01. Institutional Features

The 2007-2008 academic year marks the beginning of Waubonsee Community College’s (WCC) fifth decade of service to students and its community. The college, located forty-five miles west of Chicago, Illinois, has served more than 250,000 students since its inception. As one of 48 public community colleges in the Illinois Community College System, WCC is governed by a board of trustees composed of seven community members elected from the district at large and a student trustee selected by the student body. WCC serves 22 municipalities, 12 public high school districts and 9 private high schools in a five-county, 600-square-mile district that accounts for almost 67% of the Illinois’s population growth from 2000 to 2007. Such growth is expected to continue, with the current district population of nearly 328,000 expected to grow to 386,000 by the year 2020. As a result, WCC is among the fastest-growing community colleges in Illinois. In order to proactively address exponentially expanding student and community needs, WCC has cultivated a learning-centered culture that values, and an infrastructure that advances, continuous quality improvement.

Each year, the college develops new associate degree and certificate programs, delivers essential workforce training and facilitates unique lifelong learning opportunities. The college’s successes are defined by the quality of its programs and by the collective achievement of its students. Excelling in academics, co-curricular participation, athletics and community service, WCC’s students benefit from an enriched environment where their dreams are shaped and their accomplishments are recognized. WCC’s faculty and staff play a pivotal role in nurturing the success of its students. These dedicated individuals are committed to putting students first by listening, helping to identify educational goals and dreams, and working together to achieve success. Their collective efforts have enabled the college to help its students build a better future.

WCC continues a rich tradition of innovation and service with strong community support and the guidance of a dedicated board of trustees. 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 campus 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.

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, quality and innovation.

Values: 1) 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; 2) 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; 3) Value: We focus every resource directly on the search for learning, creating tangible benefits in everything we do; 4) 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; and

5) **Innovation:** We are actively engaged on the frontiers of education, continuously improving the learning environment for our students and communities.

**Commitments:** 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 our 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.

**Strategic Goals:** WCC’s strategic goals are informed by the college’s vision, mission, values, commitments, and program and services. The college’s 2007-2008 Strategic Goals are as follows:

Strategic Goal 1: **We will continuously seek to provide a learning-centered college** where each individual, whether student, faculty member, staff member, administrator or trustee, understands their role in creating a positive learning environment through everything they do.

Strategic Goal 2: **We will be valued and respected by our communities for providing exceptional value to our district** through the prudent management of resources.

Strategic Goal 3: **We will maintain a vibrant range of educational and training offerings** that reflect the changing learning environment and the needs of our constituents.

Strategic Goal 4: **We will value our faculty, staff and administrators** and provide them with professional development opportunities that will allow them to positively contribute to the college throughout their careers.

Strategic Goal 5: **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.

WCC’s strategic goals with objectives are discussed in Section 8C1.

**02. Programs and Services**

To fulfill the college’s commitments, WCC provides programs and services in the following program and service 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, healthcare, technical and professional education consisting of associate degrees, certificates, courses, workshops and seminars designed for career, 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) and English as a Second Language (ESL); 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: Services designed to meet the needs of a diverse student population which include: counseling and advising, recruitment and retention, admissions, registration, assessment, financial aid, career services, co-curricular activities, intercollegiate athletics and assistance for those students with physical and learning disabilities.

To deliver programs and services, WCC provides the following support: 1) Instructional Support: Services designed to facilitate and provide support to the instructional process, including alternative delivery systems (such as telecourses, Internet courses, two-way interactive telecommunications, cable television, wireless communications); the use of computer technology; the library; the Center for Teaching, Learning and Technology; media and learning laboratories; 2) Administrative Support: Organizational support that provides services for staff selection and development, financial services, facilities, operational management, technology advancements and training, research, planning, marketing and public relations; and 3) Community Support: Assistance to communities, organizations and businesses may be provided by the college to meet local needs. These combined efforts may include programming in the community and workforce development, small business development and partnership activities which will improve the quality of life.

03. The WCC Student
WCC has experienced a consistent trend in enrollment increases during the past five years. This trend in student population growth is expected to continue with enrollment increases projected to total approximately 21% over present enrollment by the year 2020. Student headcount for 2007 was 26,611, credit hours generated was 166,542 and student FTE was 10,775. Of these students, 43% are male and 57% are female, with the gender difference more pronounced among older students than recent high school graduates. The student base is composed of 36% recent high school graduates, 14% transfer students from other colleges and 50% community members, business employees and industry professionals. Thirty percent attended classes on a full-time basis, while 70% enrolled part-time. Of the credit hours generated, 51% were in transfer courses, 18% were career and occupational courses, 10% in developmental courses and 21% in ABE, GED and ESL courses. The college awarded 550 associate degrees and 613 certificates. Approximately 72% of WCC students receiving associate degrees transfer to 4-year schools with 85% of those transferring to colleges and universities in Illinois.

WCC students identify their ethnic origin as being 6% African American, 28% Hispanic (with 17% enrolled in ESL), 3% Asian, and 63% Caucasian and other. The college has a significant number of Hispanic students enrolled in ESL. Each year, approximately 5,000 residents are served by the college’s community education programs. More than 2,500 individuals received customized training through workforce development offerings last year. The average age of a credit student is 27 and 47 for a noncredit student. Each year, more than 500 students participate in student organizations, including student government, publications, intramurals, clubs, bands and choruses, drama, dances, lectures, art shows, and other cultural events. In athletics, the WCC teams are part of the Skyway Community College Conference and the National Junior College Athletic Association, fielding men’s teams in seven sports and women’s teams in six sports.

04. Collaborative Efforts
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 early college academy at the WCC Aurora campus (extension site); e) offer an Upward Bound program; and f) provide a summer school program for the high schools on the WCC campuses; 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 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 our authorization by the Illinois State Board of Education to provide continuing education to area faculty and professionals; 9) College administrative liaison duties that actively work to partner with and support government, other educational institutions, corporations, labor organizations, economic development entities and social service organizations; and 10) Cooperative and chargeback agreements with other Illinois community college’s that support the learning needs of WCC students.

Additionally, the celebration of the college’s 40th anniversary during 2006-2007 provided a unique opportunity to reach out to the district to create and strengthen community partnerships. Outreach included the grand opening and dedication of the Science Building, the Founding the Future Program and Student Center Groundbuilding Ceremony, the recognition of our “Fabulous 40” alumni and students, the inauguration of the WCC Athletic Hall of Fame and the issuing of more than 70 Proclamations of Appreciation that recognized the support of district municipalities, federal/state officials, county government, school districts, labor unions, economic development corporations, and service and community organizations.

Collaborations are more fully discussed in Category 9.

05. Faculty and Staff
During 2006-2007, WCC employed the equivalent of 1,249 employees, consisting of 99 full-time faculty, 663 part-time faculty, 30 administrators, 172 full-time support staff and 285 part-time support staff. The college has added an average of five new full-time faculty positions for each of the previous five years in order to respond to rapid growth in enrollments. During 2007-2008, this increase resulted in 105 full-time faculty positions by the college, which includes the non-instructional faculty positions of two librarians and five counselors. Instructional faculty positions are classified as 48% transfer, 38% occupational and 8% developmental. Seventy-seven percent of full-time faculty hold masters degrees; 14% hold doctorates; 4% hold bachelors; 2% hold associates degrees; and 1% hold no degree. Tenure status includes 25% non-tenured and 75% tenured. As of fall 2007, 44% of full-time faculty are teaching an online course and 8% are teaching via two-way interactive television. For over 30 years, WCC has recognized the WCC Faculty Council Local #604 as the collective bargaining agent for college’s full-time faculty. As detailed in the Faculty Council Collective Bargaining Agreement, the faculty rank system is optional and faculty-initiated. Distribution of faculty rank includes: 65% of faculty are instructors; 22% are assistant professors; 6% are associate professors; and 9% are professors. In late 2006, the Illinois Education Association unionization campaign established the WCC Adjunct Faculty Association and WCC Adjunct Faculty Association - Adult Education as the collective bargaining agents for the credit adjunct faculty and the Adult Education faculty, respectively. The college is currently in negotiations. The active solicitation and formation of adjunct faculty unions is reflective of a current trend for Chicago and collar county area colleges and universities. All other classes of employees are not unionized.
The college’s administrative structure is divided into three major administrative divisions: 1) Educational Affairs; 2) Finance and Operations; and 3) Quality and Strategic Development. Each division is led by a vice president that reports directly to the president. Each vice president leads a team of administrators that oversee functional areas in their division. See the administrative organizational chart in Section 5C1 for further detail. The college’s administrative staff is austere by design with a total of 33. Of the 30 currently-employed administrators, 17% hold doctorates and 83% hold master’s degrees with 17% of those with master’s degrees currently pursuing doctoral studies.

06. Critical and Distinctive Facilities, Financial and Regulatory Environments

Facilities: WCC currently has three campuses: 1) Sugar Grove Campus; 2) Aurora Campus; and 3) Copley Campus. 1) The college’s main Sugar Grove Campus is located on a 243 acre tract of land on Route 47 north of Sugar Grove. Wetlands, woodlands, and restored native prairie now occupy roughly 87 acres of the campus. Facilities include 15 buildings with 141 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 two-mile nature trail. 2) Founded in 1986, the college’s Aurora Campus serves as an extension campus and is located in an 80,000 square foot building in the heart of downtown Aurora, the second largest city in Illinois. The Aurora Campus serves as the main site for Workforce Development and Adult Education; and 3) Established in 1997, the college’s Copley Campus serves as an extension campus and is located on the Rush-Copley Medical Center Campus on the far-east side of Aurora. The college currently holds classes on the second floor of the two-story building and plans to expand to the first floor, which is currently occupied by rental tenants.

In 2002 and 2003, district voters approved two referenda that provided the financial support for the implementation of the college’s 2020 Master Plan. One referendum provided for the issuance of $67 million in bonds and the other for an increase in the Operations and Maintenance Fund. The 2020 College Master Plan outlines the facilities necessary to meet the needs of the college’s burgeoning district population and expected enrollment increases. The plan centers on the construction of four new facilities on the Sugar Grove Campus, as well as expanded facilities and remodeling of vacated areas, and the construction of a new 130,000 square foot downtown Aurora Campus and a new Plano Campus. As a result, three new facilities have been built on the college’s Sugar Grove Campus: a) The Campus Operations Building opened in spring 2005; b) The Science Building, which opened in fall 2006, is one of the region’s most sophisticated science education centers. The building, with its high-tech science labs, state-of-the-art lecture rooms and media-ready classrooms, exemplifies WCC’s commitment to outstanding teaching and learning; and c) The 56,000 square foot Academic and Professional Center, which opened in fall 2007, houses state-of-the art classrooms, computer classrooms and a 400 seat event room suitable for college and community events. Construction has begun on a fourth building, the Student Center, which will centralize all student services at the Sugar Grove Campus. Extensive planning continues for the development of the new Aurora and Plano Campuses.

Financial Environment: The Government Finance Officers Association of the United States and Canada (GFOA) has awarded the college a Certificate of Achievement for Excellence in Financial Reporting for eight consecutive years. This award is the highest form of recognition in the area of governmental and financial reporting. WCC is one of 16 community colleges in Illinois to receive this for the fiscal year 2006 and one of only 60 colleges and universities in the United States to receive this recognition. Total assessed valuation of the college district for 2006 is $8.9 billion. In FY2007, the college’s main revenue sources were classified as follows: 50.0% property taxes; 15.6% tuition and fees; 10.6% state grants and contracts; 6.5% auxiliary; 5.3% federal grants and contracts; 7.5% investment income; 2.9% other operating revenues; 1.4% other non-operating revenues; and .2% local grants and contracts. In FY2007, the college addressed improvements in facility development, property management and acquisition with an operating budget of $46,103,754. Tuition for in-district residents for the 2007-2008 academic year is $72 per credit
hour, the second lowest tuition per credit hour rate in the Chicago Collar Counties. A typical credit course is three semester hours.

**Accreditation:** WCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and was accepted into the AQIP in June 2003. The college’s Reaffirmation of Accreditation is scheduled for 2010. The college is approved by the Illinois Community College Board, Illinois Board of Higher Education, and the U.S. Department of Education. WCC is recognized by state and federal agencies administering financial aid.

07. Competing Organizations

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.

08. Opportunities and Vulnerabilities

**Opportunities:** Key opportunities include the following: 1) Ongoing development of the college’s quality infrastructure that supports an integrated system of needs assessment, planning, goal setting, budgeting, resource allocation, assessment of college services and processes and the continued cultivation of a learning-centered philosophy that places learning as the highest priority (leveraging outcomes from the college’s Learning First! Action Project); 2) Ongoing implementation of the 2020 College Master Plan that provides opportunities for the expansion of the college’s curriculum and facilities; the integration of new state-of-the-art instructional technology; the growth of campus student services; and enhanced outreach through the development of new campus extension locations; 3) Ongoing implementation of the college’s administrative software system and web portal that provides continuing opportunities to reexamine processes and procedures in light of the new capabilities and offers new efficiencies and productivity, [leveraging outcomes from the college’s Administrative System Implementation Project (ASIP) Action Project]; and 4) Continued development of a culture of evidence that informs decision-making with relevant data and benchmarking, supports a collaborative culture, provides greater accountability and information transparency communicating outcomes of academic and administrative programs throughout the college [leveraging outcomes from the college’s The Outcomes Program (TOP) Action Project]; and 5) Ongoing outreach to the college district and the development of collaborations and partnerships.

**Vulnerabilities:** Key vulnerabilities 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.

**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 leaderships system 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.

A Category Overview section has been included at the beginning of each category. This section shares the college’s stage of organizational quality development and the focus of the items selected for that category.