. Key collaborative relationships include, but are not limited to, the following: 1) [Illinois Articulation Initiative (IAI)](#), which allows students following a prescribed course of study to enter all Illinois public and most private colleges and universities as a junior; 2) partnerships with area K-12 schools and systems to: a) improve teaching and learning through continuing professional education and development for faculty; b) facilitate college readiness and access; c) offer [dual credit programs]; d) offer an [Upward Bound] program; and e) provide a [summer school program for the high schools]; 3) partnerships with four-year universities focused on better serving students and the community; 4) industry advisory groups and organizations representative of career fields that assist the college’s educational programs in reviewing and developing new programs and curricula, offer internships and service learning experiences, and provide foreign study opportunities; 5) partnerships with local industry, business and government including services offered through the Small Business Development Center (SBDC) and leadership in the college’s local Illinois Employment and Training Center partnering with the [Illinois Department of Employment Security](#), Kane County Department of Employment and Education, the [Job Corps](#) and the [River Valley Workforce Investment Board](#); 6) relationships with government and private foundations which support college programming and provide financial assistance to students; 7) collaborations that address strategic initiatives such as the college’s 2020 College Master Plan; 8) certification by the [International Association for Continuing Education and Training](#) and the college’s authorization by the Illinois State Board of Education to provide continuing education to area faculty and professionals; 9) college administrative liaison duties; and 10) [cooperative and chargeback agreements with other Illinois community colleges that support the learning needs of WCC students](#).

Community support has allowed WCC to continue innovation and service by expanding the college’s educational offerings, growing student services and increasing outreach to all the college’s locations. WCC’s partnerships with community organizations enhance the educational environment of the district by: providing the college with effective means of determining community education workforce development training needs; providing the college with feedback regarding program curriculum; developing efficient processes, procedures and systems for transfer students; communicating local employer needs; facilitating college preparation and access; leveraging resources to provide maximum community benefit; promoting a positive image of the college within the community; encouraging support and funding for college initiatives; providing input on new location development efforts; and facilitating accountability and communication efforts.