

Illinois Community College Board
Recognition Evaluation
FY2016



WAUBONSEE
COMMUNITY COLLEGE

STANDARD 1 - ACADEMIC

1. Degrees and Certificates

A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. The criteria for approval of new units of instruction also are required for existing programs offered by community colleges. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.

Indicators of Compliance:

- *The college awards associate degrees, and certificates in accordance with units of instruction approved by the ICCB.*
- *All degrees, and certificates will meet credit hour ranges and general education requirements for new programs.*
- *Programs that are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.*

Items Evaluated: College staff reviewed degree and certificate information in the college catalog, CurricUNET site, website, and curriculum master file (in Banner, Waubonsee's Student Information System) for consistency with the ICCB Curriculum Master File and alignment with ICCB program requirements.

Findings: The college meets the compliance standard. All degrees and certificates awarded are programs approved by the ICCB. A review of the college catalog, CurricUNET site, website, and curriculum master file (in Banner) found that major codes, titles and minimum required hours for all active programs are consistent with the ICCB Curriculum Master File. Programs not in the catalog and no longer enrolling new students have an inactive or withdrawn status on the ICCB Curriculum Master File. In addition, all programs meet the ICCB's credit hour range and general education requirements.

The college has an effective system in place for maintaining accurate curriculum files. The CurricUNET system is used to process all program proposals (new, modified, inactivated, and withdrawn) through the college's Curriculum Council. The system includes multiple review and approval steps that allow for a thorough review of proposals to ensure they meet ICCB requirements. The coordination of curriculum submissions to ICCB and maintenance of official curriculum files is centralized in the Instructional Services office. This office is also responsible for providing program updates for the college catalog and website to ensure consistency and accuracy of information.

Action: None required.

2. Articulation

Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:

- a) *at least three Illinois public universities, or*
- b) *at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.*

Indicators of Compliance: *The district's AA, AS, AFA, AES, and AAT degree requirements allow only courses that have been articulated for transfer.*

Items Evaluated: College staff compared course articulation records on file to courses in the college's transfer degrees to ensure that only courses that have been articulated for transfer will satisfy degree requirements.

Findings: The college meets the compliance standard. A review of course articulation files found that all courses in the college's transfer degrees are successfully articulated; that is, at least three Illinois public universities will accept the course in some measure. The college has an effective system in place for course articulation. The college submits all 1.1 courses for articulation to seven Illinois public universities. In addition, courses that match an IAI general education or major code are submitted to the appropriate IAI panel for approval. The Instructional Services office maintains an articulation database which contains scanned copies of all form 13s and other articulation documents and is available to college staff.

Action: None required.

Indicators of Quality:

- *The college has adopted the general education core for its baccalaureate transfer degrees.*
- *The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs.*

Items Evaluated: College staff reviewed the college's transfer degrees to ensure the general education core includes only IAI-approved general education courses and that the degrees align with major-specific models outlined by the ICCB and IAI.

Findings: The college meets the quality standard. A review of the college's transfer degrees, as detailed in the college catalog, found that all courses in the general education categories are IAI-approved and degree requirements align with models established by ICCB and IAI.

Action: None required.

3. Academic Control

- a). *The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established process for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.*
- b). *The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit instruction and with Section 3-17 of the Act where applicable.*

Indicators of Compliance: *The community college maintains full academic control of the unit of instruction.*

Items Evaluated: College staff review instructor evaluations, policies, CurricUNET site and curriculum master file (in the Banner System) for consistency with the ICCB Curriculum Master File, course schedule and college catalog.

Findings: The college meets the compliance standard. The college provides administrative oversight for all courses. All units of instruction are approved by the college's Curriculum Council and the ICCB. Student evaluations of each course are conducted each semester. Systems are also in place for administrator evaluation of faculty.

Action: None required.

4. Curriculum

The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.

- a) *The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:*
- i. *For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;*
 - ii. *For the Associate in Fine Arts, Associate of Arts in Teaching, and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;*
 - iii. *For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and*
 - iv. *For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.*

Indicators of Compliance: *The district's AA, AS, AFA, AES, AAS, and AGS degrees' requirements are within the prescribed limits set forth by statute and Administrative Rules.*

Items Evaluated: College staff reviewed degree information in the college catalog, CurricUNET site, website, and curriculum master file (in Banner) for consistency and alignment with ICCB program requirements.

Findings:

- i. The Associate in Arts degree and the Associate in Science degree each require a total of 60 semester credit hours.
- ii. The Associate in Fine Arts - Art degree requires 61 semester credit hours, the Associate of Fine Arts - Music Performance degree requires 63 semester credit hours, and the Associate in Engineering Science degree requires 60 semester credit hours. Waubonsee no longer offers the Associate of Arts in Teaching.
- iii. Associate in Applied Science degrees vary in total requirements of not less than 60 credit hours nor more than 72 semester credit hours. The programs with credit hours over 60 are in occupational fields in which accreditation or licensure by a state or national organization requires additional coursework.
- iv. The Associate in General Studies degree requires 60 semester credit hours.

Action: None required.

Indicators of Quality

- *Degree requirements beyond the minimum are directly related to the objectives of the unit of instruction, are not excessive and are generally consistent with similar degree offerings at other institutions.*
- *Degree offerings are consistent with the career pathway for students seeking to enter a field of study or that are transferring to a four-year institution.*

Items Evaluated: College staff reviewed the college's associate degrees and closely examined those with 60 or more semester credit hours to ensure that requirements beyond the minimum are directly related to the unit of instruction and are not excessive.

Findings: The college meets the quality standard. WCC has nine associate degrees that require more than 60 semester credit hours: two AFA Fine Arts degrees and seven Associate in Applied Science degrees.

The Associate in Applied Science degrees are in occupational fields in which accreditation or licensure by a state or national organization requires additional coursework.

- AAS Interpreter Training
- AAS Nursing
- AAS Automotive Technology
- AAS Construction Electrician
- AAS Health Information Technology
- AAS Graphic Design
- AAS Emergency Medical Technician Paramedic

Action: None required.

b) Accreditation and Credentialing

- Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable period of time.*
- The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.*

Indicators of Compliance: *The unit of instruction meets accreditation and licensure requirements, as appropriate to the specified field.*

Items Evaluated: College staff reviewed the college's associate degree and certificate programs to comply. Sources include the college catalog and CurricUNET.

Findings: The college meets the compliance standard. Certificate and degree programs that require accreditation and certification have them in place.

Action: None required.

Indicators of Quality:

- i. *The unit of instruction included industry-recognized credentials consistent with the discipline or field of study.*
- ii. *Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline of field of study.*
- iii. *For Career and Technical Education courses, the unit of instruction was developed with the advice and recommendations of a CTE Advisory committee of employers.*

Items Evaluated: Sources include the college catalog, CurricUNET, and other related items.

Findings: The college meets the quality standard. A significant number of programs that do not have required accreditation do have industry recognized credentialing in place. All certificates are stackable with applicable degree programs. Career and Technical Education programs were developed with the advice and recommendations of an Advisory Committee.

Action: None required.

5. Dual Credit

Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:

- a). *State Laws and Regulations and Accreditation Standards: All State laws, ICCB regulations, accreditation standards specified by the North Central Association and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.*
- b). *Instructors. The instructors for these courses shall be selected, employed and evaluated by the college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.*
- c). *Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.*
- d). *Course Offerings: courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.*
- e). *Course Requirements: The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.*

Indicators of Compliance:

- a). *College conforms to all state laws and regulations and accreditation standards.*
- b). *Faculty hold required credentials.*

- c). Students enrolled in college-level courses meet the academic requirements of the course and the process for course selection is made in consultation with high school personnel.*
- d). None specified.*
- e). Courses meet course type requirements for dual credit as specified and courses meet requirements as specified.*

Items Evaluated:

- a). The appropriate college staff conducted a review of the college's dual credit policy, dual credit records, course outlines/syllabi, and the state regulations/accreditation requirements applicable to this compliance standard.
- b). College staff and administrators reviewed faculty qualification records and ICCB rules to ensure compliance with this standard.
- c). The appropriate college staff conducted a thorough review of the college's dual credit policy, dual credit records, placement test scores/prerequisites, registration records, and the ICCB rules applicable to this compliance standard.
- d). The appropriate college staff conducted a thorough review of the college's dual credit policy, dual credit records, course schedules/IAI course lists/college catalog, and the ICCB rules applicable to this compliance standard.
- e). The appropriate college staff conducted a thorough review of the college's dual credit policy, dual credit records, course outlines/syllabi, and the ICCB rules applicable to this compliance standard.

Findings: The college meets the compliance standards.

- a). The college conforms to all state laws, regulations and accreditation standards. Regulations for administration of dual credit are clearly explained in agreements with each high school partner. Record keeping is centralized and a systematic process is in place to ensure that all requirements are met.
- b). All faculty qualifications are reviewed by the appropriate academic dean and receive administrative approval.
- c). Student qualifications are evaluated prior to entry into the program. Course selections are made in consultation with high school administration.
- d). All courses offered for dual credit to high school students during the regular school day at the high school are articulated or courses in approved ICCB certificate or degree programs.
- e.) All dual credit courses require use of official college course outlines. Agreements with high school partners reinforce requirements. Syllabi for courses offered for dual credit to high school students during the regular school day at the high school are submitted for review to the appropriate academic dean each semester.

Action: None required.

6. Assessment Plans

A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of student learning. All academic programs will systematically assess student learning and use assessment results to improve programs.

Indicators of Compliance:

- *The college has in place a systematic process to assess student learning in each degree and certificate program it offers.*
- *The college regularly utilizes data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning.*

Items Evaluated: College staff reviewed appropriate internal documents and rules applicable to this compliance standard (e.g., board policy, college catalog, Waubonsee's College Learning Outcomes, course assessment plans, AQIP Systems Portfolio).

Findings: The college meets the compliance standard. WCC continues to develop a comprehensive process to assess student learning outcomes that supports a culture of evidence. WCC's College Learning Outcomes are communicated in the TOP MEASURE, a model which was designed by faculty in 2007. The model is reviewed annually by the faculty assessment team for alignment with the college's mission, vision and goals as well as degree and certificate offerings. In spring 2015, the faculty assessment committee members made the decision to narrow the TOP MEASURE model from eleven outcomes to three: critical thinking; communication skills (oral and written); and quantitative literacy. The team critically reviewed each of the institutional outcomes and kept those that they felt most closely reflected the core components of learning at the college and are most commonly identified by employers. The narrowing of the outcomes will make WCC's institutional assessment more focused and improve the quality of the resulting assessment data. WCC's College Learning Outcomes are included on the syllabus template, the print and online catalog, and the course outline.

The Transformative Assessment AQIP Action Project, which was launched in July 2014 as part of WCC's accreditation process, included the creation of the first Outcomes Faculty Liaison position. The full-time faculty member appointed to this position received six hours of release time for the fall and spring semesters. The primary responsibility of the position is to provide faculty leadership and to increase communication with faculty about teaching and learning, student success and the importance of assessing student learning. A second position was approved beginning in the summer of 2016 so that one Faculty Liaison is focused on transfer courses and the other is focused on CTE. WCC is also in the process of hiring a new Assistant Dean for Outcomes Assessment who will start in July 2016. In addition, WCC is participating in the Higher Learning Commission's Assessment Academy beginning in June 2016.

Action: None required.

Indicators of Quality: *The College regularly reviews their placement policies and procedures and engages in continuous data analysis to ensure the placement policies and procedures are placing students appropriately.*

Items Evaluated: College staff reviewed appropriate internal documents and rules applicable to this compliance standard (e.g., board policy, college catalog, placement cut scores).

Findings: The college meets the quality standard. In 2014 an Assessment Practices Advisory Team (APAT) was established as the result of data from the 2012 Foundations of Excellence self-study. The APAT made a series of recommendations, one of which was to explore redesigning the placement process by integrating the use of multiple measures to enhance the accuracy placement. Additionally, it was recommended that a Placement Advisory Council (PAC) be established and consist of faculty, staff and administration to review and recommend the on-going placement practices.

National data supports the use of multiple measures to strengthen the accuracy of placement and the use of multiple measures for placement has long been the preferred model of placement in the field of developmental education. The PAC identified numerous indicators, taking into consideration indicators from regional colleges and feedback from high school partners. The PAC recommended numerous indicators for consideration on the basis that they will expand opportunities for students to demonstrate their academic competency and be used to more accurately place students into college-level or developmental coursework. This philosophical shift is based on the goal to enhance student success and completion by more accurately placing students upon entry.

An implementation subcommittee of the PAC was established and conducted a Business Process Analysis (BPA) of the current placement process and mapped out a timeline for implementation of multiple college readiness indicators approved by the PAC. The subcommittee recommends the following *tentative* timeline and plan for implementation. Many of the recommended changes require intense modifications to system processes that require adequate time for testing. These modifications must be integrated along with the existing plan for upgrades to the Banner system in 2017.

The following changes are planned for students registering for fall 2016. Most of these changes were made in order to meet the deadline for the first day of registration (May 2, 2016):

- Per Illinois Advance Placement (AP) exam law, the college will accept AP test scores of 3 or higher. Currently, the college accepts AP scores of 3 on most tests, but not all.
- PARCC scores of 4 and 5 on the English Language Arts/Literacy section will be accepted for college-level placement. PARCC scores of 4 and 5 on the Mathematics will be accepted for college-level placement. PARCC scores will expire after 5 years.

Action: None required.

7. Student Evaluation

A system of evaluating and recording student performance in courses shall be in effect as per district policies and shall be available for review.

Indicators of Compliance: *The college has a policy in place for evaluating and recording student performance in courses.*

Items Evaluated: College staff reviewed the college catalog and Student Handbook for grading policies.

Findings: The college meets the compliance standard. The grading system utilized for evaluating and recording student performance is outlined in the college catalog and Student Handbook. Information

includes numerical values that indicate the scholarship level of letter grades; notification of grades; incomplete grades; grades in repeated courses; the grade change process; the grade appeal process; and the grade forgiveness procedure.

Action: None required.

8. Faculty Qualifications/Policies

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

Indicators of Compliance: *Faculty preparation is in accordance with ICCB rule.*

Items Evaluated: College staff reviewed internal documents such as the Qualifications to Teach, position postings, and Human Resources records applicable to this compliance standard. The college's established Qualifications to Teach document governs the required faculty qualifications in each discipline. The Executive Vice President of Educational Affairs guides the update of this document each fall semester, and job postings are developed in accordance with the Qualifications to Teach requirements. During the interview and employment process, administrators at multiple levels and Human Resources evaluate faculty qualifications and transcripts to ensure that requirements for academic preparation are met.

Findings: The college meets the compliance standard for faculty preparation.

Action: None required.

Indicators of Quality:

- *College has a staffed Faculty Development Center where faculty can receive professional development such as hands-on technology, creating accessible instructional materials and pedagogy.*
- *Instructional materials are created accessible to persons with disabilities and electronic versions are available in centralized locations.*

Items Evaluated: College staff examined various documents including the annual goal and goal accomplishment reporting, past training catalogs, the website and AQIP Systems Portfolio for information related to the college's Center for Teaching, Learning and Technology.

Findings: The college meets the quality standards. WCC's Center for Teaching, Learning and Technology (CTLT) serves to enhance the teaching and learning process by providing training to all faculty, staff and administrators. The CTLT is led by the CTLT Manager and the CTLT staff consists of a full-time faculty liaison and five full-time employees, including four trainers and one administrative assistant. Hands-on technology-related training is offered to faculty through CTLT group sessions, as well as one-on-one training. In 2015-2016, the CTLT provided 698 one-on-one assistance contacts to 317 faculty and staff across 311 hours. The CTLT hosted/ facilitated 222 professional development events, totaling 635 hours, which were attended by 1,651 WCC faculty and staff (duplicated count).

The CTLT also offers professional development programs specifically designed for faculty, such as the New Faculty Learning Academy (NFLA) and Aurora University's Collaborating Academic Partnership

Program (CAPP). NFLA is a three-year program designed to model for and inform all new, non-tenured faculty about practices, policies and procedures conducive to a learning-centered college. Aurora University's CAPP offers graduate-level classes to WCC faculty through the CTLT. NFLA sessions and CAPP classes are offered in face-to-face and virtual formats. A total of eight full-time faculty members and six adjunct faculty completed at least one of the courses in FY2016. Fifty-eight full-time faculty members (49 percent) have taken at least one CAPP course through the CTLT since the program was developed in 2007 and 33 of those faculty members have taken three or more courses. In addition, 19 adjunct faculty have completed a least one Aurora University CAPP course through the CTLT.

Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location. Accommodations are made for faculty with disabilities as needed. All CTLT and other instructional materials are housed in electronic form on mywcc, Waubonsee's employee intranet.

Action: None required.

9. Cooperative Agreements and Contracts

A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.

- a) Interdistrict Cooperative Agreements for Instruction: A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's programs(s)/course(s) upon approval by the ICCB.*
- b) Out-of-District Cooperative Agreements for Instruction: A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB.*
- c) Extension of Curricula/Credit Courses into another Community College District: A community college may extend previously approved credit courses into another community college district with approval of the other community college district.*

Indicators of Compliance:

- *All Cooperative Agreements have been approved by ICCB.*
- *Cooperative agreement/contracts are current and reflect existing practices.*

Items Evaluated: College staff reviewed college catalogs (Waubonsee Community College's and College of DuPage's), cooperative agreements, and other documents related to cooperative agreements to ensure compliance with the standard.

Findings: The college meets the compliance standard. WCC participates in two cooperative agreements with community colleges: the Community Colleges Joint Educational Agreement (CAREER Agreement) and a separate agreement with College of DuPage (COD) for specified programs.

ICCB recently took over the management of the Community College Joint Educational Agreement which involves more than 25 Illinois colleges. Waubonsee's original agreement with COD was approved by

Waubonsee's Board of Trustees in February 1976, prior to the ICCB rule regarding cooperative agreements in 1994. ICCB was notified of modifications in May 1995. The current COD and Waubonsee catalogs are in synch with regard to cooperative agreement program opportunities available to Waubonsee Community College students at COD.

Action: None required.

Indicators of Quality: *Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region.*

Items Evaluated: College staff reviewed the college's Chargeback/Cooperative Agreement Report.

Findings: The college meets the quality standard. Waubonsee's participation in cooperative agreements with other community colleges enables us to provide cost effective options to meet labor market needs and programmatic needs. Waubonsee had 142 cooperative agreement authorizations in FY2015 and 168 in FY2014.

Action: None required.

10. Academic Calendar

A college shall operate an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).

- a). The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, college wide placement or assessment testing, faculty workshops, and final examinations.*
- b). Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).*
- c). Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration, and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).*

Indicators of Compliance: *The Academic Calendar conforms to ICCB rules.*

Items Evaluated: College staff reviewed the approved academic calendar through 2019-2022 and the Academic Calendar Committee minutes.

Findings: The college meets the compliance standard. The college academic calendar includes two academic terms (fall/spring) and a summer term. The fall and spring terms consist of 17 weeks and typically 79 days of instruction, excluding holidays, Saturdays, Sundays and days scheduled exclusively for registration, orientation, college-wide placement/assessment, faculty workshops and final examinations. The summer terms typically consist of 11 weeks.

Action: None required.

11. Program Review/Results

- a). *Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.*
- b). *The minimum criteria for program review shall be program need, program cost, and program quality.*
- c). *Career and Technical Education programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the college obtains an exception in writing from the ICCB.*
- d). *Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of its current five-year schedule of program reviews.*
- e). *The Review of General Education Outcomes shall be scheduled annually, but may focus each year on areas specified by the Illinois Board of Higher Education and ICCB.*

Indicators of Compliance:

- *The college's written process description documents a systematic, college wide process.*
- *Supporting data used to conduct the review reflect a systematic approach.*
- *The five-year schedule submitted by the college encompasses all instructional, student services, and academic programs over the five-year cycle to demonstrate a college wide review process.*
- *The college will examine overall academic productivity, administrative productivity, and public service productivity according to a schedule designated by ICCB/IBHE.*
- *Criteria of need, quality, and cost will be used in the review of each program.*
- *The college's program review schedule matches the schedule for occupational program review as designated by the ICCB and will be submitted as part of the college's annual report.*
- *Reports use the designated format.*
- *The college engages in annual review of general education outcomes.*

Items Evaluated: College staff reviewed appropriate internal documents and rules applicable to this compliance standard (e.g., past program review reports, program review schedule, and program review process).

Findings: The college meets this compliance standard. For each of the years included in this five-year review period, the college has met the August 1 deadline for submission of the Program Review Report and current five-year schedule of program review using the designated format. The college's Program Review process uses multiple methods to assess the effectiveness, quality, cost and need of each program including: 1) defining outcomes assessment at the program and course level; 2) reviewing and revising course outlines and syllabi; 3) evaluating and approving curricular changes in Curriculum Council; 4) developing new programs that support student success; 5) collecting data in a web-based assessment data management system; 6) collaborating with Institutional Effectiveness, Instruction and Finance to gather institutional data; and 7) reporting the results of the process to the ICCB.

The Program Review process supports the college's culture of evidence and data-informed decision making through the participation of faculty, academic deans and staff. This process is facilitated by the Institutional Effectiveness office and provides information on the quality, cost, need, effectiveness and learning-centered commitment of each program. By involving faculty and staff in the Program Review process, the college has been able to gather both qualitative and quantitative data that support the college's continuous quality improvement and accountability efforts. The Program Review system is

transparent to the college community and is used as a communication tool to provide useful data for decision making and facilitate continuous quality improvement within all areas of the college. The Program Review process is a coordinated system that is repeated and evaluated annually for improvement.

Action: None required.

Indicators of Quality:

The following are measures that reflect quality aspects of Program Review/Results Report processes:

- *The college provides a strong foundation of data for analysis to help determine program need, quality, and cost-effectiveness.*
- *The college uses trend data.*
- *Use of data across like program areas is consistent.*
- *Reports show that program costs are appropriate and there is evidence that cost data are analyzed.*
- *The program review process is a collaborative process relying on faculty and using administrative resources.*
- *The program review process is tied to long-range planning.*
- *The college systematically incorporates analyses of key issues and factors into its program review process to keep attune to emerging trends.*
- *Recommendations appropriately address weaknesses, and the college has a mechanism to ensure that priority recommendations are adopted and implemented.*
- *In assessing occupational program quality, the college takes into consideration occupational skills standards, work-based learning, articulation, integration of academic and technical instruction, and faculty qualifications and professional development in emerging trends and teaching techniques.*
- *The college uses input from its business advisory committees to assess program quality and determine if modifications are needed to keep up with changes in the occupation.*

Items Evaluated: College staff reviewed appropriate internal systems and processes applicable to these quality indicators.

Findings: The college meets the quality indicators. Each program area uses unique information to review their programs based on their mission and goals including: 1) Transfer Programs: faculty benchmark IAI and transfer institutions. Transfer programs and courses that align with IAI standards must also undergo a formal review process every five years as mandated by the State of Illinois. Measures such as student rate of transfer and transfer success provide anecdotal indicators of curriculum currency and effectiveness; 2) Occupational Programs: faculty use standards established in state and national occupational skill standards, by specialized accrediting bodies, employers, trade and industrial organizations, and advisory committees as benchmarks. In addition, faculty use industry recognized certifications and credentialing exams to measure curriculum currency and effectiveness. The Follow-up Study of Career and Technical Education Graduates, which measures satisfaction with Occupational Programs, rates of employment and retention in employment, is also used to monitor program currency and effectiveness; and 3) Developmental Education: faculty have participated in the initial steps to receive certification from the National Association for Developmental Education (NADE). Adult Education faculty utilize state standards, GED achievement rates, rate of progression of ESL students and rates of transition into traditional college programming as measures of effectiveness.

The college's Program Review process serves as the primary basis for program improvement, modification and/or elimination. Deans and/or faculty also prompt program adjustments and possibly elimination. Discontinuing a credit program is a lengthy process and is pursued only after careful research and consideration. If it is determined that a program should be discontinued, it is often deactivated for at least a year prior to elimination in order to allow in-process students to complete it. Changes to and discontinuation of courses occur more frequently in order to keep programs up-to-date and relevant. Course changes are generally initiated by the responsible academic dean, though faculty can sometimes prompt changes as well.

Action: None required.

STANDARD 2 – STUDENT SERVICES/ ACADEMIC SUPPORT

1. Student Services/Academic Support

Student services including, but not limited to, advising and counseling, financial aid, and placement, shall be provided by the college in a manner convenient to students as defined below.

- a). Advising and Counseling. The college shall have a comprehensive and organized program of academic advising and career counseling.*
- b). Financial Aid: The college shall provide a financial aid program, which provides students with information about and access to available financial support.*
- c). Placement. The college shall provide job placement services for students.*
- d) Support Services: The college shall provide support services for students.*

Indicators of Compliance:

- College has a comprehensive and organized program of academic advising and career counseling.
- College provides a financial aid program which provides students with information about and access to available financial support.
- College provides career counseling for students.
- College provides job placement services for students.
- College has Coordinator of Veterans and Military Personnel Student Services.
- College implements strategies to recruit, retrain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

Items Evaluated: College staff reviewed a variety of documents, publications and rules applicable to this compliance standard including the college website, board policy, student handbook, college catalog, Student Development reports, and the AQIP Systems Portfolio.

The following items were reviewed with regard to Advising and Counseling Compliance and Veteran/Military Compliance:

- organizational structure and alignment of services
- activity volume at four-campus and online
- veteran advisor/coordinator job description and roles/responsibilities
 - veteran advisor involvement in Illinois Joining Forces (IJF) and other statewide military articulation and prior learning assessment initiatives
- career counseling and career development programs and services that assist students in choosing a major and understanding career development life planning

Financial Aid: Financial Aid information was reviewed and is available to all students through multiple sources. Financial aid is awarded and disbursed in a timely manner.

Placement: The following items were reviewed with regard to Job Placement Services Compliance:

- Career Development Center monthly reports and tracking methods

- Career Development Center audit of services

The following items were reviewed with regard to Strategies to Retention/increase participation of underrepresented individuals with disabilities compliance:

- Access Center for Disability Resources services and programs
- Accessibility Advisement Committee history
- WCC Accessibility Strategic Plan 2016-2019

Findings: The college meets all compliance standards.

Advising and Counseling: WCC provides academic advising and career counseling services at all four campuses, as well as through a new online chat feature geared to increase accessibility to services. Admissions Advisors recruit and conduct first semester advising for new students. The steps to Getting Started are outlined in the credit schedules and the college catalog and on the website.

New students who have never attended Waubonsee before are required to complete the New Student information Form found online at www.waubonsee.edu/nsif. Students interested in Community Education or Workforce Development are directed to complete the Noncredit Registration Form, found in each semester's noncredit schedule and online at www.waubonsee.edu/register. A series of explicit steps is documented for new credit students (full-time and/or degree seeking), new credit students (part-time and not seeking a degree), and returning/continuing students. Department extensions are provided for students who have questions about the process. The Getting Started documentation includes how to submit official transcripts for students to transfer credits.

WCC's Aurora Downtown Campus serves a large percentage of Hispanic and Latino students based on demographics. Hispanic/Latino students make up the majority of two of WCC's largest feeder high schools, with 45% of West Aurora and 84% of East Aurora High Schools' 2015 graduating classes being Hispanic/Latino. The three largest communities in the district (making up 38%) are in Aurora. The percentage of Hispanic/Latinos in these communities ranges from 21% - 75% depending on zip code (zip codes 60506 – 40%; 60505 – 75% and 60504 – 21%; 2015 Demographic Snapshot).

In recent years, WCC has increased admissions advising (first semester advising) specifically at the Aurora Downtown Campus in order to provide additional advising resources where it was most needed based on volume and support. This also served as a strategy to recruit and retain Hispanic/Latino and first generation students. This was accomplished in two ways: 1) the creation of an Aurora Campus College Success Advisor through a Title V Grant from 2010-2015; and 2) moving a full-time Admissions Advisor from the Sugar Grove Campus to the Aurora Downtown Campus in 2012. While the Title V grant that funded the College Success Advisor position ended in 2015, the college recognized the importance of this position and funding for the position transitioned from grant dollars to fully-funded by the institution.

In an effort to increase the effectiveness of admissions advising in helping new students get started, a new Customer Relationship Management system (CRM) was implemented on April 25, 2016. The CRM tracks the progression of students from prospect, to inquiry, to submitting the new student information form, to assessing, completing electronic registration and planning (E-RAP) and finally registration through seven completed semester hours. This system sends automatic emails to students and requests Admissions Advisors make phone calls through every stage of the process creating a proactive communication process rather than just reacting to new student phone calls, walk-ins and appointments.

Financial Aid: Financial aid information is provided to students through the following:

- ***Website:*** Extensive information about financial aid including the application process, programs of aid, annual cost figures and academic progress standards is provided on the college's website. This information meets the consumer information requirements included in the Federal Student Aid Handbook.
- ***Printed Materials:*** Each year the Financial Aid Office publishes a Financial Aid Handbook that includes the above information in printed form. Prospective students are sent the Financial Aid Handbook and a one page summary titled Financial Aid At-A-Glance. The one page summary has the Federal Shopping Sheet information including annual cost, graduation rate, loan default rate, and median borrowing.
- ***In Person:*** Financial aid staff are available at each of the college's four campuses to speak with students on a walk-in basis. This includes three nights a week until 7 p.m at the Sugar Grove and Aurora campuses and one night a week at the Plano Campus. After checking in at a reception desk, most students are seen by a Financial Aid Advisor. This service model insures that students are given complete information about their financial aid eligibility including a review of their academic major to make sure it is correct and of their academic progress.
- ***Outreach Programs:*** Financial aid staff participate in several programs offered by other departments including Student Life's Resources to the Rescue, Admission's Experience Waubonsee and College Night, and the Advancement Office's Scholarship workshops. The Financial Aid Office hosts FAFSA Fairs, College Goal Sunday, and a Game of Life event that allows students to choose a career and experience the outcomes of their financial decisions.

Job Placement Services: Career Development Center (CDC) services include career search advising/coaching, resume prep, interview coaching, internship advising, online job board, online resume/personal branding tools, and employer partner program. Events include three job fairs on three campuses each year, mini "flash" career fairs, LinkedIn workshops and classroom presentations.

Support Services: The Counseling, Advising and Transfer Center is agile and also consistently conducts academic advising for new students at Plano Campus and Aurora Fox Valley Campus and whenever necessary at Sugar Grove Campus, Aurora Downtown Campus and online (such as when volume in Admissions is high and when Admissions Advisors are attending recruitment events). In person and online career counseling includes private individualized interpretation of personality and career assessments, strength/preference exploration, and career attainment by academic major information, and classroom-infused group career assessments.

During the college's participation in the Foundations of Excellence® (FoE) first-year and transfer self-studies from 2011-2013, feedback from many internal stakeholders indicated that they did not have a clear understanding of the services provided in the "Counseling" department, particularly in the area of transfer student advising and college partnerships with four-year universities. The department was subsequently renamed and rebranded as the "Counseling, Advising and Transfer Center" as part of an overall unit reorganization in 2015. Furthermore, the FoE transfer self-study reinforced the importance of nurturing relationships between community colleges and four-year universities to increase student accessibility and reduce time to completion. Since that time, WCC has worked with university partners to develop and celebrate several new transfer pathways for students.

The Transfer and Veterans Advisor serves as the first point of contact for student veterans and coordinates student veteran activity and curriculum compliance. The Veteran Advisor and the Financial Aid Veteran coordinator manage a weekly certification process to ensure compliance for students who receive veterans' benefits. The Transfer and Veterans Advisor also advises the student veterans club and the S.A.L.U.T.E military honor society. For several years, WCC has earned the "military friendly schools"

designation by “G.I. Jobs,” the premier magazine for military personnel transitioning into civilian life. The WCC veteran advisor is also an active member of the Illinois Joining Forces (IJF) transfer /articulation and prior learning assessment initiative and related state and local projects.

Action: None required.

Indicators of Quality:

- *Student Service/Academic Support facilities are easily accessible to students.*
- *Services are available at hours/days convenient for students (evenings, weekends).*
- *Web available student services are accessible to persons with disabilities.*
- *College website and computer based software technologies are accessible to persons with disabilities.*
- *The college provides training and professional development for academic advising staff.*
- *The college coordinates opportunities - off campus, on campus, and online - with high schools to learn about the college, academic and career pathways, and financial aid.*

Items Evaluated: College staff evaluated the following resources from the Access Center for Disability Resources; Career Development Center; Title V Connect4Success Coaching Program; Counseling; Advising and Transfer Center; TRIO Student Support Services; and TRIO Upward Bound programs:

- Established service hours.
- Conference/workshop attendance and other professional development for counselors, academic advisors, career development advisors, accommodation coordinators, transfer coordinator, managers and administrator.
- Career counseling resources for students.

Findings: The college meets the quality standard. Service hours are available and convenient for a diverse population of students at all four campuses and online. Regular evening hours and limited weekend hours are available. Along with other key high-traffic departments, the Counseling, Advising & Transfer Center is open three evenings per week at both the Aurora Downtown and Sugar Grove Campuses and one evening per week at the Plano and Aurora Fox Valley Campuses. Online services such as appointment scheduling and real-time counselor chat are also available, along with email and phone advising. The Career Development Center, the Access Center, Connect4Success Student Coaching and TRIO Student Support Services are available evenings (by appointment).

Several programs and services exist for students who are undecided/still deciding on their college major. Career counselors provide an individualized intake session to determine needs and then give students guidance and assessments based on those needs. After a student takes an online Strong Interest Inventory (SII) or Myers Briggs Interest Inventory (MBTI), they meet a second time with that counselor to interpret the results of their assessment. In addition to individual face-to-face counseling, WCC makes several online services available to students to help them determine best major/career fit, including Career Beam (a cloud-based platform with assessment tools, resume and interview prep resources, etc.) and Career Cruising (career readiness tools for K-12 and adult/transition college settings). Each fall the division works closely with faculty and instructional deans to sponsor an “Exploring Majors Fair” event at the Aurora Downtown Campus and at the Sugar Grove Campus.

Since 2013, WCC’s Accessibility Advisory Committee (AAC) has been meeting with the goal of improving overall accessibility on campus. The AAC is a cross-functional team with an annual budget allocation since FY2014. Each year, recommended ADA improvements are prioritized by the committee

and approved by college leadership. Evidence of expanded accessibility for students with disabilities provided in 2015-2016 include: installation of ADA automatic door openers in the Student Services Suite and automatic door openers at the Learning Assessment and Testing Services Center at the Downtown Aurora Campus; and analysis of the Sugar Grove Campus parking with some ADA-compliant parking space redistribution and restriping to provide closer access to high-volume classroom buildings.

In 2015, the AAC began the process of developing a strategic plan to ensure college-wide accessibility and ongoing ADA compliance. Three subcommittees focused on: 1) policy/guidelines; 2) physical access; and 3) digital access. A full strategic plan was submitted in March 2016. The plan acts as a guidepost for leadership at the college to review and assess current and emerging needs related to the Americans with Disabilities Act Amendments of 2008 (ADA-AA). The plan details trends and recommendations and includes potential budget impact on the college.

The Voluntary Product Accessibility Template (VPAT) is a document which evaluates how accessible a particular product is according to the Rehabilitation Act Section 508 Standards. It is a self-disclosing document produced by the vendor which details each aspect of the Section 508 requirements and how the product supports each criteria. At WCC, the VPAT has become a part of the procurement process when purchasing new software to ensure accessibility.

Digital access (online learning, college website, etc.) was further reviewed in 2016 when the college began a partnership with the Great Lakes ADA Center initiative for Quality Indicators for Assistive Technology (QIAT). Key professionals from across the college (including Information Technology, Instruction, CTLT, Marketing and Communications, Library, Bookstore, and Access Center) began a voluntary digital and online accessibility self-study process under the supervision of an assigned consultant. As a result of the self-study, the QIAT Action Plan details goals and actions to address accessibility issues on-going so that the initiative is sustained.

Action: None required.

STANDARD 3 - FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB credit hour grants shall be based on the number of credit hours, or equivalent, of students who have been certified as being in attendance at midterm.

Indicators of Compliance:

- *Agreement between district's state grant claim (SU and SR) records and information provided on certified mid-term class lists*
- *Documented and verifiable process for determining residency*
- *Documented and verifiable process for proper classification of hours in the credit hour claims submission*
- *Annual district credit hour certification completed timely*

Items Evaluated: College staff reviewed the following: 1) midterm attendance reporting; 2) final grade rosters; 3) computer programming for the credit hour claim to ensure that it accurately identifies those students eligible for claim according to the ICCB Administrative Rules; 4) the process to accurately identify the courses as restricted (SR) or unrestricted (SU); 5) ICCB Administrative Rules applicable to this standard; and 6) procedures for determining residency.

Findings: The college meets the compliance standard. Recent changes in the college's administrative system have streamlined processes and procedures for midterm and final grade reporting to ensure compliance. Procedures for documenting residency were reviewed and updated by the Registrar and the Vice President of Student Development

Action: None required.

Indicators of Quality: *Good interdepartmental communication regarding the impact on the claims process and district policies, procedures, and practices.*

Items Evaluated: College staff examined the quality of interdepartmental communication regarding the claims process.

Findings: The college meets the quality standard. Registration and Records works closely with the Finance department, Institutional Effectiveness and Information Technology to ensure that all ICCB policies, procedures and practices are followed. Residency information is published in the college catalog, on the college's website, and in handouts. College staff responsible for entering residency information are regularly updated and provided with appropriate information needed to determine residency.

Action: None required.

2. Financial Planning

Financial planning for current and future operations shall provide for both a sound educational program and the prudent use of public funds.

Indicators of Compliance:

- *Existence of long-range plans and contingency plans for reduced state or local tax revenues.*
- *Monies in the working cash fund principal have not been used as current revenue.*
- *Interest transferred from working cash fund to education or operations and maintenance funds authorized through separate board resolution.*

Items Evaluated: The college conducted a thorough investigation of its level of compliance by reviewing the financial planning process which included board documents, financial records, Five-Year Financial Plan, the Financial Stewardship Plan and the Comprehensive College Master Plan.

Findings: The college meets the compliance indicators. Financial planning for the college is reviewed each year with the Board of Trustees at its annual special meeting each spring.

- a. The Five-Year Financial Plan is presented which is a financial forecast that consolidates all projected sources of revenue and expenditures such as projected staffing needs, new and replacement equipment needs, and salary and benefit costs. A conservative approach to projecting revenue growth is utilized including discussions related to State of Illinois funding, property tax revenues and tuition and fee revenues. Since 2011, the base operating grant from the state has not been budgeted to support operating expenses, instead the grant has been budgeted as a transfer to the Operations and Maintenance, Restricted Fund. In FY2016 the college budgeted the base operating grant to support non-recurring expenses, however, in the most recent Five-Year Financial Plan for FY2017 - FY2021, the grant is budgeted as a transfer to the Operations and Maintenance, Restricted Fund.
- b. The Five-Year Financial Plan also includes a projected fund balance for the Operating Funds. These projections are compared to the board guideline to maintain a minimum of 25 percent of operating expenditures. Projections reflect the college with the ability to fund four to five months of operating expenses, or 36 percent to 38 percent, which exceeds the guideline but is considered appropriate considering the lack of state funding.
- c. The college's debt is reviewed including outstanding balances, the college's legal debt margin and the college's bond rating.
- d. The college's tuition pricing philosophy and recommendations for the tuition rate for the next fiscal year are reviewed. The board has endorsed a tuition pricing philosophy which focuses on setting an appropriate tuition rate based on competition, demand, price sensitivity and in context with the cost to provide our products.
- e. Copies of the Five-Year Financial Plan are included with this report.

The college has never used working cash funds to support current operations, and therefore, the principal of the working cash fund has never been reduced. Interest was used to call and pay off Alternative Revenue Bonds and this transfer was approved by the Board of Trustees. Otherwise, earnings are left to accumulate in the fund.

Action: None required.

Indicators of Quality:

- *Trends in past and current operating balances compared to peer group averages*
- *Magnitudes and trends in indebtedness compared to peer group averages*
- *Review and integration of long-range financial plans into overall college mission*
- *Review integration of facilities master plan into overall college mission and strategic planning process.*
- *All college departments are included in the financial planning and accountability process.*
- *Board received report on financial conditions of the institution no less than once every three months.*

Items Evaluated: The college conducted a thorough investigation of its level of compliance by reviewing the financial planning process which included board documents, financial records, Five-Year Financial Plan, the Financial Stewardship Plan and the Comprehensive College Master Plan.

Findings: The college meets the quality indicators.

- As noted above, the current fund balance of the Operating Funds exceeds 30 percent of budgeted expenditures and for each of the years in the Five-Year Financial Plan.
- The fund balance of the Operating Funds is also reviewed annually in conjunction with the funds available to the college in the Operations and Maintenance, Restricted Fund. Balances available in this fund are reviewed related to the college's Comprehensive College Master Plan to ensure there is funding for future new facilities and the repairs, maintenance and renovation of existing facilities.
- The college's outstanding debt represents approximately 31 percent of the legal debt margin as of June 30, 2015. The college continues to receive favorable bond ratings from both Moody's and Standard and Poors. Both firms have placed the college's bond rating one step below the coveted AAA rating. Even in light of the FY2016 State budget impasse, in March 2016, Moody's reaffirmed the college's bond rating at Aa1 with a stable outlook.
- All areas of the college are represented in the budget planning process. All departments of the college submit requests during the budget planning process related to staffing needs, equipment and funding for major initiatives. All requests are accumulated and reviewed by the Vice Presidents who match college strategic goals and initiatives with funding requests. All requests are prioritized in conjunction with balancing the fiscal year budget.
- The board of trustees receives monthly financial and investment reports. The college has also submitted the annual budget document to the Government Finance Officers Association and has received the Budget Award for the past three years. This document provides a comprehensive and understandable document to the college's board of trustees and stakeholders and provides a clear picture of the college's finances and direction for the upcoming year.

Action: None required.

3. Financial Compliance

Annual External Audit: The district shall complete an annual external audit.

Indicators of Compliance:

- *District files audit on time.*
- *District includes required grant compliance information.*
- *District includes Uniform Financial Statements.*
- *District audited credit hours matches certification or reconciliation is included in audit.*

Procedure/Items Evaluated: The college reviewed appropriate internal documents such as the Comprehensive Annual Financial Report, along with ICCB rules, to ensure the college's compliance with this standard.

Findings: Each year an independent, external firm audits the college's financial records, financial statements and compliance with local board policies, legal requirements, ICCB and federal grant requirements. The college has consistently received an unmodified opinion and those audits are filed with the ICCB and other governmental agencies. College staff and the partner of the audit firm present the Comprehensive Annual Financial Report (CAFR) to the Board of Trustees at each October Board meeting.

The CAFR is also submitted to the Government Finance Officers Association for consideration for the Certificate for Excellence in Financial Reporting award. The college has successfully completed the requirements for and received this award since FY1999.

The college has also received unmodified opinions and no findings on the Single Audit report for the past two years including FY2015. The college is considered a low risk auditee based on its compliance in the management of federal funds.

Action: None required.

Indicators of Quality: *Corrective Action Plan for audit findings has been implemented.*

Items Evaluated: The college reviewed appropriate internal documents such as the Comprehensive Annual Financial Report, along with ICCB rules, to ensure the college's compliance with this standard.

Findings: As noted above, WCC has also received unmodified opinions and no findings on the Single Audit report for the past two years including FY2015. The college is considered a low risk auditee based on its compliance in the management of Federal funds.

Action: None required.

4. Facilities

- a) *Approval of Construction Projects: The expenditure of funds for the purchase, construction, remodeling, or rehabilitation of physical facilities shall have prior ICCB approval.*

Changes in budget/scope to approved construction projects shall be submitted for approval when completed, each project shall be certified.

Indicators of Compliance

- *College projects, including locally funded: protection, health, and safety and state-funded projects have received local board and ICCB approval prior to construction, as required.*
- *Existence of a current facilities master plan to support requested projects.*

Items Evaluated: The college conducted a thorough examination of its level of compliance with this standard by reviewing board documents, Finance Department documents, the 2020 College Master Plan and the Comprehensive College Master Plan.

Findings: The college meets the compliance standard. Protection, Health and Safety projects remain within the ICCB approved scope. Building projects are approved by both the college's board of trustees and the ICCB, as evidenced by board minutes and ICCB approval letters. Other projects have been approved and are closed out with the ICCB.

With assistance from an architect, the college developed a Sugar Grove Campus Master Plan which reflects potential new building sites as well as existing facilities, parking and roadways. This plan is shared with the board of trustees on a regular basis. This plan is the basis for placement of new buildings and infrastructure improvements. A comprehensive Facilities Master Plan was submitted to the ICCB in January 2012.

Action: Additional effort and internal scrutiny will be given to full and timely compliance with ICCB requirements. Additional staff will be involved to allow for checks and balances for all applicable projects.

Indicators of Quality:

- *Existence of a long-range capital plan including deferred maintenance needs.*
- *Periodic review of adequacy of long range capital plan by college management and local board of trustees.*

Items Evaluated: The appropriate college staff evaluated college facility planning documents/process in comparison with ICCB rules to ensure compliance with the indicators of quality.

Findings: The college meets the quality standard. A schedule of deferred maintenance projects has been developed and is updated each year as part of the budget process. These projects include such items as exterior door replacement, parking lot repaving, window replacement, HVAC upgrades, etc. Each year, the college includes as many of these projects in the budget as funds allow. The remaining projects are carried over to the next budget years in a prioritized manner.

The college has created a Facilities Maintenance and Renovation Plan. In Phase I, the plan identified renovations and maintenance needs on a holistic basis for each of the older college buildings and focused on finishes (flooring, painting, blinds, etc.). Phase II took care of HVAC, infrastructure, roofs, roadways, sidewalks, and parking lots. Major projects are shared with the board of trustees on an annual basis and at the time the contract is awarded.

Action: None required.

- b) *Protection, Health, or Safety Projects: (A district may levy a tax or issue bonds which)...provides for alterations or repairs determined by the local community college board to be necessary for health and safety, environmental protection, ADA accessibility, or energy conservation purposes.*

Indicators of Compliance:

- *Proceeds of PH&S monies (tax levy or bonds) are expended for approved protection, health, and safety projects only.*
- *Annual protection, health, and safety tax levy does not exceed the total of approved projects*

Items Evaluated: The college reviewed appropriate internal documents such as financial reports, in addition to the ICCB rules applicable to this compliance standard. There have been no new PH&S projects in many years.

Findings: The college meets the compliance standard. The proceeds of PH&S monies are expended for approved protection, health and safety projects only. Each approved PH&S project is accounted for individually in the Operations and Maintenance, Restricted Fund, and expenditures are tracked separately. The college currently has only one open PH&S project and has not levied for a new project for the past several years. A PH&S project for fire alarm upgrades was closed in 2013.

Action: None required.

Indicators of Quality: *Projects are accounted for in a project accounting system that allows for identification of excess PH&S funds in the Operations and Maintenance restricted fund.*

Items Evaluated: The appropriate college staff evaluated the college's process in addition to the ICCB rules applicable to the quality standard.

Findings: The college meets the quality indicator. The tax levy is the only source of revenue for PH&S approved projects. Expenditures on each PH&S project are assigned a project number and accounted for separately in the Operations and Maintenance, Restricted Fund. The assignment of a unique project number allows the college to track the costs of PH&S during a fiscal year and from one year to another, if necessary.

Action: None required.

- c) *Facilities Data Submissions: To maintain and report facilities data requests, reports, and information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB.*

Indicators of Compliance: *Data submissions/report for the following have been received on time and completed accurately and in the required format:*

- *Facilities Data*
- *Square Footage of Planned Construction and Owned Land (C1.1 & C1.3)*
- *Construction Project Status Report*
- *RAMP (Capitol Budget Request)*
- *S6/S7 Data*

Items Evaluated: College staff reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued documents "Data and Report Submission Dates" for the past five years. Actual

submission dates for all reports were compared to the due dates established by the ICCB. The list of reports required was examined to determine the extent of compliance.

Findings:

Report Name	Due Date	1a. Timeliness	1b. Accuracy / Format	1c. Consistency
Facilities Data	1-Sept	See Note 1 Below	Yes	Yes
Square Footage of Planned Construction and owned Land C1.1 & C.3	1-Aug	Yes	Yes	Yes
Construction Project Status Report	31-Jan	Yes	Yes	Yes
RAMP (Capitol Budget Request)	1-July	Yes	Yes	Yes
S6/S7 Data	31-July	See Note 1 Below	Yes	Yes

Action: College staff will submit future reports in a timely, accurate and consistent manner working collaboratively with ICCB staff to address system compatibility issues.

STANDARD 4 - INSTITUTIONAL RESEARCH/REPORTING

1. General Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB, where applicable.

Indicators of Compliance:

- *Data submissions/reports have been received on time.*
- *Data submissions are completed accurately and in the required format.*
- *Data in different submissions are consistent.*

Items Evaluated: College staff reviewed report files and compared to ICCB data and report submission dates.

Findings: The college meets the compliance standard. Please refer to “ICCB Reports Submission Summary” chart included as attachment to this report.

Action: The college will continue to ensure that reports are submitted in a timely and accurate manner, and in the correct format.

Indicators of Quality:

- *Official college records support data submissions.*
- *College has a documented internal process for data flow and reporting.*

Items Evaluated: College staff reviewed internal data reporting processes.

Findings: The college meets the quality standard. The college’s data processes are documented for each report including data definition, processing and verifications. Banner reporting rules have been developed and are consistently monitored by Registration and Records and Information Technology.

The development and successful launch of an institutional data warehouse (known as ADVANCE) in 2013 provides broad access to agile business intelligence. The goal of the data warehouse implementation was to advance an institutional culture of evidence and encourage data-informed decision-making. To date, more than 70 people have been trained to use the data warehouse and institutional data is more readily accessible than ever before.

In January 2015, WCC implemented a new, centralized process for all data requests. The process applies to external reporting or general data requests and provides a method to validate data pulled by end-users from ADVANCE or Banner for internal decision-making that affects college programs, processes or systems. All requests for any college data or analysis are emailed to datarequest@waubonsee.edu. The email is monitored by Institutional Effectiveness and the requests are assigned to the appropriate areas including Human Resources, Registration and Records, Financial Aid, etc. This centralized process was the result of many months of collaboration from several departments who help manage the college's

data. The goal of this new process was a more efficient, reliable and replicable process to support the college's needs.

Action: As part of the college's continuous quality improvement journey, these processes and systems will continue to be refined. In July 2016, WCC is launching a new AQIP Action Project focused on data and information.

a) Student Data Reporting

Indicators of Compliance:

Data Submissions/report for the following have been received on time and are completed accurately and in the required format:

- *Noncredit Course Enrollment Data (N1)*
- *Annual Enrollment and Completion Data (A1)*
- *Annual Student Identification (ID)*
- *Enrollment Surveys*
- *Fall Enrollment Data (E1)*
- *Summer Graduate Reporting for IPEDS GRS (GS)*
- *Career and Technical Education Graduate Follow-up (FS) Data*
- *Annual Students with Disabilities Data (SD)*
- *Annual Course Data (AC)*
- *Annual Completions Data (A2)*

Items Evaluated: College staff reviewed report files and compared to the ICCB data report submission dates.

Findings:

Report Name	Due Date	1a. Timeliness	1b. Accuracy/Format	1c. Consistency
Noncredit Course Enrollment (N1) Data Course Resource	15-Jul	Yes	17 birth date errors, which are valid errors	Yes
Annual Enrollment and Completion Data (A1)	3-Aug	Yes	2 birthdate errors, which are valid errors	Yes
Annual Student Identification Data (ID)	1-Sep	Yes	2 birthdate errors and 3 address errors, which are valid errors	Yes
Enrollment Surveys	1-Oct	Yes	No errors	Yes
Fall Enrollment data (E1)	1-Oct	Yes	1 birthdate error, which is valid	Yes
Summer Graduate Reporting for IPEDS GRS Data (GS)	2-Nov	Yes	No errors	Yes
Career and Technical Education Graduate Follow-up (FS) Data	31-May	Yes	No errors	Yes

Report Name	Due Date	1a. Timeliness	1b. Accuracy/Format	1c. Consistency
Annual Students with Disabilities Data (SD)	1-Sep	Yes	No errors	Yes
Annual Course Data (AC)	1-Sep	Yes	No errors	Yes
Annual Completions Data (A2)	1-Sep	Yes	No errors	Yes

Action: College staff will continue to submit reports in a timely, accurate and consistent manner and will continue to work collaboratively with ICCB staff to review ICCB edit checks and respond accordingly.

b) Faculty/Staff Data Submissions

Indicators of Compliance:

Data Submissions/report for the following has been received on time and is completed accurately and in the required format:

- *Faculty, Staff & Salary Data (C1)*
- *Faculty, Staff & Salary Data (C2)*
- *Faculty Staff & Salary Supplementary Information*
- *Annual Faculty, Staff & Salary Data*

Items Evaluated: College staff reviewed report files and compared to the ICCB data report submission dates.

Findings:

Report Name	Due Date	1a. Timeliness	1b. Accuracy/Format	1c. Consistency
Faculty Staff & Salary Data C1	15-Oct	See Note 1	Yes	Yes
Faculty Staff & Salary Data C2	15-Oct	See Note 1	Yes	Yes
Faculty Staff & Salary Supplemental Information	15-Oct	Yes	Yes	Yes
Annual Faculty Staff & Salary Data (C3)	15-Jun	Yes	Yes	Yes

Action: College staff will continue to submit future reports in a timely, accurate and consistent manner and will continue to work collaboratively with ICCB staff to review ICCB edit checks and respond accordingly.

c) Other Submissions

Indicators of Compliance:

Data submissions/reports for the following have been received on time and are completed accurately and in the required format:

- *Program Review Report*
- *Program Review Listing*
- *Special Initiatives Reports*
- *Underrepresented Groups Report*
- *Hispanic Employment Plan*
- *Asian American Employment Plan*
- *African American Employment Plan*
- *Bilingual Needs and Bilingual Pay Plan*

Items Evaluated: The college reviewed the reporting requirements and deadlines of the ICCB, along with the ICCB issued document “Data and Report Submission Dates” for the past five years. Actual submission dates for all required reports were compared to the due dates established by the ICCB. The list of reports required was examined to determine the extent of compliance.

Findings:

Report Name	Due Date	1a. Timeliness	1b. Accuracy/Format	1c. Consistency
Program Review Report	1-Aug	Yes	Yes	Yes
Program Review Listing	1-Aug	Yes	Yes	Yes
Underrepresented Groups Report	1-March	Yes	Yes	Yes
Hispanic Employment Plan	1-Feb	Yes	Yes	Yes
Asian American Employment Plan	1-Feb	Yes	Yes	Yes
African American Employment Plan	1-Feb	Yes	Yes	Yes
Bilingual Needs and Bilingual Pay Plan	1-Feb	Yes	Yes	Yes

Action: College staff will continue to submit reports in a timely, accurate and consistent manner and will continue to work collaboratively with ICCB staff to review ICCB edit checks and respond accordingly.

STANDARD 4a - Accountability

Reporting Requirements

Report Name	Due Date	1a. Timeliness	1b. Accuracy/Format	1c. Consistency
Part A. Student Data Reporting				
Noncredit Course Enrollment Data (N1)	15-July	Yes	17 birth date errors, which are valid errors	Yes
Annual Student Enrollment and Completion Data (A1)	1-Aug	Yes	2 birthdate errors, which are valid errors	Yes
Annual Student Identification Data (1D)	1-Sep	Yes	2 birthdate errors and 3 address errors, which are valid errors	Yes
Enrollment Surveys	1-Oct	Yes	No errors	Yes
Fall Enrollment Data (E1)	1-Oct	Yes	1 birthdate error, which is valid	Yes
Summer Graduate Reporting for IPEDS GRS Data (GS)	1-Nov	Yes	No errors	Yes
Career and Technical Education Follow-Up Study (FS) Data	31-May	Yes	No errors	Yes
Annual Students with Disabilities Data (SD)	1-Sep	Yes	No errors	Yes
Annual Course Data (AC)	15-Nov	Yes	No errors	Yes
Annual Completions Data (A2)	1-Sep	Yes	No errors	Yes
Part B. Faculty/Staff Data Submissions				
Faculty, Staff & Salary Data (C1)	15-Oct	Yes	Yes	Yes
Faculty, Staff & Salary Data (C2)	15-Oct	Yes	Yes	Yes
Faculty, Staff & Salary Supplementary Information	15-Oct	Yes	Yes	Yes
Annual Faculty, Staff & Salary Data (C3)	15-June	Yes	Yes	Yes
Part C. Other Submissions				
Program Review Report	1-Aug	Yes	Yes	Yes
Underrepresented Groups Report	1-March	Yes	Yes	Yes
Hispanic Employment Plan	1-Feb	Yes	Yes	Yes
Asian American Employment Plan	1-Feb	Yes	Yes	Yes
African American Employment Plan	1-Feb	Yes	Yes	Yes
Bilingual Needs and Bilingual Pay Plan	1-Feb	Yes	Yes	Yes

Waubonsee Community College Required Materials

1. Program Review Process (Attached)
2. Board Policy Manual (Enclosed)
3. College Catalog (Enclosed)
4. College Dual Credit Procedures (Attached)
5. College Instructional Program Assessment Policy (Attached)
6. Facilities Master Plan (Enclosed)
7. Internal Data Reporting Procedures Document (Attached)
8. Student Handbook (Enclosed)
9. Faculty Handbook (Enclosed)
10. Collective Bargaining Agreement for Full- and Part-time Faculty (Enclosed)
11. College Multi-year Financial Planning Document(s) (Enclosed)

Waubonsee Community College Program Review Report Process

The Program Review Report process serves as a vehicle to facilitate continuous quality improvement. In FY2010, the Institutional Effectiveness (IE) Office assumed responsibility for the process of creating the annual Program Review Report required by the Illinois Community College Board (ICCB). Throughout the academic year, IE staff members meet with faculty, academic support areas and student services areas to discuss their programs and to understand the kinds of data that each area generates. Faculty members are instrumental to the process, sharing relevant information related to their programs, innovative teaching and learning strategies, and best practices. The report also includes comments from students who use the student services being reviewed.

The college's educational programs are reviewed in a variety of ways, including the ICCB Program Evaluation and Review process that requires a systematic evaluation of institutional programs over a five-year cycle. The process provides a basis for program improvement, modification and/or elimination. The multiple methods of program review include the following:

- Defining outcomes assessment at the program and course level
- Reviewing and revising course outlines and syllabi
- Evaluating and approving curricular changes in Curriculum Council
- Developing new programs that support student success
- Collaborating with various internal departments to gather institutional data
- Review by appropriate administrators and senior leadership team
- Reporting the results of the process to the ICCB
- Sharing the final report with the college's board of trustees, administrative team and faculty

These new guidelines reflect the college's goal of providing a comprehensive and responsive program review process that provides both the internal and external college community with important information about student success. Student service areas, as well as cross-disciplinary categories like general education, have successfully been incorporated in to the process. By involving faculty and staff in the program review process, WCC has been able to gather different kinds of data, both qualitative and quantitative, that supports the process. The goal is to make the program review system transparent to the college community as well as providing useful data for decision making.

Waubonsee Community College

Dual Credit Procedures

In accordance with the guidelines set forth by the Illinois Community College Board, the Illinois State Board of Education and the Dual Credit Quality Act, both parties agree to participate according to the policies and procedures listed below:

SCHOOL NAME HERE will:

Student Eligibility:

1. Enroll only students who are able to demonstrate readiness for college-level work as determined by placement procedures consistent with those that would be used with college level students* and who will receive both high school and college credit.
2. Ensure that participating students meet the college's assessment requirements for English, Reading, and Mathematics, where required, prior to the start of the class. Any student that has a Reading score on file that is below the minimum college requirement **CANNOT REGISTER FOR ANY DUAL CREDIT COURSE** until they achieve the necessary score on the COMPASS exam.
3. Ensure that participating students meet the course prerequisite requirements, as applicable.

Registration:

1. Submit a completed registration form or finalized class roster for all students enrolled in a Waubonsee course by the end of the second week of each semester during your academic calendar.
2. Ensure that all students registered for the Waubonsee course at a career center must receive **BOTH** high school and college credit.
3. Submit copies of all relevant student ACT scores and/or high school transcripts to the High School Partnerships Center when needed for registration. *Students younger than sixteen years of age must submit a copy of their high school transcripts and a completed Underage High School Student Authorization Form with their high school counselor/principal's with their registration form.

Payment:

1. With the course being taught by the high school or career center instructor, tuition is waived.
2. Courses being taught by a Waubonsee instructor will result in the standard tuition rate per student of \$110 per credit hour.
3. Student fees are charged at the rate of \$8.00 per credit hour per student.
4. The high school or career center will be invoiced for the total amount of applicable student tuition and/or fees.

High School Course Requirements:

1. Submit an up-to-date resume and copy of all relevant transcripts of instructors to the High School Partnerships Center a minimum of two weeks prior to the scheduling of any dual credit course to confirm that the instructor meets credential requirements.
2. Ensure that the instructors follow the college's course outline(s), syllabus template, and use the required college course textbooks.
3. Ensure that courses appear in all high school documents with the same title as that on the college's course outline.
4. Ensure that all students in the same dual credit classroom meet the minimum requirements for the college course, including assessment and prerequisites. "Mixed" classes are not allowed per ICCB regulations.
5. Ensure that total class contact time meets or exceeds the college's requirements.

6. A minimum of 10 students is required to run any class that will use a Waubonsee instructor or the class will be cancelled.
7. The high school or career center is responsible for disseminating all course information directly to the students.

Instructor Responsibilities:

1. Submit a course syllabus in the appropriate format by the end of the first week of class to the High School Partnerships Center.
2. Complete all midterm attendance reports and final grade reports online as required by the college's Office of Registration and Records by the specified deadline.
3. Assign letter grades following the college grading scale.
4. Provide students the opportunity to complete an instructor/course evaluation form.
5. Report major instances of academic dishonesty (plagiarism, cheating, etc.) to the High School Partnerships Center.

Waubonsee Community College will:

1. Verify instructor's qualifications to teach the college course(s).
2. Provide copies of the outlines of all official college courses which contain course descriptions, prerequisites, learning outcomes, course requirements, and methods of evaluation.
3. Provide the instructor with a copy of all required textbooks.
4. Provide appropriate assessment testing, where required.
5. Provide all appropriate forms including registration forms, student evaluations and other forms as required.
6. Provide access and directions for online reporting of mid-term attendance and final grades.
7. Award college credit and record student grades on college transcript.

**Student
Admission and Placement**

5.050.02

5.050.02 Assessment and Placement

Waubonsee Community College requires that all new full-time and/or degree-seeking credit students participate in assessment. Part-time credit students enrolling in selected courses are also required to participate in assessment. Placement in courses is based on test scores in accordance with college procedures.

Students applying for acceptance into certain programs are required to participate in assessment. Assessment test results are a factor in determining acceptance into these programs.

Revised: 03/18/2009

Reclassified to Policy 5.050.02: 03/18/2009

Revised: 02/17/1993

Formerly Policies STU/ADM 40.12 (Adopted: 02/18/1987)

**Waubonsee Community College
Required Materials
7. Internal Data Reporting
Procedures Document**

**Waubonsee Community College
Internal Data Reporting Procedures Document**

Due Date	Report	Department Responsible for Data Submission	Submitted on Time in FY2016 Y/N	Accuracy of data – any errors?
1-July	FY2016 Capital Budget Request (RAMP for 2017)	Finance and Operations	Yes	No errors
15-July	Noncredit Course Enrollment (N1) Data	Registration and Records	Yes	17 birthdate errors, which are valid errors
31-July	Uniform Financial Report – Spring Term FY2015	Finance	Yes	No errors
3-August	FY2015 Program Review Statewide Summary Report	Institutional Effectiveness	Yes	No errors
3-August	Annual Enrollment and Completion Data (A1)	Registration and Records	Yes	2 birthdate errors, which are valid errors
3-August	Square Footage of Planned Construction C1.1 & Owned Land Acreage C1.3	Finance and Operations	Yes	No errors
15-August	Noncredit Course Enrollment (N6) Data Course Resource	Registration and Records	Yes	No errors
31-August	Summer Term SR Data Course Enrollment	Registration and Records	No	No errors
31-August	Summer Term SU Data Course Enrollment	Registration and Records	No	No errors
1-September	Annual Enrollment and Completion (A2) Data	Registration and Records	Yes	No errors
1-September	Annual Course (AC) Submission	Registration and Records	Yes	No errors
1-September	Facilities Data (F3, F6, B3 and R3)	Finance and Operations	Yes	No errors
1-September	Annual Student Identification (ID)	Registration and Records	Yes	2 birthdate errors and 3 address errors, which are valid errors
1-September	Annual Students with Disabilities submission (SD)	Registration and Records	Yes	No errors
1-September	Tax Revenue/Budget Information Request	Finance	Yes	No errors
1-October	Fall Term Enrollment Data (E1)	Registration and Records	Yes	1 birthdate error, which is valid
1-October	FY2015 Enrollment Survey	Registration and Records	Yes	No errors
15-October	FY2015 Audit/UFRS Reconciliation	Finance	Yes	No errors

Due Date	Report	Department Responsible for Data Submission	Submitted on Time in FY2016 Y/N	Accuracy of data – any errors?
15-October	FY2015 CTE Postsecondary Perkins Programmatic Report	Instruction/CTE	Yes	No errors
15-October	FY2015 CTE Program Improvement Grant Programmatic/Fiscal Report	Instruction/CTE	Yes	No errors
15-October	Faculty Staff & Salary Data (C1)	Human Resources	Yes	ICCB inquiries pending
15-October	Faculty Staff & Salary Data (C2)	Human Resources	Yes	ICCB inquiries pending
15-October	Uniform Financial Report- Final Audited FY2015	Finance	Yes	No errors
15-October	Faculty Staff & Salary Supplementary Information	Human Resources	Yes	No errors
15-October	FY2015 Audit	Finance	Yes	No errors
15-October	FY2016 Budget	Finance	Yes	No errors
N/A	Certificate of Chargeback			
2-November	Summer Graduate Reporting for IPEDS GRS	Registration and Records	Yes	No errors
1-December	Certificate of Publication for Annual Financial Statement	Finance	Yes	No errors
29-January	Fall Term SR Data Course Enrollment	Registration and Records	Yes	No errors
29-January	Fall Term SU Data Course Enrollment	Registration and Records	Yes	No errors
29-January	Fall Term S6 & S7 (if applicable) Data Course Resource	Registration and Records	Yes	No errors
31-January	Construction Project Status Report	Finance and Operations	Yes	No errors
31-January	Uniform Financial Report – Summer/Fall Term FY2016	Finance	Yes	No errors
31-January	Certificate of Tax Levy	Finance	Yes	No errors
5-February	Hispanic Employment Plan Survey	Human Resources	Yes	No errors
5-February	Asian American Employment Plan Survey	Human Resources	Yes	No errors
5-February	African American Employment Plan Survey	Human Resources	Yes	No errors
5-February	Bilingual Needs and Bilingual Pay Survey	Human Resources	Yes	No errors
15-February	Winter Quarter/Spring Semester (2 nd) Term Enrollment Survey	Registration and Records	Yes	No errors
1-March	Underrepresented Groups Report	Student Development	Yes	No errors
31-May	Career and Technical Education Follow-up Study Data (FS)	Institutional Effectiveness	Yes	No errors
15-June	Annual Faculty Staff Salary & Benefits Data (C3)	Human Resources	Yes	No errors

Due Date	Report	Department Responsible for Data Submission	Submitted on Time in FY2016 Y/N	Accuracy of data – any errors?
30-June	Spring Term SR Data Course Enrollment	Registration and Records	Not submitted yet	Not submitted yet
30-June	Spring Term SU Data Course Enrollment	Registration and Records	Not submitted yet	Not submitted yet