

Illinois Community College Board

Recognition Evaluation FY2022

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:

- a) The college awards associate degrees, and certificates in accordance with units of instruction approved by the ICCB.*
- b) All degrees, and certificates will meet credit hour ranges and general education requirements for new programs.*
- c) 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are not in the catalog and in which the college is not enrolling new students will be classified as inactive (I) or withdrawn (W) on the ICCB Curriculum Master File.*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: The college reviewed all updated degree and certificate information in the college's catalog and all of the changes made to the website since the last ICCB Recognition submission. The CurricUNET site is the most updated system where our curricula reside and that was checked for accuracy. The college's curriculum master file in Banner, Waubonsee's Student Information System, was also checked for consistency with the ICCB Curriculum Master File and alignment with ICCB program requirements.

Findings: The college meets the compliance standard. Our review showed that all degrees and certificates awarded are programs that have in fact been approved by the ICCB, similar to our last submission. All programs in fact meet the ICCB's credit hour range and general education requirements. The college to use CurricUNET to process all program proposals (new, modified, inactivated, and withdrawn) through the college's Curriculum Council. Based on ICCB's change to a new internal system for curriculum, Waubonsee is reviewing other curriculum management systems for effectiveness and alignment. All curriculum submissions to ICCB and maintenance of official curriculum files is centralized in the Office of Learning Outcomes and Curriculum, Development, a new office created in 2018 to ensure coordination with faculty relative to program development and assessment.

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:

- at least three Illinois public universities, or*
- 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: Based on ICCB requirements, multiple times a year, the Instructional Services Manager, compares 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. Our updated review of course articulation files found that all courses in the college's transfer degrees are successfully articulated. The standard is that at least three public universities will accept the course for transfer credit; the college submits all 1.1 courses for articulation to seven Illinois public universities. The Instructional Services office maintains an articulation database which contains copies of all forms and other articulation documents and is available to college staff for questions and guidance.

Curriculum updates since 2016:

- Waubensee withdrew our AAT degree in fall 2017.
- The Form 13 process has been embedded into the program review cycle to ensure that all forms are reviewed at minimum once in a five-year period.
- Although 1.2 courses are not included in the colleges transfer degrees, the college also sends 1.2 to colleges to determine articulation for our AAS students that are interested in transfer.

Action: None Required.

Indicators of Quality:

- a) The college has adopted the general education core for its baccalaureate transfer degrees.*
- b) The college has adopted the major-specific curriculum models for its baccalaureate/transfer degree majors to facilitate transfer to corresponding baccalaureate programs.*
- c) The college has adopted a process for reverse transfer of credits.*

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

Findings: The college meets the compliance standard. A review found that all courses in the general education categories are IAI-approved and degree requirements align with models established by ICCB and IAI. This was similar to the college's findings in 2016. Since 2016, the General Education Core Curriculum (GEC) Credential was added to the college catalog and website.

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: The college maintains instructor evaluations and policies. The Office of Faculty Development and Engagement has partnered with the Learning Outcomes team to create common questions for data evaluation and assessment improvement. These survey questions were created in alignment with the Association for College and University Educators' effective practice framework. The college uses aggregate survey results to plan faculty development sessions and workshops.

Generally speaking, the CurricUNET site and curriculum master file (in the Banner System) are consistent with the ICCB Curriculum Master File, the college course schedule and college catalog.

Findings: The college meets the compliance standard. The college provides administrative leadership and support for all courses. As during the last review, the process has remained the same, all units of instruction are approved by the college's Curriculum Council and the ICCB. Since the last submission in 2016, student evaluations have moved from a paper system to an electronic, online survey. We hope that this will not only increase response rates, but allow for more flexibility in terms of collecting, sorting, and analyzing data.

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: Instructional Services staff reviewed degree information in the college catalog, CurricUNET site, website, the curriculum master file in Banner, and all pertinent locations for consistency and alignment with ICCB program requirements.

Findings: All degrees meet the ICCB requirements, both the Associate in Arts and Associate in Science degrees are of the appropriate length. The Associate in Fine Arts degrees and Associate in Engineering Science degrees are at their appropriate credit hour requirements, each superseding 60 credit hours. 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. The Associate in General Studies degree requires 60 semester credit hours.

Action: None required.

Indicators of Quality:

- a) *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.*
- b) *Degree offerings are consistent with the career pathway competencies 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. This review was done again, similar to the last submission, to ensure accuracy and quality.

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. This has not changed since the last submission. The AAS in Graphic design was inactivated in fall 2020 and will be withdrawn fall of 2025. The AAS in Construction Electrician was withdrawn fall 2017.

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 Health Information Technology
- AAS Emergency Medical Technician Paramedic

Action: Withdraw courses following the documented procedures.

4b. Accreditation and Credentialing

- a) *Appropriate steps have been taken to ensure that accreditation of the unit of instruction will be granted in a reasonable period of time.*
- b) *The unit of instruction 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 catalog, program review reports, advisory board minutes, other related items, etc.

Findings: The college meets the compliance standard. Certificate and degree programs that require accreditation and certification have them in place. Waubensee uses EMSI data on a consistent basis to ensure that programs remain industry relevant and that skills needed for success in the field are consistently updated.

Action: None required.

Indicators of Quality:

- a) *The unit of instruction includes industry-recognized credentials consistent with the discipline or field of study.*
- b) *Evidence of stackable credentials (certificates and degrees that are fully articulated) within a discipline or field of study.*
- c) *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 CTE Advisory committee minutes.

Findings: The college meets the quality standard. A significant number of programs have industry recognized credentialing in place. Career and Technical Education programs were developed using data and the consult of industry professionals including the advice and recommendations of an Advisory Committee. Data stems from many sources including the EMSI Economic Modeling data reports.

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 Higher Learning Commission 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 community college. They shall be selected individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.*
- 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 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. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

- d) Placement Testing and Prerequisites. High School students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.*
- e) Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved associate in applied science degree programs.*
- f) 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.*
- g) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.*

Indicators of Compliance:

- a) College conforms to all state laws and regulations and accreditation standards.*
- b) College uses local partnership agreement or Model Partnership Agreement parameters when appropriate.*
- c) Faculty hold required credentials.*
- d) College has Professional Development plans on file*
- e) Students enrolled in college-level courses meet the academic requirements of the course*
- f) Process for course selection is made in consultation with high school personnel.*

Items Evaluated:

- a) Applicable college administrators and staff reviewed governing dual credit documents and records, including but not limited to the partnership Memorandum of Understanding (MOU), course and faculty request forms, course syllabi, and the recently amended state regulations/accreditation requirements applicable to dual credit.*
- b) Appropriate college administrators and staff reviewed the local partnership agreement, referred to as a Memorandum of Understanding (MOU), and its included elements of the Model Partnership Agreement. The college uses the MOU as the foundation for outlining all dual credit partnerships with local high schools.*
- c) Appropriate college administrators reviewed dual credit faculty requests and records for qualification to meet ICCB rules to ensure compliance with this standard.*
- d) The college does not have any instructors teaching dual credit under the conditional approval provided by the filing of a Professional Development Plan.*

- e) The appropriate college staff reviewed various documents, including the dual credit MOU, placement test scores/measures/prerequisites, registration records, and ICCB rules applicable to this compliance standard.
- f) Applicable college administrators and staff conducted a review of the dual credit MOU, which identifies approved courses and instructors, as well as new course requests, for their relevance to student academic planning and pathways. These documents are reviewed and approved by HS administration.

Findings:

- a) The college conforms to all state laws, including the Dual Credit Quality Act and the ICCB Administrative Rules, in the administration of the dual credit program. Regulations, procedures, and guidelines are clearly explained in agreements and supplemental documentation provided to each high school partner. Records are maintained in a central location and systems are in place to ensure that all requirements are met.
- b) The Memorandum of Understanding (MOU) is the recognized document used as the foundation for all of the dual credit partnerships. There is a MOU in place for each of the high school partners that offer dual credit through the college.
- c) College procedure includes a thorough review of proposed dual credit faculty credentials by the appropriate academic division and faculty are only permitted to begin dual credit instruction upon receiving the approval from applicable administration.
- d) The college does not currently have any instructors that have been approved to teach dual credit while in the process of completing a professional development plan. Therefore, there is no documentation available to demonstrate compliance to this standard.
- e) College dual credit placement and entrance criteria are properly communicated to students prior to registration. Each student that must demonstrate successful attainment of a benchmark or qualification is properly evaluated by college staff prior to being registered into applicable courses.
- f) Dual credit course implementation and/or renewal is made only upon the request of the partner high school and only after sustained consultation regarding the continued practicality of the course in assisting students towards timely completion of a certificate or transfer degree program.

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:

- a) *The college has in place a systematic process to assess student learning in each degree and certificate program it offers.*

- b) *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 Learning Improvement reports which include course assessment plans, and the HLC Assurance Argument).

Findings: Since 2016, Waubonsee has put several systems in place to assess student learning and use data for improvement of our curriculum, teaching and student learning:

- Course and program outcomes for all college disciplines and CTE programs were reviewed and updated
- Basic curriculum maps were created
- Two Institutional (General Education) Learning Outcomes were added to align with strategic planning
- Definitions, outcomes and assessment tools were created for Institutional Learning Outcomes
- Institutional Learning Outcomes pilot including data collection was completed
- Assessment processes including cycles, reporting structures were completed
- Learning Improvement Plans and Reports and rubrics were created

Waubonsee currently follows an annual cycle that includes assessment and program review. We are committed to creating and sustaining a culture of learning. Measures of student achievement are continuously collected, analyzed, and shared for the purpose of learning improvement.

Our Learning Improvement Reporting process provides faculty the opportunity to plan assessment activities, collect data, summarize, and reflect on the data to make improvements at the curriculum, and teaching.

In our 2021 HLC Assurance argument Waubonsee met core component 4.B (The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of students) which aligns with ICCB's Indicators of Compliance for Assessment. The Higher Learning Commission summarized that "Waubonsee engages in assessment of student learning through a well-structured, faculty-led process that has evolved substantially since the college's last comprehensive visit."

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: Annual data on placement by high school, annual developmental math and English report on student pathways, comprehensive self-study related to the SJR 41 initiative

Findings: The comprehensive self-study recently commissioned by the Illinois Community College Board with their SJR 41 initiative, Scaling Developmental Education Reform in Illinois focused on using data to analyze placement policies and developmental education enrollment, retention, and completion. Waubonsee's College Scorecard metric for Developmental Education to College Transition Rate records the percentage of students who take developmental math, and/or English and reading courses at the college and then advance to college level courses. The most recent value for the FY2020 cohort is 63.4% and the target set for FY2023 was 61%. Data analysis revealed the following insights

on potential supports and services needed by different student groups: 1) Hispanic/Latinx students are more likely to be enrolled in developmental courses compared to the overall credit student population; 2) Black students are historically less successful in developmental courses as compared to their peers -- 50% average success compared to 62% for White students and 60% overall.; 3) Hispanic student success rates are comparable in English and slightly higher in Math - 57% compared to the overall success rate of 55%; 4) Students from 22-25 years of age withdraw from Developmental English courses at a higher rate than their peers - 10% compared to 7% overall. That age group also withdraws at a slightly higher rate from Developmental Math courses - 7% compared to 5% overall. These data have been used to create a Developmental Education plan that includes an examination of current placement testing tools, processes, and policies.

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. The college's website also posts documents for each academic year that include the dates when final grades are available to students. These documents are the Academic Calendar and Important Dates.

Important dates are provided to faculty to ensure they are informed of the grade submission deadlines for each course length. Email communication also is sent to faculty, along with the procedures for submitting grades to the Registration and Records office. Once grades are submitted, student record updates are processed in the college's Student Information System. These include GPA calculations, course repeat notations, standards for academic progress updates, and other updates in accordance with the college's academic standards.

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. Additionally, an explanation of Grade Point Average is provided in the Student Handbook, along with an example for students to have a better understanding of how it is calculated. Student grades are accessed through the mywcc web portal.

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 medium.

The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses [1.1 PCS (in the ICCB Program Classification System)], these qualifications shall include a minimum of a master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

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

Items Evaluated: Full-Time Faculty Collective Bargaining Agreement, Qualifications to Teach document, ICCB Systems Rules Manual, Adjunct Faculty Guidebook, and Higher Learning Commission *Determining Qualified Faculty Through HLS's Criteria for Accreditation and Assumed Practices* document.

Findings: The college follows the guidelines from the Higher Learning Commission's *Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices* document. The college's Board of Trustees adopted the Qualifications to Teach document which is reviewed and updated as needed. In addition, some CTE programs, additional credentials have been included to determine relevant training and tested experience. Waubensee also complies with the ICCB's Administrative Rules regarding qualifications, including those for CTE faculty: "Faculty engaged in providing technical and career coursework at the associate degree level shall possess, at a minimum, at least 2,000 hours of work experience and the appropriate recognized credential depending on the specific field."

All potential faculty – Full-Time, Adjunct, and Dual Credit must hold at a minimum the earned credentials outlined and defined in the Systems Rules Manual to be considered for interviewing or hiring. This also applies to faculty who are applying for positions as Counselors and Librarians.

Action: None required.

Indicators of Quality:

- a) *College has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.*
- b) *Instructional materials are created accessible to persons with disabilities and electronic versions are available in a centralized location.*

Items Evaluated: Organizational Chart, Faculty Development and Engagement webpage/resources, 2021 Faculty Days Spring and Fall programs, Inclusive Teaching Excellence document, Outcomes Advisory Council document, Curriculum Council document, New Faculty Learning Academy Meetings and Topics, and Sabbatical Leave Application.

Findings: In June 2018, the college created two offices to support instructors' resources necessary for effective teaching and learning. The Office of Learning Outcomes and program Development provides leadership, quality assurance and support for curriculum to promote educational excellence. The Curriculum Council and Outcomes Advisory Councils are two structural functions tied to this objective.

The second Office of Faculty Development and Engagement (FDAE) was created to provide meaningful comprehensive faculty development and engagement opportunities. The Faculty Development Team designs the Faculty Development days programming and is engaged as first line technical support for educational software. For example, the spring 2021 Faculty Days program was entitled “The Science of Learning” and the fall 2021 program was ‘Resources, Connections and Relationships.’ The FDAE also provides new faculty focused development through the New Faculty Learning Academy for pre-tenured faculty.

FDAE hosts a robust website (<https://facultydae.waubonsee.edu/>) providing all Waubonsee faculty with timely and relevant resources and professional development opportunities to support holistic faculty and student success through inclusive teaching excellence.

The college is currently in partnership with the Association of College and University Educators (ACUE) whose objective is to close achievement gaps for African-American, Latinx, and low-income (Pell-eligible) students. ACUE has developed a Course in Effective teaching Practices© in collaboration with educators for face-to-face and online instruction. To-date, over 40 Waubonsee faculty across disciplines have participated in ACUE’s national certificate program. Faculty are also engaged in graduate work completing the ACE Graduate Credit Course, the Fundamentals of Teaching and Learning in Higher Education and are gaining mastery in the Online Teaching Toolkit© that ACUE makes available.

Instructional technology resources are available (as well as training) through the college’s FDAE office. They are detailed on the colleges FDAE instructional webpage <https://facultydae.waubonsee.edu/instruction> which includes technology and digital accessibility resources for course development and pedagogy enhancement.

The college has a Faculty Excellence in Teaching committee made up of faculty who share information and faculty development opportunities with their colleagues. This team is led by two Faculty Development Coordinators and an Adjunct Faculty Development Coordinator.

Professional development funds are available in each academic division for subscriptions, memberships, conference attendance and/or continuing education coursework. Grant-funded professional development is also offered as appropriate. Full-time faculty are eligible for sabbatical leaves to pursue development activities including, but not limited to resident study, research, writing, travel, or other purposes designed to improve the services of the faculty member to the college.

The college has adequate faculty development opportunities for faculty to receive professional development in areas such as hands-on technology, relevant discipline specific training and in creating accessible instructional materials and pedagogy.

Action: None required.

9. Cooperative Agreements and Contracts

Cooperative agreements may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of education resources.

- a) *Inter-district Cooperative Agreements for Instruction. A community college district may enter into inter-district 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) *Inter-district Cooperative Agreements may be entered into for courses and/or curricula offered*

through Illinois Community Colleges Online. The cooperative agreement shall specify that the programs/course will be approved as program/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such.

Indicators of Compliance:

- a) All Cooperative Agreements have been approved by the ICCB.*
- b) Cooperative agreements are current and reflect existing practices.*

Items Evaluated: CAREER Agreement, Chargeback/Cooperative Agreement Report.

Findings: The CAREER Agreement and all separate agreements have been approved, are current, and reflect existing practices.

Action: None required.

Indicators of Quality:

- a) Cooperative agreements enhance student access, meet labor market needs and meet programmatic needs for the region. Information provided in the college catalog is consistent with the information that is provided on the college's website (if applicable)*
- b) All information regarding the CAREER Agreement (of which all 39 districts are a part) is accurate in both the college catalog and on the college's website. This includes the following:*
 - i. Information on chargebacks*
 - ii. Participating institutions*

Items Evaluated: College staff reviewed the college catalog and the Community College Educational Agreement – Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER). In addition, each year a Chargeback/Cooperative Agreement Report is shared with staff and faculty, web link: www.waubonsee.edu/admissions/costs-and-payments/cooperative-agreements.

Findings: The college meets the quality standard. As per the CAREER Agreement, the college does not do chargebacks. Instead, a procedure is initiated via the student online form to send a pre-approved letter to the receiving college to identify them as out-of-district students to be charged the in-district rate. Students understand that they will be charged the in-district rate. Though the verbiage indicates that all Illinois community colleges participate in this agreement, the college plans to enhance the cooperative agreement website information with a list of participating institutions.

The college's Curriculum Council Procedures Manual includes cooperative agreement consideration in its program approval initial review procedure. The college's Vice President of Educational Affairs is a member of Curriculum Council and coordinates all communication with the ICCB for approval of cooperative agreements.

Waubonsee's participation in the CAREER and other community college enables us to provide cost effective options to meet labor and market needs. The college had 266 cooperative agreement authorizations in FY2019; 219 in FY2020 and 126 in FY2021.

Action: College website will be updated to list all participating institutions.

10. Program Review Process

- 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) *Each college shall submit to the ICCB by September 1 each year a program review report of its previous year's program review findings and subsequent action steps in a format designated by the ICCB in the Program Review Manual.*
- d) *The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education, English as a Second Language, and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.*
- e) *The Review of General Education Outcomes shall be scheduled annually, but may focus each year on areas specified by the ICCB.*

Indicators of Compliance:

- a) *The college's written process description documents a systematic, college wide process.*
- b) *Supporting data used to conduct the review reflect a systematic approach.*
- c) *The college follows the 5-year Program Review Schedule. If exceptions were granted, the college maintains ICCB approval in writing. The college will examine overall academic productivity, administrative productivity, and public services productivity according to a schedule designated by ICCB/IBHE.*
- d) *Criteria of need, quality, and cost will be used in the review of each program.*
- e) *Disaggregated data to analyze student enrollment and performance is utilized to inform program improvement and address issues of equity.*
- f) *Reports use the designated format.*
- g) *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, Outcomes Advisory Council Minutes and Newsletters).

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.

Waubonsee's program review process (<https://facultydae.waubonsee.edu/development/program-review>) includes a thorough analysis of program need, cost effectiveness, quality and assessment, strengths/innovations, weaknesses and proposed remedies, course-level enrollment and success data, and equity data. The process also includes goals and action steps.

The college engages in the annual review of general education outcomes through our learning improvement assessment process and in our Outcomes Advisory Council.

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 CTE or vocational skills program quality, the college takes into consideration occupational skills standards and competencies, 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 advisory committees to assess program quality and determine if modifications are needed to meet the needs of employers, signifying deep employer engagement.*
- *Students are engaged in the program review process.*

Items Evaluated: College staff reviewed data provided to faculty in the colleges APR (Academic Program Review) shared folders as well as data provided to all on Waubensee's public website as well as the program review pages on the faculty development and engagement website (<https://facultydae.waubonsee.edu/development/program-review>).

Findings: Updates since 2016 include the college adding an annual program review report for each year between the five-year review. The Institutional Effectiveness office provides Academic Program Review reports on courses, equity, program comparisons, labor market, and cost. In the annual review, programs report on curriculum changes, professional development, analysis of data, innovations, barriers to student success, progress on their 5-year plan goals, resources needed, and one-year action steps. 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 to allow in-process students to complete it. Changes to and discontinuation of courses occur more frequently 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. The college should demonstrate that these programs are accessible to all populations of students and stakeholders.

- 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 offer support services for students.*

Indicators of Compliance:

- a) College has a comprehensive and organized program of academic advising and career counseling.*
- b) College provides a financial aid program which provides students with information about and access to available financial support.*
- c) College provides career counseling for students.*
- d) College provides job placement services for students.*
- e) College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans.*
- f) College has identified liaison to work with homeless and housing insecure students or students in care.*
- g) College has identified a Dream Resource Liaison.*
- h) College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.*

Items Evaluated: The following items were reviewed with respect to evaluating the breadth and accessibility of student services for student and stakeholders: 1) Advising Strategic Plan, 2) Student Evaluations of Advising Sessions/monthly Qualtrics system summative sampling, 3) Advising Learning Outcomes Spring 2021 survey highlight internal publication, 4) Student Success and Retention Organization Chart, 5) Case management Outreach messaging guidelines, 6) Student Retention Charter document, 7) Student Retention Venn Diagram strategic document, 8) Review of Academic and Career Advising job descriptions and job responsibilities, 9) Veterans Service Handbook, 10) Financial Aid webpage, 11) Financial Aid printed and electronic materials, 12) Financial Aid service hours and offerings, and 12) Financial Aid outreach programs

Findings: The college meets the compliance standards.

- a) Since 2016, the college has undergone revision in the Student Services area. Student advising has shifted from a general service model to an integrated, proactive case-management model. Academic Advisors and Career Development staff were combined into a new department titled "Academic and Career Advising." Additionally, a Student Retention department was created. The college has a comprehensive and organized program of academic advising and career*

counseling. Waubonsee academic and career advising services are delivered seamlessly, from one assigned advisor who supports the student from start to finish. Each student is required to meet with their advisor during their first semester of classes to develop an academic plan. The advisor assists the student with career exploration and choosing a major, helping them interpret the results of online career exploration tools.

- b) Financial Aid information is available to all students through multiple sources. Financial aid is awarded and disbursed in a timely manner through automated processing within the financial aid module of the Banner Student Information System. Financial Aid information is provided to students through the college's website including information on the application process, annual cost of attendance, types of financial aid, and the standards for academic process. The information on the website meets the Federal Student Aid Handbook requirements for consumer information. The Financial Aid Office also publishes a Financial Aid Handbook (also published in Spanish), annually that includes information in printed form on the steps to apply for financial aid, academic progress, and eligibility requirements. Financial Aid publishes a Financial Aid Process Checklist with instructions on how to look up Missing Requirements, Accepting or Declining offers of financial aid, and how to determine when financial aid will disburse. The Checklist is sent to all financial aid applicants upon receipt of their FAFSA information.

Students are provided information electronically including the one-page summary the Federal Shopping Sheet information including annual cost, graduation rate, loan default rate, and median borrowing and access to the Interactive Viewbook that provides information on Financial Aid. Financial Aid provides information in the Pre-Registration Review and Waubonsee 101 presentation that is required by all incoming students. All aid applicants have a requirement to complete a Financial Aid Tutorial which reviews the Terms and Conditions of their financial aid awards including minimum required credit hours, attendance, and satisfactory academic progress.

The Financial Aid Office provides information to students and families in various formats including College Night, New Student Orientation, Getting Started, Admissions High School events, First Look with the Access Center for Disability, Fun and Food with Money Matters, and various other workshops related to funding a student's education with our Retention Team and outside groups in our community that request assistance. We have provided these events in person, through Zoom, and through videos posted on the Waubonsee website. This allows students and families to ask questions and obtain the information they needed to start college.

In addition to services offered by the college's Financial Aid Office, the college's current Title V grant allows staffing a Financial Educator Coordinator. To foster and educate financial awareness and education, the coordinator offers ongoing workshops, directs, and supervises student peer workers, and offers one-on-one advising for students to facilitate their understanding of the importance of sound financial planning. Financial Aid services, as all other student services are offered for ease of accessibility for all students via a variety of service delivery options and times.

- c) While all students get career exploration support, students in need of complex career counseling or assessments such as the MBTI and SII are recommended for career counseling.
- d) Career services such as internships, resume' and interview support, career coaching are also provided through Academic & Career Advising, with some advisors focused on these skills.

- e) Veterans and military-affiliated students are supported by one Academic and Career Advisor, who works closely with Veterans financial aid staff and Student Life to provide wholistic programming for student veterans.
- f) Staff liaisons for housing insecure students exist at the two largest Waubonsee campuses (a faculty counselor and a manager).
- g) Dream Resource liaisons (for DACA and other undocumented students) exist at the two largest Waubonsee campuses (a faculty counselor and a manager.)
- h) The college provides comprehensive counseling support services. Six faculty counselors and three part-time counselors assist with crisis intervention, faculty/classroom support consultations, personal counseling, and referrals. The college implements strategies to recruit, retain and increase participation of minorities and others traditionally underrepresented in educational programs. In addition to TRIO, TRIUMPH, the new Latinx Resource Center, and the Access Center for Disability Resources, the college's two Retention Coordinators focus on supporting and assessing retention for underrepresented populations, including financially vulnerable and developmental-placing student populations (many of whom have intersectionality with the other under-represented groups). Strategic guidance to increase equity, retention and success is being developed through the ILEA Equity team and the Strategic Enrollment Management (SEM) teams. The college's current Title V grant project will provide professional development, including evaluation of counseling and advising for adult student populations using the Inside Track system and with the assistance of professionals from the Council for Adult and Experiential Learning (CAEL).

Action: None Required.

Indicators of Quality:

- a) *Student Service/Academic Support facilities are easily accessible to students.*
- b) *Services are available at hours/days convenient for students (evenings, weekends).*
- c) *Web available student services are accessible to persons with disabilities.*
- d) *College website and computer-based software technologies are accessible to persons with disabilities.*
- e) *The college provides training and professional development for academic advising staff.*
- f) *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: The following items were reviewed to determine indicators of quality: 1) established service hours, 2) conference/workshop attendance and other professional development for academic and career advisors, accommodation coordinators, managers and administrators, and 3) career advising resources for students, 4) website information detailing student services offerings, 5) public website and internal mywcc website redesign and audit for accessibility, 6) various channels (online, in-person and off campus) opportunities for students to learn about the college, careers and financial aid availability, and 7) Civitas Inspire system reports, 8) training requirements and outcomes for staff.

Findings:

- a) The college's service directory is regularly updated to ensure that all student services are easily accessible to students <https://www.waubonsee.edu/services-directory>.

- b) Student Services/Academic Support facilities are easily accessible to students with convenient hours hours/days. Academic and Career Advising services are offered at all four campuses and online, including evening hours three days per week at the two largest campuses and online, and one day per week at the two small campuses. Saturday services are available prior to each semester start. At the college's four campuses, Financial aid staff are available on a walk-in basis including three nights a week until 6:30 p.m. at the Sugar Grove and Aurora Downtown campuses and one night a week at the Plano and Fox Valley campuses. Students check in at the reception desk where they are either assisted by the receptionist or checked in to be seen by a Financial Aid Advisor. Financial Aid staff are trained to review Admissions, Records, and Student Account data to ensure that students are given complete information regarding their financial aid eligibility. The Financial Aid Advisors, schedule one-on-one meetings with students and families through Zoom when requested. Presentations are offered in a virtual format to accommodate families that may need information in various formats.
- c) In 2018, the college launched a redesign of the public-facing website (www.waubonsee.edu), including the library's website. The website now receives an average score of 99/100 using Google's Lighthouse accessibility audit tool. (Only a subset of accessibility issues can be automatically detected so manual testing is also encouraged.) Drupal, the Content Management System (CMS), has been developed to help maintain accessibility standards while managing content. In 2021, the college launched a redesign of the college's intranet website called mywcc. The website was developed using the same CMS platform as the public site to ensure a more consistent experience both for end-users and content managers. The mywcc home page receives a Google Lighthouse score of 91/100, while most interior pages receive a score of 100.
- d) The college also implemented a text-to-speech software, Kuzweil 3000 for all students through Academic Support using single sign on through Google. When students key in their Waubonsee email, it brings up the Waubonsee credential login. We continue to identify remaining issues and opportunities for improvement since the relaunch of both websites. The plan is to implement new online chat software and conduct thorough user testing of the public site in 2022.
- e) Training and professional development for advising staff is a high priority. Advisement training manuals and onboarding protocols were recently updated, with competency expectations aligned with professional standards (NACADA, CAS). Furthermore, all advisors and counselors are part of a new 3-year partnership with Inside Track and CAEL that will provide intensive training on academic coaching and case management, including an option for advanced advising certification. Waubonsee also conducts annual program evaluations and requests the necessary talent and technology resources during each budget cycle.

Assessment of the effectiveness of advising and counseling has been considerably expanded since the last ICCB evaluation. Paper-pencil "point of contact" student evaluations were converted to online survey tools. Students are asked to submit evaluation surveys within a week of each advising appointment. Additionally, a learning outcomes assessment is conducted each semester. The first such assessment was launched in Spring 2021 and yielded over 4000 student responses. Individual advisor assessments are shared directly with advisors monthly.

Action: None required.

2. Student Programming, Co-Curricular Activities and Support Services for Students

ICCB expected that institutions will provide holistic experiences for students that support learning inside and outside of the classroom. The college should demonstrate that these programs are accessible to all populations of students and stakeholders. Services are available to student outside of the those required by Administrative rule. These may include, but are not limited to, grant programs, student activities, athletics, study abroad, counseling, wellness centers or tutoring.

Indicators of Compliance: *College implements strategies to recruit, retain, and increase participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.*

Items Evaluated: Registered Student Organizations, ALL IN Democracy Challenge participation, Student Life programming web page (<https://www.waubonsee.edu/student-experience/student-life>), social media channels, college event calendar, student communication strategy, student surveys and focus group feedback, Student Handbook and athletics site: www.gochiefs.com, college plans, academic support webpages, physical spaces, and organization charts.

Findings: Student Life provides a variety of opportunities for students to engage in campus life. These include but are not limited to participating in student organizations, leadership development opportunities, civic engagement initiatives and various events. Students have over 35 student organizations to choose from, can participate in Alternative Spring Break, Leadership Summit, Engaging Leaders program, local service projects and various other civic engagement activities, along with speakers, films, and social events. Opportunities are promoted at New Student Orientation, on plasma screens throughout campus, college wide calendar, social media, fliers, email, website, student handbook and mail. Feedback is sought and reviewed annually to improve programs through quantitative and qualitative measures.

Athletics provides opportunities for any Waubonsee student to engage in competitive and non-competitive college athletics sports. Any Waubonsee student or prospective student can fill out an online interest form to be contacted by one of the sport team programs. Commonly, sport teams post fliers, emails, and press releases regarding open try outs. Additionally, Waubonsee Athletics provides a robust intramural's program that allows any student to participate in a variety of non-competitive athletics programs. This year we expanded to offer some intramural programs on Aurora Downtown Campus as well. Information is available on the athletics webpage www.gochiefs.com, fliers are posted around campus for many programs (e.g. cheerleading, esports, tennis) tryout information, and the Athletics office creates publications highlighting each sport team and one for the overall Athletics program. Additionally, there is information about Waubonsee's college athletics found in the Student Handbook. As part of the evaluative process each sport team is reviewed annually by the Athletics Manager on a number of metrics (e.g., recruitment, service, academics, athletic success) as well as each coach receives a performance evaluation. Lastly, two members of each team are invited to serve on a Student Athletics Advisory Committee, which frequently provides feedback to the Athletics office regarding the student-athlete experience.

A review of academic support webpages revealed the following:

- Information about how to request testing accommodation for students with disabilities
- Services available at the four campuses and remotely to accommodate a variety of needs of students
- Tutoring Centers provide support to Waubonsee students throughout their academic journey including:
 - Professional, peer, and group tutoring to those students who are presently enrolled at

the college to assist with managing personal and academic barriers that may be interfering with academic momentum and student success.

- 24/7 Services are available using flexible schedules, appointments, and online support.
- ADA accessible website
- Webpages can be translated into a different language as needed.
- Libraries provide a dynamic collection of materials and resources including
 - Increased virtual resources and support offerings in a hybrid environment, as well as centralized student technology support services in partnership with IT.
 - ADA accessible website
 - LibGuides with resources to increase awareness of various minority populations, including women and persons with disabilities
 - Print and e-resources available in languages other than English
 - Librarians are intentional about collecting resources in areas that support minorities, women and individuals with disabilities
 - Services available at all four campus locations and remotely to accommodate a variety of needs of students, and on evenings and weekends.
 - Large print resources

A review of academic support physical spaces revealed the following:

- Dedicated computer stations for students with disabilities, including private testing rooms
- Banners and posters are inclusive and represent students from various backgrounds in the tutoring centers.
- Motivational quotes are displayed to create a positive work environment in the tutoring centers.
- Snacks and food are available in the tutoring centers and libraries for any student experiencing food insecurity.
- Various course materials are available for students' use in the tutoring centers and libraries, including anatomy models for science courses, calculators, computers, and printers.
- Inside the library facilities, during of the monthly programming for Black History, Latinx History, and Women's History celebrations, there are book and art displays to highlight contributions of individuals from these backgrounds.
- Assistive technology is available in each of the library spaces to promote access for students with disabilities.

A review of the organizational charts in academic support showed the following:

- A high representation of women employees and minorities within the division, and one of the most diverse divisions at the college.
- Personnel dedicated to special populations (Developmental Education, ELL, and CTE students).

A review of the college's strategic and educational affairs plan revealed a focus on:

- Student technology support and textbook affordability (OER and Inclusive Access)
- Disaggregating data to understand and close achievement gaps for minority and other special populations.

Action: None required.

Indicators of Quality:

- a) *Student Programming and Support Service facilities are easily accessible to students.*
- b) *Services are available at hours/days convenient for students (evenings, weekends).*

- c) *Web available student services are accessible to persons with disabilities.*
- d) *College web site and computer-based software technologies are accessible to persons with disabilities.*
- e) *The college provides on-going training and professional development for professional staff.*
- f) *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: Academic support webpages, academic support campus facilities, usage data were reviewed for the academic support area. The college's webpage for Student Services and Access Center informs students of available services and wayfinding along with online and printable maps are available at each campus location. The Strategic Enrollment Management Plan and Title V and Perkins grant objectives were also evaluated, along with the college's Event Calendar. The college's Employee Development department offers weekly and monthly professional development opportunities and uses the Cornerstone system to register and track completion. The college's internal newsletter, Newsbits, informs the college internal community about the professional development opportunities such as seminars and conferences that staff, faculty, and administrators attend and certifications and degrees that employees acquire.

Findings: Student services are outlined on the college's webpage with contact and location information. A Services Directory outlines face-to-face and virtual options available across campus locations. The Access Center for Disability Resources on-going services include assistive technologies, workshops, and advocacy services for students with differing needs. The college has a High School Partnerships Center to coordinate with all college high school districts. Various grant programs including the Perkins grant, and the Title V grant provide opportunities for on and off campus ways for high school students to learn about programs and career pathways at the college. The college provides physical space for the VALEES program and coordinate with the regional delivery system to promote Career and Technical Education with high school students. This is in addition to the Strategic Enrollment Management Plan that promotes college opportunities, including those offered by the college's Financial Aid department.

The college provides a wide variety of training modules and professional development opportunities through the Employee Development department, but staff members also work directly with their manager/supervisor/administrator to identify quality subject-matter specific development activities and to schedule the resources necessary to undertake them. Special in-service sessions are offered to managers and administrators at the college. The college also has a tuition reimbursement policy for courses taken at other colleges and universities and a tuition free policy for courses taken in-house.

A review of academic support facilities revealed components that make physical spaces accessible to all students:

- Adjustable height tables
- Movable furniture
- Assistive technologies
- Friendly staff support as it relates to wayfinding
- ADA push button automatic entry to buildings and services

Review of the website, usage data, and feedback gathered from faculty and students showed that our services are flexible and meet the needs of all students at each campus location (including virtually). A review of Faculty Development and Engagement website revealed that Ally is used to gauge accessibility of the college's LMS, which is utilized by all students.

A review of the Cornerstone system, performance appraisals and academic support division planning calendars revealed ongoing training and professional development opportunities are provided to employees including:

- Beginning of semester division meetings
- On-course training
- Communication of numerous professional growth opportunities (internal and external to the college)
- Visits to other colleges

Action: Changes to be made to the Sugar Grove Campus include making the elevator in Collins Hall more accessible and to improve wayfinding inside physical spaces. Changes in the Aurora Downtown Campus include improved wayfinding inside physical spaces.

2. Admission of Students and Student Records

- *The college shall have a comprehensive admission process that encompasses students who are severed from a secondary school, dual credit admission or other specialized admission programs.*
- *Student records and transcripts should reflect admission policies and transcript evaluation.*

Indicators of Compliance:

- a) College has a comprehensive and organized program for admission to programs and courses.*
- b) The college has a policy and procedures in place for Prior Learning Assessment and reflects all required policy components.*
- c) College has Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans and military personnel and their families and serves as an advocate before the administration of the college for the needs of student veterans.*
- d) 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 policies, student handbook, college catalog, and related correspondence to ICCB. On the college website, veterans are directed to special resources including a Veterans Handbook referenced on this link: <https://www.waubonsee.edu/student-experience/veteran-and-military-services>.

Findings: The college meets the indicators of compliance.

- a) Waubonsee has an open-door admissions policy and welcomes all who can benefit from the courses and programs offered. Eligible students include high school graduates or the equivalent (GED®, ABE/ASE or HSE), others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 years of age who meet established criteria. This information is provided in the college catalog available in print and via the college website. The procedures for students to enroll at the college are clearly outlined in the college catalog and the website for each of the college's programs. The Admissions Department's comprehensive approach helps to guide students through recruitment efforts and advises through their first semester registration. Within weeks of the start, new students transition from their Admissions Advisor to their assigned Academic and Career

Advisor to map out their full academic plan. The college catalog includes Getting Started Steps, Admission procedures for credit and transfer students, high school students, international students and international students. Details on programs with special admissions applications are included. Steps to enrollment are also outlined on the website link that follows:

<https://www.waubonsee.edu/admissions/enroll-waubonsee>.

Since the 2016 ICCB report, a critical priority was established to shift the student onboarding philosophy and related procedures to address ongoing inequity issues and points of confusion for many students enrolling at the college. The old process categorized students by attendance status (i.e., full-time versus part-time). Given that part-time students account for most the college's student population, the college wants to ensure that all students are being set up for success. Now, a Pre-Registration Review online tutorial module presents both part-time and full-time students with information related to selecting a program of study, making course selections and registration procedures, payment options and student resources. Academic course placement for all students is dealt with early on in the student life-cycle, critical to progress in coursework. The college decided to shift the philosophy from the full-time/part-time model to a model based on students' intent/educational goals. With this change to philosophy and procedures, certain roadblocks have been removed.

To this end, a Student Onboarding Implementation Team was created. The shift in philosophy resulted in creating these categories to streamline student enrollment: 1) degree-seeking: students who are pursuing a degree; 2) certificate-seeking: students who are pursuing a certificate; and 3) non-degree: students who are taking a class or two (not seeking a degree). Revised student onboarding procedures were guided by these principles; all student intake should be processed by the same procedures, all students are required to complete the Pre-registration Review module to become acclimated to salient resources and procedures, degree-seeking students must perform placement testing at the onset of their admission to the college, and the college's overarching goal in reforming placement is to support approved ICCB Placement Recommendations including high school GPA, GED scores, HiSET scores, math bridge programs, and transitional English and math courses.

Some additional highlights of the changed student onboarding processes include:

- Fall 2020
 - The New Student Information Form was renamed to New Student Application and other modifications were made.
 - The Change of Major process was revised to include a review by the Academic and Career Advising office and High School transitional courses for MTH placement were expanded.
 - High School Unweighted GPA evaluations were implemented for MTH and ENG placement.
 - Spring 2021
 - Steps to enroll to were modified to align with the new institutional philosophy.
 - Internal processes were clarified and made more efficient for students.
 - A new Readmission process was implemented to ensure that the college has the most up-to-date information on students.
 - Banner student records were updated to match the institutional philosophy.
- b) Waubonsee acknowledges the prior learning experiences of students by awarding credit for appropriate prior learning. These include but are not limited to the following: nationally recognized testing, professional training, military training and industry certification and licensure. Credit awarded through prior learning assessment (PLA) may be specific course

credit, elective credit in a specific area or general education elective credit. A maximum of 45 semester credit hours can be applied to a degree earned by PLA; up to 50 percent of the hours required for a Certificate of Achievement. Credits earned through PLA do not count toward the academic residency requirements nor is it calculated in the GPA. A complete listing of the prior learning assessment options is available on the college's website

<https://www.waubonsee.edu/programs-courses/online-flexible-learning/prior-learning>

and in the college catalog. The college's Prior Learning Academic Regulation has been sent to appropriate ICCB personnel each year, as required by ICCB Rule 1501.311. The academic standards and procedures related to transfer credit processing are outlined in the Academic Catalog, the Student Handbook, and the college's website.

- c) Veterans and military-affiliated students are supported by one Academic and Career Advisor who works closely with Veterans financial aid staff and Student Life to provide wholistic programming for student veterans. The college is recognized by GI Jobs as a Military Friendly® School. Many Services and resources for veterans are detailed on the college's website at this link: <https://www.waubonsee.edu/student-experience/veteran-and-military-services/resources-veterans>. A Veterans Service handbook is a practical guide to assist veterans with navigating their civilian/student life at the college.
- d) The Admissions Advisors serve as both recruiters and first semester advisors to create consistency through the steps to enrollment from inquiry to registration. Every district high school has an assigned advisor, there is an advisor assigned to 24-hour inquiry response, and we the college has a new, dedicated advisor for Adult students. All prospective students are entered into the Customer Relationship Management (CRM) Salesforce System and receive push communications for steps getting started. Advisors also make outreach phone calls. advisors.

This year to enhance the effectiveness of the CRM, the Admissions Department implemented version 2.0 in July 2021. This latest version of Salesforce has many quality improvements. In program areas where females are traditionally underrepresented, there are several proactive efforts put forth by the college to recruit these populations. Admissions has participated in several VALEES (Valley Education for Employment System) events, specifically DigiGirlz, IBM Cyber Day 4 Girls and Pink Hard Hats from 2017-2019 which were held at Waubonsee Community College. These events were not held in 2020-2021. DigiGirlz was held In March 2019 and Admissions was present. The event included both middle school and high school students. The IBM Cyber Day 4 Girls was offered in October of 2019. The college's Admissions Department provided college materials and hosted a table for Questions and Answers. The Pink Hard Hats event was again held this fall with the Admissions Department in attendance providing a Getting Started presentation. Inquiry/Contact cards are collected from all these events. Admissions staff enter the data into the Salesforce Customer Relationship Management system as leads for follow up.

Admissions partners closely with the Access Center for Disability Resources to offer an event specifically targeting high school students with disabilities called "First Look". The Access Center arranges for groups of students from specific high schools to come to campus for an overview event that introduces them to Waubonsee Community College. The program consists of an Admissions Getting Started Presentation, a Campus Tour from Admissions and then an overview of the Access Center for Disability Resources. These events were recently offered again on campus. In fact, from Oct 14, The Access Center/Admissions hosted ten First Look visits with nine high schools (including our top eight largest feeder high schools). These high schools included Batavia High School, Kaneland High School, Yorkville High School,

Sandwich High School, East Aurora High School, Oswego High School, West Aurora High School, Oswego East High School, and Geneva High School.

The Admissions Department helps to advance equity by meeting students where they are at, especially in light of higher risk factors that could impede success. As a result, focus is placed on supporting students of color, first-generation students, students with physical or learning disabilities, students with financial challenges and or students with technology challenges. As part of the new student advising process, students are connected to more specialized support depending on a student's situation. Some of these referrals include: TRIO/Student Support Services for first generation college students, Access Center for Disability Resources, TRIUMPH for our men of color, our Latinx Resource Center (LRC) for Hispanic/Latinx students, and the STAR program for student athletes. Financial literacy and financial aid support are provided, and Waubensee Community College Foundation Scholarships are available.

During the Pre-Registration Review (PRR), required for all new degree and certificate-seeking students, support services are outlined. Helpful college 101 information is made available in a video presentation that follows the PRR. Services are also emphasized in New Student Orientation. All new students are assigned an orientation date that they can attend either in person or virtually (flexibility in modality was new this year). Attending a New Student Orientation is not required but is highly encouraged. Students are encouraged to apply for both Financial Aid and the college's Foundation Scholarships during May and February deadlines. Free technology resources for students include loaner laptops and Wi-Fi hotspots. These are promoted to students who may not have a computer or access to the internet.

Student Records and Transcripts

The college maintains permanent academic records for each student. There are several protocols in place to ensure that the integrity and security of these records are not compromised.

- Physical records are kept in locked drawers and lock rooms/offices
- IT Security procedures to ensure unauthorized access doesn't occur
- Annual IT Security training is required to be completed by college staff

Per FERPA regulations, college staff and faculty can access student information only if they have a legitimate educational interest (need to know) in fulfillment of their official duties. When an access request is submitted to our Information Technology office, the request is reviewed by the Director of Registration and Records/Registrar to ensure that the access is appropriate given the duties and responsibilities of the staff member. Before access is granted to staff, they must complete necessary FERPA training. In addition, college staff is required to complete annual FERPA training online via the college's training portal.

Action: None required

Indicators of Quality:

- a) Student Service/Academic Support facilities are easily accessible to students.*
- b) Services are available at hours/days convenient for students (evenings, weekends).*
- c) Web available student services are accessible to persons with disabilities.*
- d) College website and computer-based software technologies are accessible to persons with disabilities.*

- e) *The college provides training and professional development for academic advising staff.*
- f) *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 reviewed a variety of documents, publications, and rules applicable to this quality standard including the college website, mywcc portal, student handbook, and college catalog,

Findings: The college meets the quality standard.

- a) Service hours are available and convenient for a diverse population of students at all four campuses and online. Online services such as availability for Zoom appointments and real-time advisor chat are also available, along with email and phone advising. Admissions accommodates walk-in services and online appointment availability throughout the year.
- b) Regular evening hours and limited weekend hours are available. Along with other key high-traffic departments, Admissions is open three evenings per week at both the Aurora Downtown and Sugar Grove Campuses and admissions advising is available one evening per week at the Plano and Aurora Fox Valley Campuses.
- c) In 2018, the college launched a redesign of the public-facing website (www.waubonsee.edu), including the library's website. The website now receives an average score of 99/100 using Google's Lighthouse accessibility audit tool. (Only a subset of accessibility issues can be automatically detected so manual testing is also encouraged.) Drupal, the Content Management System (CMS), has been developed to help maintain accessibility standards while managing content. In 2021, the college launched a redesign of the college's intranet website called mywcc. The website was developed using the same CMS platform as the public site to ensure a more consistent experience both for end-users and content managers. The mywcc home page receives a Google Lighthouse score of 91/100, while most interior pages receive a score of 100. Additionally, the college also implemented a text-to-speech software, Kuzweil 3000 for all students through Academic Support using single sign on through Google. When students key in their Waubonsee email, it brings up the Waubonsee credential login. We continue to identify remaining issues and opportunities for improvement since the relaunch of both websites. The plan is to implement new online chat software and conduct thorough user testing of the public site in 2022.
- d) New Admissions Advisors go through a series of pertinent training conducted by their experienced peers. Their next step is to shadow experienced advisors, then meet with students with initial overshadowing by an experienced advisor. The college provides ongoing training and professional development for all academic advising staff. Admissions Advisors attend monthly training sessions through attending CACC meetings with the Academic and Career Advising Department. The meetings include internal guest speakers from instructional program faculty and deans who provide overviews and program updates. Additionally, the counseling faculty representative from Curriculum Council provides updates from the monthly Curriculum Council meetings that are held. For joint training meetings between Admissions and Academic and Career Advising, college catalog updates for all academic programs are detailed and explained.

As previously mentioned, Admissions Advisors are responsible for the first semester planning for students from inquiry to registration and start the student on their Academic Plan. Admissions transitions new students to their assigned Academic and Career Advisor at the

beginning of their first semester. The student then gets their first outreach from their assigned Academic and Career Advisor within the first three weeks of the semester. Academic and Career Advising recently implemented case management for all students. So the student's assigned advisor partners with the student throughout their time at the college.

As part of the new move to case management to improve student success, Academic and Career Advising is also currently working on a project with CAEL (Council for Adult and Experiential Learning) and Inside Track to provide professional development on a new coaching methodology focused on increasing student success. This professional development training will be given to all Admissions Advisors and High School Transition Advisors so that all advisors will be using similar techniques to maximize student success. Training of these coaching techniques will take place in spring 2022.

- e) The Admissions department provides both on-campus and off-campus programs for students to learn about the college, academic and career pathways and financial aid. For 2019-2020 Admissions had 131 events scheduled, but 18 in-person events were cancelled due to the pandemic. Of the 113 that did take place, 91 were in-person and 22 were virtual events. For 2020-2021, there were again 113 completed events, but only 10 were in-person and the remaining 103 were virtual events. There are essentially 4 types of main events that Admissions offers:
 - i. Getting Started Workshops - These workshops are offered on-campus, off-campus at the high schools, and virtually. Getting Started workshops consist of an overview of the steps to getting started and then a section on Financial Aid typically presented by a Financial Aid Advisor. The Admissions Advisor during the session will talk to attendees about where they are in the process and what they need to do next.
 - ii. Open Houses - The college offers large-scale open house events at each of the 4 campuses. The open house events are typically coordinated by Marketing and Communications with assistance from Admissions. The bulk of the program consists of program highlights based on the campus by program faculty and/or deans. Admissions Advisors, a Financial Aid Advisor and an Academic and Career Advisor are also on hand for student inquiries.
 - iii. On-Campus High School Visits - The Admissions department implemented a larger scale on campus high school visit program with our top eight feeder high schools where students are bussed to campus for presentations/workshops and a campus tour. A "Programs to Careers" presentation introduced students to Career Categories (using Career Coash software). Students are given example careers, level of required education (corresponding Waubensee degree or certificate) and sample median earnings from employment data in the software. Some high schools prefer an overall presentation on transfer programs versus CTE programs. Both types of programs provide insight to the available transfer and CTE pathways available to students. Students are also given a presentation on Financial Aid and Scholarships.
 - iv. High School Visits - Admissions Advisors visit their high schools and offer programming ranging from individual advising appointments with students, to table visits in the lunchroom, to presentations in their career centers and libraries. In the Fall 2019-March 2020 prior to the pandemic, the college hosted eleven visit days with ten different schools bringing approximately 1,075 high school students to campus. This fall, Admissions also coordinated with the college Library on a high school visit that attracted 120 students from three schools.

Finally, the college's annual College Night Event is offered in early October and this year it was in-person (with some virtual options). This large-scale event is also a large-scale college fair and is part of the IACAC college fair circuit. The event typically involves having over a 100 colleges and universities on our campus and typically attracts around 1,500 people in attendance (this year it attracted 769 attendees). Attendees can visit with colleges and university representatives from all over the country. Waubensee Community College offers college program, Financial Aid, and academic information at the function. The college also conducts four workshops at the event: Choosing a Major, Choosing a College, Community College Transfer, and Financing Your Future.

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:

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

- a) *Existence of long-range plans and contingency plans for reduced state or local tax revenues.*
- b) *Monies in the working cash fund principal have not been used as current revenue.*
- c) *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, a financial history and forecast review, and the Facilities, Renovation and Space Utilization (FRSU) 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) A three-year history with a four-year financial forecast 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. Financial stewardship principles that incorporate long-term planning are reviewed and confirmed at the annual special meeting. Financial principles include relying on state funding for only non-recurring expenses and major construction and renovation projects. Since 2011, the college has not budgeted State funding to support operating expenses, instead State funding has been budgeted as a transfer to the Operations and Maintenance, Restricted Fund to support capital, deferred maintenance projects or equipment needs of the college, and to the Retiree Medical Insurance and Retirement Account to support college costs related to State sponsored pension and retirement related programs.
- b) The review of the financial stewardship principles at the annual special board meeting also includes confirmation of the board guideline for the Operating Funds net position. The financial forecast also includes a projected net position for the Operating Funds which is compared to the board guideline to maintain a minimum of 25 percent of operating expenditures. In February 2021, projections reflect the college with the ability to fund five to six months of operating expenses, or an average of 47 percent, which exceeds the guideline but is considered appropriate considering the financial challenges facing the state.
- 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 tuition rates with sensitivity to maintaining and/or improving the level of student services, market appropriate, modest incremental increases in the spirit of preventing a need for drastic changes, and in context with the cost to provide our products.
- e) Copies of the financial forecast 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. Earnings are left to accumulate in the fund.

Action: None required.

Indicators of Quality:

- a) *Trends in past and current operating balances.*
- b) *Magnitudes and trends in indebtedness.*
- c) *Review and integration of long-range financial plans into overall college mission.*
- d) *Review integration of facilities master plan into overall college mission and strategic planning process.*
- e) *All college departments are included in the financial planning and accountability process.*
- f) *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, a financial history and forecast review, and the Facilities, Renovation and Space Utilization (FRSU) Plan.

Findings: The college meets the quality standards.

- a. As noted above, the net position of the Operating Funds exceeds the targeted 25 percent minimum of budgeted expenditures for each of the years in the financial forecast.
- b. The net position 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 FRSU Plan to ensure there is funding for future plans of new facilities, renovation of existing facilities, deferred maintenance, and technology and academic equipment needs of the college.

The financial forecast also considers funding the college's proportionate share of the State of Illinois' Community College Health Insurance Program (CIP) postemployment benefit liability recorded in its financial statements. The college has fully funded the \$31 million liability as of June 30, 2021. The financial forecast includes an estimated cost of \$2 million per year for this program.

- c. The college's outstanding debt represents approximately 16 percent of the legal debt margin as of June 30, 2021. The college continues to receive favorable bond ratings. In February 2021, the college refinanced outstanding debt and generated approximately \$2 million in overall savings. As part of the refinancing, Moody's Investor Service, Inc. conducted a financial review of the college and reaffirmed the college's bond rating at Aa1 with a stable outlook. Both Moody's and Standard and Poors have placed the college's bond rating one step below the coveted AAA rating, even in light of the FY2016 State budget impasse and the recent pandemic. The college was also able to abate the 2020 debt service property tax levy of approximately \$7 million. Both of these actions which saved district taxpayers an estimated \$9 million were possible due to the college's financial stewardship principles in place.
- d. All areas of the college are represented in the budget planning process. All departments submit requests during the budget planning process related to staffing needs, equipment, and funding to support major initiatives. All requests are accumulated and reviewed by executive leadership team, who match the college strategic plan priorities with funding requests. All requests are prioritized in conjunction with balancing the fiscal year budget.
- e. The board of trustees receives monthly financial and investment reports. The college is committed to preparing a comprehensive and understandable budget document for the college's

board of trustees and stakeholders. The document 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:

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

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 Annual Comprehensive Financial Report (ACFR) to the Board of Trustees each year prior to the December 30 due date.

The ACFR is also submitted to the Government Finance Officers Association for consideration for the Certificate of Achievement for Excellence in Financial Reporting award. The college has successfully completed the requirements for its June 30, 2020 ACFR and has received this award since FY1999.

The college continues to receive unmodified opinions on the annual audit. The college had one finding on the FY2021 Single Audit report and the Corrective Action Plan has been implemented. There were no findings for the FY2020 Single Audit report. 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 ACFR, along with ICCB rules, to ensure the college's compliance with this standard.

Findings: As noted above, the college continues to receive unmodified opinions and only one Single Audit finding in FY2021 with no findings in FY2020. The college is considered a low risk auditee based on its compliance in the management of Federal funds.

Action: None required.

4. Facilities

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 by a licensed architect or engineer as having been constructed within the budget and having met applicable plans, codes and specifications.

Indicators of Compliance

- a) College projects, and state-funded projects have received local board and/or ICCB approval prior to construction, as required.*
- b) 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, the current campus Facilities Renovation and Space Utilization Plan (FRSU-completed in 2018) 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. In 2018 with assistance from a planning architect, the college completed a comprehensive facility renovation and space utilization plan that evaluated the entire four campus network of interior spaces and the potential need for future facilities. This facilities plan (FRSU) and the former College 2020 Master Plan reflect all 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. The FRSU was submitted to the ICCB in March 2019.

Action: None required.

Indicators of Quality:

- a) Existence of a long-range capital plan including deferred maintenance needs.*
- b) 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 (FRSU). 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) **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 are completed accurately and in the required format:*

- *Facilities Data*
- *RAMP (Capitol Budget Request)*

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, the current campus Facilities Renovation and Space Utilization Plan (FRSU-completed in 2018) 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. In 2018 with assistance from a planning architect, the college completed a comprehensive facility renovation and space utilization plan that evaluated the entire four campus network of interior spaces and the potential need for future facilities. This facilities plan (FRSU) and the former College 2020 Master Plan reflect all 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. The FRSU was submitted to the ICCB in March 2019.

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: Financial policies and procedures

Findings: If a project is funded by PH&S funds then a separate cost center is established to track applicable revenues and expenditures. The college has not levied for PH&S funds and therefore this is not applicable.

Action: None required

5. Employment Contracts

a) Employment contract limitations

This Section applies to employment contracts entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements.

Indicators of Compliance

- a) Contract length, severance.*
- b) Approval in open board meeting*
- c) Public notice*

Items Evaluated: N/A

Findings: Waubensee employees, except for the President, do not receive employment contracts.

Action: None.

Indicators of Quality:

- a) Annual performance review*

b) Employment contract transparency

This Section applies to the employment contracts of the president or all chancellors of the community college entered into, amended, renewed, or extended after the effective date of this amendatory Act of the 99th General Assembly. This Section does not apply to collective bargaining agreements.

Indicators of Compliance

- a) Contract length, severance.*
- b) Final Action/Approval in open board meeting.*
- c) Public notice, compliance with Open Meetings Act.*

Items Evaluated: President's Contract with the Board of Trustees and official Board of Trustees meeting minutes.

Findings: The length of the contract is four years. The Board of Trustees took action in open session at the September 15, 2021 meeting to renew the contract. Prior to the board taking action on the President's contract, a "notice of contract renewal" is posted on the college website for 48 hours prior to its approval. Following the board approval, the "notice" is taken down and a signed copy of the contract is posted for 60 days.

Action: None required.

Indicators of Quality:

- a) Annual performance review.*
- b) Board Minutes, board packets, annual performance criteria.*

Items Evaluated: President's Contract with the Board of Trustees, board packets, and official Board of Trustees meeting minutes.

Findings: The President submits a self-evaluation of performance goal accomplishments based on a predetermined set of performance criteria. The President's performance review is conducted annually in a closed session meeting with the Board of Trustees. Annual performance goals are set following the board's performance review.

Action: None required.

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:

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

Items Evaluated: Staff reviewed ICCB report files and compared them to ICCB data and report submission dates.

Findings: The college continues to meet the compliance standard. Please refer to "ICCB Reports Submission Summary" chart included as an attachment to this report for specific responses to each report submission.

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:

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

Items Evaluated: College staff reviewed internal data submissions and internal processes related to those submissions.

Findings: The college meets the quality standard. Registration and Records, Information Technology, and Institutional Effectiveness have instituted regular meetings to continue refining the documentation for processes related to these reports, including data definitions, annual MIS Manual updates/changes, processing, and verification. Banner reporting rules have been developed and are consistently monitored through this group as well.

Waubonsee implemented a centralized data request process in 2015 and we continue to regularly review and refine our process. The process applies to external reporting or general data requests and provides a method to validate data pulled by end-users from our data warehouse 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, and Finance.

Action: Continued review and clean-up of documentation related to ICCB reporting to be shared across all three units.

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:

- a) *Noncredit Course Enrollment Data (N1)*
- b) *Annual Enrollment and Completion Data (A1)*
- c) *Annual Student Identification (ID)*
- d) *Enrollment Surveys*
- e) *Fall Enrollment Data (E1)*
- f) *Summer Graduate Reporting for IPEDS GRS (GS)*
- g) *Annual Course Data (AC)*
- h) *Annual Completions Data (A2)*

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

Findings:

Due Date	Report	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
7/15/2020	Noncredit Course Enrollment Data (N1)	No	2 error codes	Yes
8/3/2020	Annual Enrollment and Completion Data – A1	No	No errors	Yes
9/1/2020	Annual Student Identification (ID)	Yes	No errors	Yes
10/1/2020	Fall 2020 Enrollment Survey	Yes	No errors	Yes
2/15/2021	Spring Semester Enrollment Survey	Yes	No errors	Yes
10/1/2020	Fall Term Enrollment Data (E1)	Yes	No errors	Yes
11/2/2020	Summer Graduate Reporting for IPEDS GRS (GS)	Yes	No errors	Yes
9/1/2020	Annual Course (AC) Submission	Yes	No errors	Yes

Due Date	Report	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
9/1/2020	Annual Completions (A2) Data	Yes	No errors	Yes

The N1 and A1 reports were submitted late due to the additional COVID-required reporting elements added to the A1.

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 have been received on time and are completed accurately and in the required format:

- a) Faculty, Staff & Salary Data (C1)
- b) Faculty, Staff & Salary Supplementary Information
- c) Annual Faculty, Staff & Salary Data (C3)
- d) Hispanic Employment Survey
- e) Asian American Employment Survey
- f) Native American Employment Survey
- g) African American Employment Survey
- h) Bilingual Needs and Bilingual Pay Survey

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

Findings:

Due Date	Report	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
10/15/2020	Faculty Staff & Salary Data C1	Yes	56 errors accepted by ICCB	Yes
10/15/2020	Faculty Staff & Salary Supplementary Information	Yes	No errors	Yes
6/15/2021	Annual Faculty Staff Salary and Benefits Data (C3)	Yes	66 errors accepted by ICCB	Yes
12/9/2020	African American Employment Plan Survey	Yes	No errors	Yes
12/9/2020	Asian American Employment Plan Survey	Yes	No errors	Yes
12/9/2020	Hispanic Employment Plan Survey	Yes	No errors	Yes
12/9/2020	Native American Employment Plan Survey	Yes	No errors	Yes
12/9/2020	Bilingual Needs and Bilingual Pay Survey	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.

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:

- a) Program Review Report*
- b) Program Review Listing*
- c) Special Initiatives Reports*
- d) Underrepresented Groups Report*

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

Findings:

Due Date	Report	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
8/1/2021	Program Review Report	Yes	No errors	Yes
8/1/2021	Program Review Listing	Yes	No errors	Yes
2/2/2021	Underrepresented Groups Report	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.

**Waubonsee Community College
ICCB Reports Submission Summary Chart**

Due Date	Report	Department Responsible for Data Submission	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
7/15/2020	Noncredit Course Enrollment Data (N1)	Registration and Records	No	2 error codes	Yes
7/30/2020	FY2020 CTE Postsecondary Perkins FINAL report	Educational Affairs and Finance	Yes	No errors	Yes
8/3/2020	Annual Enrollment and Completion Data – A1	Registration and Records	No	No errors	Yes
9/1/2020	Tax Revenue/Budget Information Request	Finance	Yes	No errors	Yes
9/1/2020	Annual Completions (A2) Data	Registration and Records	Yes	No errors	Yes
9/1/2020	Annual Course (AC) Submission	Registration and Records	Yes	No errors	Yes
9/1/2020	Annual Student Identification (ID)	Registration and Records	Yes	No errors	Yes
10/1/2020	Fall 2020 Enrollment Survey	Registration and Records	Yes	No errors	Yes
10/1/2020	Fall Term Enrollment Data (E1)	Registration and Records	Yes	No errors	Yes
10/15/2020	Faculty Staff & Salary Supplementary Information	Human Resources	Yes	No errors	Yes
10/15/2020	Certification of Credit Hours	Registration and Records	Yes	No errors	Yes
10/15/2020	FY2021 Budget	Finance	Yes	No errors	Yes
10/15/2020	Faculty Staff & Salary Data C1	Human Resources	Yes	56 errors accepted by ICCB	Yes
11/1/2020	FY2021 Capital Budget Request (RAMP for 2022)	Finance	Yes	No errors	Yes
11/2/2020	Summer Graduate Reporting for IPEDS GRS	Registration and Records	Yes	No errors	Yes
12/9/2020	African American Employment Plan Survey	Human Resources	Yes	No errors	Yes
12/9/2020	Asian American Employment Plan Survey	Human Resources	Yes	No errors	Yes
12/9/2020	Hispanic Employment Plan Survey	Human Resources	Yes	No errors	Yes

**Waubonsee Community College
ICCB Reports Submission Summary Chart**

Due Date	Report	Department Responsible for Data Submission	Submitted on Time in FY2021 Yes/No	Accuracy of data	Consistency
12/9/2020	Native American Employment Plan Survey	Human Resources	Yes	No errors	Yes
12/9/2020	Bilingual Needs and Bilingual Pay Survey	Human Resources	Yes	No errors	Yes
12/30/2020	FY2020 Audit	Finance	No – Filed 12/31/2020	No errors	Yes
12/30/2020	Uniform Financial Statements	Finance	No – Filed 12/31/2020	No errors	Yes
12/30/2020	Instructional Cost Sheet	Finance	No – Filed 12/31/2020	No errors	Yes
12/30/2020	Certificate of Publication for Annual Financial Statement	Finance	Yes	No errors	Yes
1/31/2021	Certificate of Tax Levy	Finance	Yes	No errors	Yes
2/2/2021	Underrepresented Groups Report	Student Development	Yes	No errors	Yes
2/15/2021	Spring Semester Enrollment Survey	Registration and Records	Yes	No errors	Yes
6/15/2021	Annual Faculty Staff Salary and Benefits Data (C3)	Human Resources	Yes	66 errors accepted by ICCB	Yes
12/21/2021	Summer Term SR Data Course Enrollment	Registration and Records	Yes	No errors	Yes
12/21/2021	Fall Term SR Data Course Enrollment	Registration and Records	Yes	No errors*	Yes*
12/21/2021	Spring Term SR Data Course Enrollment	Registration and Records	Yes	No errors	Yes
12/21/2021	Summer Term SU Data Course Enrollment	Registration and Records	Yes	No errors	Yes
12/21/2021	Fall Term SU Data Course Enrollment	Registration and Records	Yes	No errors	Yes
12/21/2021	Spring Term SU Data Course Enrollment	Registration and Records	Yes	No errors	Yes

Waubonsee Community College Required Materials

Board Policy Manual (Hard copy mailed)
Collective Bargaining Agreement for Full- and Part-time Faculty (Hard copy mailed)
Program Review Process (Attached)
College Catalog (Hard copy mailed)
College Dual Credit Policy (Attached)
College Instructional Program Assessment Policy (Attached)
College Multi-year Financial Planning Document(s) (Attached)
Copies of, or links to, all Cooperative Agreements and Contracts (not applicable)
Dual Credit Faculty Credentials (see website for document) (Attached)
Facilities Master Plan (Hard copy mailed)
Faculty Handbook (Hard copy mailed)
Internal Data Reporting Procedures Document (Attached)
Student Handbook (Hard copy mailed)