AQIP SYSTEMS PORTFOLIO

WAUBONSEE
COMMUNITY COLLEGE

NOVEMBER 2015

Helping Students Learn

Meeting Student and Other Key Stakeholder Needs

Valuing Employees

Planning and Leading

Knowledge Management and Resource Stewardship

Quality Overview

Waubonsee Community College does not discriminate based on any characteristic protected by law in its programs and activities.

Table of Contents

Institutional Overview: Waubonsee Community College

Waubonsee Community College (WCC) serves 22 municipalities, 12 public high school districts and eight private high schools in Illinois Community College District #516. The 624-square-mile district includes southern Kane County and portions of Kendall, DeKalb, LaSalle and Will counties. These five counties accounted for 71.2% of the state's population growth from 2000 to 2009. Such growth is expected to continue, with the current district population of 444,000 expected to grow to more than 540,000 by the year 2030. The mission and philosophy of WCC is based on the premise that education is the cornerstone of a literate, democratic society; that learning is a lifelong process; and that the pursuit of knowledge must be supported by institutional policies that demonstrate the values of accessibility, service, value, quality and innovation. WCC's vision statement supports that mission and philosophy:

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

WCC has four campus locations, each with their own focus and stakeholder group. The Sugar Grove Campus is located on 243 richly-wooded acres of land on Route 47 north of Sugar Grove, Illinois. Highlights of the college's Sugar Grove Campus include 19 academic and administrative facilities, specialized labs, library, café and coffee bar, early childhood center, observatory, 375-seat auditorium, 10,000-square-foot event room, computer center, gym, fitness center and two-mile nature trail. The Aurora Campus is located at 18 S. River St. in downtown Aurora. This 132,000-square-foot building includes 50 classrooms and computer labs, two science labs, bookstore, library, early childhood center, tutoring center, conference room, grab-and-go café and coffee bar, and multipurpose room. The Copley Campus, which will be undergoing a major renovation in the coming year, is located on the Rush-Copley Medical Center campus on Route 34 in far east Aurora. The two-story building houses classrooms, access to library resources, computers, and facilities for registration, counseling and advising. WCC's fourth location is in Plano and offers higher education to the southwestern part of WCC's district. Located off of Route 34, west of Eldamain Road in Plano, the 33,000-square-foot building includes 12 classrooms and computer labs, two science labs (biology and earth science) and a Certified Nurse Assistant (CNA) lab.

As a comprehensive community college, WCC offers a variety of programs and services, including:

- **Transfer Programs:** By pursuing a two-year associate degree today, students can gain an academic edge at a four-year school tomorrow.
- **Career and Technical Education Programs:** More than 120 degree and certificate programs offer students the skills they need to gain immediate employment.
- **Developmental Education:** Basic skills are improved through courses in reading, writing and math and transfer programs like Adult Basic Education, the Adult Literacy Project, English as a Second Language (ESL) and General Education Development (GED).
- **Workforce Development:** Knowledge is power with professional development courses for individuals and customized training for businesses. The Aurora Campus is also home to an Illinois Small Business Development Center.
- **Community Education:** WCC offers adults and children a chance to broaden their horizons and improve their quality of life through classes, workshops, events and trips.
- **Student Services:** Students can join one of many organizations or play on one of 13 sports teams. They can also take advantage of services offered in admissions, counseling, assessment, registration, financial aid, an access center for disability resources, and career development.

Improvement Initiatives and Action Projects

Since the 2011 Systems Portfolio submission, WCC has completed several AQIP Action Projects, including: developing a comprehensive standardized system to guide college emergency preparation, assessment, management and response; creating a comprehensive process evaluation and revision to support increased student success; designing an institutional plan for improving student learning by measuring success of institutional programs and services that promote success during the first year and transfer experience; enhancing the organization and communication of budgetary information; and improving data collection, analysis and reporting processes. Current AQIP Action Projects include: creating comprehensive and holistic change to student success and retention through improvement to placement and assessment, developmental coursework and learning assistance; developing a centralized function to focus on engaging more students in civic learning and democratic engagement experiences; defining an institutional process for measuring student learning outcomes at the course, program and institutional levels; and developing a centralized system to track all college contracts whether implied, verbal or written. Additionally, an institutional employee engagement initiative resulted in a plan for both short and long-term actions, reflective of the identification of areas of success and opportunities for improvement.

Statement on Stage of Organizational Quality Development

WCC has thrived and prospered in an environment of rapid change. This change has been driven by the college's learning-centered mission and the needs of the college community. The principles of a high performance organization highlights the achievement of a systematic approach to continuous quality improvement. Items selected for WCC's AQIP Systems Portfolio are designed to demonstrate that the principles of high performance organizations are an integral part of WCC's culture, quality infrastructure and operations. The principles of high performance organizations are as follows:

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

In general, WCC employs an aligned approach to organizational quality development. In some instances, systems and processes have matured to reflect an integrated approach to organizational development. In other instances, the systems and processes are at a beginning stage and reflect a systematic approach to organizational development. WCC strives to make sure that there is communication among organizational units, that processes address the organization's key goals and strategies, and that coordination occurs among units, divisions and departments.

WCC will reach a significant milestone in 2016-2017 as the college celebrates its 50th anniversary. The FY2015 Presidential Action Initiative (described in detail in Category Four) is "Vision 2050": A Future Beyond Expectations" – it encompasses all the amazing and innovative initiatives taking place at WCC as the college's faculty, staff and administrators work diligently to make that vision a reality for all students.

Category One: Helping Students Learn

Helping students learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses. In June 2013 WCC's Educational Affairs unit was reorganized in response to those goals. The major objectives of the new structure served to: 1) strengthen the college's focus on faculty engagement, teaching and learning; 2) reflect the college's commitment to student success and completion; 3) provide a stronger and more strategic emphasis on the distinct needs of each of the three areas of credit instruction: career and technical education, transfer education and developmental education; 4) provide a clearer delineation of the Chief Academic Officer role; 5) provide support and leadership for the hiring, supervising, mentoring and evaluation of credit adjunct faculty; 6) provide additional leadership and support for Adult Education adjunct faculty and students to provide quality enhancements to programs and services and to implement GED program changes; 7) centralize services that support instruction and online learning; and 8) establish a dedicated office to coordinate high school dual credit and partnerships and align this office administratively with credit instruction. The reorganization was accomplished in a fiscally responsible manner with several positions created and some divisions and program managers realigned. The unit and functions associated with "distance learning" changed its name to "online learning" to more accurately reflect the ubiquitous use of web-based technologies in face-to-face classes, as well as online classes.

These organizational changes created a more viable structure to support the work already in progress, specifically the AQIP Action Projects Project Graduation, Foundations of Excellence®, and PRIDE: PRogress and Innovation in Developmental Education. These projects, in addition to grant funding for programs such as TRIO Student Support Services and TRIO Upward Bound, along with additional funding through a Title V Hispanic Serving Institutions grant, a Trade Adjustment Assistance Community College and Career Training (TAACCT) grant and a National Science Foundation (NSF) STEM award, have been key to the college's success in promoting college readiness, retention, completion, success and career preparation at WCC.

WCC has also renewed its focus on documenting and assessing student learning outcomes that will reflect the degree to which the college is executing its primary mission to open the door of knowledge, spark imaginations and enlighten lives through learning. This new approach involved the creation of a Placement Advisory Council, the refinement of the role of Curriculum Council, and the evolution of the former TOP Team to the newly established Outcomes Advisory Council. With its tradition of employing cross-functional teams, the college has aligned processes that are poised to address key goals and strategies with lessons learned, shared and communicated across units. With an eye on on-going improvement, the college's goal is to build analysis and evaluation into the culture so that the college's learning processes directly align with its mission.

1P1 Common Learning Outcomes

Aligning common outcomes to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2).

WCC is developing a comprehensive process to assess student learning outcomes that supports a culture of evidence and that clearly communicates the outcomes of WCC's academic and administrative programs. WCC's common student learning outcomes are communicated in the TOP MEASURE, a model which was designed by faculty in 2007. The TOP MEASURE is named after the college's outcomes department, The Outcomes Program (TOP), which is responsible for providing resources, support and information about assessing student learning at the college. WCC's TOP MEASURE is a faculty-driven, holistic outcomes model, used to align transfer, career and technical education, and

developmental course outcomes for improved student success. This model, which is unique to WCC, reflects the skills, abilities and knowledge that the college strives to develop in all of its students. The model is reviewed annually by the faculty assessment team for alignment with the college's mission, vision and strategic goals as well as degree and certificate offerings. Each degree and certificate program is unique in its characteristics, focus, goals and outcomes, but they all support the institutional outcomes defined in the TOP MEASURE. The outcomes in the TOP MEASURE prepare students for the challenges of the 21st century.

Determining common outcomes (3.B.2, 4.B.4).

In the spring of 2015, the TOP Team members made the decision to narrow the TOP MEASURE model from eleven institutional outcomes to three: critical thinking; communication skills (oral and written); and quantitative literacy. The team critically reviewed each of the institutional outcomes and kept those that they felt most closely reflected the core components of learning at the college and are most commonly identified by employers. The narrowing of the outcomes will make WCC's institutional assessment more focused and improve the quality of the resulting assessment data. WCC's institutional outcomes are included on the syllabus template, the print and online catalog, and the course outline, which is reviewed and approved by the Illinois Community College Board (ICCB).

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1).

In 2010 and 2011, WCC piloted a cross-disciplinary rubric for four institutional outcomes: critical thinking, written communication, oral communication and visual literacy. The rubrics were designed by a team of faculty members who met monthly to work on benchmarking, rubric design and modification. Once the initial drafts were developed, the rubrics were shared with the TOP Team and revised based on their feedback. In spring 2011, seven full-time faculty from a variety of disciplines piloted the rubrics. Unfortunately, while the pilot project was successful in providing limited data on these institutional outcomes, the project stalled due to difficulties in scaling the process across additional courses. Using a paper process, which was the only option at that time, made this a challenging way to collect data on WCC's institutional outcomes. Due to these challenges, WCC decided to reevaluate the process and discuss other options that would be more effective at gathering meaningful data and increasing faculty and administrative support.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5).

To ensure that the curriculum is aligned with the institutional outcomes, each course outline defines the specific outcomes that are assessed in that course. That documentation is available internally through the CurricUNET system, which is an online curriculum management tool. As described above, WCC has faced significant challenges in developing and implementing an institutional assessment process to measure the institutional outcomes. To address those challenges, in July 2014, the college launched the Transformative Assessment AQIP Action Project, which focused on defining assessment processes and expectations.

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4).

WCC uses two specific methods to ensure that the institutional outcomes remain relevant and aligned to student, workplace and societal needs: 1) alumni surveys; and 2) employer survey.

All Illinois community colleges are required to survey all Career and Technical Education (CTE) graduates annually within six months to a year after the student completes a degree or certificate.

Statewide data from this survey is available from the ICCB and, internally, WCC uses this data to inform program review for the specific CTE programs. Summary results by major are sent to the academic deans, with several years of results provided for context and the overall survey aggregate totals for comparison. Some results of the CTE survey are also submitted as part of the National Community College Benchmarking Project (NCCBP) reporting. Unfortunately, response to these kinds of surveys are decreasing nationally and WCC is struggling to meet the state-required minimum response rate of 50-60%.WCC also surveys all Baccalaureate/Transfer associate degree graduates annually with an internally created instrument that asks for their experiences and satisfaction with the college.

In addition to the CTE survey, the college also administers an Occupational Employer Survey to employers of graduates who: 1) responded to the CTE survey and provided their signed permission to contact their employer; and who also 2) were in a related occupation that did not start prior to their enrollment at WCC. This is always a relatively small group (20 to 30 respondents). Academic deans are provided with the relevant results from this survey as well, and if applicable, they are included in NCCBP reporting. The survey focuses on employers current expectations for the employee including technical skills, people skills, attitude, and overall satisfaction with this graduate as compared to other employees.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2).

WCC students are encouraged to become engaged in numerous co-curricular opportunities to enhance their learning. Faculty and student development staff work collaboratively to offer numerous experiences that are designed to deliver support for student learning. A few examples include: attending tutoring sessions; attending student success programs (e.g. Resources to the Rescue); partaking in the Illinois Skyway Collegiate Conference (ISCC) athletic and co-curricular events; and participating in Registered Student Organizations (RSOs).

Instructional services that directly aim to support student learning both inside and outside of the classroom include tutoring and supplemental instruction. Approximately 9,000 students utilize the Tutoring Center each academic year. Additionally, Resources to the Rescue (R2R), a campus-wide program, aims to provide resources at the right time to students to raise awareness of key services and resources to help students improve their learning. For example, a signature R2R event is the "Eggcellent Night for Studying" which has provided between 50 and 80 students each semester with out-of-class interaction with faculty members and space to study during a late night event before finals. WCC also actively supports student participation in the Illinois Skyway Collegiate Conference, Co-Curricular programs (e.g. STEM Poster Competition, Juried Art Competition, Writer's Competition and Festival, and Jazz Festival). These provide Waubonsee students the opportunity to interact and learn with students affiliated with seven other participating conference institutions. The S.T.A.R program (Student Athletes Taking Academic Responsibility) directly assists nearly 200 student athletes each semester by providing required study hours for athletes, and case management by counselors who are knowledgeable about athletic eligibility and helping student athletes balance academics and sport participation. The S.T.A.R. program also recognizes outstanding academic achievement of student athletes with a special recognition ceremony at a half-time performance of a Men's Basketball (home) game. Another example is the annual Exploring Major Fairs in which faculty interact with 100-200 students to engage them in their academic/career field.

The Student Life office aims to support student learning through the promotion of co-curricular and service learning opportunities. In 2014, 174 students affiliated with RSOs participated in service learning events. In 2015, more than 350 students affiliated with RSOs participated in service learning events. The Student Life office also provides approximately 50 student leaders with a leadership retreat each semester that aims to enhance skills and abilities related to leadership (e.g. communication, team work). Lastly, the Student Life office promotes involvement in clubs and organizations that support student learning. WCC

offers 35 RSOs of which 67% are affiliated with academic disciplines and promote and value scholarship in their membership. The Student Life office also supports students learning by providing students with a co-curricular transcript, which is verified each semester to document students' participation and leadership in RSOs and athletics. Students are able to log into mywcc and print a copy of their co-curricular transcript to accompany their academic transcript and indicate their involvement in clubs and activities that support student learning. All of these activities provide opportunities for students to apply the skills learned in the classroom in ways to enhance their employability and enrich their educational experience.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2).
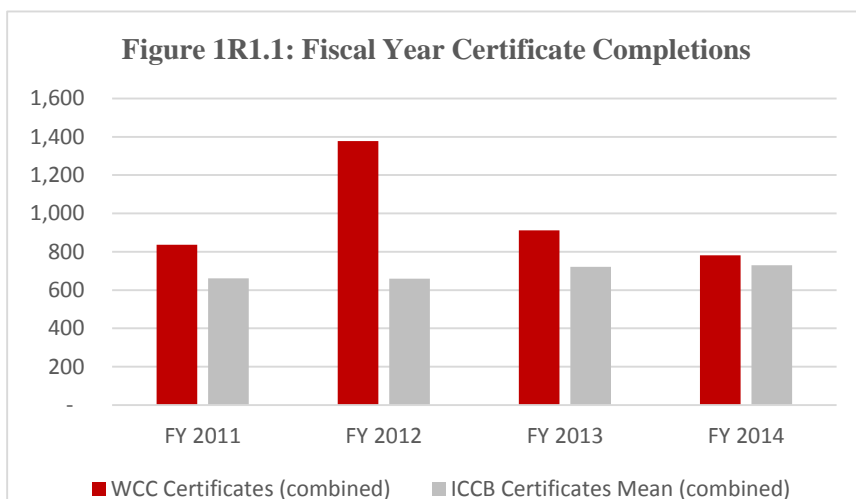
During the 2014-2015 academic year, the college convened the Outcomes Working Group to address communication and process issues related to outcomes assessment, including the assessment of institutional outcomes. One of the recommendations of that group, which was approved by senior leadership and included in the FY2016 budget, was that WCC use a nationally recognized standardized test to assess institutional outcomes. A team is currently evaluating possible tools (e.g., HEighten, ETS((Educational Testing System)) Proficiency Profile, CAAP) and will make a recommendation by December 15, 2015 for implementation in spring 2016.

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4).

WCC has made several attempts to assess institutional outcomes, but they have not been sustainable. Between 2010 and 2012, faculty developed cross-disciplinary rubrics to assess institutional outcomes, and for a few semesters, some faculty members participated voluntarily. Unfortunately, the process was cumbersome and did not have enough institutional support to be scaled across all courses. In spring 2014, outcomes assessment staff offered three workshops on creating critical thinking rubrics based on recognized best practice developed at Salt Lake Community College. The sessions were attended by fourteen faculty members who were asked to voluntarily implement the rubrics during fall 2014 and provide feedback on their effectiveness. While faculty response to the workshop content was positive, only a few faculty implemented them in their individual courses. Without widespread support or adoption, it was impossible to scale this project as well. Based on these attempts, the Outcomes Working Group recommended in spring 2015 that the college investigate options for a standardized test to gather benchmark data for WCC's institutional outcomes. The new test will be implemented in spring 2016 with the first results available for review in fall 2016.

1R1: What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

WCC regularly reviews data related to student success for degrees and certificates. Additional benchmark data on student learning outcomes will come from the implementation of a test for institutional outcomes in spring 2016.

Figure 1R1.1: Fiscal Year Certificate Completions

- WCC Certificates (combined)
- ICCB Certificates Mean (combined)

Figure 1R1.2: Fiscal Year Associate Degree Completions
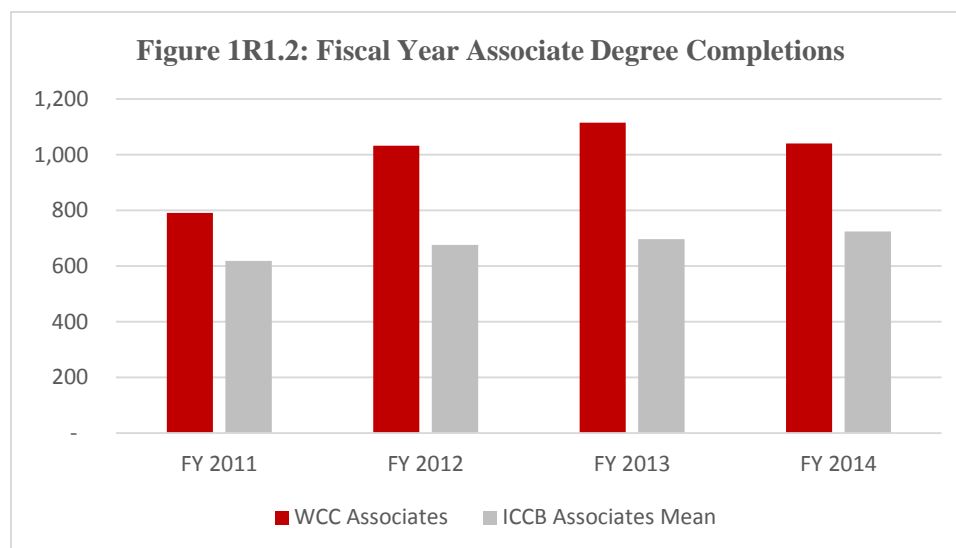
1I1: Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Since summer 2014, significant work has been accomplished toward developing a culture of evidence at WCC. A transition at the senior leadership level has facilitated increased communication and collaboration between Instruction and Institutional Effectiveness (IE) which resulted in a more purposeful and focused conversation about assessment. The Transformative Assessment AQIP Action Project, which was launched in July 2014, included the creation of the first Outcomes Faculty Liaison position. The full-time faculty member who was appointed to this position was given six hours of release time for the fall and spring semesters. The primary responsibility of the position was to provide faculty leadership and to increase communication with faculty about teaching and learning, student success and the importance of assessing student learning. The Outcome Faculty Liaison reports to the Director of Institutional Effectiveness and works directly with the outcomes assessment coordinators to assist faculty in this work. This position was approved for the 2015-2016 academic year and has, thus far, been very well-received by the faculty. In addition, IE was given approval to host the 19th Annual Community College Assessment Fair at the Sugar Grove Campus in March 2015. A total of 247 people from 29 community colleges attended the fair, which is one of the largest turnouts in recent memory. The conference highlighted work being done by faculty throughout the state and featured two wonderful speakers, Dr. Catherine Wehlburg, Associate Provost for Institutional Effectiveness at Texas Christian University, and Dr. Natasha Jankowski, from the National Institution for Learning Outcomes Assessment (NILOA).

The Outcomes Working Group, which consisted of six faculty members, four academic administrators and three outcomes assessment staff, was also established in fall 2014 and met monthly to encourage and promote a culture of inquiry and assessment supported by faculty, staff and administrators. Members of the Outcomes Working Group were provided with research and best practices, were invited to attend assessment conferences and some of the team members participated in an HLC Assessment Workshop in October 2014 (a second team attended the workshop in July 2015). The Outcomes Working Group was guided by the following goals: develop an outcomes assessment framework that builds on the TOP MEASURE and defines course, program and institutional assessment at WCC; implement a process for defining course and program outcomes; design and implement relevant and meaningful assessment tools; utilize outcomes assessment data for improvement; and create a communications model that promotes the use of outcomes assessment results to improve student success.

The Outcomes Working Group made several recommendations for the 2015-2016 academic year including: 1) more direct and explicit communication from senior leadership regarding assessment practices and policies; 2) increased transparency about communications to and from the HLC and other accreditors and government agencies; 3) a new Outcomes Advisory Council (OAC) to address the short- and long-term needs with support from college leadership; and 4) a stronger relationship between the OAC and Curriculum Council to support the development, revision and improvement of curriculum and instruction. At the heart of all of these recommendations was a desire for clear communication and support from faculty and administrators to ensure that this work is sustainable and scalable.

Based on these recommendations and feedback from other faculty and staff, WCC committed two days of fall faculty orientation in August 2015 to outcomes assessment, including a morning working session for discipline and program teams. The college has committed to maintaining this focus and moving forward, one day of each orientation session (January and August) will be devoted to giving faculty time to document their assessment plans, review data and discuss improvements. The OAC, co-chaired by the Outcomes Faculty Liaison and the Director of Institutional Effectiveness, started its work in September 2015. There are two voting representatives from each faculty division and ex officio representation from Instruction, Student Development and TOP. The OAC will replace the previous faculty assessment committees, the TOP Team and the Outcomes Working Group. The OAC will work in conjunction with Curriculum Council to ensure that programs and courses have measureable learning outcomes and assessment plans in place. Faculty are currently working to document course outcomes and all degrees will have a program assessment plan completed by spring 2016. Gateway courses, which are defined as courses that are foundational in nature, high-risk and high enrollment, will have a course assessment plan completed by spring 2016.

1P2 Program Learning Outcomes

Aligning program learning outcomes to the mission, educational offerings and degree levels of the institution (3.E.2).

The Illinois Community College Board (ICCB) requires all institutions to complete a thorough program review process each year based on a prescribed schedule. During that process, faculty members are asked to review all course outlines within a degree and/or certificate to validate the relevance of specific course objectives and program learning outcomes and align them with the college's mission. The ICCB requires that the college choose from the following options for each program: continued with minor improvements; significantly modified; discontinued/eliminated; placed on inactive status; or scheduled for further review.

Determining program outcomes (4.B.4).

Program outcomes are designed to reflect each program's unique characteristics, focus, goals and objectives. When developing program outcomes, faculty and deans use advisory group feedback, national and state skill standards, as well as standards set by trade and industrial organizations, specialized accrediting bodies and state agencies. Outcomes Coordinators are available to work closely with faculty to discuss methodological approaches, measurement tools, and teaching and learning strategies. As part of WCC's Transformative Assessment AQIP Action Project, a recommendation to post program outcomes on the college website and in the course catalog was approved and will be implemented in time for fall 2016 registration.

Articulating the purposes, content and level of achievement of the outcomes (4.B.1).

All full-time faculty attend college orientation activities in August and January. Beginning in August 2015, one day from each of those sessions will be set aside for departmental discussion of course and

program assessment. Faculty met to define (or review) course and program outcomes in August 2015. At the January 2016 meeting, they will complete their course or program assessment plan, discuss assessment tools and determine a time line for implementing their chosen assessment(s). Beginning with the August 2016 meetings, the departments will review their assessment data, address any areas for improvement and update their assessment plan on an annual basis.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5).

In spring 2015, WCC faculty developed program outcomes for all current degrees and are now working on the certificates that feed into and support those degrees. The next step in the assessment process will be curriculum mapping, which will help to ensure that the curriculum has multiple opportunities for students to achieve the intended outcomes.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4).

Advisory group feedback is considered when faculty update course outlines each year. Often, advisory groups are asked to review specific course outlines during their meetings to ensure that workplace needs are being met. In addition to the updated outlines, advisory group feedback helps determine the type of equipment to buy and software to use to keep the curriculum relevant and current. Advisory group members may recommend certifications or accreditations that they view as valuable to add value to a certificate/degree. WCC also benchmarks against relevant national organizations to determine that outcomes are aligned to national expectations in the field.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2).

The Student Life office aims to support student learning through the promotion of co-curricular and service learning opportunities. In 2014, 174 students affiliated with RSOs participated in service learning events. In 2015, more than 350 students affiliated with RSOs participated in service learning events. The Student Life office also provides approximately 50 student leaders with a leadership retreat each semester that aims to enhance skills and abilities related to leadership (e.g. communication, team work). Lastly, the Student Life office promotes involvement in clubs and organizations that support student learning. WCC offers 35 RSOs of which 67% are affiliated with academic disciplines and promote and value scholarship in their membership.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2).

Program learning outcomes are generally assessed using embedded course assessments, unless there is a relevant program test or certification required for the field. Many of WCC's degrees and certificates prepare students for state and national certification or licensure. The following table outlines those certifications and licensures by program. More than 700 students earned one of more of these certifications and licensures in 2014.

Table 1P2.1: Program Certification and Licensure Opportunities	
Registered Nursing	National Council of State Boards of Nursing National Council Licensure Examination (NCLEX)
Massage Therapy	Federation of State Massage Therapy Boards (FSMTB) Massage and Bodywork (MBLEx)
Nurse Assistant	Illinois Department of Public Health (IDPH) Certified Nursing Assistant (CNA)

Emergency Medical Technician: Basic	IDPH Illinois Emergency Medical Technician: Basic (EMT-B)
EMT: Paramedic	IDPH Illinois Emergency Medical Technician: Paramedic (EMT-P)
Phlebotomy	American Society of Clinical Pathology (ASCP) Phlebotomy Technician (PBT)
Medical Assistant	American Association of Medical Assistants (AAMA) Certified Medical Assistant (CMA)
Surgical Technology	National Board of Surgical Technology/Surgical Assisting (NBSTSA) Certified Surgical Technologist (CST)
Health Information Technology	American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT)
Health Information Technology	AHIMA Certified Coding Specialist (CCS) and Certified Coding Specialist: Physician (CCS-P)
Auto Body Repair	National Emission Standards for Hazardous Air Pollutant (NESHAP) 40 CFR Part 63 Subpart HHHHHH
Auto Body Repair	Automotive Service Excellence B2 – Painting and Refinishing
HVAC	Environmental Protection Agency (EPA) EPA 608 Refrigerant and R-410A Refrigerant
Machine Tool Technology	Occupational Safety and Health Administration (OSHA) OSHA-10
Real Estate	Illinois Dept. of Financial and Professional Regulation Real Estate Broker Exam
Auto Technology	Department of Transportation Hazardous Material Shipping
Auto Technology	OSHA and EPA S/P2 and OSHA Forklift Operator
Auto Technology	Automotive Service Excellence A1 – Engine Repair, A2 – Automatic Transmission/Transaxle, A3 – Manual Drive Train and Axles, A4 – Suspension and Steering, A5 – Brakes, A6 – Electrical/Electronic Systems, A7 – Heating and Air Conditioning, A8 – Engine Performance, Refrigerant Recovery, Introduction to Automobile Service

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4).

Program learning outcomes are assessed using a variety of methods including rubrics, embedded assessments and certification and licensure examinations. WCC faculty are currently in the process of documenting those program assessments as part of assessment plans for each degree and certificate.

1R2: What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

Table 1R2.1: Baccalaureate/Transfer Graduate Survey		
How much did your educational experience here contribute to your personal growth in:	**2014 Valid % Quite a bit/Very much**	**Valid % Range 2012 to 2014**
Appreciating personal diversity (ethnicity, race, culture, lifestyle, etc.)	68.5%	57.3% to 68.5%
Awareness of the relationships among local, national, and global issues	64.9%	57.5% to 64.9%
Exercising my responsibilities and rights as a citizen	61.7%	59.5% to 61.8%
Increasing oral communication skills	83.2%	77.0% to 83.2%

Improving the effectiveness of my written communication	86.0%	81.1% to 86.0%
Understanding information presented in a variety of formats	82.8%	80.0% to 82.8%
Overcoming academic challenges	81.4%	77.2% to 81.6%
Serving as an academic mentor to others	59.3%	54.4% to 59.3%
Organizing my time effectively	76.0%	73.7% to 76.0%
Making a decision about future career plans	73.2%	73.2% to 75.7%
Developing critical thinking skills	80.2%	74.3% to 80.2%

Note: On the Baccalaureate/Transfer Survey, ratings for these items are on a 4-point scale of: Very little (1), Some (2), Quite a bit (3), and Very much (4). Ratings of 'quite a bit' and 'very much' are aggregated to produce the adjusted percentage shown for each item. Valid percentage means that responses of "does not apply" are removed from the percentage calculation. Data source: Baccalaureate/Transfer Graduate Survey, an internally developed instrument to replace ACT Alumni Student Survey that was discontinued by the vendor. First administration in 2013 with 2012 graduates. Most recent administration in 2015 with 2014 graduates (shown as 2014 results).

Table 1R2.2: Licensures and Certifications in 2014	No. of Students
National Council of State Boards of Nursing - National Council Licensure Examination (NCLEX) *Passing this doesn't mean one is licensed but can apply for state license.*	78
Federation of State Massage Therapy Boards (FSMTB) - Massage and Bodywork (MBLEx) *Passing this doesn't mean one is licensed but can apply for state license.*	11
State of Illinois (IDPH) - Illinois Certified Nursing Assistant (CNA)	114
State of Illinois (IDPH) - Illinois Emergency Medical Technician-Basic (EMT-B)	40
State of Illinois (IDPH) - Illinois Emergency Medical Technician-Paramedic (EMT-P)	24
American Society of Clinical Pathology (ASCP) - Phlebotomy Technician (PBT)	48
American Association of Medical Assistants (AAMA) - Certified Medical Assistant (CMA)	14
National Board of Surgical Technology/Surgical Assisting (NBSTSA) - Certified Surgical Technologist (CST)	9
American Health Information Management Association (AHIMA) - Registered Health Information Technician (RHIT)	11
National Emission Standards for Hazardous Air Pollutant (NESHAP) - 40 CFR Part 63 Subpart HHHHHH	21
Automotive Service Excellence - B2 – Painting and Refinishing	21
Environmental Protection Agency - EPA 608 Refrigerant	31
Environmental Protection Agency - R-410A Refrigerant	18
Occupational Safety and Health Administration - OSHA-10	16
Illinois Department of Financial and Professional Regulation - Real Estate Broker Exam	10
Department of Transportation - Hazardous Material Shipping	24
Occupational Safety and Health Administration and Environmental Protection Agency - S/P2	24
Occupational Safety and Health Administration - Forklift Operator	24
Automotive Service Excellence A1 – Engine Repair	14
Automotive Service Excellence A2 – Automatic Transmission/Transaxle	13
Automotive Service Excellence A3 – Manual Drive Train and Axles	14

Automotive Service Excellence A4 – Suspension and Steering	14
Automotive Service Excellence A5 – Brakes	13
Automotive Service Excellence A6 – Electrical/Electronic Systems	14
Automotive Service Excellence A7 – Heating and Air Conditioning	13
Automotive Service Excellence A8 – Engine Performance	14
Automotive Service Excellence - Refrigerant Recovery	40
Automotive Service Excellence - Introduction to Automobile Service	14

Based on 1R2, what, improvements have been implemented or will be implemented in the next one to three years? (4.B.3).

As part of the college's renewed focus on outcomes assessment, each degree and certificate will have documented assessment plans that answer the following questions: 1) what do you want students to be able to do as a result of their learning; 2) how can you measure what students have learned and can do; 3) how will you collect and use assessment results for improvement; 4) what do the assessment results indicate about student achievement; and 5) what areas of student performance should be improved and what can you we do to improve it? A detailed discussion of WCC's work in the area of outcomes assessment is in 1I1.

1P3 Academic Program Design

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2).

WCC offers students the opportunity to take classes in a wide variety of areas, both credit and noncredit. Coursework in credit classes can be designed for very general or very specific educational goals and additional educational programs and services are offered to support those goals. Students may come to WCC looking for education leading to a satisfying career, while others come for college credit they can transfer to a four-year institution. Still others come to develop a specific job skill, to improve their ability to speak and write the English language, to continue the process of lifelong learning, or to obtain help in deciding their future. As an open-access institution, WCC's diverse student groups reflect the community it serves, including age, socio-economic status, educational attainment, racial/ethnic background, life situation and unemployment status. The variety of student needs are considered as programs are designed with the understanding that many students face multiple barriers to becoming successful students. Also explicit in WCC's mission and vision is the need to collaborate with secondary school districts to ensure the academic preparation for students moving on to postsecondary education. This collaboration requires curriculum articulation, dual credit course offerings and other partnerships.

To serve the needs of WCC's district, the college's primary education programming offerings include the Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), Associate in Fine Arts (AFA), Associate in Applied Science (AAS), Associate in General Studies (AGS), and career and technical education and general studies Certificates of Achievement, defined as:

- *Associate in Arts (AA):* The AA degree program is designed to prepare students for further study in fields such as the arts, communication, humanities and social sciences.
- *Associate in Science (AS):* The AS degree program is designed to prepare students for further study in fields such as business, computers, education, health care, math, science and technology.
- *Associate in Engineering Science (AES):* The AES degree program is designed to prepare students for further study in an engineering degree program.

- *Associate in Fine Arts (AFA):* The AFA degree program is designed to prepare students for further study in an art or music degree program.
- *Associate in Applied Science (AAS):* The AAS degree program is designed to prepare students for a job in a designated career or technical area.
- *Associate in General Studies (AGS):* The AGS degree program is a degree in General Studies designed primarily for students who have chosen to pursue a broad general program rather than a specific career-oriented or baccalaureate-oriented program.
- *Certificate of Achievement:* Offers a shorter sequence of career-specific coursework leading to a certificate in a designated career or technical area.
- *General Studies Certificate of Achievement:* This certificate signifies the completion of one year of college and is awarded to students who apply for the certificate and meet specific WCC requirements for general studies credit semester hours.

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2).

WCC degree and certificate programming is developed and conducted within college guidelines and in collaboration with district business and industry stakeholders to effectively meet skill and employment demand**.** When developing new programs and courses, the college seeks to balance educational market considerations with student needs. Existing resources and potential community partnerships are considered in new program development along with assessing space and equipment needs, estimating the cost of highly-trained faculty and the number of students who could potentially be served. Where appropriate, the college participates in shared programming with other colleges, offering chargebacks and cooperative agreements. For transfer and career and technical education credit programs and courses, staff and two assistant vice presidents enable responsiveness to emerging trends by developing new programs and courses through close collaboration with academic deans. Illinois Articulation Initiative (IAI) Panels, made up of community college and university faculty, are another key stakeholder group in ensuring credit portability. Courses that seek IAI approval are aligned with state learning objectives.

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2).

WCC anticipates and monitors employment trends through administrator participation in district economic development corporations, workforce investment boards, the Chicago Metropolitan Agency for Planning (CMAP), and local chambers of commerce. These touchpoints garner information on current employment data, employment trends and project future needs of area employers. WCC collaborates with other universities and colleges to develop agreements for seamless transfer of credits. The college has also developed strong ties with K-12 partners through a partnership with the Valley Education for Employment System (VALEES) and WCC's new High School Partnership program. Following best practices developed through WCC's Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, new degree offerings include stackable college credentials. In certain cases, students also have the opportunity to earn an industry recognized credential. The new AAS degree in Advanced Manufacturing is the example of this development. The stackable credentials that build to the degree level are various Certificates of Achievements and the attainment of the National Institute for Metalworking Skills (NIMS) credential for successful completion of specific coursework in advanced manufacturing.

As part of WCC's Title V grant, Removing Barriers to Student Success, the college created a new Adult Education Transition Program. In 2013, Waubonsee piloted a college transition course for GED and ESL students called GED Enhanced. Prior to the implementation of this course, the number of students who transitioned successfully from GED and ESL into college credit courses was between 2-3%; one of WCC's grant goals was to increase that percentage to 9.5% by the end of the grant cycle (September 30, 2015). The college also planned to institutionalize this program by the end of the grant period in 2015.

However, based on the needs of the students, the changes in the GED test in 2014, and other state and federal accountability measures, WCC chose to implement the college transition course in the fall of 2013 as the new GED Enhanced course. All GED students who are at a ninth grade reading level and at least a sixth grade math level take this enhanced curriculum which includes not only material to help them prepare for the GED test, but also college success strategies, study skills assistance and higher-level assignments that will push them to be college ready. Waubonsee believes that this course has helped students to be more college-ready and has enhanced their personal motivation and belief that they can succeed in college, which speaks to the mission of the Title V grant and the mission of WCC.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs.

WCC has a detailed five-year program review process that includes all transfer, career and technical education and student support areas, as mandated by the Illinois Community College Board (ICCB). New program ideas are often generated through this process. Additionally, academic deans are constantly reviewing their programs for relevance which is determined through discussions with faculty, review of industry standards and benchmarking with other educational institutions. If applicable, standards used by professional or accrediting organizations contribute to the deans' assessments.

Existing and/or new advisory groups also meet to assist in program assessment and development. Advisory groups are key to ensuring that WCC programs are responsive to employer needs and to the ever changing workplace. Nearly every CTE program works with an advisory group, made up of employers and employees from the district who provide input and insight regarding employment requirements for graduates of the program. Meetings provide ongoing feedback and guidance to inform curriculum updates and other decisions relevant to the programs. Once approved by Curriculum Council, the appropriate college administrators and the college's Board of Trustees, courses and programs are sent to the ICCB for review and approval, which often involves discussion with and adjustments by the college in order to meet ICCB requirements. The Illinois Board of Higher Education (IBHE) approves all new degree programs as well.

Figure 1P3.1: Program Development or Revision Process
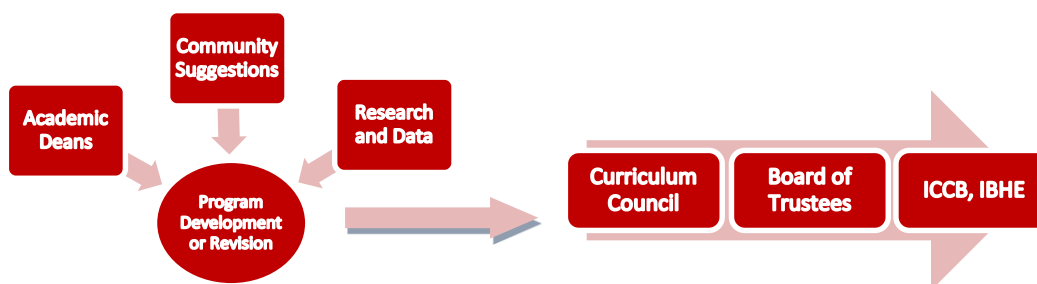
The college continually modifies programs based on information received from stakeholders. For example, during the 2014-2015 academic year, 551 actions were approved by Curriculum Council, including 42 new courses, two new degrees and two new certificates.

Table 1P3.1 Curriculum Council Statistics: Academic Year 2014-2015	Fall 2014	Spring 2015	Academic Year Totals
Degree Activity (New, Modified, Withdrawn and Inactivated)	34	1	35
Certificate Activity (New, Modified, Withdrawn and Inactivated)	42	1	43
Course Activity (New, Modified, Withdrawn and Inactivated)	347	126	473
TOTAL ACTIVITY FOR CURRICULUM COUNCIL 2014-2015	423	128	551

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1).

The program review process is one way that WCC reviews the viability of courses and programs and it includes the active participation of faculty, academic deans and instructional staff. This process is coordinated by Institutional Effectiveness (IE) and provides information on the quality, cost, need, effectiveness and learning-centered commitment of each program. By involving faculty and staff at a deeper level in the program review process, the college has been able to gather both qualitative and quantitative data that support our continuous quality improvement and accountability efforts. The process is transparent to the college community (reports are posted on mywcc) and is used as a communication tool to provide useful data for decision making.

Table 1R3.1 highlights credit hours generated by program area, student

Table 1R3.1 Credit Hours	FY2012	FY2013	FY2014
Credit Hours Generated			
Baccalaureate	118,997	120,415	117,666
Business	14,478	15,759	13,525
Technical	11,820	10,770	10,519
Health	11,826	11,581	10,099
Developmental	17,662	18,028	15,846
ABE, ASE, GED	25,351	26,615	25,472
Total credit hours generated	*200,134*	*203,168*	*193,127*
Student headcount	29,389	30,757	29,371
Student FTE	13,749	14,213	13,545
Tuition Rate per Hour	$ 95.00	$ 97.00	$ 100.00
Tuition and Fee Revenue	$20,665,865	$21,295,615	$20,577,627

headcount, student FTE, tuition rate and tuition and fee revenue. This information is reviewed to ensure that the college is meeting stakeholder needs at the institutional level.

Along with regular program review, the academic deans monitor student enrollments at the program level. A declining trend prompts further investigation of a variety of data points including course evaluation data, advisory group feedback, promotion plans and improvements attempted. Student feedback is formally gathered on all courses (credit and noncredit) and instructors using standardized student evaluation forms. Deans carefully review course evaluation forms to ensure effectiveness and address any issues. Instructors, full-time and adjunct faculty are observed in class by administrators and evaluated using formal checklists. Discontinuing a credit program is a formal process and is pursued only after careful research and consideration. If it is determined that a program should be discontinued, it is often deactivated for at least a year prior to elimination in order to allow any students who have started the program an opportunity to complete it. With the Faculty Council Collective Bargaining Agreement (FC-CBA) in place at WCC, full-time faculty members associated with an eliminated program must be given sufficient notification of program discontinuation and an opportunity to retrain to move to a continuing program. Changes to and discontinuation of courses occur more frequently to keep programs up-to-date and relevant. Faculty members and deans jointly formulate ideas for new or modified courses and degrees/certificates.

1R3: What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Per the FC-CBA negotiated by the full-time WCC faculty: "Faculty members who teach shall have the right and responsibility to determine course goals, course content, methods of instruction and textbooks…" Therefore, as subject-matter experts and professional educators, the WCC faculty determine the student learning objectives, outcomes, courses, program and curricula of the college. All courses are reviewed on a three-year cycle through Curriculum Council, which is a body comprised of faculty and academic administrators. Programs are reviewed on a five-year cycle through the same process.

Each program is reviewed using information that is relevant to, and in some cases, unique to that program. Transfer programs and courses that align with IAI standards undergo a formal review process every five years that is mandated by the State of Illinois. Measures such as the student rate of transfer and transfer success provide anecdotal indicators of curriculum currency and effectiveness. Career and Technical Education (CTE) program faculty use standards by specialized accrediting bodies, employers, trade and industrial organizations, and advisory committees as benchmarks. In addition, faculty use industry recognized certifications and credentialing exams to measure curriculum currency and effectiveness. The ICCB mandated Follow-up Study of Career and Technical Education Graduates, which measures satisfaction with career and technical education programs, rates of employment and retention in employment, is also used to monitor program currency and effectiveness. Developmental Education courses collect data through custom evaluations developed to identify student satisfaction and needs. Adult Education faculty utilize state standards, General Education Development (GED) achievement rates, rate of progression of English as a Second Language (ESL) students and rates of transition into traditional college programming as measures of effectiveness.

1I3: Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

Like many institutions, WCC's previous approach to academic quality has been to focus on the "inputs" into the educational process such as faculty qualifications, faculty deployment/teaching loads, student/faculty ratios, financial resources, library resources, facilities and equipment. However, as the college moves from a systematic stage of the quality improvement process to the aligned stage, different indicators need to be added into that review process. An outcomes-based model emphasizes the results of the teaching-learning process and the college's ability to generate measurable results or outcomes pertaining to student learning and the effectiveness of each academic program. Moving forward, WCC would like to develop a model to review and assess program quality that focuses on data and evidence including the following: 1) number of programs accredited and reaccredited; 2) student feedback from CCSSE and other relevant student surveys; 3) achievement of program outcomes; and 4) findings from program review process. WCC is also considering applying for the HLC Assessment Academy to ensure that there is a broad understanding of the need for strong assessment of programs and courses.

1P4 Academic Program Quality

Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4).

Academic administrators work closely with Student Development and Marketing and Communications to ensure that course and program descriptions are current and easily accessible. The college has an array of communication vehicles to provide this information to prospective and current students, including:

- the annually updated college catalog, available in both printed form and on the WCC website;
- program information, for both transfer and career and technical education areas, on the WCC website;

- visits to district high schools by WCC recruiters;
- tours of the WCC campuses for high school students;
- representation at community and industry events;
- monthly articles in two local newspapers; and
- regular features on both Facebook and Twitter.

Course descriptions and objectives are required in all course syllabi, whether the course is taught by a full-time faculty member, an adjunct college instructor or a dual credit high school instructor. Additionally, all instructors are required to post the course syllabus on the course Blackboard shell (all face-to-face courses have a course shell, thus moving every course to "web-enhanced" status). Program outcomes for degrees and certificates will also be posted on the college website and in the course catalog.

The college regularly schedules four "Experience Waubonsee" special events to allow prospective students and their parents to learn about courses and programs and the facilities in which they are offered. The events are offered in the fall and spring semesters at the Sugar Grove and Aurora Campuses. Additionally, WCC offers a fifth event, titled "Noche Para Los Padres," exclusively in Spanish for the growing Latino population of the district.

Evaluating and ensuring program rigor for all modalities, locations, consortia and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4).

In recent years, the ICCB has developed criteria and guidelines for offering dual credit courses. WCC has offered dual credit courses for more than twenty years and was practicing a majority of these guidelines prior to ICCB action. These quality standards ensure that the college courses taught as dual credit by a high school faculty member are identical to those of courses taught by an adjunct instructor on campus. Additionally, dual credit faculty are invited to the same start-of-semester orientation session as their on-campus colleagues and are introduced to full-time faculty members to offer guidance, assistance and resources. The FC-CBA stipulates that the required textbook and supplementary materials for all of the face-to-face

Figure 1P4.1

Dual Credit Guidelines

- Instructor Meets WCC Adjunct Faculty Standards
- Text Used Is Same For On-Campus Classes
- Syllabus
- Meets Same Criteria as On-Campus Classes
- Instructors Screened, Oriented as On-Campus Instructors
- Same Student Evaluation of Instruction Form is Used

sections of the same course an instructor teaches be the same and that the required textbook and supplementary materials must be adopted for the full academic year, starting with the fall semester through the following summer session. This and other requirements are put in place to ensure rigor and consistency.

Awarding prior learning and transfer credits (4.A.2, 4.A.3).

Students who want credit from course work taken at another regionally accredited institution must submit official transcripts and complete a Transcript Evaluation Request Form (TERF). Generally, to receive credit, the course must be equivalent in content and have a credit hour value equal to or greater than the WCC course. Also, a minimum grade of "C" (or 2.0 on a 4.0 scale) is required. A student is limited to a maximum of 45 semester hours of transfer credit towards meeting WCC degree requirements.

WCC has been very successful recently in gaining and maintaining specialized accreditations for several programs:

- *Addictions Counseling Program:* Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA): preparatory and advanced accreditation
- *Auto Body Repair Program:* National Automotive Technicians Education Foundation (NATEF)
- *Automotive Technology Program:* National Automotive Technicians Education Foundation (NATEF)
- *Emergency Medical Technician – Paramedic:* Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
- *Health Information Technology Program:* Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)
- *Medical Assistant Program:* Medical Assisting Education Review Board (MAERB)
- *Nursing Program:* Accreditation Commission for Education in Nursing (ACEN)
- *Surgical Technology Program:* Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)

Although a career and technical education program typically seeks specialized accreditation because it is required for graduates in the field or it enhances the employabilit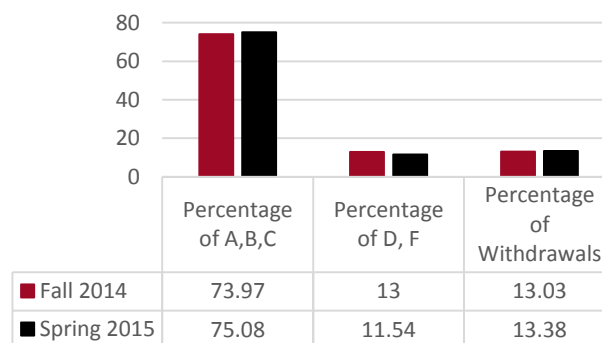y of the program graduates, different considerations apply for accreditations in General Education and Developmental Education. For example, WCC recently received accreditation from the National Association of Schools of Art and Design (NASAD) for the art and graphic design programs. In this case, the accreditation serves two purposes: 1) enhance the transferability of art and graphic design students to four-year institutions; and 2) earn national recognition for those programs. The WCC Ceramics program has earned regional and national acclaim due to the impressive range and quality of the students' work, which is made possible by a very uncommon outdoor kiln facility, which has approximately 5,400 square feet of space for students to work, and houses five wood kilns, which includes an Anagama, two bourry box train kilns, a cross draft tube kiln, and a wood/salt kiln. On October 6-8, 2016, the Ceramics department is hosting the International Wood Fire Conference, an absolutely unique event for a mid-sized community college. Earning NASAD accreditation is a special "blue ribbon" to highlight the quality of this program.

WCC is also pursuing certification from the National Association of Developmental Education (NADE). To meet the criteria for a certified program, the Developmental Education and College Readiness division has engaged in rigorous course assessment, enhanced the professional growth of its faculty and implemented best practices. Upon receiving the certification, the division will be acknowledged as offering developmental education programs that meet or exceed the best practices in the field.

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6).

WCC has utilized a Success Rate Report for the past several years. Success is defined as grades of "A," "B" and "C," while non-success is defined as "D," "F" and "W."

Figure 1P4.2: Course Success Rates

	Percentage of A,B,C	Percentage of D, F	Percentage of Withdrawals
Fall 2014	73.97	13	13.03
Spring 2015	75.08	11.54	13.38

Each instructor receives a success rate report for the courses he/she teaches in the fall and spring semesters.

Selecting the tools/methods/instruments used to assess program rigor across all modalities.

With the implementation of the college's ADVANCE data warehouse in the last two years, WCC has begun to analyze new data about course success rates by modality as well as perform more detailed and targeted analyses of student success and retention. For example, WCC faculty have been reviewing data related to student success in the Self-Paced Open Entry (SPOE) courses to provide recommendations on the future of that modality. WCC is in the early stages of this process and has not made any final decisions that will inform action.

1R4: What are the results for determining the quality of academic programs?

WCC's approach to developing quality academic programs varies depending on the needs of the student and the workforce. For example, WCC's new Laboratory Technology program was developed in consultation with area laboratory employers across a wide range of industry sectors. Fifteen industry experts representing eleven different companies attended a two-day Developing a Curriculum (DACUM) panel that discussed the knowledge, skills and abilities necessary for technicians to perform successfully in their specific laboratory settings. The DACUM process then distilled this diverse skill set to a focused core of knowledge common to all of the varied industries. Curriculum was developed to teach this core of knowledge, complimented by extensive hands-on laboratory experiences designed to mimic the tasks of daily lab operations. Developing this program also required the renovation of laboratory space and the purchase of specific instrumentation, which was also influenced by feedback from the DACUM process. Industry partners continued to provide further validation and input through participation in annual advisory committee meetings. Student outcomes have not yet been measured, as the first cohort is still progressing through the program.

WCC's Fire Science Technology program is another example. The Fire Science program evaluates its effectiveness within the community through participation in a formal Fire Science Advisory committee which includes partners from local high schools, employers, students and other stakeholders. Within the last year, the Fire Science Technology program has evolved to offer everything that both a new firefighter and a current firefighter needs in order to receive certification and an Associate in Applied Science Degree. This was changed due to the demand by the industry in the district. Evidence of the success has been increased involvement by industry partners in the Advisory Committee in all levels of the program. Industry partners have increased involvement through offering the college use of their resources, including their sites and equipment, and through their involvement in the Fire Science Technology Perkins Program of Study, and through inviting representatives from Waubonsee to their locations to promote the program to current firefighters. The evidence of the impact of students has been the continued approval of the program by the Office of State Fire Marshal, and an improvement in the curriculum which now matches the rigor of education offered at private institutions. Early indicators predict that this will lead to an increase in the overall Fire Science Technology degree seeking student body for both incoming traditional students, and incoming non-traditional students who are returning to complete their degree.

Table 1R4.1: Proportion of Students that Completed a Degree of Certificate in Three Years						
Submission Year	**% Full-time, First-time in Fall**	**Full-time, First-Time Rank**		**Part-time, First-time in Fall**	**Part-time, First-time Rank**	
		National % Rank	**Comparison Group**		**National % Rank**	**Comparison Group**

			Rank			Rank
2011	21.04%	55%	8/26	19.48%	90%	1/24
2012	23.54%	64%	4/14	19.63%	89%	3/14
2013	27.54%	75%	1/10	20.19%	90%	3/8
2014	31.85%	86%	2/14	19.40%	88%	2/10
2015	26.21%	61%	4/10	17.56%	86%	2/10

Table 1R4.2: Proportion of Students that Transferred Within Three Years						
Submission Year	**% Transferred in Three Years**			**% Completed or Transferred in Three Years**		
	Full-time, First-time in Fall	*Full-time, First-Time Rank*		*Full-time, First-time in Fall*	*Full-time, First-Time Rank*	
		National % Rank	*Comparison Group Rank*		*National % Rank*	*Comparison Group Rank*
2011	21.04%	65%	9/22	42.07%	63%	5/25
2012	16.70%	49%	10/14	40.24%	60%	8/14
2013	18.19%	59%	8/11	45.73%	80%	2/10
2014	16.84%	53%	11/13	48.69%	84%	5/14
2015	16.24%	49%	5/10	42.45%	54%	6/10

Note: Form 2 includes full- and part-time, first-time students who enrolled four years prior to reporting period, i.e., Fall 2010 cohort data was reported for 2014. Completion "trumps" transfer. Data source: NCCBP.

Table 1R4.3: IPEDS Transfer Rate								
Submission year		**Cohort Year**	**# in Adjusted cohort**	**# graduates**	**# transfer outs**	**% graduates**	**% transfers out**	**% completers (grad + transfer)**
2012	WCC	2009	973	224	225	23.02	23.12	46.14
2012	ICCB	2009	32,124	6,624	8,450	20.62	26.30	46.92
2013	WCC	2010	879	265	210	30.15	23.89	54.04
2013	ICCB	2010	31,355	6,804	8,192	21.70	26.13	47.83
2014	WCC	2011	1,053	254	247	24.12	23.46	47.58
2014	ICCB	2011	30,941	7,419	7,693	23.98	24.86	48.84

Data source: IPEDS Graduation Rate Survey. Adjusted cohort = cohort minus allowable exclusions (a student may be removed from the cohort if they die, are in religious or military FT service/peace corp, etc.).

1I4: Based on 1R4, what, improvements have been implemented or will be implemented in the next one to three years?

The college's Project Graduation Initiative AQIP Action Project focused on supporting and encouraging current and former WCC students to pursue completion of an associate degree and/or certificate. During the implementation of that project, several process and systems change were made to ensure academic program quality and student success. A culture of completion requires both commitment and

communication. WCC's Board of Trustees demonstrated the institution's commitment by adopting "Accepting the College Completion Challenge: A Call to Action" in 2011, with student leaders following suit and signing their own pledge to completion. Graduation-related messaging can be found in almost all of WCC's online and print communications.

To help make sure high school graduates are prepared to bypass developmental education courses and jump straight into college-level work, Waubonsee faculty and staff work closely with high school teachers and counselors on curricular alignment and other projects as part of the college's College and Career Readiness Partnership. The following key college readiness initiatives reflect the collaborative nature of WCC's college readiness initiative: 1) working collaboratively with district high school and community college faculty, the 2012 College and Career Readiness Summit was held in November 2012; 2) College Readiness teams composed of high school and community college faculty met regularly after the Summit to continue discussion of curriculum alignment and Common Core; and 3) numerous opportunities for professional development were offered for college and high school faculty.

Since many students enter college undecided about their future plans, WCC launched its first Exploring Majors Fair in 2013. Featuring faculty and staff from all six academic divisions, it has since become an annual event. In 2013, a remodeled tutoring space opened in Collins Hall, and the Developmental Education and College Readiness Division added Academic Coaches, who can teach students how to learn any subject more effectively. Also in 2013, the Resources to the Rescue, or R2R, initiative brings students the information they need when they need it; for example, a student club fair the second week of the semester, course selection tips once the next semester's registration opens, scholarship workshops after the Waubonsee Foundation application becomes available in November, and Career Development resources leading up to graduation.

WCC faculty and staff also examined and revised the college's degree requirements in order to eliminate extraneous courses while maximizing transferability and completion. Ideally, certificates and degrees should fit together into stackable credentials that follow a natural career ladder, allowing students to see tangible, concrete benefits all the way to completion. WCC's new Manufacturing Technology curriculum was built using this best practice.

Since the launch of Project Graduation, WCC has opened new campuses in downtown Aurora and Plano, making WCC a network of four convenient campuses that reaches across the district. Online course offerings and accompanying student services also continue to grow. And it's not just where courses are offered that contribute to accessibility, but also when; with that in mind, master scheduling guidelines and timetables were modified, and scheduling options like Flexible Fridays and late start 12-week courses were introduced. WCC also implemented an automated system for identifying and awarding simple certificates that have been earned by students.

The college has also created an Adjunct Faculty Mentoring Task Force to address the mentoring needs of adjunct faculty and recommend an adjunct faculty mentoring model as appropriate. The committee met during the fall 2014 and spring 2015 semesters. A Gap Analysis Subcommittee created two surveys: one for full-time faculty and one for adjunct faculty, which were administered in January. The feedback has been compiled and analyzed and the team will convene again in fall 2015 to discuss recommendations.

1P5 Academic Student Support

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1).

The level of preparedness required for students to enter a particular program or take a particular class is determined by the program faculty in collaboration with the academic deans and the Placement Advisory Council. Program faculty determine readiness scores for reading comprehension, sentence skills and

mathematics. First-time/full-time students are required to prove competency in these areas. Part-time students must test prior to taking their English and mathematics courses. Students can be exempt from developmental coursework by submitting ACT score reports or previous college transcripts; however, if they do not have scores or grades that meet exemption requirements, they are required to take the Compass test for placement.

All placement testing is completed at the Center for Learning Assessment and Testing Services in in accordance with the National College Testing Association (NCTA) Standards and Guidelines for Postsecondary Test Centers. These processes find direction in Board of Trustees policy, college values and mission, federal and state regulations, and best practices. Students can complete their placement testing at the Sugar Grove, Aurora and Plano Campuses. Each student receives a printout of his/her placement score and course placement. Students may opt to visit a counselor to help them to interpret their placement scores. Students whose score on the Compass test is below the college level are directed to complete developmental coursework. Developmental coursework is provided under a centralized umbrella led by the Dean for Developmental Education and College Readiness.
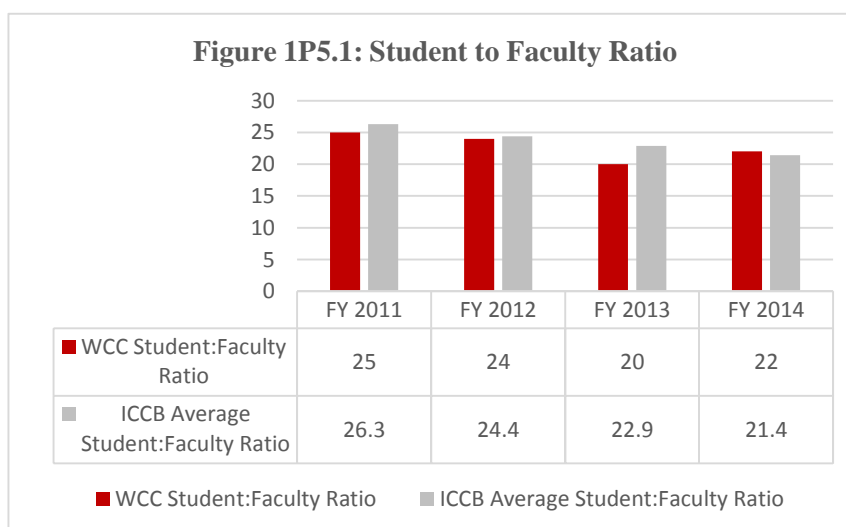
Deploying academic support services to help students select and successfully complete courses and programs (3.D.2).

Counselors and advisors are available at all campuses and online to assist students in making appropriate registration decisions based on their major and placement test results. Full-time students are required to complete Electronic Registration and Planning (E-RAP) prior to registration and part-time students who are planning on completing a degree or certificate are strongly encouraged to complete this process.

All four campuses offer in-person, drop-in tutoring. The Sugar Grove Campus offers a total of 52 hours of walk-in tutoring per week, and the Aurora Campus offers a total of 37 hours of walk-in tutoring per week. In total, the tutoring centers are open 59 non-overlapping hours per week. The Copley and Plano Campus hours vary from term to term. The college also utilizes Smarthinking, an online tutoring platform that is available to students 24 hours a day, seven days per week and Supplemental Instruction for highly enrolled-low success rate courses. These courses include Anatomy and Physiology I and II, English 101 and 102, and Microbiology.

TRIO Student Support Services (SSS) helps students who meet minimum criteria with academic tutoring, advice and assistance in college course selection, and assists students with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships. The federal grant program also assists students in completing financial aid applications, provides individualized counseling for personal, career, and academic information, and offers activities and instruction designed to acquaint students with career options.

WCC is extremely proactive in getting students to apply for financial aid and it has been designated a military friendly school, based on its commitment to veteran advising and support. In addition to these programs, there are a myriad of other resources available for students throughout a given academic year to help them

Figure 1P5.1: Student to Faculty Ratio

	FY 2011	FY 2012	FY 2013	FY 2014
■ WCC Student:Faculty Ratio	25	24	20	22
■ ICCB Average Student:Faculty Ratio	26.3	24.4	22.9	21.4

■ WCC Student:Faculty Ratio   ■ ICCB Average Student:Faculty Ratio

navigate college processes and to disseminate important information, including New Student Orientation (NSO), College 100, and a series of events and activities called Resources to the Rescue (R2R). Resources to the Rescue was born of the college's participation in the Foundations of Excellence® first-year self-study process and hosts first week Welcome Tents, monthly workshops and events, and an "Eggcellent" Study Night prior to final exams where students can come and get late-night free breakfast, form study groups and receive tutoring help from faculty in preparation for their finals.

Academic Early Alert is an online tool that enables faculty to report on students who are in academic jeopardy or at risk of failing. These student receive emails and follow-up calls from the Counseling, Advising and Transfer Center.

### Ensuring faculty are available for student inquiry (3.C.5).

All full-time faculty members are required to hold a minimum of five office hours per week. Students are also welcome to call or e-mail their instructors. Each academic division has a unique extension for students to contact adjunct faculty as a way for students to leave a message. These extensions are answered by division staff during regular hours of operation and after hours callers will be prompted to leave a message. Academic division staff email any voicemail messages to adjunct faculty to provide an alternate means for students to communicate with their adjunct instructor in addition to email and Blackboard.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5).

One of the college's core values is service. Faculty are offered training in formative assessment techniques and are aware that the college values student-centered instruction. Each faculty member is required to utilize a Blackboard course shell, and each of these shells has links and information to specific resources, such as face-to-face and online tutoring, and the library website and resources. Faculty are invited each semester to recommend or require students to visit the tutoring center, and librarians are often asked to visit a course to provide library instruction related to a specific assignment. Faculty also utilize an academic early alert system for struggling students. The Developmental Education and College Readiness division houses several college success courses, which are shown in Figure 1P5.1.

The Henning Computer Center at the Sugar Grove Campus is available to students seven days a week and provides access to computers, printers, specialized software and personal support. There are also designated computer labs at the other campus locations that are open six days a week (closed on Sunday) that provide these services for students who cannot get to Sugar Grove.

Figure 1P5.1 College Success Courses
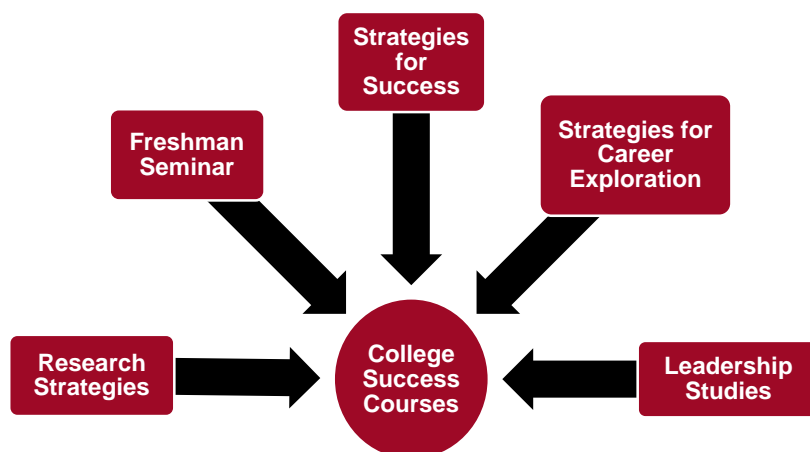
Staff and faculty professional development is coordinated through the college's Center for Teaching, Learning and Technology (CTLT). The goals of the CTLT are: 1) the advancement of quality teaching and learning experience through professional development; 2) the creation of a community that inspires freshness of thought, creativity and innovation; 3) the commitment of service to the learning community by providing

leadership and resources for the enrichment of the teaching and learning process; 4) the exploration of instructional resources, methods and theories to add value to the learning community; and 5) the avocation of accessibility to resources and programs in a convenient and friendly environment. In addition, all full-time faculty members receive funds annually for professional development within their field of specialization.

Ensuring staff members who provide student academic support services are qualified, trained and supported (3.C.6).

Full-time counselors and librarians are classified as faculty and are a part of the collective bargaining process. All faculty meet the requirements of the HLC's criteria to teach and faculty who teach the Leadership Studies course must complete Phi Theta Kappa's training seminar prior to teaching the course. Faculty and student mentors who lead the freshman seminar course must complete in-house training. The CTLT offers a robust training series, some of which is co-hosted with Aurora University, where faculty have the option of taking graduate courses in teaching, technology and assessment. Tutors are trained using College Reading and Learning Association (CRLA) International Tutor Training criteria, and all tutors meet minimum qualifications upon hire.

Hiring processes for identifying required credentials and skills vary slightly based on the type of position being filled. The college's core values and learning-centered commitment provide the guidelines for the values expected by all employees. Opportunity for professional development is available through a variety of means including: workshops; reimbursement for full-time faculty and staff for approved WCC courses; reimbursement for approved non-WCC courses, conferences and seminars; annual orientation programs; and training offered by the CTLT, including the Leadership Academy.
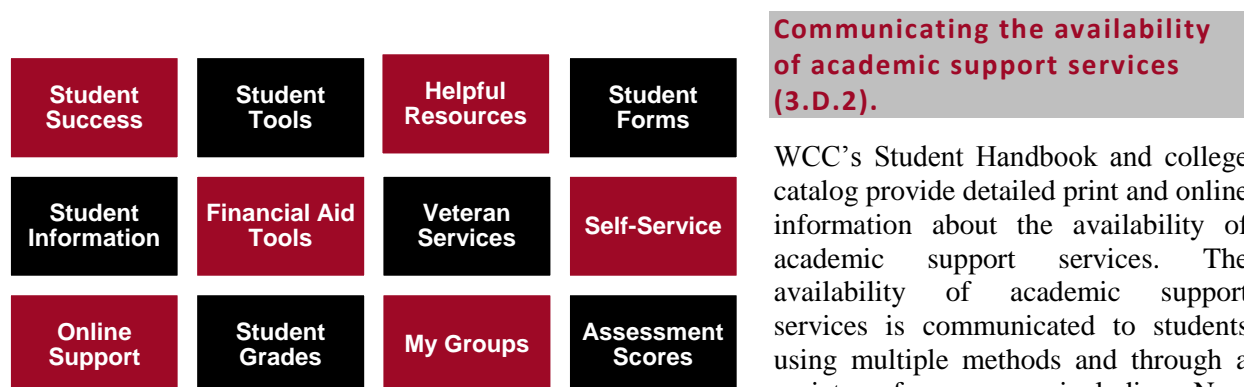
Communicating the availability of academic support services (3.D.2).

Student Success	Student Tools	Helpful Resources	Student Forms
Student Information	Financial Aid Tools	Veteran Services	Self-Service
Online Support	Student Grades	My Groups	Assessment Scores

Figure 1P5.2 mywcc Student Portal Topics

WCC's Student Handbook and college catalog provide detailed print and online information about the availability of academic support services. The availability of academic support services is communicated to students using multiple methods and through a variety of programs including New Student Orientation (NSO), E-RAP, R2R Welcome Tents, College 100, counseling and advising sessions, and from faculty in person and on the Blackboard course shell. The mywcc student portal is organized intuitively in panels to provide quick assistance for students by putting electronic resources just a click away. In 2013, the Educational Affairs reorganization restructured the Online Learning department with a new focus on assisting students to navigate the technology to ensure that technology and pedagogy were working together efficiently within the course delivery system. In 2015, a further structural change added a new Dean for Online Learning and the Center for Teaching, Learning and Technology.

Determining goals for retention, persistence and program completion (4C.1, 4C4).

Concerned by the percentage of students completing a degree or certificate, WCC launched its Project Graduation initiative (which was also an AQIP Action Project) in 2009-2010. That same year, President Barack Obama sounded his own call to action in the form of the American Graduation Initiative, with a goal of producing an additional five million community college graduates by 2020. This national call was

echoed by the State of Illinois as then Lieutenant Governor Sheila Simon released her "Illinois Community Colleges: Focus on the Finish" report in 2011. That report set the goal of increasing the proportion of working-age adults with meaningful career certificates and degrees from 41% to 60% by 2025.

Both the national and state goals were set with an eye toward the country's economic and workforce needs. In 2010, the ICCB calculated the increase in graduates that each Illinois community college needed to contribute to that larger goal. Between 2010 and 2020, WCC needs to produce 17,460 graduates to meet our share of President Obama's goal of five million additional graduates by 2020. In the past six years, due to significant changes in processes and new programs offered, WCC's number of completers has grown by 43%.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services.

Data is collected and reviewed annually to determine if students are being placed in the appropriate level of developmental coursework and to see if cut scores need to be revised or if new policies should be introduced. WCC also routinely participates in multiple nationally-recognized and nationally-normed surveys of student satisfaction and engagement, including: Noel-Levitz's Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS), and the Community College Survey of Student Engagement (CCSSE). Among other benchmarks, WCC uses the Criteria for Program Evaluation developed by the National Center for Developmental Education (NCDE), along with the data set required for National Association for Developmental Education (NADE) certification to determine if developmental courses are effective.

Table 1P5.1 Criteria for Program Evaluation from NCDE
How many student participated in the program/courses?
How many hours of tutoring were offered?
How many sections of developmental courses were offered?
What percentage of the students who entered the course stayed for the entire term?
What percentage of those who stayed the entire term earned a C or better?
What were the g-scores for those taking the course or receiving tutoring?
How many of those who participated in the course/program remained for one semester?
What percent of those who passed the lowest level developmental course took and passed the next level developmental course?
What percent of those who passed the highest level developmental course took and passed the next level curriculum course in the subject?
What percent of those who took one or more developmental courses were retained from fall to fall?
What percent of those who took one or more developmental courses graduated within 2, 3, 4, 5 and 6 years?
To what extent are student users satisfied with the program?
What are faculty/staff perceptions of the program?
What are faculty/staff perceptions of the program's students?
What is the impact of the program on the campus as a whole?

As part of the college's first Title V Grant, Removing Barriers to Student Success, WCC participated in the Foundations of Excellence® (FoE) program coordinated by the John N. Gardner Institute for Excellence in Undergraduate Education from 2011-2013. The goal of participating in the program was to create an institutional plan for improving student learning by measuring the success of institutional programs and services that promote success during two critical points –the first year and the transfer experience. Nine cross-functional dimension teams were formed that included over 100 employees from

all four campus locations. The dimension committees collected and analyzed evidence to evaluate the first-year student experience at WCC. This included existing evidence related to procedures, programs and services, as well as new evidence from focus groups and from the FoE Student and Faculty Surveys.

The dimension committee reports contained a total of 138 recommended action items which were reviewed and prioritized into seven goals: 1) clearly define the key components of the first-year experience at WCC and how it differs depending on the type of student; 2) develop a culture of connection between new students and the resources they need to be successful; 3) enhance communication related to new student initiatives across the four campus network; 4) establish new data-tracking systems to improve data-informed decision making; 5) refine and clarify policies related to student access and success; 6) increase staff and faculty professional development resources related to first-year students; and 7) evaluate and refine student learning outcomes, curriculum and instructional methods to ensure first-year student success.

1R5: What are the results for determining the quality of academic support services?

Table 1R5.1: Library Usage (Students and Community Members)					
Area	**Description**	**FY2012**	**FY2013**	**FY2014**	**FY2015**
Presentations	# of classroom presentations	158	120	150	161
	# of attending students	3,138	2,537	3,206	3,011
Transactions	# F2F reference - walk-up, phone	7,699	7,788	7,704	7,393
	# virtual reference - chat, email	n/a	678	809	614
	# F2F circulation/technical - walk-up, phone	n/a	n/a	14,906	14,679
	# virtual circulation - chat, email	n/a	n/a	2,750	2,602
Consultations	# of classes - instructor/librarian classwork	n/a	n/a	n/a	183
	# of attending students - instructor/librarian classwork	n/a	n/a	n/a	3,660
Resource Sharing	# of borrowed items for students	849	990	863	1,058
Resources/Collections	# of collections items circulated	18,178	9,906	10,527	10,463
	# of research databases held	98	104	116	145
	# of collection items held	97,446	149,736	156,791	155,091
	# of successful full-text journal articles retrieved	n/a	n/a	131,008	128,061
	# of database searches	n/a	n/a	487,403	558,546
Gate Count	Sugar Grove Campus	86,526	n/a	67,574	92,968
	Aurora Campus	31,304	n/a	44,375	46,735

Academic Advising

In terms of academic advising, 24,565 students were served in the categories designated: 19,590 through walk-in activity; 4,067 in appointment activity; and 908 in the through online chats.

Tutoring

The college's tutoring centers distribute tutoring evaluations to students who come for assistance. As part of the Title V grant, the college has been investigating a new tutor tracking system, which is anticipated to be in place for the spring 2016 semester. One of the goals of purchasing that system is to gather additional data in order to integrate that data into the ADVANCE data warehouse for more sophisticated analysis.

Table 1R5.2: Tutoring Evaluation Results from Sugar Grove Tutoring Center, 2014-2015	
Evaluation criteria	**Definitely Yes/Yes**
My tutor communicated easily with me.	100%
My tutor was familiar with the material.	100%
My tutor explained the subject matter well.	100%
My tutor listened carefully.	100%
My tutor answered questions well and provided examples to clarify problem.	100%
My tutor suggested ways to improve my study habits.	100%
As a result of tutoring, I study more effectively for this course.	98%
I was satisfied with the overall quality of my tutoring session.	100%
Tutoring has helped me raise my grade in the course.	100%
Tutoring has kept me from dropping this course.	100%
Tutoring has improved my writing, speaking, reading, listening and/or observational skills.	87%
Tutoring has helped me to employ logic, reasoning and analysis to solve problems.	81%
I have developed self-discipline, perseverance, and/or cooperation as a result of tutoring.	93%
I would refer a friend to Tutoring Services.	100%
If I had a problem in another course, I would seek tutoring here.	100%
I would return to the same tutor I had during this session.	100%

Figure 1R5.1: Success Rates in Developmental Education

	ENG	MTH	RDG
2011-2012	69%	63%	67%
2012-2013	69%	67%	70%
2013-2014	72%	69%	73%
2014-2015	73%	73%	71%
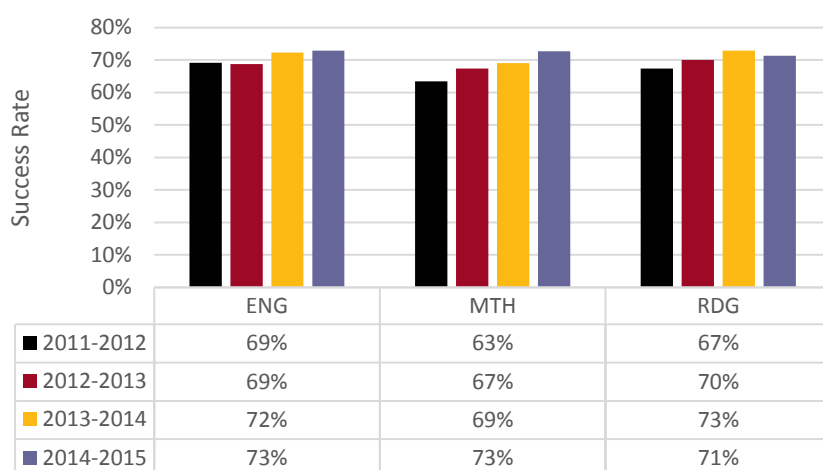
The college's developmental education program has been working on an application to gain certification from NADE and in doing so, WCC has been analyzing data in a much more purposeful way. Over the past three academic years, WCC has seen a small but consistent increase in the success rates of developmental education students. Differences in success rates across disciplines are small, though developmental mathematics tends to have lower success rates than developmental English or reading.

Persistence through developmental education pathways has held largely constant over the past two academic years. In this case, persistence is defined as entering the next course within the developmental sequence within the same or following calendar year. Developmental reading appears to have a lower persistence rate than developmental English or mathematics, though this persistence rate has increased in the most recent academic year. The persistence rate in reading could be explained by the fact that the second level of reading is neither a required course nor is it a prerequisite for ENG (English)101.

The data reported are internal benchmarks as the college moves toward receiving NADE accreditation. Along with a rigorous self-study, WCC will be collecting two more years of data and analyzing it for submission with the rest of the NADE accreditation materials. Along with reporting developmental course data, the main data target for any developmental education program should be comparing college-level introductory mathematics and English course outcomes — developmental education course takers versus students who began in college-level coursework. Developmental students should do just as well statistically as students who test directly into college-level coursework. When examining first term college-level English performance, students with a history in developmental English perform comparably to students with no developmental English history.

Figure 1R5.2: Developmental Education Persistence

	ENG	MTH	RDG
2012-2013	69%	73%	52%
2013-2014	69%	73%	58%

When examining first term college-level mathematics performance, students with a history in developmental mathematics perform slightly lower compared to students without a developmental mathematics history. However, despite a small decline in college-level mathematics success overall, the gap between students with and without a developmental mathematics history is largely consistent.

Figure 1R5.3: First Term College ENG Success Rates

	2011-2012	2012-2013	2013-2014	2014-2015
Developmental Course History	76%	74%	74%	70%
No Developmental Course History	73%	75%	74%	75%

These results show that more work needs to be done in aligning expectations and curricula in mathematics. Division faculty have worked conscientiously with college-level mathematics faculty on alignment and on more appropriate pathways for students with various program goals. Starting in academic year 2015, all Career and Technical Education majors were allowed to skip developmental coursework

Figure 1R5.4: First Term College MTH Success Rates

	2011-2012	2012-2013	2013-2014	2014-2015
Developmental Course History	72%	71%	67%	67%
No Developmental Course History	76%	75%	72%	71%

Academic Year

because their mathematics and writing course requirements were reviewed and had many of the same
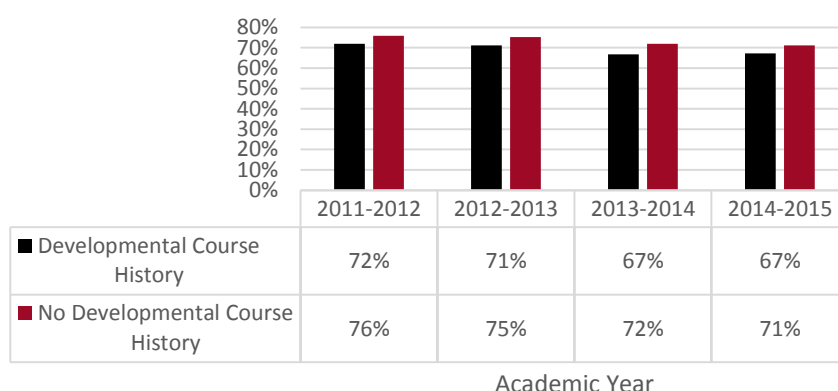
topics and outcomes as the lowest developmental mathematics course. In academic year 2015, WCC launched a mathematics literacy pathway as a more appropriate stepping stone than an algebra pathway for students in a non-STEM/business programs into either College Mathematics or Elementary Statistics. In addition, the algebra pathway was broken into manageable modules so that students who were not succeeding by the eighth week of class could immediately retake that portion of the course. The state-wide comparison data provided in the following three tables focus on enrollment and success for the FY2011 cohort.

Table 1R5.3: Percentage of First Time Students Enrolling in More than One Developmental Course				
	Combined remedial	**Math only**	**English only**	**Both Math and English**
WCC	50.9%	21.1%	8.2%	21.6%
ICCB Mean	50.9%	22.3%	10.0%	18.6%
ICCB Median	49.0%	21.4%	8.7%	14.0%
ICCB Range	15.4% to 84.6%	3.2% to 50.6%	2.5% to 40.0%	2.6% to 57.2%

Table 1R5.4: Percentage of First Time Students Taking More than One Developmental Course - Completed all Developmental Courses					
	Combined remedial	**Math only**	**English only**	**Both Math and English**	**Math OR English**
WCC	83.8%	80.1%	78.2%	73.0%	16.6%
ICCB Mean	78.0%	73.4%	72.9%	61.1%	23.5%
ICCB Median	78.5%	72.5%	71.4%	61.4%	23.2%
ICCB Range	65.9% to 92.4%	50% to 100%	55.3% to 100%	0% to 92.9%	0% to 46.7%

Table 1R5.5: Percentage of First Time Students Enrolling in More than One Developmental Course - Completed a College-Level Course in the Same Subject Within 2 Academic Years				
	Combined remedial	**Math only**	**English only**	**Both Math and English**
WCC	25.7%	28.7%	46.4%	14.9%
ICCB Mean	20.1%	22.4%	29.0%	11.4%
ICCB Median	18.9%	19.1%	29.3%	9.6%
ICCB Range	0.0% to 54.5%	0.0% to 62.9%	0.0% to 61.2%	0.0% to 38.9%

Data Source: ICCB Progress Metrics 1 and 2 - Enrollment and Success in Remedial Education.

1I5: Based on 1R5, what, improvements have been implemented or will be implemented in the next one to three years?

The college's current AQIP Action Project, PRIDE: PRogress and Innovation in Developmental Education, continues to facilitate comprehensive and holistic change that will broaden student access, impact student retention, and expedite student success. The Tutoring Center has evolved as a centrally located physical space and centrally managed organizational unit. This helps the college standardize the academic support offerings and oversight of the tutors and the programs in the area. In addition, all tutors are now evaluated yearly. The unit has broken down the tutors into four categories: Academic Coach (master's degree professional tutor who helps students with studying, organization, and reading skills); professional tutor (master's degree and higher); paraprofessional tutor (associate's degree and bachelor

degree); and peer tutor (WCC student). Peer tutors and Academic Coaches are new positions within this unit as of 2014-2015.

The academic support program now has a full-time manager who oversees all tutoring and Supplemental Instruction for all four campuses which will provide stability and leadership as the college is hoping to expand these areas over the next few years. The college will also be working on a comprehensive strategic and assessment plan for academic support and will be implementing a new student tracking system that will allow the tutoring center to offer appointments and provide detailed data to see if tutoring has positive effects on student grades and persistence.

The Developmental Education and College Readiness (DECR) division has embarked on a comprehensive plan to accelerate and embed learning support whenever possible so that students can complete their developmental coursework in a shortened amount of time with the goal of ensuring that students complete their degree or certificate. A review of the developmental education courses gave faculty the opportunity to align curriculum both with Common Core State Standards and introductory college-level courses. The course revisions also gave faculty the opportunity to develop course assessments for most of the reading, writing and mathematics courses. New course pathways have been adopted, including a mathematics literacy pathway available for non-STEM/business students, and the reading curriculum has been completely overhauled. The division also began to offer English Transition Pathway courses for students who are English Language Learners (ELL) who need to take a parallel pathway to college level courses. Developmental algebra courses were split into four modules that students can take leading into STEM/Business/Education mathematics coursework pathways.

Starting in 2015-2016, DECR will be working on an 18 month-long curriculum development process with the intention of shortening many students' paths in developmental coursework and quickly getting them to program completion. A new Placement Advisory Council began meeting in spring 2015 and its purview is to review placement-related issues, such as implementing the Partnership for Assessment of Readiness for College and Careers (PARCC) test scores for exemption, reviewing tests and cut scores, and implementing multiple measures of assessment. Since the Compass test will be phased out in January 2017, the Placement Advisory Council will need to choose new tests and placement protocols. This provides the college an opportunity to make sure tests align with college curriculum and that more students are afforded the opportunity to accelerate their developmental path. Using multiple measures for college-level placement will allow those students who are 'on the bubble' between developmental and college-level to accelerate their developmental course registration with the use of another indicator, such as high school GPA or a non-cognitive assessment. In addition, the reading and writing faculty are developing an integrated reading and writing curriculum that will launch in fall 2017, and the English Transition Pathway program for ELL learners will be redesigned to integrate reading, writing and speaking.

1P6 Academic Integrity
Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3).

The agreement between the board of WCC, District #516 and the WCC Faculty Council Local #604 for 2013-2016 stipulates, in Article IV, that it follows the American Association of University Professors (AAUP) Statement on Academic Freedom and Joint Statement on Rights and Freedoms of Students. Additional clarifications from the agreement are paraphrased as follows:

- Faculty members are entitled to full freedom in research and publication of results but this is subject to adequate performance of his/her academic duties. Research for monetary gain must be based on an understanding with the institution's authorities;

- Faculty members are entitled to freedom in the classroom discussing his/her subject with the stipulation that faculty should be careful not to introduce into his/her subject controversial matter that has no relation to the subject;
- The college faculty member, as a citizen, should be free from written or spoken censorship or discipline. However, the faculty member, as an officer of the institution has a special obligation and should remember that he/she may be judged by his/her utterances and should at all times be accurate, exercise restraint, show respect for the opinions of others and make every effort to indicate that he/she is not an institutional spokesperson;
- Faculty members who teach have the right and responsibility to determine course goals, content and methods of instruction, and textbooks, subject to such policies and procedures as may be specified by the board;
- Individual faculty members may choose the textbooks and supplementary materials for the courses they teach. The same materials must be used by that faculty member for all of the face-to-face session of the same course that he/she teaches and adopted during the full academic year. There are special provisions for laboratory manuals for certain science courses. Annually, by March 1, faculty may provide input to the Executive Vice President of Educational Affairs and Chief Learning Officer or his/her designee if modifications are necessary. Textbooks must meet the course objectives, course outcomes and course content as established in course outlines.

WCC's Office of Institutional Effectiveness and the Vice President of Strategic Development are responsible for the approval, monitoring and control of all research conducted at the college or with college employees or students. A procedural document outlining conduct for research and organizational surveys is applicable to both employees and non-employees who wish to conduct research at WCC. The document provides guidance specifically so that: research is strictly controlled and researchers adhere to professional and ethical guidelines; research subjects are aware of and protected from any adverse impacts of the research; and faculty members are not overly constrained in their conduct of educational demonstrations of research practica by an overly-broad definition of research. The document provides definitions salient to the topic of conducting research and makes distinctions between research and demonstration and the importance of informed consent. Approval of research studies at the college is performed on a case-by-case basis with special attention to minimizing the intrusion on learning and on protecting the rights and welfare of the WCC community. Participation by the target population for any approved research study is voluntary. Additionally, to avoid a conflict of interest, faculty may not engage in research for courses in which the faculty member may be enrolled or that involves students in their current course sections or programs. WCC's Institutional Review Process for research is illustrated in the following figure.

Figure 1P6.1: Institutional Review Process
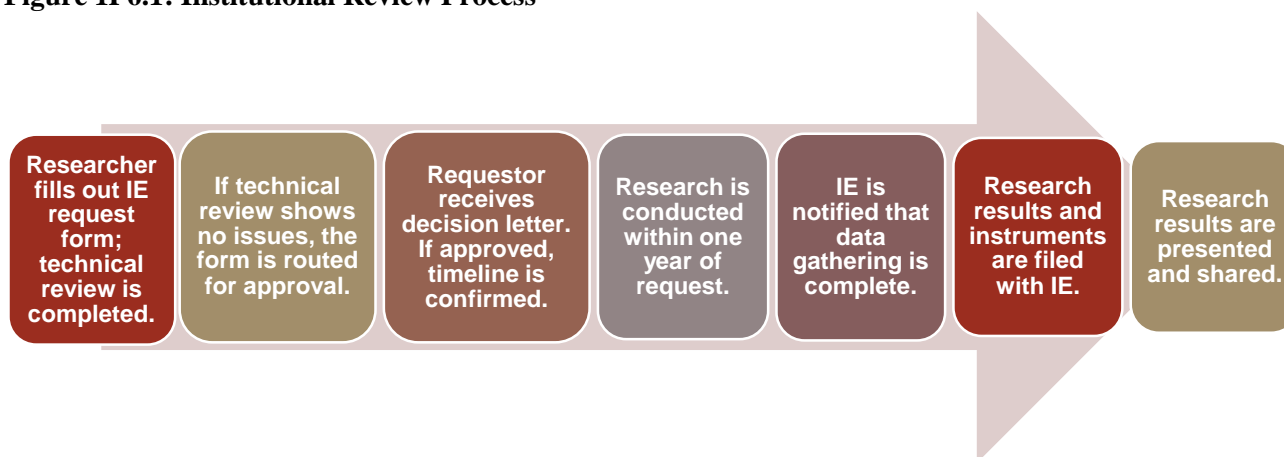
To avoid the unnecessary proliferation of surveys at the college, IE coordinates all surveys sent to college stakeholders. A resource book to assist the design of the survey is available at the Todd Library at the Sugar Grove Campus and is put on reserve. IE is responsible for:

- Providing assistance and expertise in the development of the survey and survey plan;
- Reviewing all surveys to ensure that the instrument is well-designed and capable of producing the desired results;
- Assigning a survey control number to each survey so that participants will know that the survey has been approved by the college;
- Coordinating the timing for conducting the survey to ensure that potential respondents are not "over-surveyed;
- Providing assistance and expertise for analyzing the survey results; and
- Creating the web-form for appropriate surveys to be conducted with college personnel or other populations for which a valid email-address is provided by the researcher.

There are exceptions stated in the document whereby approval and review by IE is not required, such as when surveys are conducted by the Faculty Council Local #604 or their members in line with their responsibilities to members under their current agreement.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3).

WCC strives to create a community climate where learning can flourish and all students feel welcome and respected. To support this aspiration and in accordance with the mission of the college, it is an expectation that students will govern themselves in terms of appropriate behavior with an emphasis on self-respect, integrity and respect for others.

In the spirit of collaboration and to employ best practices to address academic integrity, The Integrity Project (TIP) was formed in 2004. The committee came together to establish a college plagiarism statement for the Code of Student Conduct and to provide resources to faculty to address plagiarism and academic misconduct in the classroom. Between 2004 and 2009, the TIP committee created resources, such as presentations on academic misconduct, syllabi statements regarding plagiarism and plagiarism and integrity statements for the Student Code of Conduct. In addition, this committee conducted a survey of Waubonsee students using an instrument provided by the Center for Academic Integrity. The survey allowed for the committee to see trend data and benchmark with other similar institutions on the students' perceptions and reported behaviors regarding academic misconduct.

There was a lapse in committee activity in 2011.The committee was re-established in fall 2013 when the Dean for Students brought the committee back together to revise/update the resources available to faculty and to address the numerous advances in technology currently used by students for academic misconduct purposes. Additionally, the committee reviewed and revised the plagiarism and integrity statements. In this context, the renewed TIP committee established the following goals and objectives.

- *Goals:* 1) Revise, update, and identify new resources and strategies to help faculty address and redress plagiarism and academic misconduct; 2) Help educate students and faculty about the different types of plagiarism, academic misconduct, and possible consequences of those behaviors; and 3) Assist the Student Conduct Board by establish guidelines for possible sanctioning options related to academic misconduct that are educational and demonstrate that student learning has occurred.
- *Objectives:* 1) Make recommendations for a new academic misconduct specific Waubonsee Intervention Form (WIF); 2) Present at Faculty Orientation to inform faculty of revised and new resources and strategies to address plagiarism and academic misconduct; and 3) Creation of Academic Integrity Coaches or an integrity seminar.
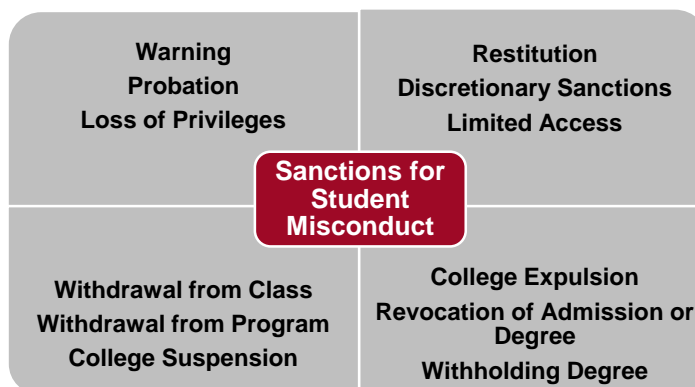
The TIP committee completed all of the goals/objectives listed above by spring 2015. The committee recommended the college-wide use of the SafeAssign plagiarism detection software after a year-long study and review of the product. The committee revised the plagiarism and integrity statements for the 2015 Code of Student Conduct. A new Academic Reporting form, implemented in August 2014, was created with feedback from this committee to more consistently address academic misconduct through the college's Code of Student Conduct. Additionally, a new Academic Integrity Coach program was created and piloted in 2014-2015. The program is designed to help students who have committed academic misconduct. Students must attend two to three one-on-one meetings with a faculty member regarding their infraction and understanding of academic integrity.

The Student Code of Conduct is the primary statement of the expectations that the college has for its students in terms of academic integrity. It also addresses behaviors including, but not limited to sexual assault, domestic violence, dating violence, stalking or interpersonal violence all of which are prohibited on campus. The WCC Student Handbook provides clear and direct guidance to students about expectations for student behavior, in accordance with the college's mission. The handbook indicates that the college recognizes a student's rights within the institution to freedom of speech, inquiry and assembly, to the peaceful pursuit of an education, and to the reasonable use of services and facilities at the college. The Code of Student Conduct is given to provide students with expectations and to provide details for redressing conduct of students and student organizations that fail to abide by the standards set forth. The Student Code of Conduct is readily available through the Office of the Dean for Students (Student Center, Room 103A), the Student Life Office (Student Center, Room 126), from the Dean for Counseling, Career, and Student Support (Student Center, Room 274), or from the Counseling, Advising and Transfer Center (Student Center, Room 262). The Code of Student Conduct is also found in the Student Handbook.

Students at WCC are expected to demonstrate qualities of morality, honesty, civility, honor and respect. Behavior violating these standards and for which discipline may be imposed are documented in the Student Handbook (not limited to the documented list.) These behaviors include cheating, plagiarism, violent behaviors, theft, disorderly conduct, bullying, and others. WCC recognizes each student/student organizations' right to procedural due process and provides notice of the process in the Student Handbook. If a violation to the Code of Student Conduct occurs, the student is able to discuss alleged violations with the Dean for Students. A documented procedure is in place. The procedure includes written notice to the student, an opportunity to respond to the charges before the Dean for Students and/or Student Conduct Board, and the opportunity to appeal the decision.

Figure 1P6.2 Sanctions for Student Misconduct

The Dean for Students conducts an investigation when an alleged violation occurs. The Dean decides whether the case can be disposed of administratively by mutual consent of the parties involved. If it cannot, the case is heard by the Student Conduct Board. Documented guidelines are provided to the Student Conduct Board. The final disposition is translated into a written decision delivered to the student by the Dean for Students. An additional sanction imposed on a club, group, or organization at the college can be the

Warning Probation Loss of Privileges	Restitution Discretionary Sanctions Limited Access
Sanctions for Student Misconduct	
Withdrawal from Class Withdrawal from Program College Suspension	College Expulsion Revocation of Admission or Degree Withholding Degree

deactivation of that function. A decision reached by the Student Conduct Board may be appealed. The Student Handbook documents the appeals process.

The college issues a separate and distinct statement on plagiarism, found in the Student Handbook. The consequences for plagiarizing are that faculty may give a zero grade for the assignment, fail the student for the course, and report the Academic Misconduct incident to the Dean for Students for further disciplinary action.

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3).

The college's Integrity Statement reads, "Waubonsee Community College believes that all members of the community (students, faculty, staff and administrators) have a responsibility to participate in learning with honesty, respect and integrity. We must commit to engage in learning both in and out of the classroom, value each member in our learning community, demonstrate original thought, and help foster ethical, open, safe learning environments for all."

Furthermore, the college's governance covers ethical behavior of all employees as a priority in its policy setting. The Waubonsee Community College Board of Trustees Board Policy Manual states in policy 6.200.01, "It is the policy of the board that employees shall not enter into relationships which present a conflict of interest to the college. In general, a situation posing a conflict of interest is one that adversely affects the pursuit of the goals and mission of the college. Situations which may present a conflict of interest include, but are not limited to, relationships with students, outside employment, selling goods or services on campus for personal gain, accepting gifts, running for political office, etc. An employee shall inform his/her administrative supervisor of any situations presenting a potential conflict of interest. The administrative supervisor will make a determination whether a conflict of interest exists." The policy manual also states that "A student who has any concerns with his/her interaction with faculty, staff or administration should inform the supervisor of the faculty member, the chief student officer, or the chief human resources officer."

Educational Affairs, led by the Executive Vice President of Educational Affairs and Chief Learning Officer provides specific guidelines for duties and responsibilities of faculty that include responsibilities to the college, to the profession and to students. Responsibilities tied to ethical teaching practices include:

- Demonstrate knowledge of the vision, mission, core values, and strategic goals of the college;
- Acknowledge his/her position as a role model for his/her discipline, for students, and as a representative of the college and exemplify the standards of quality, conduct and ethics appropriate to his/her discipline and professional position; and
- Demonstrate an understanding of and commitment to student and community diversity and, as appropriate, reflect diverse elements in instruction and counseling/librarian services.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity.

The Center for Academic Integrity student survey has been used to develop a baseline from which to develop resources and strategies for addressing academic integrity. The college uses the Maxient database system to track student misconduct incidents. Faculty and staff also make use of the internally developed form, the WIF, to report and follow-up on campus behaviors that are concerning or threatening. Additionally, the college has piloted an Integrity Coach intervention strategy for those students who violate the Code of Student Conduct.

1R6: What are the results for determining the quality of academic integrity?

The Dean for Students tracks and evaluates student academic integrity issues reported to his office. The Maxient database system is used for this purpose. Note that the college's current Dean for Students joined WCC in 2013 and differentiated the types of incident categories that are tracked. Therefore there is a

difference in the spread of incidents in Table 1R6.1 between the 2012-2013 year's data tracking and the two years following.

As mentioned, WCC administered the Center for Academic Integrity survey in 2009. The survey instrument had both a student and faculty component. A total of 293 students answered the survey questions and 116 faculty responded. The survey asked a variety of questions. For students, the questions focused on policies and communication about cheating along with questions about student behaviors tied to cheating and plagiarism. For faculty, questions delved into attitudes about penalties for cheating and plagiarism, discussion of student integrity policy with students, sources of information for student integrity policy at the college, frequency/type of student cheating and reactions to the cheating. Faculty were asked how serious a problem they thought cheating was on campus. For both student and faculty responses, a comparison was made with national results. Some of the survey questions and responses for WCC faculty are shown in Table 1R6.1.

Table 1R6.1 Student Conduct Incident Report			
Incident Category	**# of Incidents 8-1-2012 to 7-31-2013**	**# of Incidents 8-1-2013 to 7-31-2014**	**# of Incidents 8-1-2014 to 7-31-2015**
Academic	7		
Academic integrity matter	43	15	3
Cheating		15	13
Concerning or threatening behavior	54	42	37
General incident report	41	37	36
Information only	12	22	12
Other		4	5
Plagiarism – intention unknown		6	12
Plagiarism- intentional *		14	33
Plagiarism – unintentional (e.g., failed to cite source(s)		4	6
TOTAL INCIDENTS	157	159	157

*e.g., copy and pasting from a source and/or submitting another student's work)

For the Academic Integrity Survey, there were no significant differences between WCC student responses. However, upon analysis, there were some significant differences between what WCC faculty shared versus the national data. WCC faculty get more information from Faculty Orientation (49% versus 39%). WCC faculty get more information from the Faculty Handbook (67% versus 54%). Also, fewer WCC faculty (24% versus 40%) indicated in their responses that they ignored an incident of cheating on one of their courses for any reason. Of the WCC faculty that responded, only 10% of the WCC faculty did not think it is a serious problem on campus versus 24% of the national data that did not view cheating as a serious problem on campus. According to the Academic Integrity Survey, WCC does an above average job of communicating the Student Integrity Policy to faculty. Faculty value academic integrity and are vigilant in paying attention to student violations. A high percentage of faculty respondents at the time of the survey felt that cheating is a serious problem on campus.

One measure of academic misconduct is the number and types of reports that are filed with the Dean for Students related to cheating and plagiarism. In the 2012-2013 academic year, nearly 38% (n=43) of the Waubonsee Intervention Forms (WIFs) submitted (n=157) were related to academic integrity issues. In 2013-2014 that number dropped to 34% of WIFs submitted. In 2014-2015, WCC saw these academic integrity cases increase again to 43% of the WIFs submitted. This likely can be partially attributed to the new "Academic WIF" reporting mechanism implemented. This new report allows faculty to inform the college of academic integrity issues they managed in their classes that they did not want to be sent

through the conduct system. Faculty has been informed that that these will be kept on file so that the college can identify those students that are engaging in academic misconduct in multiple classes.

1I6: based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

The TIP committee discontinued surveying students about misconduct/academic integrity issues and is considering conducting the study less frequently. This is anticipated for FY2017 and the committee is exploring other instruments at this time, including crafting its own survey.

Another recent improvement are the revisions made to the Code of Student Conduct. The code contains language for students that sets expectations to govern themselves with appropriate behavior and emphasizes self-respect, integrity and respect for others. The code is looked at every three years to determine if revisions are needed. In conjunction with the code, WCC has a Student Conduct Board, headed by the Dean of Students. The board is comprised of faculty and student representatives and acts as the adjudicating body for student violations.

Category Two: Meeting Student and Other Stakeholder Needs

WCC's "one-stop" approach to student services is thriving at both the Sugar Grove and Aurora Campus. To sharpen the focus on student needs, several of WCC's recent AQIP Action Projects focused on student success including: Project Graduation, Foundations of Excellence® and the LEAD Initiative. Additionally, since 2009, WCC has been designated a Hispanic-Serving Institution (HSI) by the U.S. Department of Education and in 2010 the college received a Title V grant entitled Removing Barriers to Student Success. As a part of that grant, participation in the Foundations of Excellence® self-study process measured WCC's effectiveness in recruiting, admitting, orienting, supporting, advising and teaching new and transfer students. The LEAD initiative was launched to promote civic engagement among students. Many activities, including instituting an annual Day of Service at WCC, are measures of the initiative's effectiveness.

The vital needs of all stakeholders in WCC's district and beyond are addressed through a revised approach to administrative outreach, with the formation of the External Engagement Team [Figure 2P1.1]. The team's purpose is to help accomplish WCC's overarching goals and priorities, and to clarify and establish appropriate leadership and accountability structures.

Figure 2P1.1 External Engagement Team
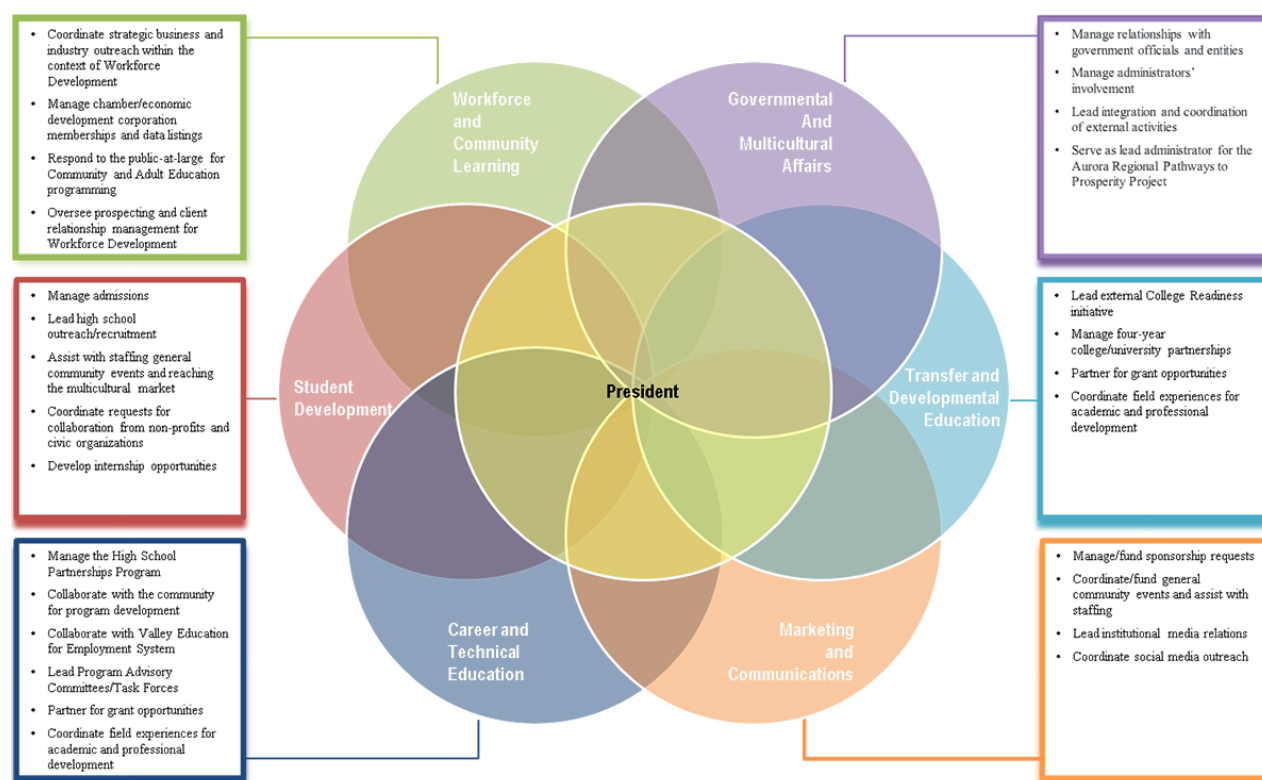
Please also refer to the FY2016 Presidential Action Initiative in Category Four, intended to solicit ideas about the college's future from its stakeholders.

2P1 Current and Prospective Student Needs

Identifying key student groups.

Key student groups are determined by the college's mission. Strategically, WCC Admissions has established targets for a variety of groups of prospective students based on the populations the college serves. WCC sets admissions targets for all credit students, traditional-age students, adult (nontraditional age) students, Hispanic/Latino students and African American students. All of these student groups are targeted by location (i.e. high schools, community events, on-campus events).

Table 2P1.1: WCC Admissions Enrollment Projections	
Prospective Student Group	**Target/Notes**
Maintain total Credit Level enrollment	Projected to decrease 4.3%
Maintain traditional-age students (ages 17-24)	Projected to decrease 6.5%
Increase number of Hispanic/Latino students	Increase number by 6.6%
Increase number of African American students	Increase number by 3.3%
Goal for Adult (nontraditional age) students	None*

*Please note that fall 2014 did not have a goal set for adult (nontraditional age) students. This is atypical because goals are based on enrollment projections. The reliability of the enrollment projections for our adult student population has been unreliable due to the lack of data regarding employment and wages which substantially affects a student's ability to attend college. Therefore a direct number was not identified.

Determining new student groups to target for educational offerings and services.

The largest targeted population of prospective students that admissions interacts with directly is traditional age, defined between 17-24 years of age. WCC targets high school juniors and seniors from one of the 22 in-district high schools. WCC's Admissions department works to recruit students both at the high schools and on-campus. Schools are assigned to Admissions Advisors who complete a minimum of two high school visits per semester. Additional visits are made, depending on the high school. Admissions Advisors vary the visit format based on the high school's preference for hosting college admissions representatives. The following formats are used:

- Lunchroom visits (information tables, students approach as needed)
- Guidance Office visits (Advance sign-up suggested but not required)
- Classroom Presentations (Conducted with interested junior and seniors)

Additional strategies for determining/recruiting new students come from requests from community agencies such as Family Focus of Aurora and Quad City Urban League and alternative and special education high schools in the district. These special requests are fulfilled in order to satisfy prospective student needs. They are captured in the "Other" category in the table below.

Table 2P1.2: WCC High School Special Event Recruitment 2013-2014	
Type of Event	**Number of Events**
Career Event	6
College Fair	7
Financial Aid/Scholarship Event	3
Getting Started at Waubonsee Presentations	6
Group Information/Tours	12
Parent's Night	3
Visit with Dual Credit Staff	2
Faculty visits for CADD, Automotive Technology, Automotive Recycling and Manufacturing programs	3
Other	12

WCC continuously strives to develop and maintain fruitful relationships with prospective, current and former students and to incorporate their needs in program and service offerings. The following events are designed to build relationships with prospective students graduating from high school.

- *Experience Waubonsee* is held during fall and spring terms at the Sugar Grove, Aurora and Plano Campuses. After listening to feedback from prior events, concurrent sessions are held for a two-fold purpose: educate participants about WCC-specific as well as general College 101 information to enable participants to choose a college. The event is information-rich and conducted by several departments within Student Development. In fall 2012, 105 students attended and in fall 2013, 39 students attended. Spring sessions attendance numbers were 110 for 2013 and 125 for 2014.

- *Noche Para Padres* is an event for Spanish speaking parents conducted each spring at the Aurora Campus. As an HSI institution with a strong Hispanic demographic, these events provide access to information encouraging high school students to start the college application process; it is not WCC specific. The format is conducted in round table style versus a formal presentation and in Spanish. Information similar to what is shared in Experience Waubonsee events is given along with orientation to college terminology, financial aid processes and ACT test preparation. In spring 2013, 16 families attended and in spring 2014, 13 were in attendance.
- *Career Pathways Expo* is co-hosted by WCC and VALEES to broaden students' career awareness of traditional and nontraditional career pathways.
- *College Night* is when students can meet with representatives from more than 100 public and private colleges and universities from across the country. Admissions Advisors give presentations to prospective students entitled "Making Waubonsee your First Choice."

WCC targets non-traditional students (25 years of age or older) by recruiting at community events and locations where Admissions Advisors discuss varying student needs with attendees. The following events were held during 2013-2014 to recruit and understand the needs of non-traditional students: Sandwich Fair, Greif Industries Benefits Fair, Aurora Campus Job Fair, Adult Recruitment Roundtable, AGCO Wellness Fair, Compañeros en Salud, Presence Mercy Medical Center REACH Education Fair, Latina Health Fair, Kane County Health Department Benefits Fair, and Homeowner's Expo Fair.

Meeting changing student needs.

WCC identifies the changing needs of student groups using institutional quality indicators that include the following: 1) student preparation and expectation data gathered by the NSO program; 2) student/user satisfaction surveys, including the Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE) and the ICCB Career and Technical Education Survey; 3) retention, persistence and success data; and 4) course and program completion rates.

Student Development is particularly service-oriented and seeks out student feedback from surveys, social media and one-on-one interactions. Data from the SSI and focus groups is used in conjunction with program review along with more direct indicators, such as specific service delivery surveys, the number of students attending events, the number of events offered and the variety of times, locations and days for each event. All student complaints are reviewed by appropriate personnel and follow-up is guided by a formal set of procedures. As a result of ongoing needs assessment and changing student expectations, Student Development processes and procedures are increasingly technology-based. This includes an improved phone system, enhanced WiFi on campuses, several automated processes through the mywcc student portal and the use of social media avenues for communication including Facebook, Twitter and text messaging. Several initiatives from the Foundations of Excellence® self-study that were focused on meeting student needs are complete or in progress.

Table 2P1.3: Foundations of Excellence® Recommendations Completed or In Progress	
First Year Student Initiatives	**Transfer Student Initiatives**
New Student Resource Fair	Create a virtual Transfer Center for ease of access to pertinent information on Waubonsee.edu website
Welcome week programming	Facilitate faculty-to-faculty communication with transfer colleges and universities
New/Revised E-RAP (Electronic Registration and Planning) for different types of new students	Implement targeted outreach to transfer students at various stages

Table 2P1.3: Foundations of Excellence® Recommendations Completed or In Progress	
First Year Student Initiatives	**Transfer Student Initiatives**
Recruitment of diverse faculty/staff	Track transfer students to analyze and improve transfer outcomes
New College 100 course	Dedicate personnel to assist transfer students
First-year experience seminar	
Day of service event	
Placement testing for part-time students	
Prioritize program review for high-enrollment courses	

Student Development staff use the SARS (Scheduling and Reporting Software) system to track appointment and walk-in touchpoints with students. Services used by students can be tracked from enrollment inquiry to graduation/transfer from WCC. Prospective and new students are counseled and guided through the enrollment processes by Admissions staff. Students interested in enrolling are required to complete a New Student Information Form (NSIF).The first step for new students is completion of an Electronic Registration and Planning (E-RAP) tutorial. E-RAP provides an overall orientation to academic procedures and programs.

Student Ambassadors, under the supervision of Admissions staff, offer tele-counseling to prospective students. They also assist with setting up NSO sessions, serve as the "student panel" during orientation breakout sessions and conduct campus tours. Tele-counseling is utilized to keep prospective students on track with the steps required for enrollment. The four levels of calls that Student Ambassadors make between May and August to assist student with transitioning to college enrollment are:

1. Interest call – to determine if prospective student will attend WCC;
2. Advise to assess call – New Student Information Form has been completed;
3. E-RAP completion call – The student has assessed, but E-RAP is not complete; and
4. Registration call – E-RAP is complete, but class registration has not occurred.

To enhance the new student's first year experience, Student Ambassadors also call new students during the first week of classes.

Table 2P1.4: Student Ambassador Assistance with Transitioning Students 2013-2014	
Ambassador Activity	**Efforts**
Number of interest calls attempted	2,404
Number of successful attempted calls	480
Number of New Student Orientation calls made	882
Number of College 101 sessions aided	12
Number of tours conducted	67
First Week follow-up calls conducted	190

The E-RAP tutorial program is in its fifth year and was recently revised to include significant updates to individualize the student's experience based on factors such as placement testing and/or ACT scores, and full time vs. part time status. Regularly scheduled minor updates were made as well to reflect changes made to the 2014-2015 college catalog. Informational updates were also made to the Financial Aid module.

Table 2P1.5: E-RAP Completion and Registration Summary				
Recruitment Cycle Year	**# of E-RAP Completers**	**# of Full-Time Students Who Registered**	**# of Part-Time Students Who Registered**	**Number of Students Who Did Not Register**
2012-2013	1917	1284/67%	356/19%	277/14%
2013-2014	1805	1064/59%	427/24%	314/17%

New Student Orientation (NSO)

Table 2P1.6: NSO Attendance		
Recruitment Cycle Year	**Total Number Planned**	**Total Number Attended**
2013-2014	431	440
2012-2013	650	576
2011-2012	799	686

NSO provides incoming students with the opportunity to meet other students, faculty and staff; to learn more about the college's services and resources; and to learn about college expectations and study strategies that will help them become successful college students. The format of NSO includes an engaging Student Services Fair where students are encouraged to become familiar with services and staff at the college to assist in their success. Admissions Advisors facilitate breakout sessions during the orientation: College 101, Intergroup Dialog, Technology Session and Student Advising. During these sessions, Advisors become aware of student needs which provides an opportunity to refer them for various services, such as the TRIO Student Support Services (SSS) program.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans (3.D.1).

Key student groups at WCC have been identified as: student athletes, veterans, undecided majors, online students, students in the TRIO Student Support Services (SSS) program and students using the Access Center for Disability Resources.

STAR Athletes

Through WCC's signature STAR (Student Athletes Taking Academic Responsibility) program, the college offers study assistance, counseling and classroom support to keep athletes focused on their education. In an ethical and open environment, the program is framed by academic integrity and character building. Athletes are expected to attend mandatory study hall and grade checks are conducted three times every semester. WCC is part of the eight-member Illinois Skyway Collegiate Conference (ISCC) and also belongs to Region IV of the National Junior College Athletic Association (NJCAA), with several of the college's teams earning national ranking in the annual NJCAA polls. See Category Five for information on the college's new Field House which added almost 60,000 square feet of additional space for WCC's athletes to practice, train, exercise and study. Results of study hall activity are discussed in 2R1. Utilization of other services offered is detailed in the following table.

Table 2P1.7: STAR Athlete Utilization of Services and Campus Involvement Spring 2015					
Learning Enhancement Center		**On-Campus Activity**		**STAR Workshops and Individual Counseling Sessions**	
Math Assistance	100	Mental Health Awareness Workshop	1	WCC Foundation Scholarships	4
English/Writing Assistance	79	Movie Event "42"	18	Counseling sessions with students	565
Science	29	Job/Internship Fair	6		

Table 2P1.7: STAR Athlete Utilization of Services and Campus Involvement Spring 2015					
Learning Enhancement Center		**On-Campus Activity**		**STAR Workshops and Individual Counseling Sessions**	
Business Administration	8	Eggcellent Night for Studying	2		
Humanities/Fine Arts	34				
Total Utilization					846

There were 176 student-athletes at the end of the spring 2015 semester officially remaining on rosters. See 2R.1 for the results of the assistance offered to STAR athletes. Counselors, including those designated to work with STAR athletes, use the Grades First! and SARS alert systems in conjunction with faculty to track academic progress and other aspects of student development.
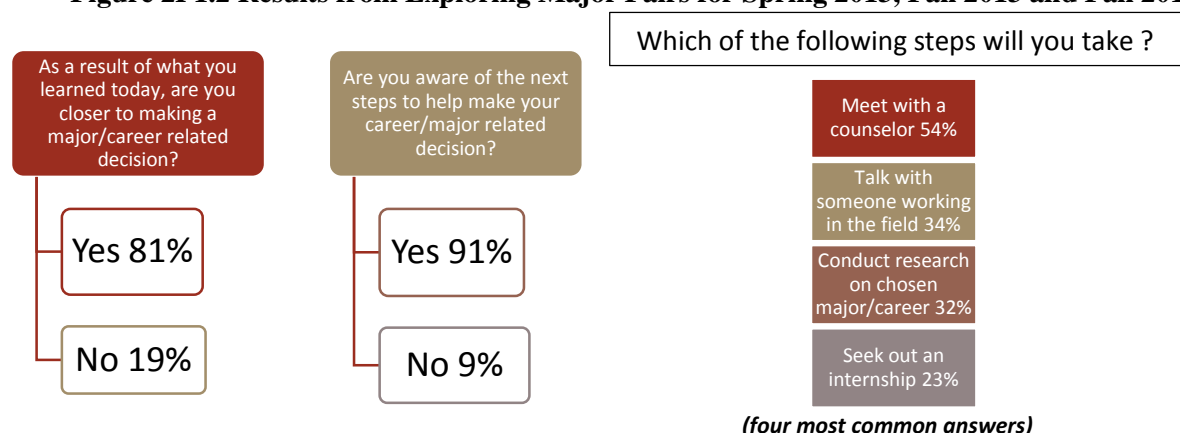
Veterans Services

WCC is committed to helping veterans as they transition back to civilian and college life. The college has been named a Military Friendly School since 2012. During fiscal year 2013, 375 veterans were reported to the Higher Education Veterans Service Act (P.A. 096-0133) Fiscal Impact Survey as enrolled at the college. See the *Deploying Non-academic support services* topic in this category for further information.

Undecided Majors

The Foundation of Excellence® Self-Study revealed that WCC students who remain undecided about a career path are less likely to persist than are their counterparts with established career goals. To assist students in deciding on a major course of study, WCC offers individualized career counseling, group presentations, and institution-wide events such as motivational speakers and the annual Exloring Majors Fair. An institutional committee called the Major Decisions Team (comprised of faculty and staff) meets each semester to develop and refine strategies to assist undecided students and help faculty utilize their roles to raise awareness regarding careers.

Individualized Career Counseling: More than 600 individual career counseling sessions with students occurred in 2014-2015. Depending on the specific needs of the student, a variety of tools are employed, including the Strong Interest Inventory Career Test, and the Myers-Briggs Type Indicator to help match the students' interests and strengths to appropriate career fields. Students can also take *College 131 (COL 131) – Strategies for Career Exploration* course to explore career opportunities in an interactive one-credit course, available in-person or online. Each semester, counselors present on career-exploration topics to several academic classes. For example, some sections of early Childhood Education and Psychology courses assess students using the Myers-Briggs Type Indicator, and a counselor explains the instrument and helps students interpret their individual results.

An institution-wide event is the Exploring Majors Fair. The program intent is to provide a centralized opportunity for students to investigate various curricular and career options in one place at one time. Faculty are encouraged to participate and set up vivid, engaging displays that describe career options in their   areas.

Figure 2P1.2 Results from Exploring Major Fairs for Spring 2013, Fall 2013 and Fall 2014

Which of the following steps will you take ?

As a result of what you learned today, are you closer to making a major/career related decision?

Yes 81%

No 19%

Are you aware of the next steps to help make your career/major related decision?

Yes 91%

No 9%

Meet with a counselor 54%

Talk with someone working in the field 34%

Conduct research on chosen major/career 32%

Seek out an internship 23%

(four most common answers)

Online Learners

With shrinking fiscal budgets and a growing population in the college's district, online courses are an important strategy for WCC to efficiently serve the educational needs of the area. While online offerings have grown at WCC over the past five years, they still only constitute about 13% of all course sections offered. As for students taking online courses, success rates need improvement. A five year analysis of success rates by course modality by ethnicity showed a range of 72% success to a low of 54% in 2014. The table below reflects the numbers (unduplicated) of students in online courses. The trend is that students are enrolling in increasing numbers in online courses. To alter perceptions about the nature of online courses, and to foster success, WCC has planned strategies for improved success rates in these courses.

Table 2P1.8: Full-Time and Part-Time Enrollment in Online Credit Courses						
Year	Credit Student Enrollment	Students Taking At Least One Online Course	Students Taking Only Online Courses	% of Credit Students Who Take An Online Course	% of Credit Students Who Are Online Only	% of Online Students Enrolled in Online ONLY
2011	15,529	5459	1735	35%	11%	32%
2012	16,407	5662	1916	35%	12%	34%
2013	16,648	5901	2116	35%	13%	36%
2014	16,473	5897	2173	36%	13%	37%

Once enrolled in a course, besides instructor availability, the Online Learning Department provides service to students and acts as a liaison between faculty and students. The department resolves technology issues and offers general course assistance to students as it relates to the instructional technologies used. In an effort to meet increasing demands for online student services, Online Learning partners with the Counseling, Advising and Transfer Center to offer live chat as a form of communication in addition to email and telephone support. The Counseling Advising and Transfer Center is considering making video chats available to students to address complex issues online.

In addition to assistance offered by TAC (Technical Assistance Center) and faculty designated to online courses, WCC plans on implementing a readiness assessment tool. The intention of the tool is to help determine if the online course is the right fit for the student. The tool would include a resource page/bridge to the college's Counseling, Advising and Transfer Centers to that students can contact a

counselor, or the online learning department for additional information before enrolling in an online course.

TRIO Student Support Services (SSS)

The college's TRIO program, which is funded through the U.S. Department of Education, serves at least 200 students each academic year. Students must meet one or more of the following criteria to receive assistance: low income, first generation, or students with a disability. Students can be referred to the program by a variety of means: counselor referrals, word of mouth, presentations in developmental classes, presentations at NSO, letters sent to low income students identified by financial aid, and students recruited from the TRIO Upward Bound program. Additionally, students must present as having academic need to qualify – tutoring needs; a low success rate in previous classes; ongoing academic risk; or any other parameter determined to be a result of academic struggle. Students apply to the program, are interviewed for needs assessment and a plan is initiated in response to the individual student's needs.

The SSS counselor and advisor meet with their students frequently throughout the semester to determine and assess if the plan is effective, or if it needs to be reevaluated. SSS also provides workshops on a variety of areas to their students such as study skills. Students fill out feedback forms after advising and counseling sessions and after the workshops they attend to determine effectiveness, and for feedback in an effort to improve the service and program for students.

Because this is a grant-funded program, the SSS program is required to file an Annual Performance Report with the federal government that centers on the success of the grant objectives. These objectives include a persistence rate, good academic standing rate, graduation transfer rate and transfer rate. The TRIO SSS program has been successful in meeting the retention goals for their caseload of 200 students, and was recently awarded another five-year, $1.25 million grant to continue their work.

Access Center for Disability Resources

The Access Center for Disability Resources coordinates services to students with both physical and learning disabilities. Services include interpreters, note takers, readers, books-on-tape, specialized testing services, real-time captioning and other assistive technologies. WCC served 775 students during 2013-2014, 667 unduplicated students in credit courses. The largest groups served were 187 students with Attention Deficit Hyperactive Disorder (ADHD), 253 students with learning disabilities, and 160 students with psychological needs.

Deploying non-academic support services to help students be successful (3.D.2).

The college deploys services to meet the needs of a variety of students whether recent high-school graduates, returning adults or lifelong learners. The following services are available to students: Admissions, Athletics, Bookstore, Bursar, Career Development Center, Child Care, Computer Access, Counseling, Advising and Transfer Center, Financial Aid, Fitness Center, Registration and Records, Student Life, Veterans Services Team, and the Waubonsee Café and Coffee Bar. Academic support services are: Academic/Transfer Advising, Adult Education Learning Center (AELC), Access Center for Disability Resources, Learning Assessment and Testing Services, Student Support Services (TRIO), Todd Library, and Tutoring.

Admissions

WCC operates with an open admissions policy. Students can get help with course and program selection at the Sugar Grove, Aurora and Plano Campuses. New students must submit a NSIF and Registration Form in order to have an X-number created. The X-number is the unique student identifier, key to accessing all student systems at the college.

In the 2013-2014 recruitment cycle, Admissions saw a 33% increase in the number of appointments, and a 12% increase in the number of walk-in students at the Sugar Grove Campus. In 2011, the college gained a College Success Advisor position, which was funded through the Title V grant. The College Success Advisor is housed at the Aurora Campus and is focused on working with new students who are Hispanic, low income and/or students transitioning out of GED/ESL programs into credit bearing college-level courses. The table below shows the growth of the number of students seeking walk-in Admissions services at Aurora Campus since 2011. Deploying these services as walk-in versus appointments allowed the Admissions Office in Aurora to be able to keep up with student demand.

Table 2P1.9: SARS Admission Student Traffic Summary (Aurora)						
Recruitment Cycle Year	**Number of Appointments**		**Number of Walk-ins**		**Totals**	
	SG	**AC**	**SG**	**AC**	**SG**	**AC**
2011-2012	358	369	1606	1284	1964	1653
2012-2013	249	121 (-67%)	1425	1843 (+30%)	1674	1964(+ 16%)
2013-2014	167	59 (-51%)	1625	3055 (+66%)	1792	3114 (+59%)

Admissions works with the Access Center for Disability Resources, an academic support service, to hold First Look events for students seeking accommodations. During the 2013-2014 recruitment year, 128 prospective students from district high schools attended these events.

Career Development Center

The Career Development Center features a variety of services aimed at students, alumni and community members. Services include an online job board, individualized job search planning, career coaching, resume writing assistance, and interview skills. Three job fair events were held in 2014-15 at the Sugar Grove, Plano and Aurora Campuses. Employers were at maximum capacity for each event (90 at Sugar Grove, 40 at Plano and 70 at Aurora), and job seeker attendance reached 400, 70 and 330, respectively.

The department also works closely with faculty to coordinate credit-based internships and study abroad programs for the college. Internship liability and legal implications were reviewed between 2013 and 2015 by a team of representatives from several departments, including the Career Development department, Emergency Management and Safety, Student Development, and Finance and Operations. After prioritizing needs, the group sought college legal counsel, which recommended changes to be implemented in 2016.

Students served in 54 internships last year and studied abroad in four countries. Internship sites include: WCC Photography,WCC Ceramics,WCC Auto Body,WCC Community Education, WCC Educational Television and Video Production, State Representative Linda Chapa LaVia's office, St. Paul Lutheran Church, Wesley United Memorial Church, Gremlen Studios, Magnetrol International, MJ and R Auto Inc., Marengo Auto Body and Glass, Caterpillar, The Straits Company, D.R. Speery & Company, XSport Fitness, Rush-Copley Medical Center, FCL Online, Kustom Heating and Cooling, Brian and Sons, Inc., Yorkville School District, Comfort Zone, Disney World Wide Services, Inc., LIFT Aurora, Studstill Media, Progressive Turnings, Smith and Richardson, Oswego Police Department, and Enova.

Counseling, Advising and Transfer Center

Counselors at WCC provide academic, career and personal counseling and counseling services are available at all four campuses. Appointments are required for transcript evaluation and career counseling. Academic counselors also assist students in choosing a major, understanding the transfer process and selecting courses for upcoming semesters. The SARS intake software is used to track counseling and advising service dates and session notes and facilitate seamless advising across departments and campuses. This software meets with the college's needs in terms of privacy guideline compliance. Career

counselors offer classes, workshops and career inventories to assist students in determining a career to pursue in conjunction with the Career Development Center. Beginning in 2012, the college implemented a three-stage model for academic probation based on increasing intrusive intervention. A full-time Academic Intervention Advisor case manages the probation student population.

Academic Early Alert and Grades Check

The Counseling, Advising and Transfer Center also reaches out to faculty at various points during the semester to encourage them to share information and/or concerns related top the academic progress of their students. The chart below denotes faculty participation, the number of reports submitted by faculty abnd the number of students identified during each outreach campaign for the Fall 2014 and Spring 2015 semesters.

Table 2P1.10 Academic Early Alert						
Fall 2014			Spring 2015			
	Early Alert*	SSS/STAR Grade Check 12th Week**	SSS/STAR Grade Check 12th Week	Early Alert*	SSS/STAR Grade Check 12th Week**	SSS/STAR Grade Check 12th Week
# of Faculty Reporting	97	76	84	87	104	102
# of Responses from Faculty	703	229	397	495	306	366
#of Students Reported	671	130	157	483	192	218
*Early Alert Outreach Tartget is all students enrolled in credit classes.						
**Grade Check Outreach is limited to students in the TRIO/SSS and STAR programs						

Program Review

The goal of Program Review is to ensure that students are making succesful progress toward degree completion. All students must, upon completion of 24-48 hours, meet with a counselor or advisor prior to registration for the subsequent term. Figure 2P1.3 highlights the discussion items covered during the face-to-face Program Review session.

Figure 2P1.3 Counseling, Advising and Transfer Center Checklist Discussion
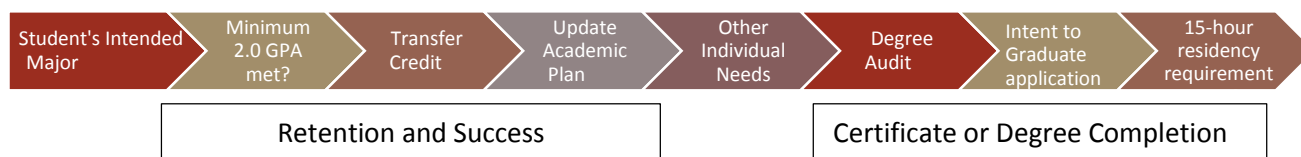
Waubonsee also participates in the Illinois Articulation Initiative (IAI), which eases the transfer process among many Illinois colleges and universities. Counselors provide guidance and information on the transfer process, mapping out preparatory steps for students to complete each semester. To make transfer information accessible, WCC hosts an annual College Night. Representatives are also invited on campus during the academic year to provide information to students and Exploring Majors Fairs are offered to students to help them decide on areas of study.

One-on-one confidential counseling is available for students who want to talk about personal concerns. WCC counselors adhere to the American Counseling Association Code of Ethics. A recent addition to these services is the Waubonsee Talk Line, which is available to students twenty four hours a day, seven days a week.

Student Life

Student Life enhances students' educational experience by providing opportunities for them to connect, engage, and develop leadership skills through quality programs and services that include: Student Organizations, Cultural/Arts Organizations, Honor Societies, and Student Government. Student Life, under the direction of the Vice President for Student Development, is the center for the college's LEAD Initiative (also an AQIP Action Project) to increase civic engagement among students. Between August 2013 and April 2015, student club/organization service activities have engaged a total of 352 students in civic engagement activities. This initiative includes institutionalizing a semi-annual Day of Service, where organized teams of students perform volunteer tasks to support various non-profit organizations in WCC's communities.

Veterans Support and Resources

Three full-time employees are designated specifically to help with veterans' needs: the Transfer/Veterans Advisor, the Financial Aid Veterans Coordinator and the Financial Aid Advisor (the Veterans Services Team). The Veterans Services Team has developed, implemented and continues to improve services in accordance to the "Executive Order on Principles of Excellence for Military Tuition Assistance and Veterans Education Benefits Programs", an executive order issued by President Obama on April 27, 2012 to establish "Principles of Excellence to strengthen oversight, enforcement, and accountability" with respect to the Post 911 Veterans Educational Assistance Act of 2008 (Post 9/11 GI Bill) and the Department of Defense's (DoD) military assistance program. This directive sets forth guiding principles for educational institutions who receive funding from military tuition and veteran education benefits programs. As a result of this Executive Order, several key processes have been implemented including the creation of a *Veterans Services Handbook* and a *Veterans Service Guide* available on a specific veteran's page on the college's public website. WCC maintains a Veterans Club.

WCC has also signed the DoD Voluntary Education Partnership Memorandum of Understanding (MOU). Institutions participating in the DoD Military Tuition Assistance program must comply with the requirements set forth through the MOU. Members of the WCC Veterans Services Team are continually striving to stay current with the MOU requirements and on Veterans Administration, federal and state compliance requirements to ensure best practices and policies are being followed. WCC participates in Illinois Joining Forces on Prior Learning Assessment/Military Credit, Veterans Affairs (VA) Education benefit training programs, NASFAA, IHBE and state financial aid training opportunities.

Ensuring staff members who provide non-academic support services are qualified, trained and supported (3.C.6).

Hiring processes for identifying required credentials and skills vary slightly based on the type of position being filled. The college's core values and learning-centered commitment provide the guidelines for the values expected by all employees. Opportunity for professional development is available through a variety of means including: workshops; reimbursement for full-time faculty and staff for approved WCC courses; approved non-WCC courses, conferences and seminars; annual orientation programs; and training offered by the CTLT, including the Leadership Academy.

The following table spotlights Student Development, the unit at WCC providing the bulk of non-academic support services to students. Staff and administrators join the college with essential credentials and are supported to maintain the skills and insights required in their professions. They attend conferences on an annual basis, maintain professional memberships, remain certified and participate on community boards to liaise with communities in the district. The following table represents a sample of the many professional activities in which Student Development is involved.
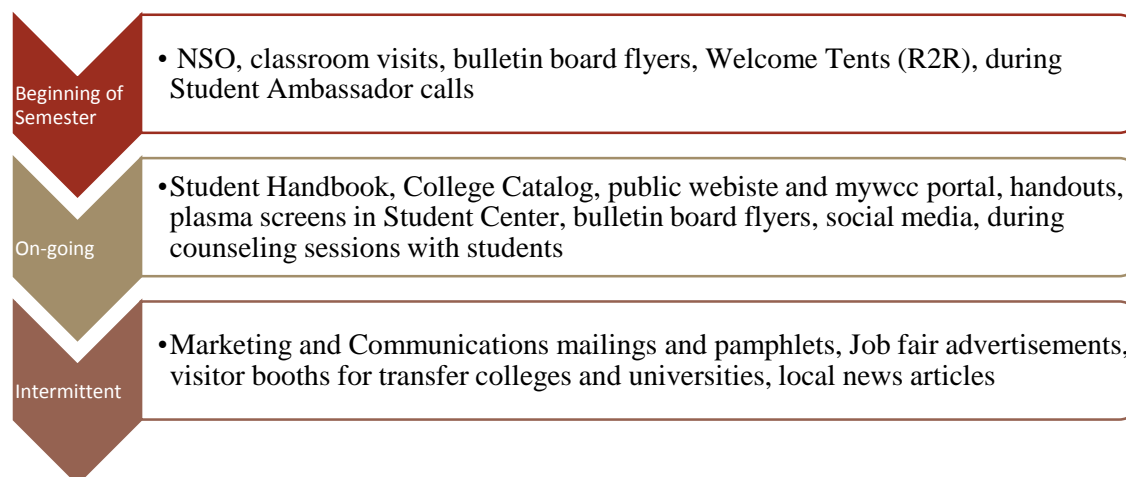
Table 2P1.11: Sample of Student Development Professional Activities		
Professional Membership	**Conference Attendance**	**Community Boards**
American Counseling Association (ACA)	Midwest First-Year Conference	East Aurora High School Community Advisory Committee
American College Counseling Association (ACCA)	National College Testing Association Annual National Conference	IACAC Inclusion, Access and Success Committee
Council for Opportunity in Education (COE)	IDHHC Interpreter Conference	Roots Aurora Steering Committee
Illinois Academic Advising Association	COE Annual Conference	Yorkville Community Unit School District N. 115 Educational Foundation
Illinois Association of Collegiate Records and Admissions Officers	National Association of Collegiate Directors of Athletes	The African American Heritage Advisory B0ard (City of Aurora)
Illinois Community College Career Services Professionals Association	National Association of Two-year College Athletic Association	Oswego Optimist Club
Illinois Consortium of Community International Studies and Programs	Unites States Sports Specialty Association	Aurora Legion League
National Alliance for Partners in Equity	Illinois Association of Student Financial Aid Administrators	Sugar Grove Chamber of Commerce and Industry
National Association of Social Workers	Association of Veterans Education Certifying Officials	Gamma Phi Omega-Phi Alpha Alumnae Chapter Scholarship Board
National Association of Workforce Development Professionals	National Association of Veteran's Program Administrators	ALTRUSA
College and Career Readiness Summit	Illinois Association of Collegiate Registrars and Admissions Officers	Mutual Ground Volunteer
American Association of Collegiate Registrars and Admissions Officers	Illinois Community College Admissions and Records Officers Organization	PADS Volunteer
Illinois Association of Student Financial Aid	American Counseling Association	Aurora Legion League
National Association of Veterans' Programs	Association on Higher Education and Disability	Somonauk Jr. Women's Club
NASFA: Association of International Educators	Illinois Academic Advising Association	Quad County Urban League
National Associaiton of Colleges and Employers	Midwest Bisexual Lesbian Gay Ally College Conference	Fox Valley United Way

Communicating the availability of non-academic support services (3.D.2).

The college makes use of a wide range of communication methods to communicate the availability of non-academic support services to students. Increasingly, social media strategies are employed to reach students where they seek to access information. For one-on-one communication, Campus Services staff at each of the college campuses, act as welcome stations and information desks. Specially trained staff answer questions and disseminate information Monday-Thursday from 7 a.m. - 8 p.m. and Fridays from 7

a.m. - 4:30 p.m. All new hires of the college participate in a campus orientation tour through New Employee Orientation to familiarize employees with campus departments so that everyone serves as ambassadors for college stakeholders.

Figure 2P1.4 Communication Strategies

Beginning of Semester	• NSO, classroom visits, bulletin board flyers, Welcome Tents (R2R), during Student Ambassador calls
On-going	•Student Handbook, College Catalog, public webiste and mywcc portal, handouts, plasma screens in Student Center, bulletin board flyers, social media, during counseling sessions with students
Intermittent	•Marketing and Communications mailings and pamphlets, Job fair advertisements, visitor booths for transfer colleges and universities, local news articles

Selecting tools/methods/instruments to assess student needs.

The college uses several tools to assess student needs. WCC administers the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). In fall 2015, the college is piloting the Survey of Entering Student Engagement (SENSE) based on feedback received from the Foundations of Excellence® process. Other methods include: using specific service surveys administered after counseling sessions or other student/staff interactions; academic goal planning; engaging students in Focus Groups (FoE, Vision 2050); having students participate as members of on-going committees; tracking students' academic probationary status; soliciting student feedback after events; soliciting suggestions on services, such as the use of the Comment Card in the Waubonsee Café; monitoring social media postings from students; and reviewing course and event evaluations. For example, the Admissions Department asks for student feedback after they finish their first registration process via E-RAP. Surveys are also distributed at NSO and at Parent's Night and Noche Para Padres events.

Assessing the degree to which student needs are met.

WCC uses a variety of student surveys to gain feedback on student needs. Most recently, the college's Foundations of Excellence® AQIP Action Project gathered targeted recommendations about the needs of first-year and transfer students. The college is currently implementing many of the recommendations that were discussed during that process, and within the next two years will determine if the survey should be administered again to determine if gains were made in specific areas.

2R1: What are the results for determining if current and prospective students' needs are being met?

Admissions tracks enrollments and compares the numbers of in-district enrollees against the number of in-district prospects to get an idea of the proportion of students that WCC is attracting.

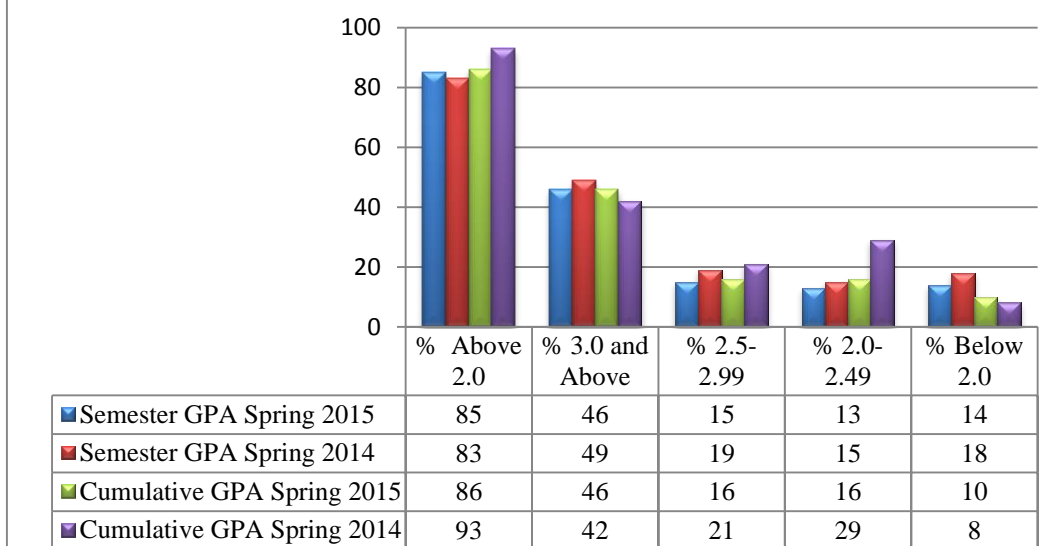| Table 2R1.1: Recent High School Graduate Enrollment Statistics			
	In-District Prospects	**In-District Prospects Enrolled**	**Percent of In-District Enrolled**
Fall 2011	4345	1187	27%
Fall 2012	4734	1207	25%
Fall 2013	4851	1193	25%
Fall 2014	4921	1118	23%

Students at NSO sessions are asked to fill out a survey regarding their experience with the E-RAP module. On a scale of 1-6, with 1 being most helpful and 6 being the least helpful. Likewise, breakout sessions during NSO are ranked in a survey by participating students. Student feedback plays a vital role in shaping the new student orientation experience. Another measure is that students are tracked as they move through stages of the Students on Academic Probation (SOAP) model. Their GPA is monitored and compliance with other prescribed conditions while on probation is tracked.

Headcounts are tracked for event attendance and services rendered, such as at R2R events. As of spring 2015, R2R has served more than 2,900 students, connecting them with more than 50 staff and faculty volunteers. At the fall 2014 Welcome Waubonsee Tent, R2R distributed 1,700 "one-sheet" fact-packed information fliers to students at all four campuses.

Figure 2R1.1 highlights a GPA comparison for STAR athletes from spring 2014 to spring 2015. Between January and May 2015, an average of 51 students per week attended study hall, a decrease from an average of 67 attending study hall during this time period last

Figure 2R1.1: STAR Athletes GPA Comparison

	% Above 2.0	% 3.0 and Above	% 2.5-2.99	% 2.0-2.49	% Below 2.0
Semester GPA Spring 2015	85	46	15	13	14
Semester GPA Spring 2014	83	49	19	15	18
Cumulative GPA Spring 2015	86	46	16	16	10
Cumulative GPA Spring 2014	93	42	21	29	8

year. Note that 93 students were exempt from study hall during the spring 2015 semester for obtaining a grade point average of 3.0 or higher after the fall semester, which accounted for over 45% of WCC's continued active student-athletes and resulted in the drop in study hall attendance. The number of student-athletes exempt from study hall at this time last year was 78.

The Noel-Levitz Student Satisfaction Inventory (SSI) survey is administered every other spring semester to gain insight into the holistic student experience. Students rate importance and satisfaction using a seven-point Likert-type scale. This survey measures student satisfaction with the following dimensions: Academic Counseling and Advising Effectiveness, Admissions and Financial Aid Effectiveness, Campus Climate, Campus Service, Instructional Effectiveness, Registration, Safety and Security, and Student Centeredness.

Figure 2R1.2: SSI Results - Student Satisfaction WCC v. National Group Means in FY2015
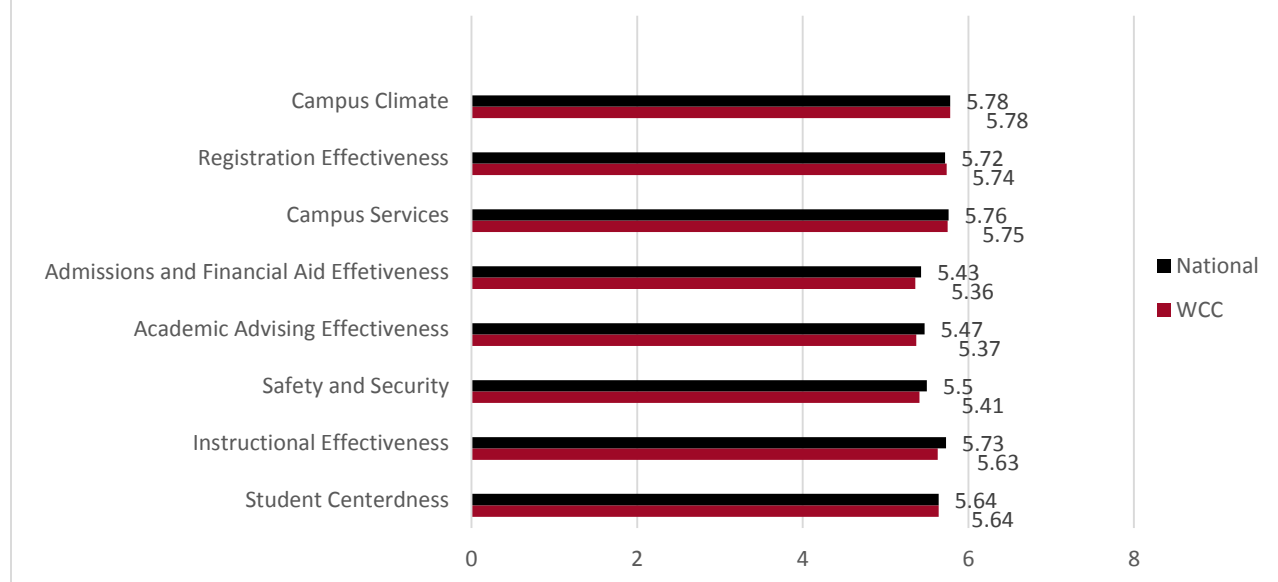
Recruitment targets for fall 2014, stated earlier in this section were met or exceeded as follows:
- Admission enrolled 1,539 new credit-level students (an increase of 4%).
- Admissions enrolled 1,400 traditional-age students (an increase of 4%).
- Admissions enrolled 491 Hispanic/Latino students (an increase of 11%).
- Admissions enrolled 117 African American students (an increase of 16%).

The TRIO SSS program routinely surveys students served to determine if their academic advising needs are being met.

Table 2R1.2: 2014-2015 TRIO SSS Survey Results				
Survey Questions	**Student Response Academic Advisor I**		**Student Response Academic Advisor II**	
	Yes	**No**	**Yes**	**No**
Did the academic advisor discuss with you what you wanted to discuss?	15		19	
Did you feel at ease and that you were treated with respect?	15		19	
Did you feel that your sessions helped you reach your financial/personal goals?	15		19	
Did the academic advisor clearly communicate her ideas?	15		19	
Did you feel comfortable communicating your ideas/concerns to her?	15		19	
Did she seem knowledgeable of the topic discussed?	15		19	
Did you feel the information shard with the academic advisor would be treated confidentiality?	15		19	
Were you generally satisfied with your sessions?	15		19	

In addition to these results, the following are two recorded samples of the positive comments from students with regard to their interactions with academic advisors during counseling sessions. There were no negative comments to report.

➢ *"I felt very comfortable expressing my ideas, and I was treated with respect. I feel like I'm not afraid to discuss everything with her."*

> *"Everyone is great and so helpful. Helped me get on the right track with my classes. Give them all raises!!"*

In addition to advising surveys, SSS students are given an evaluation form after each workshop that uses a Likert scale and areas where they can provide additional comments. Also as part of the SSS program, at about three weeks from the end of the semester, students provide the Tutor Coordinator and Program Manager Satisfactory/Unsatisfactory feedback responses on their tutoring sessions. Student are also given an opportunity to provide feedback for areas of potential improvement of advising sessions.

2I1: Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

In the analysis of high school outreach, there were no significant changes to overall numbers from the college's district feeder schools. However, certain high schools moved within their ranking tiers, but not across the primary, secondary and tertiary tiers in terms of the number of students recruited from the various high schools. Admissions did target high schools whose WCC enrollment numbers declined more than five percent. For Yorkville High School, Oswego East High School, Aurora Christian High School, Somonauk High School and Plano High School, additional onsite visits were conducted to provide information on WCC enrollment along with outreach to guidance counselors, getting started presentations for students, and participation in College Fairs and panel discussions.

For on-campus recruitment events, the feedback has been very positive. The most common suggestion was to allow students more opportunities to speak with current WCC students during Experience Waubonsee, a valuable suggestion taken into consideration for event planning. Feedback also recommended that a session be held for generic "college 101" information as well as WCC-specific information, so separate breakout sessions were formed. For students interested in a CTE program, the goal is to make these sessions a more hands-on experience and to find additional outreach avenues to target adult students for these programs. For parents' events, "Financing the Future" has been the most popular session and attendees have notably appreciated one-on-one time with advisors.

The E-RAP Evaluation Ranking survey indicated a significant shift in the topics that students find most helpful during orientation. Current topics of high importance are finding out about student services available and academic program requirements. The least important aspect of orientation has become registering for classes and making a payment. For NSO breakout sessions, student feedback in fall 2013 indicated a strong desire to have a campus tour. Also, the Diversity/Intergroup Dialog activity was made into an icebreaker activity. Due to student's personal experiences and points of view, it is often the case that WCC receives positive and negative feedback on the same event or session, i.e. "I loved it all. I learned so much about what to expect in college and I am more excited than ever;" and "I disliked the group discussions because they were too personal for my level of comfort." The college's goal is always to process all the feedback received and create options that allow students to learn the necessary information while encouraging their participation.

The college's Foundations of Excellence® AQIP Action Project yielded over 120 action items that the college has been working on since 2013. Many recommendations, by staff and students, have been institutionalized or are in progress.

First-Year Recommendations Include:

> Strengthen Student Ambassador Program (in progress)
> Administer a Child Care survey (complete)
> Establish better degree and certificate tracking systems/procedures (in progress)

> Create a New Student Online Orientation module (in progress)
> Provide SafeZone training (completed)
> Implement a New Student Convocation (planning in progress)

➢ Enhance communication about the student mywcc portal (ongoing)

➢ Exit interviews for students who drop all classes (in progress)

➢ Enhance communication about Blackboard (ongoing)

Transfer Student Recommendations Include:

➢ Expand Major Decisions activities (ongoing)
➢ Provide outreach to long-term non-completers (completed/ongoing)
➢ Make College and Career Readiness information more accessible (in progress)
➢ Create a Transfer Guide for the Top 20 Majors/Top 20 Schools (in progress)

➢ Implement a user-friendly degree audit system' (in progress)
➢ Create a student transfer questionnaire (in progress)
➢ Establish a transfer portal on the college website (in progress)
➢ Expand the use of the National Student Clearinghouse database (in progress)

As a result of these discussions, several departments within Student Development were re-named in July 2015 to improve communication with students and ensure that they can better utilize the services offered by these areas.

- Counseling, Career and Student Support (formerly known as Counseling and Student Support)
- Access Center for Disability Resources (formerly known as Access Center for Students With Disabilities)
- Career Development Center (formerly known as Career Services)
- Counseling, Advising and Transfer Center (formerly known as Counseling Services)
- Learning Assessment and Testing Services (formerly known as Center for Learning Assessment)

In addition, Student Activities was changed in 2014 to the Office of Student Life to enhance student leadership skills, promote civic engagement, and strengthen peer-to-peer connections and lateral learning.

2P2 Retention, Persistence and Completion

Collecting student retention, persistence and completion data (4.C.2, 4.C.4).

The focus on retention, persistence and completion is the purpose of the Strategic Enrollment Management Plan (SEM), which has been in place for several years. In January 2012, President's Cabinet determined that the SEM plan needed a broader scope to examine enrollment trends. As a result, a SEM Committee was formed which includes representatives from the areas of enrollment management, marketing and instruction. With the help of the ADVANCE data warehouse and the ability to drill down into data, the team posed the following question: "*How are students who came back to WCC different from those who left and did not return?*" The Attrition Project resulted from a need to investigate a decline in enrollment from fall 2012 to fall 2013, so Enrollment Management and Institutional Effectiveness worked collaboratively to determine what data could be analyzed to address this issue. As a result of this analysis, enhanced marketing strategies and outreach efforts have been woven into the routine practices of Enrollment Management.

Determining targets for student retention, persistence and completion.

The Project Graduation AQIP Action Project, which was completed in 2013, institutionalized several practices related to retention, persistence and completion. Between 2010 and 2020, WCC needs to

produce 17,460 graduates to meet the college's share of President Obama's goal of five million additional graduates by 2020. Those targets are reviewed annually to ensure that the college is making progress towards that goal. Additionally, each year, Student Development provides an update on the college's efforts towards increasing the number of graduates. Using the Center for Community College Student Engagement (CCSSE) special initiative, *A Matter of Degree, Practices to Pathways,* and *High-Impact Practices for Community College Student Success* to guide its principles, WCC has designed practices around: providing students with a strong start; designing clear and coherent pathways; integrating support; having high expectations and high support; promoting intensive student engagement; and designing for scale and professional development. These principles also reflect the work of the Foundations of Excellence® self-study process in which the college was engaged. A Student Development Plan exists to evolve promising practices that increase graduation rates. The design principles are divided into Planning for Success, Initiating Success, and Sustaining Success. Many details of the Student Development Plan are interwoven into the narrative of Categories One and Two and involve several areas of the college.

To focus explicitly on fall-to-fall retention, the Attrition Project examined a group of students who were at WCC in the fall of 2013 and then did not return to the college in the fall of 2014. To be included in the study, the students had to meet the following conditions: be enrolled in at least one credit course; not have earned a degree in the previous spring or summer term; and not have transferred to another institution in the previous spring or summer term. IE looked at five cohort years to ensure that the study was not finding an anomaly in one year of data. The goal was to find conditions that predicted student retention so the college was looking for something that indicated a trend during those five cohort years. For students in these cohorts, the study determined if they enrolled for at least one credit course in the following fall semester. Spring and summer term enrollment were not considered factors. Once the students in those cohort subgroups were identified, the conditions under which they returned were uncovered from the data. These conditions were used as predictive factors to determine students most likely to return to WCC to persist in their completion journey. Table 2R2.3 shows the initial cohorts and their return progressions across five successive fall enrollments.

Analyzing information on student retention, persistence and completion.

Multiple regression tests were performed against the fall cohort groups in the Attrition Project. The following conditions were analyzed to isolate the caveats of each that influence retention at WCC: completed credits, spring enrollment, summer enrollment, cumulative GPA, cumulative semesters attended, cumulative attempted credits, start of term retention status, high school attended, and full- or part-time   status.

Meeting targets for retention, persistence and completion (4.C.1).

The next step in the Attrition Project will be to take the indicators of student success and target interventions around them. From there, WCC will be able to define and track targets for retention and persistence. WCC is in the process of deploying an institutional dashboard that will focus on retention and persistence metrics, as a result of this work and the development of the ADVANCE data warehouse over the past three years. Graduation and completion targets are set based on the guidelines from the ICCB which means that WCC needs to produce 17,460 graduates before 2020. From 2010 to 2015, WCC produced 11,575 graduates with a remaining 5,885 graduates needed over the next six years.

Selecting tools/methods/instruments to assess retention, persistence and completion (4.C.4).

One of the goals of the Title V grant, Removing Barriers to Student Success, was the development and implementation of a new, three-stage probation model. The SOAP (Students on Academic Probation)

model is coordinated by the Academic Intervention Advisor who oversees the program and facilitates communication with the other counselors and advisors. The SOAP program focuses on students who receive less than a cumulative 2.0 GPA. The new SOAP stages are: 1) *Academic Caution:* the student is required to meet with a counselor/advisor and develop a Student Success Plan before registering for the next semester; 2) *Academic Warning:* student must attend a Student Success Workshop and update their Success Plan; and 3) *Academic Restriction:* If for a third semester the student's cumulative GPA is below a 2.0, an Academic Restriction hold is placed on their record. The student is limited to registering for a maximum of 3 credit hours. A one-on-one meeting with the Academic Intervention Advisor is required to approve course options and create a revised Success Plan. Students are tracked through the SOAP stages and when they are taken off of probation using the ADVANCE data warehouse.

Figure 2P2.1 SOAP Model
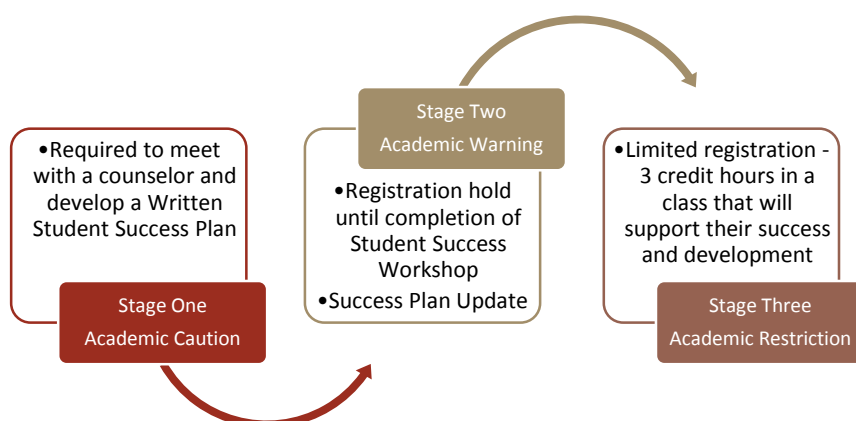
In addition, the college's Attrition Project data was used to identify attrition/retention patterns and subsequently to target student groups for special mailings to remind and encourage students to register for courses. It was a successful pilot and those targeted marketing practices are now used as a regular part of the semester enrollment planning and marketing strategy.

WCC collaborated with Northern Illinois University (NIU) to develop a Reverse Transfer Memorandum of Agreement (MOA), which is an innovative approach to completion. The MOA was implemented effective fall 2012. Discussions for other similar agreements are underway with other four-year institutions. Another approach to completion was to review and revise associate degrees. In order to facilitate degree completion, several degree programs underwent a thorough review and revision process. Additionally, the college implemented an automated system for identifying and awarding simple certificates that have been earned by students.

2R2: What are the results for student retention, persistence and completion?

The college tracks degrees and certificates awarded each academic year. Table 2R2.1 shows the number of degrees/certificates (graduation totals) for years 2009-2015.

Table 2R2.1: Completion Targets and Totals – WCC Goal is 17,460 Completions by 2020			
Year	**Yearly Completion Target***	**Annual Completion Total**	**Percent Exceeding Yearly Target**
2020	1,851		
2019	1,798		
2018	1,745		
2017	1,693		

2016	1,640		
2015	1,687	2,187	29%
2014	1,535	1,821	18%
2013	1,482	2,026	36%
2012	1,429	2,411	68%
2011	1,376	1,628	18%
2010	1,324	1,513	14%
2009	1,271	Base Line Year	

The following SOAP statistics are based on a comparison of student probationary status in fall 2013 and fall 2014. Probationary status is based on fall grades.

Table 2R2.2: Students on Academic Probation – Fall 2013 and 2014
Fall 2013 Probationary Students
Unduplicated headcount for credit enrollment: 9,875 **Total students on probation: 1,243 (13% of total enrolled students)**
➢ 222 transitioned from academic probation to good standing ➢ 178 demonstrated academic improvement but did not increase their cumulative GPA to 2.0 (15% of probationary students) ➢ 277 did not demonstrate academic improvement (22% of probationary students) ➢ 788 transitioned from good standing to academic probation (63% probationary students)
Fall 2014 Probationary Students
Unduplicated headcount for credit enrollment: **9,905** **Total students on probationary: 1,185 (12% of total enrolled students)**
➢ 230 transitioned from academic probation to good standing ➢ 212 demonstrated academic improvement but did not increase their cumulative GPA to 2.0 (18% of probationary students) ➢ 240 did not demonstrate academic improvement (20% of probationary students) ➢ 733 transitioned from good standing to academic probation(62% of probationary students)

The following chart illustrates data from the IPEDS Graduation Rate Survey. Cohorts are for first-time, full-time degree seeking students entering in the fall term (or continuing in fall if they started in the previous summer).

Figure 2R2.2 Graduation Rates – Fall Entering Cohorts between 2007 and 2011
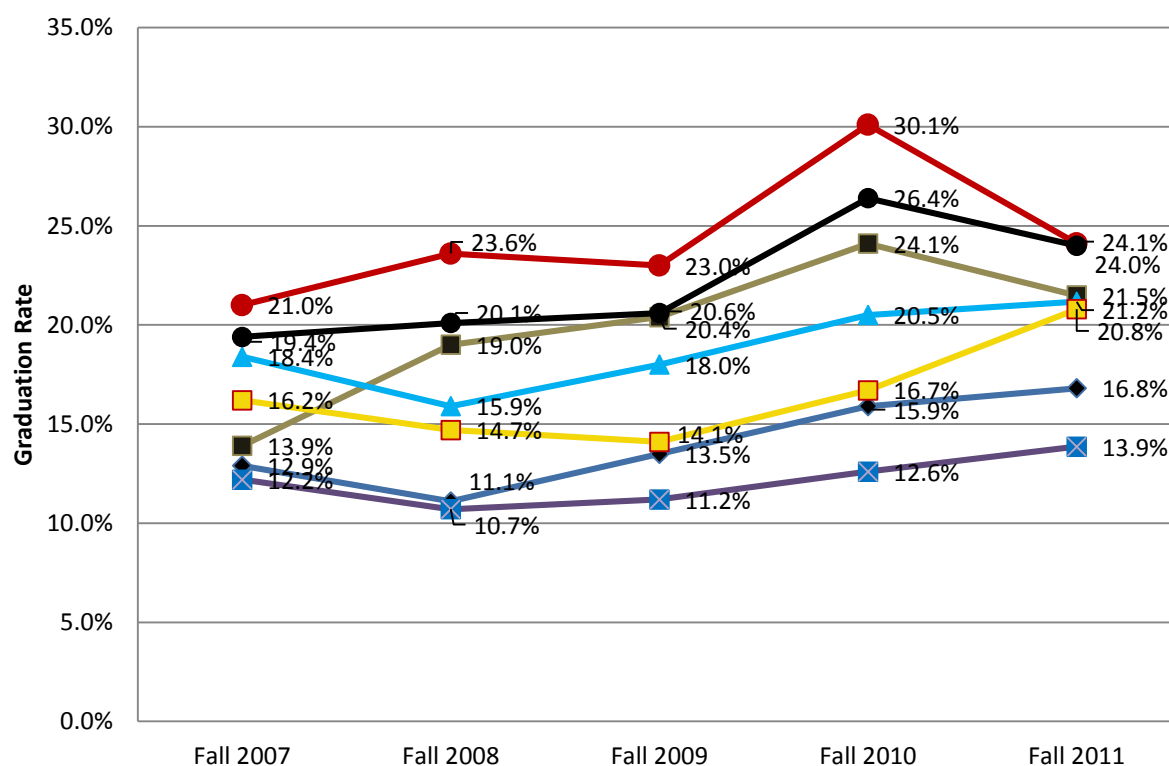
* WCC and ICCB are included on all charts for ease of comparison. WCC's FTE for the 2013-2014 time period was 7,454. Colleges represented are 2-year public illinois colleges with an annual FTE greater than 10,000 in 2013-

COD Total   Harper Total   Moraine Total   Joliet Total

CLC Total   WCC Total   ICCB Total

The results of the Attrition Project, which tracked student cohorts from an initial enrollment term through five successive fall terms, showed the following results.

Cohort	Initial Term	Fall +1 Enrolled	Fall +2 Enrolled	Fall +3 Enrolled	Fall +4 Enrolled	Fall +5 Enrolled
Table 2R2.3: Fall 2013 Attrition Project Results						
2008/2009	100.0% (n = 6088)	55.4% (n = 3374)	32.5% (n = 1981)	19.8% (n = 1206)	12.0% (n = 731)	8.0% (n = 487)
2009/2010	100.0% (n = 6711)	56.3% (n = 3778)	31.9% (n = 2143)	18.6% (n = 1250)	11.5% (n = 770)	
2010/2011	100.0% (n = 6536)	56.8% (n = 3714)	31.1% (n = 2034)	17.6% (n = 1151)		
2011/2012	100.0% (n = 6687)	55.1% (n = 3684)	30.0% (n = 2008)			
2012/2013	100.0% (n = 7322)	54.6% (n = 3999)				

After further analysis of characteristics of returning versus non-returning students, the following differences were determined: returning students have more completed credits during the cohort period; attend during the spring term; attend during the summer term; have a higher cumulative GPA; have more cumulative semesters completed; are from the top twenty feeder high schools; and are continuing students (as compared to new) in the initial fall semester. Conversely, non-returning students have more attempted credits (versus completed credits); are from WCC feeder high schools, from unknown high schools or from a foreign high school; are GED completers, are identified as a stop-in (as compared to a new student) in the initial fall; and are full-time (compared to part-time) in the initial fall term.

2I2: Based on 2R2, what, improvements have been implemented or will be implemented in the next one to three years? (4.C.3).

The Student Development Plan to Increase Graduation outlines many opportunities for growth. A new Customer Relationship Management (CRM) system is implemented which will support the strategic marketing and enrollment engagement strategies that WCC has been developing over the past two years. Other examples include: increased leadership development opportunities and Adult Education Transition Advisors added to the college to assist students who are transitioning specifically from ABE/GED/ESL classes to college credit coursework. As mentioned, the SOAP model was implemented in fall 2012 and has led to enhanced data analysis of students on probation. The following trends are encouraging and will lead to further cohort tracking and analysis:

- Fall-to-Spring retention rates have increased for probation students.
- Fall-to-Fall retention rates have increased for probation students.
- Summer enrollment rates have nearly doubled among probation students.
- It appears that students are coming off probation SOONER than in the past.

In the spirit of continuous improvement, WCC is working to identify an "ability to benefit" group in order to better leverage resources to significantly improve the number of students moving off of probation. Further analysis with the ADVANCE data warehouse system is underway.

Overall, the attrition patterns that emerged from the study indicate that early intervention is critical to retain students since the majority of student losses occur following the fall term. Enrollment in spring and summer terms is a predictor of continued enrollment in the following fall term. Student success, defined by GPA and course completion is also an important predictor of retention. Students from the top 20 WCC schools are more likely to return. New students and Stop-In students are more at risk. Being enrolled full-time by itself does not predict retention of and by itself. Completion of credits appears to be a key factor of retention at WCC, not the number of hours attempted to complete.

As a result of the attrition study findings, groups of non-returning students were identified to target in an early intervention marketing strategy. Postcards were sent to these groups of students with varying messaging encouraging them to register. The "other" group includes non-returning students not specifically targeted in one of the other groups.

Figure 2R2.3: Non-Returning Student Targeted Marketing Results for Fall 2014 Registration
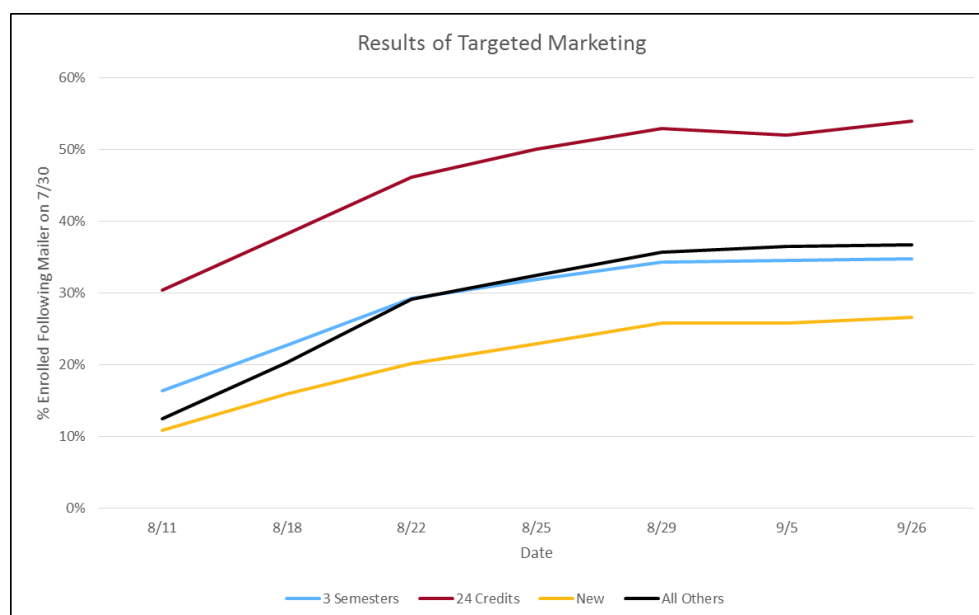
This enhanced focus on student success and retention shaped the college's most recent Title V Grant: Improving Student Success, Completion and Time to Degree. The objectives of this grant, which was just approved for funding by the Department of Education, are: 1) close the achievement gap between Hispanic learners and non-Hispanic learners; 2) increase the number of degrees and certificates awarded to Hispanic and low-income students by 8.9%; 3) increase the proportion of first-time, degree-seeking Hispanic and low-income students who graduate within 150% of normal time to completion; and 4) improve the quality of online courses and student success rates in online courses. WCC is working with Civitas Learning to implement a predictive analytics tool, called Illume. WCC intends to hire four Success Coaches to develop a strong case management program with 800 at-risk students per year. The Success Coaches will be located in the Student Center at the Sugar Grove Campus and with the other student services staff at the Aurora Campus, assuring regular face-to-face contact with their student cohorts in addition to planned electronic communications. This grant begins on October 1, 2015 and will be funded for five years.

2P3 Key Stakeholder Needs

Determining key external stakeholder groups (e.g., alumni, employers, community).

WCC's mission dictates the wide variety of external stakeholders we serve, including alumni, local employers, community members, donors and legislators. The college has an External Engagement Team charged with managing relationships with key external stakeholders. This team reports directly to the President. Internally, stakeholders include students and employees. The Student Development unit also works with key external stakeholder groups. Some examples include the Admissions Department who work with high school outreach/recruitment. Another example is the unit's involvement in developing internship opportunities for students. The Director of Governmental and Multicultural Affairs, a direct report to the President and chair of the External Engagement Team, manages WCC's relationships with government officials and entities, and leads the integration and coordination of external activities for the college.

Determining new stakeholders to target for services or partnership.

One of the key methods for determining new stakeholders and partners that might need to utilize WCC's services or partnerships comes from the relationships built by the External Engagement Team. The Assistant Vice President for Workforce Solutions and Community Education and the Dean of Workforce Development are connected with area business and industry leaders to determine individualized training for their employees. For example, a local Wrigley plant is adding new equipment and services to their plant, and employees are being trained in the use of the new equipment at WCC. Staff also respond to requests from the community for programming, and call on local businesses as prospective users of college services.

On the credit side, the Transfer and Developmental Education Division manages four-year college and university partnerships and the college's high school partnerships program. WCC has partnered with fourteen higher education institutions on articulation agreements, dual degree programs, and pathway initiatives. The CTE division collaborates with program advisory groups for program development, and with VALEES to develop new potential stakeholders.

Meeting the changing needs of key stakeholders.

Determining changing stakeholder needs is an important, ongoing effort at WCC. Workforce Development staff work with major employers and new businesses in the district to determine training needs. Some of the businesses that have partnered with Workforce Development at WCC over the past two years are listed in the table below:

Table 2P3.1: Workforce Development Partner Businesses		
Advance Disposal	Iron Workers Local #393	Premier Dental Center
Armour Eckrich - John Morrell Food Group	Lily Corporation	Samuel Strapping
ASK Products	Menasha	Shoor Packaging
Aurora Township	Messenger Public Library	Suncast Corporation
CENTA Corporation	Met-L-Flo	Tri-Com Central Dispatch
City of Geneva	Miner Enterprises	Two Rivers Head Start
Fox Valley Park District	Painters District Council #30	Valley Fastener
GRIEF, Inc.	Pentair	VIA
Heartland Bank and Trust Company	Philips Healthcare	VIM Recyclers
Illinois Mathematics and Science Academy (IMSA)	Plano Synergy	Wrigley Manufacturing

Career Development staff work with local employers to provide internship opportunities for students and by offering job fairs to match employers with potential employees. The Career Development Center also offers training for students and community members on how to be an effective job seeker. The Small Business Development Center (SBDC) serves 75 client cities in WCC's district area and continually responds to request for assistance with new businesses. The SBDC offers essential management, marketing and financial counseling. A Business Plan Start Up Guide is made available to those who seek assistance. The manager of the SBDC was recognized in September 2014 for achievements at fostering success and growth among small businesses in the region and for work to promote the cause of SBDCs across the state. The manager was also selected as Illinois' 2014 State Star by America's SBDC, a network of SBDCs across the U.S., during the America's SBDC Annual Conference in Texas.

The Advancement Office works with WCC and Foundation board members and academic deans to determine scholarship needs and to provide the means for connection with students through scholarship support. Table 2P3.2 highlights WCC's key stakeholder groups and the processes used to keep informed of changing needs.

Table 2P3.2: WCC's Key Collaborative Relationships	
Organization/Agency	Collaboration Description
Local K-12 systems	• dual credit/enrollment programming • vocational program articulation through VALEES • joint staff development activities through VALEES • internships/practicum for Education majors • career fairs in collaboration with the K-12 systems and VALEES • development of new field trip programming and school assembly programs through the Community Education Department • Profession-specific career awareness events in collaboration with manufacturers and economic development commissions
Higher Education Collaborations	• Illinois Articulation Initiative • individual articulation and transfer agreements • college/university advisory board participation • community college chargeback system • community college cooperative agreements for out-of-district tuition waivers • shared distance learning systems • sub-contracting of employer services to other local higher education entities • shared internship opportunities • shared career/job websites with other community colleges • Illinois Community Colleges Online • truck driver program and truck driver safety • Northern Illinois University regional economic development partnership
Business Community	• apprenticeships/internships/job shadowing in partnership with local employers and local unions • service learning partnerships • custom training • training grant support • Small Business Development Center services • referral to the Federal Procurement Technical Assistance centers • Soft Skills training through the Kane County Department of Employment and Education • career services to employers and job seekers through job postings, resume postings and job fairs • targeted scholarship programs • career and technical education program advisory committees
Economic Development and Chambers	• Driver Safety Program with 16th Judicial Court and three county clerk offices • in-kind service/membership exchange with local economic development entities

	• facilitation of Economic Development Summit meetings • support for local business and job fair
Government Entities	• collaborative educational program and site development • Lobby Day in Springfield, Illinois's state capital
State, Regional and Federal Agencies	• ICCB and IBHE approval processes for program approval, budgeting, state reimbursement, grants and Illinois Articulation Initiative • state and federal grants through various departments • memberships and leadership in state professional associations • Higher Learning Commission • participation in the local Illinois Employment and Training Center system with the Illinois Department of Employment Security and the Kane County Department of Employment and Education • National/Federal/Legislative contact through the Association of Community College Trustees
Community-Based Organizations	• informal referral systems for student services • donation of college administration time to provide community leadership and gather community feedback • facilitation of developmental education programs • private foundation-sponsored programs
Community Service Organizations and Multicultural Community Event/Awareness Participation	• administrative membership of service clubs with membership costs covered by college • service organization event sponsorship • college staff membership in other community groups • college staff participation in fundraising activities, such as golf outings and phone-a-thons • college administration participation in leadership roles for service clubs and organizations • Hesed House project- career readiness and retention training in conjunction with Hesed House staff
Senior Populations	• Lifelong Learning Institute • Senior-Friendly Aurora Coalition • Renaissance Series

Other methods of communicating with stakeholders include, but are not limited to, college internal and external publications, marketing materials, the college website, the internal mywcc portal, printed and web-based schedules, email newsletters, social media (including Facebook, Twitter and LinkedIn), and direct correspondence via phone, mail, email and/or face-to-face contact. The Idea Lab has also been used.

Selecting tools/methods/instruments to assess key stakeholder needs.

Marketing and Communications staff utilize data via external and internal sources, such as zip code demographic research, to help promote offerings to appropriate audiences. Other tools used include surveys and course feedback/evaluation forms following current programs. For example, Community Education provides various non-credit courses and seminars. Each course/seminar is evaluated for feedback by participants.

Assessing the degree to which key stakeholder needs are met.

Feedback is received through various formal and informal methods, including graduate and alumni surveys, course evaluations and social media comments. Individual units, departments and divisions also assess whether stakeholder needs are being met in their areas. For example, the Advancement Office communicates with donors on a regular basis, provides photos and essays of their recipients each year, and invites donors to a celebration in the fall where they get to meet their recipients. The Advancement Office also recently conducted an alumni survey to gather information on their needs and suggestions for a proposed alumni association. Feedback is also received from employers and individuals using the Workforce Development program, the Small Business Development Center (SBDC), and the Career Development Center.

2R3: What are the results for determining if key stakeholder needs are being met?

The various departments working with key stakeholders each have their own methods of determining if needs are being met. For example, when the Career Development Center places an intern with a local employer, advisors work with faculty involved and with the employer to ensure the intern is providing the skills required. Often the employer will contact an advisor directly to let them know what is needed. One example is, "I'm old, and I know nothing about Facebook. I could use a student to help me get my company on it to generate leads!"

On the other hand, Community Education utilizes feedback or evaluation forms following a course or event. The information is reviewed by program directors and deans for positive or negative issues, and results are shared with relevant instructors or facilitators. Workforce Development determines what courses to offer based on many things, such as for skills that remain in demand (i.e., computer software training or CPR), suggestions made in course evaluations, continuing education of target groups (i.e., food service sanitation or educators) or training for careers in a particular area such as pharmacy technician.

In the 2014-2015 Baccalaureate Transfer Survey administered to alumni, 48.77% of respondents reported that they are employed in a field highly related or somewhat related to their associates degree. For students in the career and technical education fields, 64.9% felt their current job was related to their degree. Table 2R3.1 indicates the satisfaction graduates felt with various services at WCC.

Table 2R3.1: Satisfaction with Services at WCC Baccalaureate Transfer Survey 2014-2015											
Office or Service Category	**Not at all satisfied 1**		**Not satisfied 2**		**Neutral 3**		**Satisfied 4**		**Very Satisfied 5**		**Total #**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Financial aid services	7	3.70%	3	1.59%	25	13.23%	76	40.21%	78	41.27%	189
Academic advising	10	3.97%	31	12.30%	43	17.06%	79	31.35%	89	35.32%	252
Career planning	9	6.00%	14	9.33%	40	26.67%	53	35.33%	34	22.67%	150
College transfer planning	9	4.13%	18	8.26%	54	24.77%	71	32.57%	66	30.28%	218
Counseling	9	4.95%	15	8.24%	36	19.78%	56	30.77%	66	36.26%	182
Tutoring	7	5.74%	2	1.64%	24	19.67%	42	34.43%	47	38.52%	122
Library	3	1.28%	5	2.14%	33	14.10%	96	41.03%	97	41.45%	234

Audio-visual services	4	3.67%	2	1.83%	25	22.94%	36	33.03%	42	38.53%	109
Student activities	6	4.05%	9	6.08%	32	21.62%	54	36.49%	47	31.76%	148
Parking services and facilities	10	3.76%	23	8.65%	63	23.68%	101	37.97%	69	25.94%	266
Campus Police	4	2.44%	6	3.66%	41	25.00%	62	37.80%	51	31.10%	164
Cafeteria/food services	7	3.38%	15	7.25%	36	17.39%	82	39.61%	67	32.37%	207

The information gleaned from these surveys is shared with deans or other administrators of the various departments. Course offerings, training and other programs are developed, changed or removed based on this information.

Figure 2R3.1: Average Class Size by Type
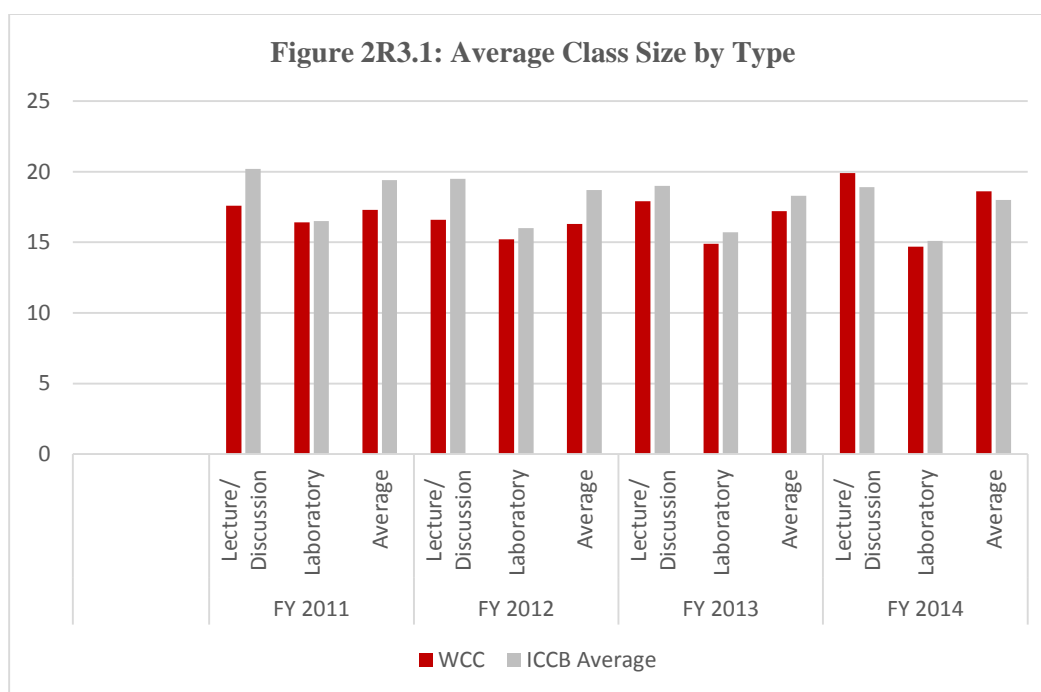
WCC's class size is consistently below the ICCB average which highlights the college's focus on faculty and student interaction. WCC's Student to Faculty Ratio is also consistent with the ICCB average.
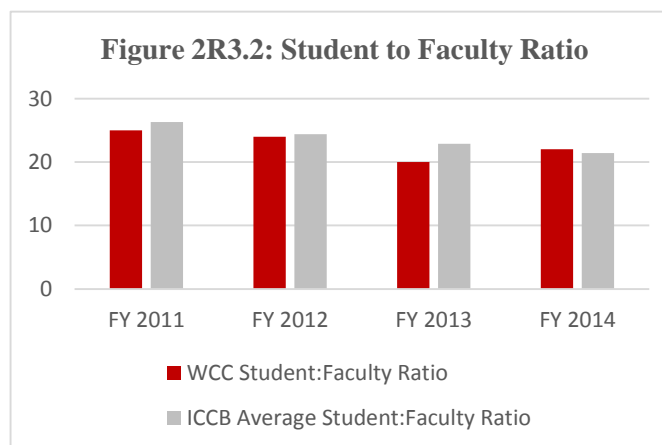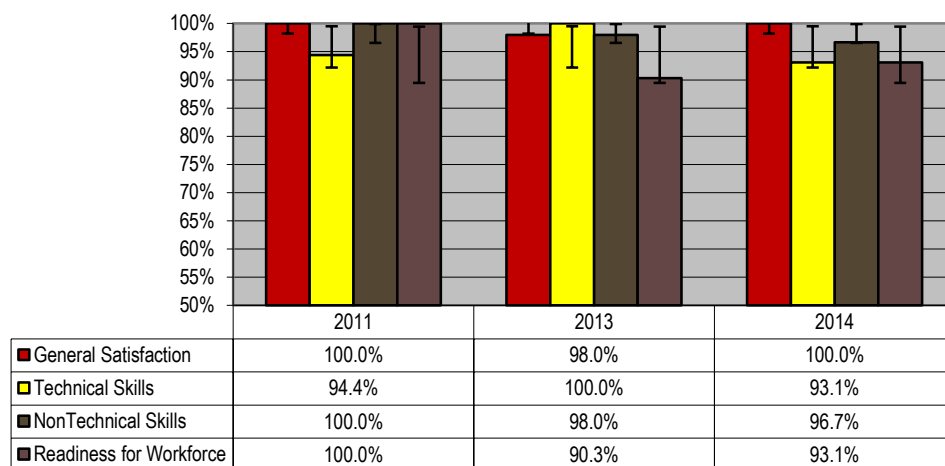

Figure 2R3.2: Student to Faculty Ratio

Figure 2R3.3: Satisfaction with WCC Graduate's Skills

	2011	2013	2014
■ General Satisfaction	100.0%	98.0%	100.0%
□ Technical Skills	94.4%	100.0%	93.1%
■ NonTechnical Skills	100.0%	98.0%	96.7%
■ Readiness for Workforce	100.0%	90.3%	93.1%

From the employers' perspective, a recent Occupational Employer Survey found that satisfaction with WCC graduates' skills remains very high.

WCC is also a member of the iNAM (Illinois Network for Advanced Manufacturing) represented by 21 community colleges across the state of Illinois. The iNAM network brings together educational leaders, faculty, professional manufacturers and government officials to create programs that prepare students to enter careers in advanced manufacturing with all the tools in place for their success and the continued revitalization of the manufacturing sector within the State of Illinois.

The goal of the project is to train and certify students for entry into the rewarding field of advanced manufacturing. Within the past two years, WCC's response to the state of manufacturing in Illinois included an upgrade to the advanced manufacturing facilities and an update to curricula to reflect the changing face of manufacturing. Curricular improvements have aided in the instructional process and provide students with the opportunity to earn industry recognized credentials (i.e. NIMS – National Institute of Metalworking Standards, MSSC – Manufacturing Skills Standards Council and OSHA 10-Hour General Industry Card) while completing their designated program of study.

Through these partnerships, WCC is able to engage with state and regional partners as well as industry representatives to continuously measure the effectiveness of the advanced manufacturing programs and determine that key stakeholder needs are being met. Participation in regular consortium retreats and advisory committees that include educational leaders, faculty, professional manufacturers and government officials has increased as a result of the project. Additionally, the project allows WCC to engage with and meet the needs of local organizations through training and professional development opportunities for faculty. As a result, industry partners have increased their involvement by donating equipment and allowing students to tour their facilities.

There is evidence of impact on WCC students as there has been record enrollment in the advanced manufacturing program and student engagement has increased based upon lab and facility utilization after instruction time. Effectiveness of this program can also be measured by the prior learning assessment task force that has been launched at the college. This cross functional committee explores options for prior learning that will aid in educational planning that support matriculation and program completion. Articulation agreements with four-year institutions have been developed for students who wish to further their educational career in a seamless way that utilizes all of the skills and knowledge learned in advanced manufacturing programs.

As a result of feedback received in current student and alumni surveys, an entering student survey will be administered in fall 2016 as a pilot. Community Education will be conducting a qualitative study of community interests and needs for 2015-2016. The Advancement Office will be updating its online scholarship application software based on feedback from applicants in prior years. This software will be available fall of 2016.

2P4 Complaint Processes

Collecting complaint information from students/Collecting complaint information from other key stakeholders.

Employees are empowered to address any and all complaints that may arise from students or the community. However, when complaints reach a stage that an individual employee can no longer address, there are defined complaint processes and procedures. Complaints may be initiated through the Office of the President, the Office of the Vice President of Student Development or deans' offices. The Vice President of Student Development investigates each and every complaint. Students or community members may be contacted by phone to gather more information. Once a resolution has been reached, the student or community member receives a follow-up letter outlining the resolution along with any conversations or data related to the resolution. All interested parties are copied on the final letter detailing the resolution. Only the Office of the President and the Office of the Vice President of Student Development keeps supporting documents. If a resolution is not reached, the student or community member receives a follow-up letter explaining why an issue is not resolved to the student's or community member's satisfaction. All complaints reach resolution unless there are federal or state guidelines and mandates prohibiting action or if there is no basis for the complaint. The college makes every effort to resolve issues by balancing the best interests of both the institution and the individual presenting the issue. Both the Office of the President and the Office of the Vice President of Student Development keep copies of all letters and related outcomes as well as any other documentation related to the issue presented. The Vice President of Student Development looks for themes and works with the individual(s) or department(s) involved for process improvement. The Office of the President also reviews this information and notes themes or items that are unusual and follows up with the Vice President of Student Development to gain additional insights.

As detailed in the college's Student Handbook, a student grievance is defined as an alleged misinterpretation or misapplication of a college policy, college procedure, college rule, state law or federal law based on a protected class. There were no grievances filed during these years and this process was incorporated into the institutional complaint process. All complaints related to the college's harassment policy are handled by the Title IX Coordinator, the Executive Director of Human Resources, or the Deputy Coordinator, the Vice President of Student Development and handled in accordance with board policy.

Grade appeals are handled in a separate procedure as outlined in the Student Handbook. If students are unable to resolve their grade with their instructor, they follow the procedures outlined. Students send their written appeal to the instructional dean to investigate which is the first step of the process. Upon receipt of the determination, the student may appeal to the appropriate Assistant Vice President for resolution which is step two of the process. If resolution is still not reached, the student may request that the matter be brought before the Academic Review Board (ARB). This is the third step of the grade appeal process. The ARB is facilitated by the Office of the Vice President of Student Development. Faculty and students serve on the ARB. When a grade appeal comes before the ARB, any faculty members of the division

related to the discipline of the grade in question are excused from the process. The ARB makes a final determination based on the facts and the evidence of the case. The Vice President of Student Development transmits the decision to the student and the instructor. The decision of the ARB is final; however, appeals requesting a procedural review are considered by the Executive Vice President of Educational Affairs and Chief Learning Officer and are responded to within 30 days.

Learning from complaint information and determining actions.

All employees who deal with complaints from stakeholders are directed and encouraged to bring conversations about complaint issues to their supervisors. Complaints that follow the formal process are reviewed for themes. This analysis allows for quality improvements in the area of complaint which may result in a change to a process, practice or to refining a communication channel.

Communicating actions to students and other key stakeholders.

During the institutional complaint process that covers students and other college stakeholders, the stakeholder submitting the complaint may initially be contacted by phone in order to gather more information about the nature of the complaint. In each case, a follow-up letter is sent to the stakeholder submitting the complaint, both at the time of acknowledgement of receipt of the complaint and at the time of resolution. During the grade appeal process, students are first encouraged to communicate directly with their course instructor. If not resolved at that level, the matter may be resolved by either the Vice President of Student Development or the ARB. In either case, the Vice President of Student Development communicates with the student about the outcome of the grade appeal.

Selecting tools/methods/instruments to evaluate complaint resolution.

A record of student/stakeholder complaint is kept on file for analysis and resolution. Additionally, WCC Facebook pages are monitored for potential issues that are reported and interpreted as complaints so that they may be resolved.

2R4: What are the results for student and key stakeholder complaints?

The following table documents complaints during calendar years 2011-2014 received by the Vice President of Student Development from the Office of the President.

Table 2R4.1 Complaint Resolution			
Year	**Complaints**		
	Received	**Resolved**	**Unresolved***
2011	36	36	0
2012	27	24	3
2013	32	29	3
2014	28	27	1

*Unresolved means that the student/stakeholder wanted a resolution that the college could not provide.

The following table documents grade appeals during calendar years 2011-2014.

Table 2R4.2 Grade Appeal Resolution		
Year	**Grade Appeals Received**	**Resolution**
2011	28	23 no grade changes made 1 grade changed by Dean 4 grade appeals sent to the ARB - 1 grade change made; 3 no grade changes made
2012	10	3 no grade changes made 2 grade changes made by Dean

		2 grade changes made by Assistant Vice President 3 grade appeals sent to the ARB, no grade changes made
2013	14	13 no grade changes made 1 grade appeal sent to the ARB, no grade change made
2014	5	4 no grade changes made 1 grade change made by Dean

The college tracks the number of complaints made, their resolutions, the time it takes to resolve them and the number of grade appeals that are made by students and their resolutions. Much like complaints to the Office of the President, grade appeal requests are small relative to the enrollment at WCC. Evidence of fairness in the process can be inferred from the overall results. Though the college does not benchmark the number of complaints with other colleges, WCC feels that given the enrollment, the ratio of complaints is acceptable. In informal exchanges with other community college administrators, it has been determined that WCC's process for handling complaints is more rigorous and comprehensive than most of its peers' handling of the same. Considering WCC's enrollment, the number of complaints that surface to the level of the Office of the President is acceptable (less than 1%) and the number of unresolved complaints is miniscule compared to the overall college population. Complaints regarding financial aid is the only consistent theme. WCC has added staff and reviewed communications in an effort to be as clear and transparent as possible regarding matters of financial aid.

2I4: Based on 2R4, what, improvements have been implemented or will be implemented in the next one to three years?

The college has a very robust process and therefore does not anticipate any improvements to the complaint process or the grade appeal process. However, tabulating outcomes for the year has been an improvement and gives staff, faculty and administrators the opportunity to review results in a more holistic manner. Certainly, a challenge noted is the amount of time it takes to resolve each complaint. However, addressing complaints in the manner described builds trust and transparency with the college stakeholders. As complaint themes become evident, process improvements will be considered.

2P5 Building Collaboration and Partnerships

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses).

The college aligns its processes to create, prioritize and build relationships with stakeholder organizations as outlined in the college's strategic goals. The strategic goal related to the community states: *We will be a valued community leader that actively connects, collaborates and partners to advance the college's mission and student success.* WCC's commitment to building collaborative partnerships is also stated in the college's commitments – cooperate with other local, state and national organizations and provide leadership that will enhance educational services and avoid duplication of services.

An External Engagement Team has been created to define a strategy for external engagement in order to accomplish WCC's overarching goals and priorities, to clarify and establish appropriate leadership and accountability structures and to track external engagement, partnerships, collaborations, sponsorships and connections. The college has established a culture of employee involvement in the local Chambers of Commerce and Economic Development organizations, through high school and university initiatives, through academic advisory committees and through Waubonsee Community College Foundation initiatives. To accomplish this goal, WCC seeks to develop meaningful and mutually beneficial collaborations with partners in education, business, and public and social service organizations. By serving as ambassadors of WCC, members of the External Engagement Team learn not only about

WCC's district, but also have the opportunity to disseminate and exchange information of mutual interest with community members.

Collaboration with community organizations and businesses is also a key focus of both the Waubonsee Community College Foundation and the academic program leadership. By supporting the resource development for scholarships and other college needs and advocacy for public support of WCC, the Foundation serves a major role in engaging a partnership network to advocate for the support of students in the academic programs. The Foundation recently embarked upon a $250,000 endowed scholarship campaign, Waubonsee Community College: Manufacturing Jobs for a Better Community. The campaign has received two lead gifts of $25,000 each from the Illinois Manufacturers Association (IMA) Education Foundation and Ball Horticultural Corporation. Funds raised will provide scholarships for students in manufacturing area fields of study.

Many long-term business partnerships are built and maintained on a vested interest in specific program areas. For example, a 1991 Pierce fire truck and a 1988 Allison fire truck were donated to the Fire Science Technology program followed by a donation of an ambulance to the Emergency Medical Technician program. Over the years, Mitutoyo America Corporation, headquartered within WCC's district, has donated several dimensional measurement tools, instruments and systems to outfit an entire lab. CTE events that often involve the participation of community and business partners, are highlighted on the college webpage so that students and the general public may easily assess topics, dates and times.

Building and maintaining relationships with partners.

The college seeks partnership opportunities that align with its mission, commitments and goals. These partnerships may be related to training needs by business, business support of program through donations and important relationships with secondary and post-secondary institutions. WCC enters into formal agreements with other colleges and universities to ease credit transfer and to ensure that students can continue their education as seamlessly as possible. Table 2P5.1 and Figure 2P5.1 illustrates the various methods the college uses to work together with partners to provide options for students to continue their education.

Table 2P5.1 High School Partnership Initiatives	
Initiative	**Information**
American College Testing (ACT) Preparation Classes	The Community Education department offers noncredit classes to prepare students for the ACT exam.
ACT Testing	ACT testing is offered three times per semester on Saturdays in the Academic and Professional Center on the Sugar Grove Campus.
Athletics – High School Games and Meets	Aurora Christian High School's baseball team uses WCC's baseball field to host some baseball and softball games.
Auto Skills Competition	Automotive Technology and VALEES host this "mock" skills-based competition to help prepare students for regional, state and national diagnostics and service-based skills competitions.
Career/Vocational Faculty Visits	Admissions coordinates with instruction and the respective directors of the Fox Valley Career Center (FVCC) and Indian Valley Vocational Center (IVCC) to arrange classroom visits by WCC faculty.
Career Pathways Expo	Coordinated by VALEES - students view presentations and tour WCC's facilities to learn more about careers and educational opportunities.
College Night	Annual fall event designed for students, their parents and community residents to receive information about choosing a college.

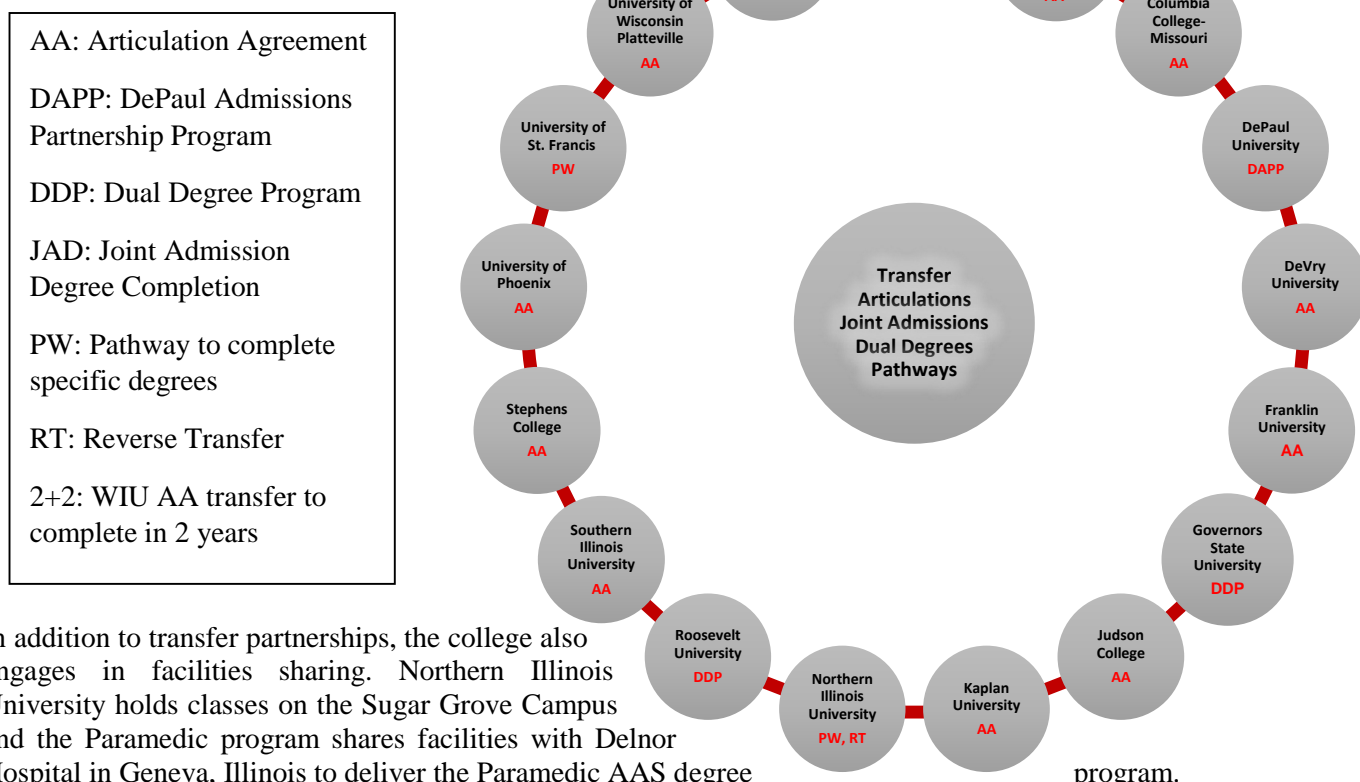| College and Career Readiness	A summit with representatives from both the college and the district high schools is held annually.
Counselor Breakfast	This event, held each November, is designed to provide useful updates and recognition to area high school counselors.
Dual Credit	Currently, nine district high schools offer dual credit general education transfer courses at their own sites (taught by their own faculty who possess college instructor qualifications). Career and Technical Education dual credit courses/programs are offered in: 1) Welding; 2) Certified Nurse Assistant (CNA); 3) Criminal Justice; 4) Fire Science; and 5) Auto Technology. Courses are held in area high schools, on WCC campuses, and in area career centers. Developmental education courses in mathematics and English are offered at Batavia, Somonauk and West Aurora high schools.
East Aurora High School Fast Start Program	Piloting a program in which eight seniors enroll as full time students and earn dual credit towards graduation.
Experience Waubonsee	These college visit days for prospective students and their parents are offered several times throughout the fall and spring semesters.
Graphics Student of the Year	The VALEES Graphics Business Advisory Committee (business and industry leaders and secondary and post-secondary teachers) chooses the high school graphic arts Student of the Year.
High School Principal Meetings	The Manager of the High School Partnership Center meets regularly with administrators from several district high schools. Principals of schools offering dual credit programming receive additional meetings, often monthly.
High School Summer School Program	This program offers high school level courses to area high school students during the summer at multiple locations.
High School Superintendent Meetings	WCC's President meets individually on a regular basis with each district superintendent.
Illinois Drafting Educator's Association (IDEA) CAD/Drafting Competition	Each March, the college serves as a site for the regional IDEA competition. Winners of the regional competition advance to state finals at Illinois State University.
Information/ Admissions Presentations	The Admissions Department coordinates with high schools throughout the district. Events include: Career Day/Night, College Panel, Parent's Night/ESL Parent's Night, Financial Aid Night, and various presentations to classes.
Lucile Gustafson Scholarship Program	The Lucile Gustafson Scholarship is a two-year, full-tuition scholarship named after original Board of Trustees member, Dr. Lucile Gustafson. It is based on scholastic achievement, leadership characteristics and citizenship characteristics.
Manufacturing Career Awareness Event	The event is a partnership between VALEES, Workforce Development and Business and Career Technologies.
Parent's Night (Spanish) Noche Para Padres	This event, presented in Spanish, is designed exclusively to help parents plan for their student's college success.

Pathways to Prosperity	The Aurora Regional Pathways to Prosperity project is a collaboration among the following entities: WCC, the City of Aurora, West Aurora School District 129, East Aurora School District 131, Indian Prairie School District 204, Oswego Community Unit School District 308, and the Aurora Regional Chamber of Commerce to develop career pathways for students in the areas of Health Sciences, Information Technology and Manufacturing.
Steel Band Performances	The WCC Steel Band visits district high schools and presents musical performances and ensembles for the students in our district.
Transition Fairs and Conferences	Access Center for Disability Resources staff attends district high school special education transition fairs on a regular basis.
Transition Planning Council	The Access Center for Disability Resources and WCC are represented at the monthly Transition Planning Council for area high schools.
Transition Programming for High School Students with Disabilities	**First Note** – Staff travel to the high schools and/or parent teacher organizations to help parents prepare their students for college through the months of October – November (on demand). **First Move** – First-time Access Center students learn how to access accommodations at the college level. This event is held in August. **First Look** – district high school students visit in groups throughout February.
TRIO Upward Bound	Federally funded college preparatory program serving 55 students at East Aurora High School. The program is funded through 2017.
Valley Education for Employment System (VALEES)	A regional delivery system established by the Illinois State Board of Education (ISBE) and housed at the college.
Worldwide Youth in Science and Engineering (WYSE) Competition	Area high school students compete in this annual event in English, math, chemistry, physics, biology, engineering graphics and computer fundamentals.

WCC partners with VALEES to address career and technical education though a program committee structure that assures course alignment for articulation and dual credit. VALEES is a regional delivery system established by the ISBE and serves 18 school districts, two area career/vocational centers, one special education cooperative and Waubonsee Community College. A VALEES office is maintained at the Sugar Grove Campus. VALEES provides member schools with free KeyTrain and Career Cruising software licenses for academic purposes and administers over $1.8 million in federal and state grant funds through the following programs: *Agriculture Education Incentive Grant:* state funds for those districts having agriculture programs; *Perkins Grant:* federal funds to support CTE for special population secondary students; and *Partnership for College and Career Success:* federal Perkins funds available through the ICCB to promote collaboration between secondary and post-secondary schools to develop career pathways and curriculum alignment.

WCC also partners with various regional colleges and universities to promote transfer for students to pursue

higher degree and certification levels. Figure 2P5.1 illustrates WCC's range of higher learning articulation partnerships.

Figure 2P5.1: Articulation Partnerships

AA: Articulation Agreement

DAPP: DePaul Admissions Partnership Program

DDP: Dual Degree Program

JAD: Joint Admission Degree Completion

PW: Pathway to complete specific degrees

RT: Reverse Transfer

2+2: WIU AA transfer to complete in 2 years

In addition to transfer partnerships, the college also engages in facilities sharing. Northern Illinois University holds classes on the Sugar Grove Campus and the Paramedic program shares facilities with Delnor Hospital in Geneva, Illinois to deliver the Paramedic AAS degree   program.

WCC offers high school students a number of options to jumpstart their college careers; dual credit, dual enrollment and VALEES articulated credit. Additionally, the college's well attended High School Summer Program allows students to retake classes they did not pass in the prior academic year or to work ahead, earning credit towards graduation for the coming academic year. This effective strategy saves students time and money in pursuit of their degree and certificate goals. See Table 2R5.1 and 2R5.2 for dual credit and high school statistics.

Selecting tools/methods/instruments to assess partnership effectiveness.

Partnership effectiveness is primarily assessed by the level of activity and engagement demonstrated by key partners. An example related to high school collaborations is the number of events that WCC sponsors or co-sponsors to assist high school students in career exploration and to earn college credit. WCC participates in or leads the following events and programs: VALEES Career Pathways Day, Articulated Credit, Dual Credit and the High School Credit Summer Program.

Evaluating the degree to which collaborations and partnerships are effective.

Evaluation of the effectiveness of collaborations and partnerships is measured both quantitatively (the level of service, activity or funds raised) and qualitatively (support provided to the college when needed). The quantitative measurement was evident during the 2020 College Master Plan completion event in

March 2015, which was attended by over 700 community members. Voters in the district had expressed their support of several major building projects necessary to meet district growth with the successful passage of college referenda in 2002 and 2003, and in 2015, the 2020 College Master Plan was completed — ahead of schedule and on budget. Following that event, a well-attended, district-wide Vision 2050 Futures Summit was held to begin envisioning the future of the college and its programming.

2R5: What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

WCC's collaborations and partnerships are guided by the college's Strategic Planning Framework. The measures of success for its community strategic goal are collaboration, outreach and strategic liaisons. The Strategic Goal Accomplishments Report, published annually, is a record of the accomplishments at the college that have been pursued per the mission and strategic goals. Some specific examples of measures that are tracked follow.

Several events and committee meetings for VALEES occur on and off-site during a typical year. Agendas are issued, notes taken and sign-in sheets are kept to record the WCC, high school and VALEES representatives who meet to discuss new courses on the high school and college level to align, new educational resources available and new hard and soft skills that students need as outcomes of these cooperative programs. Likewise, Perkins Grant activity details are diligently recorded. This allows an evaluation of its effectiveness by documenting the involvement of other community colleges, professional development providers, VALEES partners, local businesses and current and potential CTE students. The culmination of the Collision Education Makeover Grant was an Open House Event in November 2014, with attendance from more than 100 community partners celebrating the updated facility and equipment.

A growing trend among the high schools in WCC's district is to offer more dual-credit classes. This demand is often driven by superintendents responding to their boards and to parents. The model that is most popular is for students to earn the dual credit on their high school campus, but a common barrier to that model is finding faculty at the high schools with the appropriate teaching credentials. Efforts are being made to collaborate with the districts to prepare high school teachers with the proper credentials to teach college-level courses. Results for WCC's Dual Credit and High School Summer Program are shown below.

Table 2R5.1: Dual Credit Program Results					
Year	**Schools**	**Courses**	**Sections**	**Students**	**Total Credits**
2010-11	9	30	55	960	3013
2011-12	9	23	48	835	2706
2012-13	10	35	111	1645	5267
2013-14	10	47	135	2097	6503
2014-15	10	50	163	2563	7977

Figure 2R5.1: Dual Credit Enrollment (Duplicated)

	FY 2011	FY 2012	FY 2013	3 year average 2011 to 2013
■ WCC Dual Credit Students	1,267	1,071	1,957	1,432
■ Illinois Community College Median	932	1,107	1,334	1,179
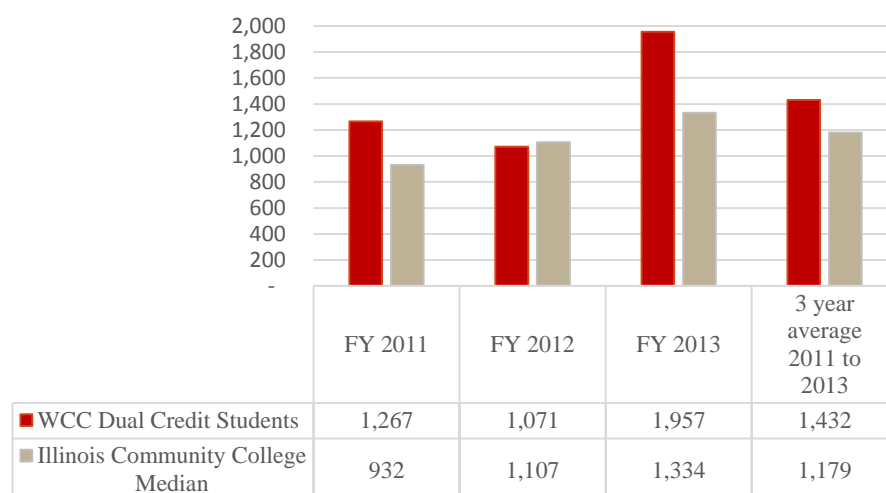
Table 2R5.2: High School Summer Program Results			
Academic Term	**Unduplicated Headcount**	**Duplicated Headcount**	**Student Credit Hours**
2011-2011	643	1,326	5,304
2011-2012	982	2,390	9,560
2012-2013	1,006	2,190	8,760
2013-2014	1,027	1,763	7,052
2014-2015	953	1,720	6,880
Grand Total	**3,792**	**9,389**	**37,556**

Some other examples of partnership tracking includes the following information about partner events: *College Night* - more than 125 colleges and universities from across the country participate and the event draws approximately 1,500-2,000 people each fall; the *Career Pathways Expo* draws approximately 400 high school students from 12 area schools participate in this annual event held on the Sugar Grove Campus; the *Manufacturing Career Awareness* event, held in the past (now on site at manufacturing partner sites), drew approximately 300 students from local schools. WCC's *College and Career Readiness Partnership* meets with high school faculty, staff and administrators to develop and implement initiatives meant to align high school graduation and workplace or college competencies and skills. The last summit welcomed representatives from 10 different area high schools. The *WYSE* competition hosted 13 schools and 172 students in 2014 and 14 schools and 186 students in 2015.

The Gustafson Scholarship program varies from year to year, as the number of scholarships allocated to each school is determined by the number of seniors in that year's graduating class. The 2013 cohort had a 3.48 average GPA and the 2014 cohort had a 3.68 average GPA.

Transfer data is pulled from the National Student Clearinghouse (NSC). Although the initial Gustafson cohort numbers are listed in Table 2R5.3, the college loses several students for a variety of reasons during their two year term. Data below was garnered the NSC on two graduating cohorts.

Table 2R5.3: Gustafson Scholarships Awarded	
Year	**Number of Scholarships**
2011	49
2012	53
2013	59
2014	60
2015	61

Not all schools report data to the NSC, so it is possible that there are more transferees from each group, but the transfer-to institution did not submit any data.

- Of the 41 remaining in the 2011 cohort (graduated from WCC in 2013), 32 (78%) transferred.
- Of the 45 remaining in the 2012 cohort (graduated from WCC in 2014), 35 (78%) transferred.

2I5: Based on 2R5, what, improvements have been implemented or will be implemented in the next one to three years?

Building new partnerships and strengthening current ones is always of vital importance for WCC. There are a few specific examples of future plans including:

- WCC plans to start awarding college credit for prior learning that occurred via standardized union training for apprentice living skill building for adult learners.
- The High School Summer Program plans to align English course offerings with courses taught at West Aurora, East Aurora, and other local high school partners to make student course selection more specific to grade-level needs and requirements.
- The High School Partnership Program will: create a system for dual credit to be focused towards pathways and stackable credentials for both college and career advancement, streamline the registration process, initiate the National Alliance of Concurrent Enrollment Partnerships accreditation process, and develop new dual credit opportunities with all of our high school partners Additionally, WCC is initiating an Early Childhood Visit Day in fall 2015 to inform high school students about the Early Childhood Education program. The expected attendance is between 200-250 students.

WCC will also be focusing on crafting strategic articulation pathways with district high schools. The intent is to move away from single courses that are offered as dual credit or articulated credit. A student graduating from high school ideally will have earned 6-9 hours of credit at WCC through a variety of mechanisms such as dual credit, AP (Advanced Placement) credit or articulated credit, translating into a savings of money and time for the student. Students will be able to seamlessly continue onto their pathway upon entering college. Currently, several pathways have been created and, through the use of Perkins Grant funds, opportunities to create at least one pathway a year continue. Acting as both the college and high school partner to develop opportunities for students, it is necessary for teachers of both institutions to build trust among one another. Through college and career readiness initiatives, program committee meetings and open communication about goals and initiatives with high school and college faculty, opportunities present themselves for better curriculum alignment.

Category Three: Valuing Employees

After administering an Employee Engagement Survey in November 2012, WCC encouraged cross-functional teams to delve into the themes that mattered to employees. After weeks of discussion, the Employee Engagement Action Team identified the themes of Connect, Collaborate and Cultivate to guide the initiative. After the teamwork and subsequent engaging conversation with a wider range of employees, a recommendation list that became the Employee Engagement Plan was reviewed and approved by college leadership. The plan is currently being executed and a follow up engagement survey will be administered this fiscal year. On-going measures that reflect valuing employees are the Support Staff Committee from whom feedback is garnered to support the interest of support staff; administrative in-service sessions; effective on-boarding of new employees through thoughtfully planned New Employee Orientation sessions; the use of cross-functional teams to address vital practices and processes

at the college; support and encouragement of employee development; and the continued maintenance of a user-friendly Human Resources portlet to enhance employee communication and make information easily accessible.

To further demonstrate the college's valuing its employees, in June 2015, the college employed Fox Lawson & Associates, A Division of Gallagher Benefit Services, Inc., to conduct a Classification System Review Project. Due to the growth and increase in the complexity of positions at the college, analysis of salaries and positions was in order. The study resulted in a two-part plan to invest in the college's workforce. In addition, during a 2015 Fall Orientation session, the college's Health Insurance Committee presented a brief update of the work that was done over the past year. The presentations included information on ways to maximize health insurance benefits and to become more informed consumers of health insurance. The committee is investigating new plan options to consider under the umbrella of the health insurance options offered by the college's current provider.

Reflective of a culture of employee engagement where employees feel valued, WCC promotes human resources practices and processes that align with key strategic goals; attracting and retaining high quality employees to fulfill the college's mission.

3P1 Hiring

Recruiting, hiring and orienting employees.

WCC sets careful guidelines for hiring processes. The steps for identifying required credentials and skills vary slightly based on the type of position being filled. The college's core values and learning-centered commitment provide the guidelines for the values expected of all employees.

For support staff and administrative positions, the hiring manager reviews the job description to ensure it is current and accurate. A representative from the Office of Human Resources (HR) also reviews the description to be sure the minimum qualifications are consistent with the class specifications for each position. The hiring manager creates a job posting in the applicant tracking system and submits it for administrator approval. Once the approval chain is complete, an HR representative posts the position to the college website. All positions are posted for a minimum of two weeks. A representative from HR screens the application materials for candidates and forwards only those who meet or exceed the minimum qualifications to the hiring manager for review. The applications, resumes and cover letters are thoroughly reviewed by the appropriate hiring manager. The hiring manager then conducts phone interviews with the candidates who best match the qualifications for the position. Those candidates selected for an on-campus interview are interviewed by an interview committee that includes an HR representative. Candidates for administrative positions and positions requiring significant written communication may also be asked to complete a writing sample or other testing. If a position requires a degree beyond a high school diploma, the candidates are asked to provide copies of the required transcripts at the time of the in-person interview. Second interviews are coordinated for top candidates, which also includes the appropriate administrator. When a final candidate is chosen, an HR staff member conducts a criminal background check, completes reference checks and verifies transcripts (if applicable). If the final candidate meets the criteria for hire, the candidate is recommended to the Board of Trustees for appointment.

In 2010, HR implemented a training course to help educate employees who serve on interview committees. The training includes a diversity/inclusion component to address personal biases during the hiring process and in the general workplace. All administrators and managers were required to participate in the initial roll-out in 2010. Since then, the training, through CTLT, has been offered to any employee who is interested. A training session is also always offered during faculty orientation. Before serving on an interview committee employees must attend this training course.

New staff and faculty can participate in several types of orientation to the institution's history, values and mission. All new full- and part-time staff are required to attend a half-day New Employee Orientation (NEO) program that includes an overview of the college's history, vision, mission and strategic directions, as well as a tour of key departments on the Sugar Grove Campus. Since 2009, NEO sessions for staff and faculty have included diversity activities to promote increased awareness of and discussions about diversity-related topics.

Full-time support staff also receive a one-on-one orientation on their first work day with HR staff that covers personnel policies, procedures and benefits. New managers and administrators also participate in a specialized orientation that is conducted by HR. New, non-tenured faculty are required to participate in the New Faculty Learning Academy (NFLA) for a three-year period, which addresses WCC's culture, its processes and procedures, the WCC student's unique needs, and pedagogy and instructional technology. Adjunct faculty receive one-on-one orientation with their supervising dean or assistant dean and any other necessary technical training prior to teaching classes. All new administrators also attend an orientation with the President. Additionally, all administrators are involved in an annual exercise to review the Administrative Team Mutual Expectation goals. All college employees are invited to attend an orientation program at the beginning of each fall and spring semesters, during which the president and administrative staff announce new initiatives and accomplishments.

Designing hiring processes that result in staff and administrators who possess the required qualifications, skills and values (3.C.6).

The systems of WCC's HR Office are structured to facilitate hiring, developing and retaining high-caliber faculty, staff and administrators. The Board of Trustees and WCC administration recognize the vital importance of individuals in creating a quality-oriented, learning-centered college. The Board of Trustees reviews requests for new positions for the following fiscal year during the budget review process, and at the June board meeting. All offers of employment for all employees are subject to Board of Trustees approval.

Table 3P1.1: NEO Attendance	
Fiscal Year	Number of Employees
2011	74
2012	78
2013	74
2014	90
2015	82

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2).

For full-time faculty positions, academic deans create a position announcement reflective of WCC's *Qualifications to Teach* document, found on mywcc, that describes the education, experience and other qualifications required to teach in each discipline. In spring 2015, the academic deans conducted an audit of adjunct instructor qualifications and while the qualifications of WCC adjunct instructors were of high level and in line with all expectations, the audit emphasized a need to have a document that spelled out those qualifications. The academic deans created these new guidelines for hiring adjunct instructors in the spring 2015 and the document, *Adjunct Qualifications to Teach*, was approved during the summer 2015. It includes essential responsibilities and minimum qualifications, discipline by discipline, so that there is no question that adjunct instructors, including dual credit instructors, possess the required credentials.

The academic deans use identical first steps for hiring both full-time and part-time faculty. The Assistant Dean or Academic Specialist of the division interviews applicants for adjunct teaching positions. Once a candidate has been selected, reference and background checks and transcript analyses are conducted to ensure that the academic credentialing standards are met. Once these are cleared, the recommendation is made to the academic dean, and an offer is made. Upon completion of a thorough review of full-time

faculty applications and transcripts, deans conduct telephone interviews as part of the screening process to determine which applicants to invite for on-campus interviews. Current full-time faculty are also involved as much as possible in the review of applications for full-time positions.

All on-campus full-time faculty interviews include an interview with HR, a committee interview, a teaching demonstration and a tour as appropriate. After the first round of on-campus interviews are completed, search committee feedback is analyzed. HR conducts reference and background checks and an analysis of transcripts. Recommendations are then made for continued consideration and then, second interviews are held. The Assistant Vice President of Transfer and Developmental Education, the Assistant Vice President of Career and Technical Education, and the Executive Vice President of Educational Affairs and Chief Learning Officer also provide input on which full-time candidates to interview. The Vice President of Student Development provides input for counselor positions. Once a preferred candidate is identified, an offer of employment is extended.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1).

The Office of Human Resources regularly seeks new and different sources for recruiting qualified and diverse candidates for all vacant positions. More specifically, HR has modified and expanded its recruitment sources to include more web-based job boards that are more targeted to individuals with particular experience, skills or degrees.

Ensuring the acquisition of sufficient numbers of staff to provide student support services.

Continuing the policies set in 2008, HR implemented an updated internal system to ensure that the college is meeting its commitment to diversity in its hiring practices. Interview committee members are chosen with diverse representation and demonstrated commitment to diversity in mind. HR reviews candidates selected for interview to verify that qualified minority candidates are given equal consideration and opportunity to interview for open positions. Candidate ethnicity is determined through voluntary identification during the application process.

WCC continues the practice of strategically assessing its staffing needs. As positions become vacant, they are assessed for possible reallocation in a different capacity to meet the changing needs of the college. In addition, new position requests are strategically assessed to meet priorities for the coming fiscal year. For example, in FY2015, emphasis was placed on staff to support the opening of the new Field House, staff to enhance departments emphasizing student success, and staff for college support systems such as Campus Police, Human Resources and Information Technology. As a result, the college added approximately twenty-five new and/or reallocated full- and part-time support staff positions and three new and/or reallocated full-time faculty positions.

3R1: What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

The Board of Trustees and the WCC administration, faculty and staff, particularly the HR Office, realize that employees who are fully engaged in the college's vision, mission, and goals are more likely to work together well and feel more satisfied as employees, and thereby provide better service to students and other customers. By using carefully-planned hiring systems and by maintaining very high quality hiring standards, WCC is able to hire and retain great staff who are engaged. One of the indications of employee engagement can be seen by looking at the number of discrimination charges filed by staff.

Table 3P1.2: Discrimination Outcomes		
Fiscal Year	**EEOC/IDHR Charges**	**Outcome**
2009	1	Dismissed
2010	1	Withdrawn
2011	3	Dismissed
2012	1	Dismissed
2013	1	Dismissed
2014	2	Dismissed/Settled*
Total	9	*One of the EEOC charges in FY2014 was settled through the mediation process.

According to the Society for Human Resource Management (SHRM), charges of discrimination filed with the EEOC have increased since 2007 between 9-32% among the various types of discrimination. At the state level, Illinois accounted for 6.1% of total discrimination charges filed nationwide each year. However, during the last six years, WCC received nine total charges from employees or applicants. Calculated on an average of 1,300 annual WCC employees, this equals less than .0008% per year.

During the last three years, Waubonsee received four total charges from employees or applicants through EEOC and two through the Illinois Department of Human Rights (IDHR.) Each of the charges were dismissed or withdrawn. One dismissal was settled through the mediation process.

One of the needs confirmed in the feedback from employees participating in the Employee Engagement Survey was a need to review and revise the employee compensation system. In fall 2014, HR staff began the Classification/Compensation System Review Project with Fox Lawson & Associates, the consulting firm that conducted the original classification and compensation study in 2007. Since the implementation of that system in 2008, the college has grown, additional positions have been created and the number of job classes within the series have expanded.

The project included the following components:

- Review of and recommendations for job titles within particular series such as the Administrative Support series (i.e., secretaries).
- Recommendation for a mechanism for staff to progress within the series (i.e., career development).
- Completion of a formal market study to benchmark the salary ranges.

The study was completed and recommendations were made to the Board of Trustees in April 2015. The new Classification and Compensation system was approved at the June 2015 Board of Trustees meeting and was implemented effective July 2015.

3I1: Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

A new and improved talent management system will be implemented in January 2016. This will include a more modernized and efficient user interface for applicants. It will also include an online onboarding module that will allow new employees to interact with HR staff before their first day of employment and the opportunity to complete at least 90% of the required new hire paperwork online.

A new focus on improving employee relations and the processes that affect employees was another need recognized through the Employee Engagement Survey. As a result, a new position was created in the Office of Human Resources in FY2015 – an Employee Relations Manager.

3P2 Evaluation and Recognition
Designing performance evaluation systems for all employees.

The Board of Trustees, WCC administration, and college employees recognize the importance of a fair and comprehensive annual appraisal of employee performance and job accomplishments. The college's system provides several opportunities for a supervisor and employee to evaluate and discuss job performance. The college's performance management system consists of a performance appraisal prior to completion of the 90-day probationary period for all new full-time support staff. All new administrators receive a performance appraisal just prior to the completion of a six-month probationary period. An annual performance appraisal of all administrators and full- and part-time support staff is conducted in April and May. The purpose of the annual performance appraisal process is to:

● Assess individual performance in relation to job responsibilities, performance factors and commitment to institutional core values;
● Identify and recognize strengths and provide guidelines for areas of enhanced performance;
● Improve productivity by providing constructive feedback;
● Identify training and development needs;
● Encourage two-way dialogue between employee and supervisor regarding expectations;
● Foster mutual understanding and commitment regarding expectations and goals;
● Ensure that the organization's strategic goals are met.

Part of the annual performance appraisal process includes goal setting. Managers and administrators work with employees to set goals that align with the department's goals and the college's strategic goals. Additionally, all goals should follow the "SMART" premise: **S**pecific; **M**easurable; **A**ttainable; **R**elevant; and **T**ime-based. Resources are available on mywcc and workshops are offered to assist staff in developing SMART goals that are performance based.

Soliciting input from and communicating expectations to faculty, staff and administrators.

The performance appraisal assessment tool also integrates an employee self-appraisal that asks employees to identify aspects of the job that they like the best and the least, their major accomplishments, activities they have engaged in during the last year, and their goals for professional development. It also includes the identification of additional guidance that may be needed from their supervisor and how they could better utilize their capabilities. Additionally, each employee is asked to report on progress made toward the previous year's goals and how the employee has contributed to the college, the department and the employee's personal development. Employees are then asked to set new professional development goals for the following year. Focus groups were conducted to solicit feedback about the performance appraisal assessment tool. On average, the feedback was very positive from supervisors and staff. In addition, the system was changed to reflect a four-tiered assessment level instead of a five-tiered level based on that feedback. The full-time faculty are evaluated through student evaluations that are administered in every section of every course each semester. These evaluations assist faculty in determining their instructional effectiveness, to improve the teaching-learning process, to identify professional development needs, and to inform them of their strengths and weaknesses. In addition, a document identifying faculty duties and responsibilities was established in 2013 as part of the collective bargaining process.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services.

A vital and new component of the annual performance appraisal process is the use of a new performance appraisal assessment tool. The new form, implemented in FY2012, now aligns directly with the college's vision, mission and CLEAR (Community, Learning, Employees, Accountable, and Relevant) goals,

including the five core competencies. Employees are also evaluated on the essential or key responsibilities of their position in accordance with the job description. The essential/key job responsibilities consist of three to five main responsibilities of the job that are mutually agreed upon by the employee and supervisor to ensure that both parties are clear on the overall expectations of the job. This provides a fair basis for appraising performance. The five core competencies on which every employee is evaluated are service, teamwork, communication skills, quality focus and commitment to diversity and equity. Managers and administrators are also evaluated on accountability and leadership and administrators are evaluated on strategic focus.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3).

All full- and part-time staff, managers and administrators are evaluated annually in the spring. All full-time and adjunct faculty, including dual credit faculty, are evaluated through the use of student evaluations in every course section. These student evaluations are reviewed carefully by academic deans and then sent to the individual faculty member. This student evaluation system was reviewed and revised in 2012 in order to move to a system that would provide more usable data and that had an online component. The company chosen was Class Climate, a product that allowed for strong analytics, flexibility in the questions used for appraisal, and the capability for students to add comments. Faculty now receive the student evaluation results one month faster and the results include charts and comparisons not available in the previous system.

Non-tenured full-time faculty are also evaluated through classroom observations. The academic dean observes them and evaluates them once per semester and the appropriate Assistant Vice President also observes them once during the academic year. At the end of each academic year, a conference is held between each non-tenured faculty member, the Assistant Vice President, and the supervising academic dean to discuss the faculty member's overall performance.

WCC added four new assistant dean positions in 2013 in order to provide more training and evaluation of adjunct faculty. The primary role of the assistant dean is to hire, train, support and evaluate adjunct faculty. The assistant deans created a new adjunct evaluation tool that was implemented for the spring 2015 semester that includes a self-appraisal and a thorough look at syllabi, classroom management and grading. The new positions and evaluation tool have greatly increased the numbers of adjunct evaluations completed and the effective use of evaluations.

Establishing employee recognition, compensation and benefit systems to promote retention and high performance.

The college wanted to identify the specific themes that drive employee engagement at WCC. After completion of the Employee Engagement Survey in 2012, an eleven-person, cross-functional, employee task-force, the Employee Engagement Team was formed. The Employee Engagement Team explored the results of the Employee Engagement Survey and validated those results wherever possible using data from other sources. The three major themes that were identified as the primary focus for improvement of employee engagement are: Connect, Collaborate and Cultivate. These themes also formed the FY2014 Presidential Action Initiative: *Embracing Engagement: Connect, Collaborate, Cultivate*.

In order to provide a deeper understanding of the three themes, all WCC employees were invited to participate on one of three Employee Engagement Action Teams at the Fall 2013 Orientation. Over 105 employees responded and participated on the Action Teams. The Action Teams reviewed the college's existing practices and related data, engaged in dialogue, and developed recommended action items for improvement.

At the Spring 2014 Orientation, the Action Team Co-Chairs extended a special invitation to all employees, whether or not they served on an Action Team, to attend one of four *Collaboration-2-Action* meetings held during the month of February 2014. At these meetings, the Connect, Collaborate and Cultivate Action Team Co-Chairs shared what their teams learned. Employees participating in the meetings helped prioritize the recommendations. In order to reach as many employees as possible, four *Collaboration-2-Action* meetings were held, one during the day and one during the evening at both the Sugar Grove Campus and the Aurora Campus. Over sixty-five employees attended these meetings. The February 7, 2014 meeting could also be viewed live from the staff desktop computers.

The Employee Engagement Steering Committee met in late February 2014 to develop an Employee Engagement Proposal based upon all the work that had been done since the Employee Engagement Quality Initiative's inception. The proposal was presented to President's Cabinet at its March 2014 meeting and was endorsed by that group in April 2014. The plan reflects the collective and collaborative work of the WCC employees.

Promoting employee satisfaction and engagement.

Feedback, openness and transparency are a critical part of the college's Employee Engagement Quality Initiative. As a result, the documents used by the Employee Engagement Team and the Action Teams are available to all employees and are located on the Employee Engagement portlet on mywcc. The Employee Engagement Steering Committee has been renamed the Employee Engagement Advisory Team and it continues as the college's cross-functional team responsible for sustaining the Employee Engagement Quality Initiative on an ongoing basis.

3R2: What are the results for determining if evaluation processes assess employees' contributions to the institution?

Employee engagement speaks directly to the college's strategic goal to "attract, develop and retain high quality employees by fostering a work environment that promotes community, collaboration and respect." Employee engagement is defined as "a strong desire to be a part of the value an organization creates. Engaged employees feel a strong emotional and intellectual bond with the organization, exert extra discretionary effort to provide better outcomes for their organization, become co-owners of their own engagement, and commit to improve" (Avatar HR Solutions, 2013). In this spirit, WCC embarked on an Employee Engagement Quality Initiative in 2012.

WCC retained a consultant, Avatar HR Solutions, in September 2012, to conduct an employee engagement survey. The goal was to provide a deeper understanding of the current state of employee engagement. In October 2012, WCC's eight-person AQIP Strategy Forum Team engaged in dialogue to help guide the survey process.

The employee engagement survey instrument was administered in November 2012. Five hundred of WCC's 1,442 employees participated in the survey. One-hundred sixty employees participated in focus groups held during January and February of 2013. In the spring of 2013, Avatar HR Solutions shared the collective results with college administrators. Shortly after, the collective results were shared with all college employees. Results included the college's scores matched to national norms for employee engagement that concluded that employee engagement at the college closely matches the national norms. The survey results also revealed both areas of success and opportunities for improvement tied to employee   engagement.

Table 3P1.3: 2012 Employee Engagement Survey Results Percent Favorable Responses As reported by Avatar HR Solutions (March 2013)						
Dimensions/Scales	**WCC Results**	**Educational Norm Group**		**National Norm Group**		**Best In Class**
	% Favorable	% Favorable	Estimated Standard Deviation	% Favorable	Estimated Standard Deviation	% Favorable
Outcome Variable	75%	76%	7.5%	76%	7.9%	85%
Organizational Effectiveness	74%	est. 74%	6.4%	73%	7.8%	82%
Recognition/Career Advancement	63%	est. 69%	8.3%	70%	8.7%	79%
Supervisory/Management	56%	est. 63%	8.1%	65%	8.6%	75%
Coworker Performance /Cooperation	86%	est. 83%	6.0%	85%	7.0%	92%
Change/Change Readiness	49%			55%	13.9%	73%
Mission/Alignment /Balanced Scorecard	53%			64%	12.1%	76%
Respect and Trust	50%			63%	11.7%	76%

1. "% Favorable" = Strongly Agree + Agree ratings only.
2. The referenced norm group for scales 1 through 5 is the educational norm group. The educational norm group was not available for the remaining scales, so the national norm group was used as the reference category.
3. Only the % favorable was provided at the scale level for either of the referenced groups. Estimates were made based on the item level statistics which aggregated up into the scale.

WCC results for the scale are essentially equivalent to the norm group referenced

WCC results are within 1 standard deviation of the referenced norm group, on the low end of the range

WCC results are within 1 standard deviation of the referenced norm group, on the high end of the range

WCC results are lower than the expected range of results for the referenced norm group

Table 3P1.4: 2012 Employee Engagement Survey results Mean Ratings by Scale		
Scale	**Items**	**Mean**
Change/Change Readiness	The college involves employees in institutional change.	3.06
	This college's culture encourages employees to accept change, as opposed to resisting it.	3.61
Coworker Performance/ Cooperation	Employees of this college show an attitude of genuinely caring about the students.	4.08
	My coworkers are friendly and helpful.	4.32
Mission/Alignment /Balanced Scorecard	I can explain the college's strategy/mission to my family, friends and co-workers.	3.67
	This college's culture encourages employees to openly admit their mistakes.	2.84
	My immediate supervisor's actions are consistent with what he/she communicates.	3.65
Organizational Effectiveness	I know what is expected of me in my job.	4.21
	The necessary materials and equipment are available when I need to perform my job.	3.96
	I have [not] thought of resigning in the last six months.	3.65

	This college makes it possible for employees to directly contribute to its success.	3.64
Outcome Variable	All in all, I am satisfied with my job.	3.89
Recognition/Career Advancement	This college provides me with the opportunity to improve my professional knowledge and skills.	3.97
	My job gives me an opportunity to do the things I do best.	3.96
	Employees here receive recognition for a job well done.	3.25
	My supervisor encourages my career growth.	3.47
Respect and Trust	There is a climate of trust in this college.	3.11
	This college treats employees with respect.	3.46
Supervisory/Management	Administration of this college is concerned about the employees.	3.32
	My supervisor lets employees know when they have done a good job.	3.77
	My supervisor regularly gives me feedback on my work performance.	3.46
	I have an opportunity to participate in decisions made by my supervisor that affect my work environment.	3.35
Supplemental Item	Diverse people (difference in race, color, religion, gender, sexual orientation, age, national origin, veteran's status, marital status, disability, etc.) are treated with respect at this college.	4.02
	Employees at this college are held personally accountable for the results of their work.	3.43
	I feel free to express new ideas and work methods that I feel will help this college.	3.58
	This college supports balancing work and personal life.	3.53
	New employees are made to feel welcome and part of the team in my department.	4.01
	This college adequately resolves student complaints.	3.6
	When completing this survey, I was comfortable expressing my honest thoughts and opinions.	3.97

Response categories/values: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Figure 3P1.1: Institutional Priorities Survey (IPS) Employee Self Ratings
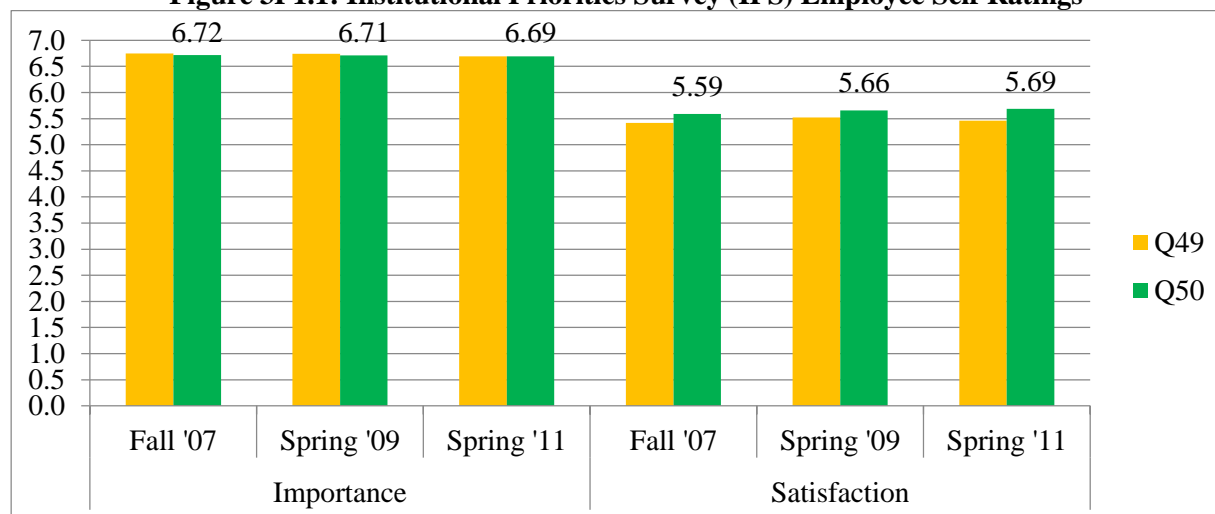
Q49. I am informed of all important matters relating to my employment with WCC
Q50. I receive the training and support necessary to carry out my job responsibilities

Importance: 1 = not important at all, 2 = not very important, 3 = somewhat unimportant, 4 = neutral, 5 = somewhat important, 6 = important, 7 = very important, 0 = do not know (coded missing)

Agreement: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, 7 = strongly agree, 0 = do not know (coded missing)

3I2: Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

The Office of Human Resources will explore the feasibility of adding a performance management module to the new talent management system. This would allow WCC to modernize and streamline the evaluation process and provide other options for ongoing performance management.

3P3 Development

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4).

WCC's Center for Teaching, Learning and Technology (CTLT) provides many professional development opportunities for college employees, which fosters the college's learning-centered commitment. The Employee Training and Development catalog is available to all employees and provides a complete listing of all training programs provided by the college. The college's mission and core values serve as a cornerstone for the CTLT's pursuit of the following goals: the advancement of a quality teaching and learning experience through professional development; the creation of a community that inspires freshness of thought, creativity and innovation; the commitment of service to the learning community by providing leadership and resources for the enrichment of the teaching and learning process; the exploration of instructional resources, methods and theories to add value to the learning community; and the advocacy of accessibility to resources and programs in a convenient and friendly environment.

WCC's continuous improvement posture is a critical factor in determining the training needs of the college's faculty and staff. Using such tools as the CLEAR goals and strategic plan, WCC employees work to continuously improve levels of quality in programs and services. In accordance with the Human

Resources Strategic Support Plan guidelines and objectives, the college uses multiple sources of data to determine training needs and solutions that include, but are not limited to, the following:

- Support for new college and department initiatives; for example, the training for adjunct Biology instructors that was led by full-time Biology instructors.
- Reimbursement to full-time faculty and staff for approved non-WCC courses and conferences; for example the courses taught for credit in partnership with Aurora University.
- Reimbursement to full-time faculty and staff for approved WCC credit courses.
- Feedback, needs assessments, and opinion surveys; for example, the Institutional Priorities Survey that employees participate in every other year.
- Support for newly-implemented technologies; for example, the training academic staff is receiving on the ADVANCE data warehouse and the "tech-lab" for faculty.
- Ongoing support and skill improvement for existing technologies, soft skills and instructional design; for example, the workshops on such things as Excel and Universal Design.
- Ongoing training for Student Development employees that include attending professional conferences such as the Midwest First Year Conference, webinars and in-house training on topics such as, but not limited to, Deferred Action for Childhood Arrivals (DACA), Dreamer Legislation and LGBT training for best practices with students.
- Trainings and workshops; for example, the college's Leadership Academy is open to all employees, or the New Faculty Learning Academy (NFLA) for the new non-tenured faculty.

The NFLA strengthens WCC's instructional programs by ensuring all new faculty are aware of institutional resources and policies. The faculty networking opportunities provided over the three-year program and other faculty training programs offered in NFLA encourage communication and collaboration on instructional techniques and practices, increasing instructional consistency. Consistent levels of instruction and expectations across courses and faculty advances the quality of education provided to students.

The WCC Leadership Academy was implemented in 2011. It provides the opportunity for all employees to identify their leadership potential, and develop and enhance their personal leadership skills through a three-tier program of education, assessments, mentorship and application within the context of the college's vision, mission and core values. Tier 1 is made up of five workshops designed to communicate basic principles of leadership. Tier 2 features the *Inspiring Insights Series* that invites local community and government leaders to share their leadership stories with employees and requires five hours of volunteer service and the development of a personal leadership philosophy. During Tier 3, employees must demonstrate their leadership by completing a project that involves bringing many people together to achieve a common goal. Any employee who completes Tier 1 of the Leadership Academy receives a certificate, signed by WCC's President and hand-delivered to his or her desk. Upon completion of Tier 2, employees are recognized by the WCC Board of Trustees during a board meeting. They also receive a certificate of completion signed by the President and the Chair of the Board.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4).

Since 2012, the CTLT has hosted an annual New Adjunct Faculty Workshop each August. The workshop is open to any adjunct faculty within their first few semesters of teaching at WCC. The CTLT Faculty Liaison, instructional designers and technology trainers present on a variety of topics meant to help adjunct faculty learn more about the college, available resources and tips for being successful in the classroom. The topics presented during this workshop might include such things as classroom management, syllabus best practices, learning theory principles, and Blackboard training.

A substantial portion of the college's training is offered through the CTLT, but departments also support training specific to their unique needs. For example, The Outcomes Program (TOP) offers one-on-one training related to outcomes assessment. CTLT training increases the technological understanding and abilities of college faculty. staff, and administrators, resulting in more efficient and faster service to students. Training related to departmental and institutional initiatives encourages employee buy-in and implementation and reduces adjustment time, making new initiatives more successful. This helps increase the college's responsiveness to the environmental changes and changes in stakeholder needs or expectations. Training needs are aligned with short- and long-term organizational goals through the Strategic Planning Framework and the unit goal setting process.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6).

Staff members providing student services participate in a series of professional training to ensure that they are qualified to serve the student population. There are a variety of venues for this training:

- Counseling and Advising Coordinating Council (CACC) is a cross-departmental group that is open to anyone at the college. CACC meetings are held the second Tuesday of each month, except during January and summer term. Each meeting features a speaker, which can include division deans, administrators or outside speakers. The presentations are an opportunity to give program updates and announcements, training and curriculum council updates. Participants have the opportunity to ask questions and discuss the featured topics.

- Joint Training - Counseling and Admissions Advisors meet once per month from September through May to discuss the programs that are offered at WCC. This forum is an opportunity for discussions pertaining to program requirements and to help ensure best practices in advising students.

- Student Development staff members are encouraged to attend professional conferences and maintain membership in relevant professional organizations.

Aligning employee professional development activities with institutional objectives.

WCC administrators participate in monthly in-services that are focused on leadership, the development of the college's quality infrastructure and efforts that further the college's teaching and learning environment. These activities serve to foster commitment to the college's learning-centered philosophy. These monthly meetings provide a forum to share and learn from one another on topics related to their specific role at the college and the larger context of higher education. Administrators also participate in two all-day trainings, one each semester. In FY2015, the focus and topics of this professional development series were revised to make them more relevant to administrators.

3R3: What are the results for determining if employees are assisted and supported in their professional development?

In FY2014, the CTLT provided 1,439 one-on-one assistance contacts to 558 faculty and staff across 465 hours. The CTLT facilitated 416 professional development events, totaling 537 hours, which were attended by 1,566 WCC faculty and staff (duplicated count).

Since the Leadership Academy began in 2012, nearly 300 employees (non-duplicated headcount) have attended at least one Tier 1 Workshop. A large number of employees completed Tier 1 during the 2012-2013 academic year because additional sessions were offered that allowed more people to finish all five workshops. Since that first year, the Tier 1 Workshops are only offered once in the fall and once in the spring. There are 117 employees who are currently in progress in Tier 1.

The Leadership Academy has hosted 15 Inspiring Insight events that received attendance of more than 500 employees (duplicated headcount). The series is open to all employees, however, only those currently participating in Tier 2 may use the event as progress through the Leadership Academy. Inspiring Insights speakers have included college presidents, founders of charitable organizations, local government leaders and college faculty and other community members. There are currently 30 employees who are in progress in Tier 2. At this time, no employees have advanced to Tier 3.

Table 3R3.1: Leadership Academy Completers			
Tier 1 Completer Totals		**Tier 1 Completers by Role**	
December 2012	46	Support Staff	99
May 2013	21	Full-Time Faculty	6
December 2013	13	Adjunct Faculty	4
May 2014	14	Administrators	10
December 2014	13		
May 2015	12		
Grand Total	**119**		
Tier 2 Completer Totals		**Tier 2 Completers by Role**	
January 2013	4	Support Staff	18
June 2014	8	Full-Time Faculty	1
January 2015	5	Adjunct Faculty	0
June 2015	3	Administrators	1
Grand Total	**20**		

In addition to the successful Leadership Academy and NFLA, several other initiatives were developed or revised during the fall and spring semesters in 2014 and 2015. Most of these projects can be tied to results from the Foundations of Excellence® and the Employee Engagement Quality Initiative projects. These projects identified the areas of professional development needs of faculty and staff.

3I3: Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

There have been several additions to the professional development opportunities offered at the college for all employees. In 2014, the administrator in-service program was reviewed and redesigned. All administrators had an opportunity to provide input on the new program. As a result, the Aministrator In-service Ambassador Team was formed to gather continuous feedback and direction. Furthermore, the new format including topics and speakers reflect the feedback of participants. One session every calendar year is held for program review and refinement. Feedback is incorporated into planning upcoming sessions.

The CTLT Faculty Liaison partnered with Linden Oaks Hospital to offer a nationally-recognized mental health first aid program for WCC. Forty faculty, staff and administrators attended the all-day training to learn how to respond to a student in distress and what resources are available to assist those students. During the Adjunct Faculty Orientation activities each fall, the Online Learning Department hosts an Adjunct Faculty Information Resource Fair. Over 20 departments are available to share information about college resources with faculty. During fall 2014, 126 adjunct faculty members attended the event.

The CTLT, Online Learning and IT Departments partnered during the summer 2014 semester to create the new Technology Lab. This space is intended for faculty to test out emerging technology and to collaborate on uses for new technology in the classroom. Nearly 40 faculty attended the grand opening of the Technology Lab in October of 2014.

The Executive Vice President of Educational Affairs and Chief Learning Officer created an Adjunct Faculty Mentoring Task Force to discuss resources and support for adjunct faculty at the college as a result of feedback received through the Employee Engagement Survey. The task force conducted a survey of adjunct and full-time faculty during the spring 2015 semester. Nearly 50% of the full-time (95 faculty) and adjunct faculty (264 faculty) who responded said they would be willing to participate in an adjunct faculty mentoring program. The Adjunct Faculty Mentoring Task Force plans to meet during the fall 2015 semester to develop this program based on the feedback they received.

The CTLT and HR departments are also partnering to create a new professional development program to provide resources, support and skill development for managers and supervisors.

Category Four: Planning and Leading

WCC is committed to building and sustaining a learning environment that is focused on the college's mission, vision and strategic goals. The college's organizational structure aligns college resources in a manner that: 1) creates a strategic and unified approach to implementing continuous improvement principles, measuring effectiveness and program review; 2) facilitates access with student success; 3) supports the college's learning-centered initiatives; 4) improves institutional effectiveness and efficiency; and 5) builds a culture of analysis and inquiry, where data-driven decision-making is facilitated.

The college's Strategic Planning Framework captures the essence of WCC's strategic planning process and provides a framework for all institutional planning. The Strategic Planning Framework is a fundamental touchstone in the college's quality program and planning processes and is continually refined to be future-focused and action-oriented, encourages creativity and innovation, and provides practical guidance for day-to-day operations. The college's Strategic Planning Framework provides focus and direction for the college for the next several years and is composed of the following elements: 1) WCC's vision, values, mission and strategic goals; 2) Presidential Action Initiative; and 3) Strategic Support Plans.

Accountability, information sharing, planning and reporting, and strategic alignment of unit goals with the college's strategic goals and corresponding supporting goals have been facilitated by the use of an assessment and planning system, WEAVE. Goals are entered into the system and are aligned with the appropriate strategic and supporting goals. This process has been fully integrated into WCC's planning process since its FY2007 goal accomplishment and FY2008 goal creation cycles.

4P1 Mission and Vision
Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3).

WCC's mission statement is the center of who WCC is and supports the purpose of the college, which is to provide lifelong, accessible, quality education to all members of District 516 in Illinois.

Waubonsee Community College is a public, comprehensive community college which was organized in 1966, as mandated by the Illinois Community College Act, to provide education and training services for individuals in portions of Kane, Kendall, DeKalb, LaSalle and Will counties of District 516.

The philosophy of Waubonsee Community College is based on the premise that education is the cornerstone of a literate, democratic society; that learning is a lifelong process; and that the pursuit of

knowledge must be supported by institutional policies that demonstrate the values of quality, value, innovation, service and accessibility.

This mission statement remains relevant to the college's core educational philosophy and beliefs. The senior leadership team routinely discusses this mission statement and it is reviewed with the Board of Trustees on an annual basis.

The key root words of literacy and democracy translate to an open access institution whose mission is to improve the education of everyone the college serves. As an institution that supports lifelong learning, WCC prides itself on offering something for every learner, from community education programs for grade school students, through more traditional degree and certificate programs, all the way to the Lifelong Learning Institute, whose goal is to provide educational access for learners above the age of 55.

Ensuring that institutional actions reflect a commitment to its values.

As part of the Vision 2050 project, WCC involved the community in several areas to identify college and community values to help shape the long-term priorities of the college. There was an initial round of focus groups, held in spring 2015, which discussed WCC's institutional focus and future planning. It was important to get community feedback and their interpretation of the college's strategic direction and educational priorities. At these focus groups, which included community members, businesses, students and WCC faculty and staff, themes emerged which would guide the subsequent planning of the project. An Idea Lab was launched with an online Vision 2050 discussion. In June 2015, WCC hosted the Waubonsee Vision 2050 Futures Summit, with more than 300 participants from the college and the community to talk about the next big things relative to the current and future state of WCC. The college utilized the talents of an external consulting team to help shape and construct the themes from the focus groups to lead the planning at the futures summit. A final round of community roundtable discussions in October 2015 allowed students, faculty, staff and community members to provide valuable input as to the wording of a draft statement that combined themes from the previous activities. A revised draft statement and guiding principles will be presented to President's Cabinet at their November meeting for final review and refinement. A final Vision 2050 project report will be shared with the Board of Trustees in January and with the college community in January. A plan to share project outcomes with community member participants and the community at large will be formulated at that time. The senior leadership team will review the college's strategic planning framework including the goals, vision and mission statements in relation to the Vision 2050 outcome and utilize the feedback from our constituents, to help shape a comprehensive framework that is current and that resonates with the community. Figure 4P1.1 shows this process.

Figure 4P1.1: Vision 2050 Project Timeline
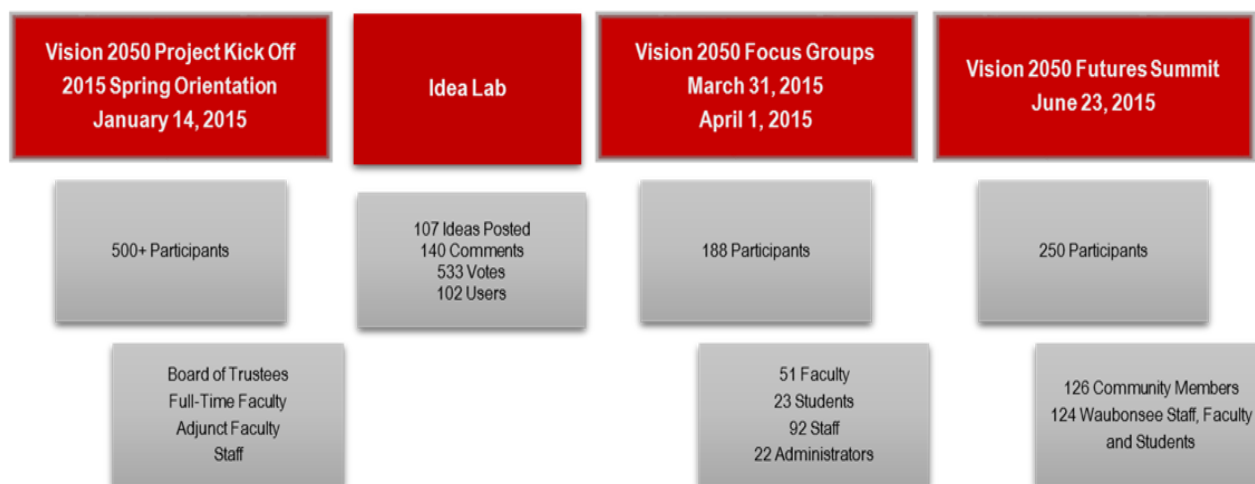
Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3).

WCC's mission statement is housed on the public website and is encouraged reading for all students, faculty and staff. New employees are oriented to it during their orientation, so that they may become acclimated quickly. At the college's 50th anniversary celebration next year, the mission will continue to be an important part of the celebration and messaging. WCC is proud of who we are, who we serve, and most importantly, why we do it; contributing to the overall greater good of our district.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2).

WCC's academic programs and services are reviewed each year by academic deans, Assistant Vice Presidents, Vice Presidents, the President and the Board of Trustees to ensure that they are diverse and provide opportunities for to students to learn, regardless of their interest, background or location. As part of WCC's vision, the college wants to help shape dreams and create futures, as evidenced by the tagline, "Where Futures Take Shape."

WCC's transfer programs are created specifically for students seeking to continue their pursuit of knowledge, one of the key messages in the college's mission statement. WCC's career and technical education programs are primarily for adult returning students, who can benefit from an array of certificates, courses, workshops and seminars, which support the heart of WCC's mission and values of innovation, service and accessibility. The college wants to create an academic infrastructure which provides programs for all students, regardless of age, gender, race or interest.

As a Hispanic-Serving Institution (HSI), a designation that requires that at least 25% of WCC students are Hispanic, the college is meeting the needs of a population that is educationally underrepresented in the district. As recent recipients of another federal grant for Developing Hispanic-Serving institutions (Title V), WCC is committing to serving these students, improving their retention and increasing their degree completion.

WCC produces a yearly Strategic Goal Accomplishments Report, which highlights the values and activities from the previous year as they relate to the mission of the institution. In this report, which is categorized by the five strategic goals, WCC also shares key metrics as they relate to successful outcomes.

Table 4P1.1: WCC FY2015 Strategic Goal Accomplishments – By the Numbers	
Community	Drivers Safety Program Participants – 12,004
	Dollars refunded to the community through the Volunteer Income Tax Assistance (VITA) program - $2,007,774
	Attendees at the April and June 2015 Job Fairs – 465
	Adult Literacy Volunteers - 116
	Attendees at the Waubonsee Vision 2050 Futures Summit – 250+
Learning	"Motivate to Complete" Public Service Announcement contest – many students competed and four were awarded cash prizes for their entries.
	Project Graduation – In 2014-2015, WCC awarded 1,107 degrees and 1,080 certificates. Since 1968, WCC has awarded 21,738 degrees and 19,312 certificates.
	Tutoring Enhancements – The college received International Tutor Training Certification through the College Reading and Learning Association. .Tutoring Center records indicate that contact tutoring hours across the college's four campuses for academic year August through May totaled 8,963 hours.
Employees	Support Staff who earned degrees and certificates in FY2015 – 9
	Faculty who participated in the Collaborating Academic Partnership Program

	with Aurora University – 20
	Number of CTLT sessions offered – 416
	Number of employees who have completed Leadership Academy Tier I since 2012 - 119
Accountability	Dollars raised for scholarships at the Foundation Golf Outing - $35,171
	Dollars of scholarships awarded in FY2015 - $206,050
	Increase since FY2010 in the number of computers, laptops and tablets supported by IT – 285%
	Square feet maintained by Campus Operations at all four campus locations – nearly 1 million
Relevant	Students placed in the top three at the state-level SkillsUSA competitions in Collision Repair, Automotive Finishing and CNC – 7 (Computer Numerical Control)
	WCC pass rate on the National Council Licensure Exam from January to March 2015 – 93%
	Students served by the TRIO Student Support Services (SSS) program – 200
	Number of TRIO Upward Bound graduates accepted by two-year and four-year institutions in FY2015 – 100%

The college has transfer programs that are created specifically for students seeking to continue their pursuit of knowledge, one of the key messages in WCC's mission statement. Career and Technical Education programs are primarily for returning adult and lifelong learners, who can benefit from an array of certificates, courses, workshops and seminars, which support the nucleus of the college's mission and values of innovation, service, and accessibility. WCC strives to create an academic infrastructure which provides programs for all students, regardless of age, gender, race or interest. As recent recipients of another federal grant for Developing Hispanic-Serving Institutions (Title V), WCC is committing to serving these students and improving their retention and degree completion rates.

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3).

All institutional resource allocation is a consistent, yearly process which includes all internal stakeholders. WCC has a participatory budgeting process which includes a prioritized list of tasks for the respective budget year. The Vice Presidents of the four respective units: Educational Affairs; Finance and Operations; Student Development; and Strategic Development and they are responsible for ensuring that resource management and allocation is institutionally appropriate. Led by the President, the senior leadership team is responsible for upholding the mission and vision to students, staff, faculty, external constituents and the Board of Trustees.

Resource allocation is an inclusive process which is led by the Executive Vice President of Finance and Operations. The Vice Presidents review the lists of projects and priorities at multiple points throughout the year, usually at least once a month during a regularly scheduled weekly Vice Presidents' meeting. These projects and needs are juxtaposed with the college's strategic priories, mission and vision to ensure alignment. If a project is not consistent with WCC's values, it will be removed from the list. The previously mentioned Vision 2050 Project is an example of the college's core value of innovation, where WCC is shaping future plans and strategy.

4R1: What are the results for developing, communicating and reviewing the institution's mission, vision and values?

Institutionally, WCC believes that obtaining feedback from internal and external stakeholders, relative to the effectiveness of the college's vision and mission statements, will help to strengthen their meaning and

guidance of day-to-day responsibilities. By developing a more systematic process of collecting regular stakeholder input, WCC can ensure that this feedback is consistent and applied to yearly reviews and leadership planning sessions.

The main goal of the Waubonsee Vision 2050 Futures Summit was to have more than 250 people in attendance and WCC met that goal. The college also wanted an even balance between community members, employees and students, which was also achieved. In addition, all members of WCC's Board of Trustees were in attendance and participated actively. Diversity in the planning and execution of attendees allowed WCC to survey and discuss college plans with a wide range of internal and external constituents.

Faculty and staff received an update on the Vision 2050 during the annual Fall Orientation. The update summarized the results of the Waubonsee Vision 2050 Futures Summit and outlined emerging themes which, once finalized, will be incorporated into the college's strategies and planning. In early October, WCC hosted additional community roundtable disucssions to share the results from the Waubonsee Vision 2050 Futures Summit. There were multiple focus groups at two campus locations over two days to provide opportunities for participation. There were 150 students, faculty and community members in attendance. Participants in the roundtable discussions shared their thoughts on a draft statement crafted from the themes that emerged from the focus groups, Waubonsee Vision 2050 Futures Summit, and Idea Lab. Through the Vision 2050 Project, WCC has learned that our stakeholders believe that the future of this institution should center around an educational experience that creates lifelong connections for wholistic personal and professional development; that is personalized to the individual learners experience, goals and needs; and leverages all resources to support learning that recognizes the global nature of personal and professional interactions. It was also clear that stakeholders highly value Waubonsee's reputation for personal touch and our commitment to sustainability. These themes will form the basis of WCC's comprehensive planning framework in the months ahead.
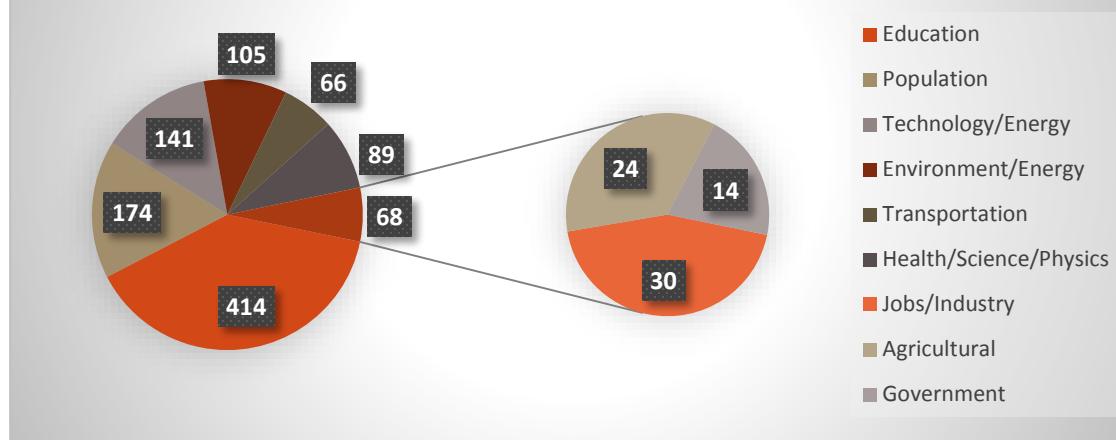
Many initiatives are currently underway that support the themes identified through the Vision 2050 project. Educationally, WCC is examining the breadth and depth of current programs including type, modality and length. The college has been investigating new programs that should be offered to meet the needs of the local community, using data to target where employment opportunities are and focusing instructional design in those areas. The proliferation of partnership opportunities in higher education is also something that was heavily discussed and an area WCC seeks to further enhance.

Conversations examined the shift to mobile technology and pointed out that many WCC programs should be offered in a mobile environment. The concept is that a student can go through an online class completely on their cell phone, assuming they have a Bluetooth keyboard, and would never need a PC to login to a course for their materials. This goes back to the very premise of WCC's mission which centers on accessibility – the more modern and technologically current program offerings are, the more enticing they will be to a new generation of learners. Through Waubonsee's Center for Teaching, Learning and Technology, the college continues to explore the most appropriate integration of technology.

WCC is part of the Illinois Green Economy Network (IGEN) and recently has been identified as a lead institution, so the college continues to exhibit the commitment valued by our stakeholders. As resources continue to decline, WCC's stakeholders would also like the college to lead efforts to utilize our abundant natural resources to better serve the college and local community.

Overall, the themes that surfaced at the Waubonsee Vision 2050 Futures Summit, the community focus groups and the online Idea Lab discussion, were clear and focused. The community shared their vision with WCC and the college is excited about integrating this vision in the upcoming planning.

Figure 4R1.1: Number of Responses Per Topic at Vision 2050 Community Forums

■	Education
■	Population
■	Technology/Energy
■	Environment/Energy
■	Transportation
■	Health/Science/Physics
■	Jobs/Industry
■	Agricultural
■	Government

4I1: Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

The major area for improvement over the next three years is centered on doing a better job of consistently garnering community feedback. WCC began to address this issue in the focus groups and community roundtable discussions held during the last academic year. However, this process must become more systematic. Building on the momentum of the Vision 2050 project, WCC will research and implement a plan for ongoing community feedback. The goal is to create and sustain active dialogue about existing program offerings, emerging fields and WCC's mission and vision statements. The plan will include communication methods regarding feedback received which is critical in ensuring strong participation from the community.

As WCC reviews research and community needs and begins to devise opportunities for new programs, the college leadership team will continually cross reference those opportunities with the mission, vision and values. The best way to ensure that this happens is to create a living document that, at any time, can be reviewed to ensure adherence to this process and consistency in approach.

Additionally, WCC needs a more consistent approach to the dissemination and communication of the college's mission, vision and values, specifically the mission and vision. The average staff or faculty member can tell you what WCC's values are – they have remained consistent for quite some time and the college community is living those values through organizational behavior and communication. The college's mission and vision statements are present and all staff and faculty have access to them, but that communication needs to be more purposeful to ensure that they are meaningful and understood by all employees. The vision and mission will be highlighted as part of the Vision 2050 project. As the college incorporates the project outcome into a comprehensive planning framework the vision and mission will be reviewed for relevance and compatibility.

The vision and mission have long been part of the Strategic Planning Framework. This is to create the foundation which drives the institution and its priorities. The Strategic Planning Framework, and its components, are reviewed by the Board of Trustees on an annual basis. Through this document, the board reviews the vision and mission and sets the stage for their decisions and institutional planning. WCC's mission statement is clear, public and identifies the populations that we serve; our communities, our policies, and our values. The values are critical to the mission statement, as strategy and planning is

centered on academic quality, institutional innovation and value, community service, and student accessibility. In addition to these mission, vision, and value statements, WCC also commits to key tenets of these values; offering programs that are financially able to meet the needs of low-income and first generation students, professional development of staff and faculty to promote career and individual growth, diversity in student and staff recruitment, and being responsible stewards of taxpayer dollars, cooperating with local, state and national organizations to enhance the college's educational services.

4P2: STRATEGIC PLANNING
Engaging internal and external stakeholders in strategic planning.

Stakeholder engagement is a conscious and integrated element of strategic planning development at WCC. The college applies a wide range of techniques for engaging stakeholders including one-on-one and group meetings, focus groups and presentations with established and active networks, advisory groups, roundtable discussions, and written and electronic communications. WCC's efforts to seek input and to share and exchange ideas with stakeholders is demonstrated in the following examples.

In 2002 and 2003, WCC purposefully coordinated meetings and engaged stakeholders in one-on-one meetings and presentations, and provided written communications regarding the college's 2020 College Master Plan. The outcome of engaging and educating stakeholders on the needs of the college's growing district population and expected enrollment increases resulted in the approval of two referenda that provided financial support for the implementation of the 2020 College Master Plan. The interactions from the above activities served to inform the strategic plan.

In 2005, WCC sought to improve the understanding of the college's mission, goals, growth, programs, diversity and services as well as its challenges to both internal and external audiences. Therefore, the college conducted a yearlong brand and visual identity study. The college's Brand Identity Committee conducted extensive qualitative and quantitative research with students, graduates, staff, faculty, new residents, long-time residents, employers and the Board of Trustees. After a year of work and collaboration with stakeholders, WCC unveiled its new brand and visual identity in August 2006.

Since 2008, WCC has hosted Compañeros en Salud/Partners in Health, NFP, a coalition that provides Hispanics and other diverse groups with the means to access resources and services for their health and well-being. This meeting takes place annually for the purpose of sharing information, seeking input from the members on our health, social and service programs and to network with each other. WCC is also an active member of the coalition. As a result of this involvement, the college entered into an articulation agreement with the Chicago School of Professional Psychology in 2015.

Since 2011, WCC has hosted "Women in Government," a non-partisan group of more than 30 female public officials representing state and local units of government. Current and former public officials come together to hear a WCC update from the college President, to share information, provide input and discuss current legislative issues affecting their respective areas.

In early 2014, WCC launched "What's happening at Waubonsee?" an eNote designed to keep local public officials informed about the latest news and developments at the college and how they relate to their specific governmental boundaries. This monthly eNote provides elected officials an opportunity to hear brief, to the point, and pertinent information about WCC as well as providing an opportunity for elected officials to reply with their comments or express their interest in specific areas. WCC also hosts elected officials on a regular basis to conduct roundtable discussions with its college community. The purpose of these meetings is to inform elected officials about college initiatives, seek their feedback and for the legislators to hear from students about their experience at WCC.

WCC also works closely with the chambers of commerce within its service district. The college supports membership and staff representation on the 13 local chambers, as well as the Illinois Chamber of Commerce. In addition, WCC is actively involved with the six economic development corporations in its district. Active involvement in both the chambers of commerce and economic development corporations ensures that the college is in constant communication with businesses and local planners about its strategic direction. To help WCC achieve its strategic goals, administrators, faculty and non-exempt staff are encouraged to actively participate in community organizations. WCC believes that authentic and reciprocal relationships benefit both the college and the community it serves. Through staff involvement, WCC identifies, engages and educates stakeholders about its strategic planning process. Representatives are expected to share information they learn during their interactions with community members and the information is utilized to shape WCC's strategic direction.

As part of the Vision 2050 project, the college hosted the Waubonsee Vision 2050 Futures Summit inviting community members to participate with the college in examining trends that will impact the college and our communities now and in the future. The summit was supported by an online discussion through the Idea Lab and follow-up roundtable discussions.

The examples above describe the active role WCC plays in its college district and its conscious and integrated approach to engage stakeholders within the community to assist the college with its strategic planning and direction.

Aligning operations with the institution's mission, vision and values.

WCC has an approval process for all, major, operational goals, strategies or changes. The Board of Trustees, along with the senior leadership team, consisting of the President, Executive Vice President of Educational Affairs and Chief Learning Officer, Executive Vice President of Finance and Operations, Vice President of Student Development, and Vice President of Strategic Development, are all responsible for upholding the institutional mission, vision and values on a consistent basis.

The Executive Vice President of Finance and Operations oversees all technology, human resources, campus operations, and emergency management and safety. The college keeps a running log of institutional priorities under the operations umbrella that is reviewed consistently at the weekly senior leadership meetings. The institutional planning and budgeting process is participatory and each of the respective units (academics, operations, student development and strategic development) contributes their list of priorities, which are then weighed against WCC's institutional strategic plan, mission and vision statements, and feedback from the Board of Trustees through the college President. A final decision is made which outlines college priorities for the fiscal year.

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency.

Each of the four administrative units has significant responsibility, holding equal priority in the eyes of the President. All administrators meet on a monthly basis to discuss departmental concerns, challenges and updates which require approval from the senior leadership team. Academic requirements and policies are set in the student handbook and are reviewed on an annual basis for necessary updates and improvements as they relate to student concerns and situations from the prior year. College planning teams are focused on the goals in the institutional strategic plan. These teams consist of staff, faculty and administrators, and meet on a quarterly basis to identify progress toward the execution of the strategy.

The initiatives are reviewed annually and as WCC looks to update college strategy, the involvement of our students, community and economic partners has become central as WCC solicits feedback about the future of the institution. The college's new Idea Lab has created a mechanism for consistent feedback and

data on what categories are trending and utilizes the richness of the qualitative feedback to inspire organizational change.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats.

Along with many institutions, WCC continues to face uncertainty relative to state revenues. The demand for new programs continues, as it is imperative to ensure that the college offer educational options to provide students with the greatest chance of success in the employment market. State fiscal concerns include the potential that the state will discontinue funding of the College Insurance Program (CIP), which would transfer a significant cost to the institution. It has been WCC's strategy to budget conservatively to account for possible reductions in state support. Inconsistent messaging has added to the level of scrutiny and heightened the sense of uncertainty. The college budget accounts for all salaries, benefits, supplies, student needs like technology, and other operating expenses with no reliance on state funds. Property taxes are WCC's largest source of revenue. Current discussions have suggested the possible freezing of future property tax increases. Tuition and fees revenue is the only primary source of funding that has reflected positive results for several years due to enrollment. The college continues to budget prudently with all of these factors contributing to our institutional and strategic planning.

Creating and implementing strategies and action plans that maximize current resources and meet future need.

WCC's Strategic Planning Framework includes the college's vision, values, mission, commitments and strategic goals. In addition, the President's Cabinet meets monthly in an advisory capacity and annually reviews the five Strategic Support Plans that support the viability of the college's strategic goals. The college's Strategic Support Plans include the Comprehensive College Master Plan, Financial Stewardship Plan, Human Resources Plan, Strategic Enrollment Plan and Technology Plan.

Each Strategic Support Plan consists of five sections:

- An environmental analysis that reflects the institutional, local, state and national trends that are relevant to the major support function.
- A mission statement that focuses on the purpose of the Strategic Support Plan and shows how it contributes to and supports the college's overall mission, vision and core values.
- A representation of the quality improvement cycle that includes goals aligned with a specific strategic goal and associated supporting goal, measures and targets that inform planning and improvement.
- Action steps for each goal that focus on both short- and long-term quality improvement, facilitate data-informed decision-making, and are informed by the goal's measures. (Action steps are reviewed and updated annually in the context of data collected and the quality improvement cycle.)
- A summary section that shares how the Strategic Support Plan addresses factors found in the environmental analysis, how the plan is aligned with the college's Strategic Planning Framework, and how the plan facilitates quality improvement.

The WCC Board of Trustees provides an annual review and endorsement of the college's mission, vision and values in the Strategic Planning Framework. In addition, the board receives monthly examples of the mission, vision and values in action through the Student Success Recognition Program and other recognitions for outstanding professional, academic, athletic or other achievements. The Student Success Recognition Program highlights a different focus each month, Student Success: Featured Student, Student Success: Featured Alumnus, Student Success: Featured Faculty and Program, and Student Success: Institutional Stories.

The integration of the Strategic Planning Framework is demonstrated in the annual performance appraisal process. In 2012, the values outlined in the Strategic Planning Framework were incorporated into employee annual performance appraisals as part of a two-part appraisal system asking each employee to reflect on their personal success in performing their assigned tasks as well as their demonstration of the values of the college while completing their daily work. This individualized focus internalizes our values across the college and they are reflected in daily operations, new initiatives and future planning.

To highlight the achievement of college goals, each year, WCC produces a goal accomplishments report that is sent to the entire campus community. This report outlines all the major milestones related to the college's strategic goals. Each unit also engages in an annual planning process which is shown in Figure 4R2.1.

WCC's strategy and planning has significant staff, faculty, student and community involvement. The college was able to capture this quantitative data which will be beneficial as we updated the college's strategy and goals. Typically, WCC has planned annually, and while that process will continue, the college plans to move foward with a longer strategic, directional plan, utilizing the HLC AQIP Action

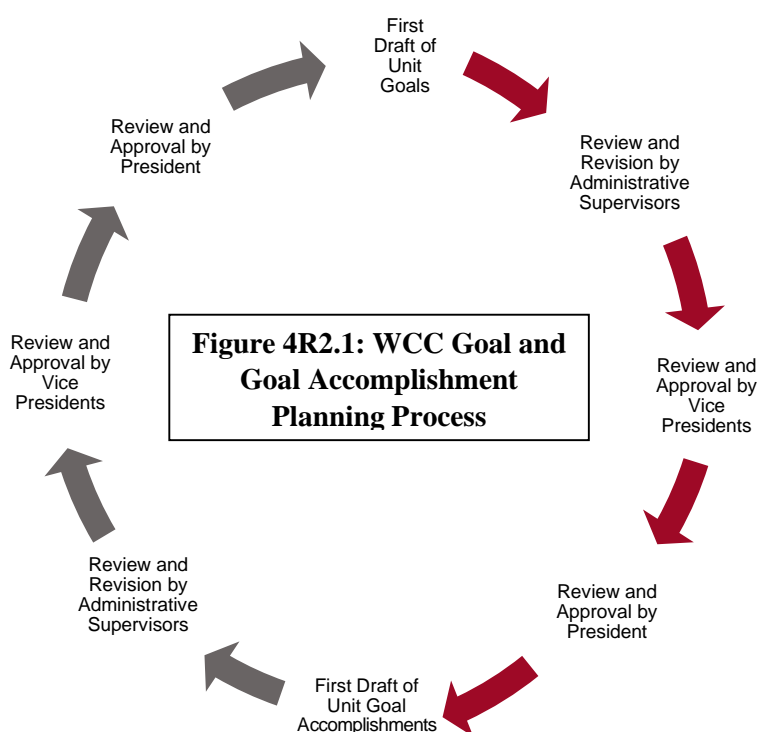Projects as consistent updates relative to the college's institutional strategy.

Table 4R2.1 outlines the performance targets for the college's Strategic Support Plans.

Table 4R2.1: Performance Targets of Strategic Support Plans	
Comprehensive College Master Plan	• Field House • Progress on the next phase of long-range college master planning • Development of a long-range strategic approach to comprehensive college master planning
Financial Stewardship Plan	• Tuition and fee revenue • Tuition and fee rates • Budget • Fund Balance • Major Support Plans • Independent Audit • Government Finance Officers Association
Technology Plan	• Select and install replacement college bookstore software

	• Strategic Technology Advisory Committee (STAC) to review progress and add information to planning process • Review and replace college network workstations and laptop computers based on replacement schedule • Review and replace college network servers and related software and disk storage equipment on an annual cycle • Review network and telecommunications wiring and electronic connectivity capability among locations and update/replace as needed • Review media and technology-assisted tools used for instruction and group communication • Develop a committee to coordinate and recommend communication methodologies in use at the college • Develop annual project tables for direct support of instruction • Develop annual project tables for the support of student services • Develop annual project tables for the administrative support for the college • Develop data warehouse for historical information to provide trend analysis and assist in management decision making for the college
Human Resources Plan	• Implement a drug testing policy • Implement revised Discrimination and Harassment policy and procedures • Development and implementation of an updated performance management system based on competencies for administrators and support staff that provides a visible link of pay to performance • Develop a comprehensive professional development plan for the institution (in collaboration with the CTLT) that includes required compliance training, safety and security training, and job skills training • Develop a leadership development program for managerial staff • Begin process to assist department in developing cross training • Develop a formal succession plan to identify the knowledge, skills, and abilities required to perform key positions • Assist with implementation of the institutional diversity training program and ensure that the training program is sustainable • Continue to explore cost-containment strategies and benefit structures for all health insurance plans • Explore models for a comprehensive business process analysis to assess staffing needs

4I2 – Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The Vision 2050 project stimulated community interest and provides a strong foundation to build ongoing engagement activities that connects students, faculty, staff and community members. WCC's 50th anniversary in 2016 provides additional opportunities for active involvement with the college community. The college is also committed to sustaining the involvement generated through these initiatives by researching and implementing a plan for ongoing community feedback and communication. Ideally, this plan would incorporate and maximize impact of existing activities and communication methods in a more coordinated way. The Vision 2050 project focus groups and online Idea Lab provide a potential template for additional opportunities where needed.

4P3: LEADERSHIP

Establishing appropriate board-institutional relationships to support leadership and governance.

WCC is governed by an eight-member Board of Trustees consisting of seven locally elected trustees and one student trustee elected by fellow students. WCC's current Board of Trustees have a long history with the college with a combined 142 years of volunteer service. Some trustees also have additional volunteer service as members of the WCC Foundation Board of Directors prior to being elected to the Board of Trustees. The trustees are actively engaged in the Illinois Community College Trustees Association (ICCTA) and Association of Community College Trustees (ACCT). The combination of longevity and active participation in professional development opportunities provides strength and stability in the understanding of board-institutional relationships and responsibilities.

Establishing oversight responsibilities and policies of the governing board.

The Board Policy Committee consists of four trustees who work with college administration to develop the Board Policy Manual for approval by the full Board of Trustees. Policies are established as appropriate to the college and in compliance with local, state and federal legislation. The Board Policy Committee is scheduled to meet this year to review the manual and recommend updates required by new legislation.

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty.

The college president maintains weekly contact with each board member to provide general updates, field questions and review any procedural processes. This knowledge is shared by the president and current trustees as new trustees are elected. Following each monthly board meeting, all college administrators attend Board Review which serves as an opportunity to communicate board actions and expectations and to share any additional updates or items of importance. Administrators are expected to share this information with their units or departments as appropriate.

Ensuring open communication between and among all colleges, divisions and departments.

WCC continuously seeks to promote understanding of the college's mission, challenges, goals, growth, programs, diversity and services to both internal and external stakeholders. One of the primary ways that is used to communicate to the institution is through the annual Presidential Action Initiative (PAI), which provides the college community with a way to focus on new, different or emerging issues of importance. The PAI for 2015-2016 is a continuation of the Vision 2050 Project which focuses on celebrating our past and shaping our future. WCC's employee publication, Newsbits, includes initiative announcements and is distributed to all employees. As part of the employee engagement initiative, a redesign of Newsbits was recommended and is currently in process. WCC also presents the strategic goal accomplishments to the Board of Trustees at a fall meeting, which highlights significant progress in institutional initiatives from the previous fiscal year.

Collaborating across all units to ensure the maintenance of high academic standards.

Academic and institutional policies are reviewed by the vice presidents on a yearly basis, with recommendations (if necessary) presented to the Board of Trustees for approval. The vice presidents of the four units – educational affairs, finance and operations, student development, and strategic development – gather continuous feedback during the year which is used to help set policy and recommend procedural changes.

Providing effective leadership to all institutional stakeholders.

The WCC Board of Trustees provides an annual review and endorsement of the college's mission, vision and values in the Strategic Planning Framework. In addition, the board receives monthly examples of the mission, vision and values in action through the Student Success Recognition Program and other recognitions for outstanding professional, academic, athletic or other achievements.

At the monthly board meetings, the Board of Trustees votes on all full-time appointments, purchases over $25,000, structural, organizational recommendations, and any other legal or policy/procedural changes that are under institutional review. The Board of Trustees, based on the mission of the institution and best interests of the stakeholders, are responsible for upholding the institution's values and best interests through their decision making processes.

Developing leaders at all levels within the institution.

WCC's Leadership Academy is a comprehensive leadership development program open to all employees of the college. This three-tiered program offers participants workshops on fundamental leadership skills, opportunities to reflect on and develop their own leadership, and apply their knowledge in leading a college project within the context of the Leadership Academy philosophy.

Additionally, WCC is in the process of creating an additional program solely for managers. This program would include a formal training component to build managerial and leadership skills and an informal component providing opportunities to put into practice and reinforce the skills acquired during training. This may include placing participants into cohorts, providing mentors and deeper integration with other members of the administrative group. This would allow the college to sharpen the focus between managers and non-managers, as based on feedback from those groups, their needs are different and require a completely different model.

Ensuring the institution's ability to act in accordance with its mission and vision.

Some members of the Board of Trustees hold full-time positions at other organizations which necessitate interaction with various leaders and stakeholders in and around the WCC district. WCC's Board of Trustees are elected officials, which is different from an appointed Board, and they have an obligation to simultaneously make decisions in the best interest of the college and of the members of the community. WCC has been extremely fortunate to have a long-tenured Board of Trustees, with a chair who has held that position for a total of 27 years.

4R3: What are the results for ensuring long-term effective leadership of the institution?

The following table highlights the college's cross-functional teams and committees which exist to ensure effective institutional leadership. WCC reviews this list twice a year to determine if new teams are needed or if others have completed their work and can be disbanded. Each team contributes to the success of WCC and our students.

Table 4R3.1: WCC Cross-Functional Teams and Committees

Advisory Teams	Management Teams	
• Academic Calendar Committee	• Board Prep Team	• Copley Campus Project Users Committee
• Accessibility Advisory Committee	• Crisis Assessment Team (CAT)	• Default Prevention
• Civic Engagement Council	• Educational Affairs Council	• E-Discovery
• College and Career Readiness	• Emergency Management	• Innovation Space Team
		• Noncredit Registration System

Core Team
- Continuous Quality Improvement Network (CQIN)
- Counseling and Advising Coordinating Council (CACC)
- Curriculum Council
- Diversity Leadership Council (DLC)
- Emergency Management and Safety Committee
- Employee Engagement Steering Committee
- External Engagement Team
- Faculty Development Learning Excellence Team (FDLET)
- Foundations of Student Success
- Health Insurance Committee
- Leadership Academy Council
- Library Advisory Committee
- Outcomes Advisory Council
- Payment Card Industry (PCI) Compliance Team
- Strategic Marketing Committee
- Strategic Technical Advisory Committee (STAC)
- Support Staff Committee
- Tutoring Center Liaisons

Group
- Emergency Planning Group
- Emergency Response Group
- Finance and Operations Council
- Information Security Team
- Instructional Council
- Noncredit Deans Council
- President's Cabinet
- Student Development Council

Strategic Support Plan Teams
- Comprehensive College Master Plan Team
- Financial Stewardship Plan Team
- Human Resources Plan Team
- Strategic Enrollment Management Plan Team
- Technology Plan Team

Working Groups
- 50th Anniversary
- Adjunct Faculty Mentoring Task Force
- Banner Work Group
- Blackboard Projects Team
- Copley Campus Project Executive Team
- Copley Campus Project Planning and Functional/Technical Committees

Project
- Prior Learning Assessment Network (PLAN)
- Recession Response Team (Brighter Futures)
- Risk Mitigation Group
- Strategic Data Management Team
- The Academic Integrity Project (TOP) Task Group
- Together We Educate for Employment Today and Tomorrow (TWEETT)
- Universal Design Committee
- Vision 2050

Student Focus Committees
- Academic Review Board
- Health Care Petitions Committee
- Health Careers (Nursing) Admissions Committee
- Honors Committee
- Major Decisions Initiative
- Resources to the Rescue Committee
- Satisfactory Academic Progress (SAP) Appeal Committee
- Scholarship Selection Committee
- Student Conduct Board
- Students on Academic Probation (SOAP)
- Tuition Appeal Committee

WCC also utilizes a communication chart, which summarizes leadership activities and processes across units, internally and externally. This chart shows the college's communication method, the audience, and how things are communicated. WCC maintains qualitative summaries of each initiative and all of these support institutional strategic planning.

Table 4R3.2: Communication Methods		
Method	**Audience**	**Communicates**
Semester orientation and presidential address	Administrators, faculty, staff and Board of Trustees	State of the college and strategic goals and objectives; college initiatives and accomplishments
President's columns in local newspapers	Students and community	College priorities and opportunities

President's web page	Administrators, faculty, staff, Board of Trustees, students and community	College initiatives and accomplishments; college structure and general priorities
President's end-of-the-year message	Administrators, faculty, staff, Board of Trustees, students and community	End-of-year statement of significant accomplishments
WCC's monthly employee publication, Newsbits	Administrators, faculty and staff	Campus happenings, employee achievements and employee participation in the community
mywcc Web portal	Administrators, faculty, staff and students	College resources, policies and procedures
CTLT workshops	Administrators, faculty and staff	Education on new initiatives, programs and services
Annual Strategic Goal Accomplishment Reports	Administrators, faculty, staff and Board of Trustees	College accomplishments
Annual Unit Goal and Goal Accomplishment Reports	Administrators, faculty, staff and Board of Trustees	Unit goals and accomplishments
Board of Trustee meeting minutes	Administrators, faculty, staff, community and Board of Trustees	Official Board action
WCC's informative newsletter for students, Learning First!	Students	Student resources, college initiatives, new programs and services
College brochures and catalogs	Students, prospective students and community	College offerings
Student Handbook	Students	College services, policies and procedures
Departmental newsletters, e-letters and web pages	Administrators, faculty, staff, Board of Trustees, students and community	Updates, offerings and accomplishments
Support Staff Employee Handbooks	Staff	College services, policies and procedures
New Employee Orientation	Faculty, and staff	College history, vision, values and mission
Goals Linked to Strategic Plan Report	Administrators and Board of Trustees	List of unit goals linked to each institutional supporting goal from the Strategic Planning Framework

4I3 - Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

After reviewing the list of institutional teams and committees more carefully, the college has realized a need for several things. First, each team needs a true definition and purpose specifically documenting its goals, objectives and desired outcomes. Some of these teams are ongoing and some of them are focused on special projects or implementations. Institutionally, the college needs to take a step back and ask ourselves, how do we know if they are successful?

Another area of opportunity deals with the meeting schedules for these groups. Too often, meetings are canceled and are not rescheduled on a consistent basis. These meetings also need regular schedules of

reporting out to strategic planning groups, another significant opportunity. The responsibility for organizing this process belongs to the Vice President of Strategic Development, who has already started re-shaping the structure and doing qualitative research with each of the team leaders.

4P4: INTEGRITY

Developing and communicating standards.

The college's Annual Disclosure Report contains information on security measures, alcohol/drug policies and sanctions, health and wellness, and emergency procedures. It meets the requirements of the Student Right to Know (SRTK) Act, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, and the Drug-Free Schools and Communities Act. WCC also utilizes this document to protect students through the provisions of such things as Title IX, crime reporting, and contacts for abuse, crisis, and other serious issues. The Annual Disclosure Report is posted on the college's website and is communicated to all new employees during orientation. Employees are encouraged to review this information during our bi-annual fall and spring orientation sessions.

The college also develops and submits a yearly comprehensive financial report, the most recent of which was submitted in September 2014. This report outlines the college's commitment to financial responsibility and an overview of college processes.

Training employees and modeling for ethical and legal behavior across all levels of the institution.

Human Resources is developing a new initiative called HR on Campus, where they will make cross-departmental trips to all levels of the organization to provide updates and overviews on pertinent HR issues. Again, the expectations for ethical and legal behavior are communicated through all on-campus meetings and are encouraged by leaders at the departmental and administrative levels.

Operating financial, academic, personnel, and auxiliary functions with integrity including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff.

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to WCC for its comprehensive annual financial report for the fiscal year ending June 30, 2014. This Certificate of Achievement is a prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports. To be awarded a Certificate of Achievement, a government unit must publish an easily readable and efficiently organized comprehensive annual financial report (CAFR), whose contents conform to program standards. Each CAFR must satisfy both generally accepted accounting principles and applicable legal requirements. A Certificate of Achievement is valid for a period of one year only. WCC has received the Certificate of Achievement every year since 1999. As part of the AQIP Action Cycle, in 2012 WCC embarked on the AQIP Action Project, B3: Building a Better Budget, a project focusing on creating a visually and substantively improved annual budget document by expanding content and improving usability. The project was a success and WCC was awarded the GFOA Distinguished Budget Presentation Award to WCC for the first time for its budget for the fiscal year ending June 30, 2014.

WCC makes institutional information and documents accessible on the college website, www.waubonsee.edu. All WCC's accreditation information is located on the public site as well. WCC also has an internal portal, mywcc.waubonsee.edu, where employees and students can find their personal information, schedule, grades, important announcements and information on campus departments. Students can also find updates on personal information such as their financial aid payments and updates, their updated process checklists, and information on available counseling services and a live chat for support and assistance.

4R4: What are the results for ensuring institutional integrity?

WCC wants to identify if the data in the Annual Disclosure Report is being affected by the creation of the document and the college's communication of it to students, staff and faculty. The college also utilized student and employee engagement surveys to identify if these practices were indeed effective or needed a substantive review. WCC is pleased with the results of the college's institutional integrity processes, as there have been only two student crime-related incidents reported in the last three years, none of which happened on a WCC campus. The college will continue to ensure that we provide as many opportunities as possible to all members of the college and campus community.

WCC's finance department continues to gain acclaim for the integrity and fiscal responsibility which govern the use of taxpayer funds. Employee engagement scores and participation among staff and faculty continue to increase on a regular basis. The Annual Disclosure Report and the Comprehensive Annual Financial Report highlight WCC's commitment to institutional integrity, both behavioral and financial, and allow the college to objectively review performance. The results are positive and impressive, as WCC continues to focus institutional efforts on creating a better environment for our staff, students and faculty.

4I4 – Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

This was mentioned earlier, but WCC definitely would like to improve and enhance our connection with the community in order to gather feedback about processes for communicating critical information. The college often focuses internally, but a future goal is to build on the work of the Vision 2050 Project by gathering regular community feedback.

Category Five: Knowledge Management and Resource Stewardship

WCC has taken great strides towards effective knowledge management through increased transparency in its strategy and improved communication. Additionally, both the Information Technology and Institutional Effectiveness departments at the college have been reorganized to align resources to fulfill strategic goals and priorities. The implementation of the ADVANCE data warehouse as the college's central repository of institutional data has meant that relevant and timely data is being moved out of silos within departments and into an institutional location where it can be analyzed and utilized to support student success. Information Technology (IT) supports a stable infrastructure via systematic upgrades, a proactive and vigilant approach to security, and monthly communication sharing project status for internal college stakeholders. With the addition of the Data Stewards Team, a new data request process, and the implementation of dashboards to track department metrics, WCC is building a strong culture of evidence in its practices.

The maintenance of fiscal, physical and technological infrastructures at WCC is evidenced by the completion of the 2020 College Master Plan in 2015, on budget and five years ahead of schedule. The college's infrastructure continues to improve and grow due to fidelity to a conservative fiscal plan and with the support of the community. With sustainability at the forefront, the college continues to garner attention for its efforts to remain ecologically sound, such as its multi-year Tree Campus USA designation, waste reduction plans and adherence to the rigors of regulatory inspections. Most recently, the college was recognized for its conservation efforts by The Conservation Foundation awarding the Conservation@Work certification for making a positive environmental impact on WCC's campuses.

Due to a bond refunding in November 2011, Moody's Investor Service, Inc. conducted a financial review of the college. This review resulted in an upgrade of the WCC's bond rating from "Aa2" to "Aa1." In June 2012, Moody's Investor Services, Inc. reaffirmed WCC's bond rating of "Aa1." WCC also underwent a financial review from Standard & Poors (S&P) in April 2010 which resulted in an upgrade of WCC's initial bond rating in 2005 of "AA-" to a bond rating of "AA+." In August 2013, Standard & Poors reaffirmed WCC's bond rating of "AA+." Ratings by both of these agencies have placed WCC just below the top rating of "AAA." After completing its AQIP Action Project, B3: Building a Better Budget, the Government Finance Officers Association of the United States and Canada (GFOA) awarded WCC its Distinguished Budget Presentation Award (2nd consecutive year) along with the nationally distinguished Certificate for Excellence in Financial Reporting (16th consecutive year) GFOA award for its Financial Report. With the implementation of a new, more nuanced budgeting software, WCC is able to enhance its process for aligning the budgeting, goal setting and strategic planning processes.

Safety and security at the college are also a top priority. The Emergency Preparedness and Safety Strategic Support Plan has been institutionalized as part of the college's robust emergency preparedness and safety infrastructure. The recently implemented Waubonsee Alert System is used to contact employees and students in the event of an emergency and is tested on a regular basis.

5P1 Knowledge Management

5P1: Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision-making.

WCC has a well-defined annual process to assess institutional performance that includes a review of the college's strategic planning framework, strategic goal alignment, and unit and strategic goal accomplishment reporting. As they draft unit goals, each department also identifies specific measures and targets which are used to track their progress during the year. Each department goal is also tied directly to the college's strategic goals using the WEAVE assessment and planning system. Reinforcing unit accountability, each department is then responsible for reporting annual accomplishments for each goal. Several reports are generated which are reviewed by unit administrators and the senior leadership team to support future planning.

WCC documents key support processes using various tools, including, but not limited to, the following: 1) documents on mywcc, the internal employee portal; 2) Banner student information system; 3) the ADVANCE data warehouse; 4) the Board Policy Manual; and 5) internal communication tools such as memos, e-mail and newsletters. The Information Technology department (IT) maintains a variety of reports including the Technology Appropriate Use Policy, Technology Systems and Services Guidelines, IT New Employee Handout and the IT Project Status Report, all of which are available to employees on mywcc. In addition, the IT Project Status Report is emailed to all staff monthly and reviewed at the quarterly meetings of the Strategic Technology Advisory Committee (STAC). STAC membership includes faculty, staff, administrators and students. The IT Project Status Report is also used to determine the top constraints of each project based on the categories of scope/quality, cost and time which helps the college prepare for future projects and make improvements. When a project is completed, the results are analyzed

to determine if the project was completed on time, within budget and whether it met the scope/quality that was expected. The results of this data are reviewed by the Chief Information Officer (CIO) and relevant IT Project Manager to improve future processes. The CIO also maintains the Technology Strategic Support Plan which is reviewed annually with President's Cabinet. Additionally, to keep administration, faculty and staff apprised of Campus Operations projects on all of WCC's campuses, Campus Operations sends out notices to alert the college community about projects and makes the information accessible on its portlet. One section of the portlet captures the details of Current & Pending Projects to provide an overview of all significant projects on their current status is and includes progress photos. The other section is devoted to Priority Maintenance Issues and provides status updates for any critical mechanical system repair work being done.

Determining data, information, and performance results that units and departments need to plan and manage effectively.

WCC's Institutional Effectiveness (IE) office provides support and leadership for college-wide planning processes in order to document that the college is achieving its mission and goals. IE focuses on assisting individual departments with the assessment and evaluation of programs and services to encourage continuous improvement. The IE office also plays a key role in institutional data collection, analysis and reporting, often coordinating with IT and the Registrar. Figure 5P1.1 highlights the process that WCC uses to determine the data, information and performance results that units need to plan and evaluate programs and services. The process is focused on moving from questions to data, examining that data for insights about a program, focusing on actions that will affect the program or students and then evaluating that strategy to see if it was successful.

Figure 5P1.1 Data Management Model

WCC's AQIP Action Projects continue to provide organizational guidance under the leadership of the Vice President of Strategic Development. As documented in the college's recent Data Stewardship AQIP Action Project, an institutional data warehouse (known as ADVANCE) provides broad access to agile business intelligence. The goal of the data warehouse implementation was to advance an institutional culture of evidence and encourage data-informed decision-making. To date, more than 60 people have been trained to use the data warehouse and institutional data is more readily accessible than ever before.

WCC also routinely participates in multiple nationally-recognized and nationally-normed surveys of student satisfaction and engagement, including: Noel-Levitz's Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS), and the Community College Survey of Student Engagement (CCSSE). Additionally, the college administers its own Baccalaureate/Transfer survey to recent WCC graduates and transfer students. Federal, state and local governmental regulatory requirements, reporting and data retention needs are monitored by technical staff working in the functional areas of IE, IT, Student Development, Finance and Human Resources. WCC sends regular reports to the Illinois Community College Board (ICCB), the Integrated Post-Secondary Education Data System (IPEDS), the Illinois Board of Higher Education (IBHE), the Higher Learning Commission (HLC) and the Department of Education.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements.

WCC has a long-standing commitment to the annual process of aligning department and unit data with institutional goals. Integral to this process is the college's annual cycle of goal creation, alignment, assessment and communication. Every unit at the college creates annual goals prior to the beginning of the college's fiscal year. This goal creation is framed by the college's Strategic Planning Framework and each unit goal is aligned with the college's strategic goals. The college recently institutionalized an AQIP Action Project, B[3]: Building a Better Budget, which substantially improved WCC's annual budget document and enhanced its usability. The new budget document, which adheres to the Government Finance Officers Association (GFOA) guidelines, serves as a policy document, financial plan, operations guide and communications device. The document also contains the Annual Planning Calendar which identifies key strategic planning activities. The development of the Annual Planning Calendar is a collaborative process and is guided by the college's strategic plan, budget, goal and personnel considerations. The goal of the Annual Planning Calendar is to ensure that all these related processes are completed in a collaborative manner that meets all necessary timelines and can be incorporated into the new budget.

An outgrowth of the strategic planning process at the college was the establishment of the Data Stewards Team, a cross-functional team with representation from IE, IT, Enrollment Management, Instruction, Registration, Finance and Human Resources. The team meets on an on-going basis to review data definitions, discuss potential changes to systems and processes and identify security concerns. The use of a web-based product called the Data Cookbook has helped with the centralization of data requests and the storage and management of data definitions. Data Stewards are tasked with understanding and applying the legal and ethical restrictions associated with their particular functional area (for example FERPA, HIPAA, etc.), and assigning classifications to the data per WCC guidelines. It is their responsibility to ensure that processes and procedures are in place to ensure that these requirements are met, determine what logical and physical security protections are necessary, and determine what policies are applicable and what audit processes are necessary to ensure compliance. Data Stewards are also conscious of the shared, integrated nature of college data. They are responsible for knowing and seeking cross-departmental approval for automated workflow processes that rely on data elements within their purview and for seeking input from affected areas before adding, changing or eliminating data elements.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes.

The college makes the security of its data and systems a top priority. WCC's Information Security Team (IST), led by the CIO who also serves as the college's Information Security Officer (ISO), oversees the college's security posture. The ISO, along with the team, has primary responsibility for the security and reliability of the institution's knowledge management systems and related processes. Information security encompasses administrative, technical and operational controls to protect the confidentiality, integrity and availability of constituents' information. The security and integrity of data is recognized as critical. Data records and reports are reviewed for accuracy and consistency on an ongoing basis. Employee requests for data access must be submitted through a division administrator and are reviewed for role congruency by the data steward. Release of data and information to external entities is in strict compliance with FERPA regulations. WCC also complies with FOIA, the Freedom of Information Act.

To manage expenditures and provide an audit trail of purchase requests, the college's centralized Purchasing Office requires that all purchase requests be entered into the Banner system as requisitions. All purchases, including those made with grant funds, require approval of the proper college authorities.

In terms of timeliness, the college's main student record system, Banner, works in tandem with the ADVANCE data warehouse to produce a nightly feed of data. There is a one day lag time from the live data that exists in Banner into ADVANCE. The implementation of the data warehouse has increased the breadth of data that is available to a broad spectrum of users who use the ADVANCE system for querying, reporting and predictive analysis.

WCC continuously monitors and assesses compliance with the Payment Card Industry (PCI) standard for itself and its partners. Administrative, physical and logical controls are evaluated, maintained and put in place to enhance security and manage risk to payment card information. Employees who deal with the payment card information receive training in mandatory PCI compliance and security related topics. On an annual basis, WCC sends staff representing IT, Student Development, Human Resources, Finance and the CTLT to the Ellucian Summit to inform the final design, implementation and training for new information systems and ongoing improvements to existing information systems.

The college is in partnership with its employees to remain vigilant and practice good security habits in reference to both personal safety and in safeguarding institutional data and systems. Comprehensive faculty and staff training programs are offered through the college's CTLT to communicate new information, system priorities and to provide training on new system policies and procedures. During New Employee Orientation, the IT New Employee Handout is provided to ensure the safety and security of the institution's knowledge management systems. All employees must also complete a required annual training session on Information Security. This training is also provided to new employees by the CTLT. Helpful information security tips are emailed to all employees monthly by the TAC team and are posted on the Information Security webpage on mywcc. The college engages external consultants annually to perform social engineering and network penetration tests, and constantly monitors network usage, security logs and events. Additionally, in order to keep systems robust and the network stable, other technology equipment is replaced every five years. For risk mitigation, the college continues to build-out and test its disaster recovery site at the Aurora Campus. The IT Strategic Support Plan provides the college's overall blueprint for technology decisions about standards for hardware, software, service and equipment.

5R1: What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution?

WCC actively seeks out comparative data, when available, to assist in strategic planning and process improvement. The Illinois Community College Board functions as a clearinghouse for the comparative data for the 48 Illinois community colleges. The ICCB annually publishes the Data and Characteristics of the Illinois Public Community College System which has a wealth of information about WCC and how it compares on a variety of measures with other community colleges in the state. The Integrated Postsecondary Education Data System (IPEDS) and nationally-normed surveys have also served as long-standing sources of comparative data. IPEDS publishes an annual institutional Data Feedback Report which takes a broad view of all submitted IPEDS surveys and reports on selected measures that are relevant to college effectiveness and productivity. WCC regularly updates a custom comparison group for the annual IPEDS Data Feedback Report which makes those comparative measures more meaningful and relevant.

Additionally, the college often initiates comparative data studies when focusing on the evaluation and improvement of specific college processes and procedures. For example, in 2015 the college completed a Classification and Compensation System Review Project to review pay grades and job titles due to the growth and increase of complexity of positions at the college (see Category Three). WCC also administers and participates in comparative surveys for specific departments including Campus Police, Admissions, Registration and Records, and the Learning Assessment and Testing Services department. In an effort to obtain additional comparative data, WCC participates in three national community college benchmarking

studies: 1) the National Community College Benchmark Project (NCCBP); 2) the American Association of Community College's Voluntary Framework of Accountability (VFA); and 3) the Student Achievement Measures (SAM) project. WCC also regularly administers student surveys with a variety of student subgroups to assess levels of engagement and satisfaction. These surveys are discussed in Category Two.

WCC's Technology Strategic Support Plan, which is reviewed annually by the President, Vice Presidents, administrators, deans, faculty, Student Senate, STAC, IST, Employee Engagement Team, IT managers and staff, is focused on the following as critical factors in the deployment and support of technology for knowledge management at the college: 1) maintain a stable, reliable network; 2) continue to refresh technology assets; 3) continually plan for increases in processing power, disk space and network/wireless bandwidth; 4) continually implement security tools and processes to safeguard college data; 5) meet federal, state, local and industry laws and standards, including ADA compliance; and 6) implement better tools and processes for supporting student and staff. WCC has not had any security breaches that have compromised records at the college. The target for compromised records is zero. The technology growth statistics below illustrate the seriousness with which the college supports those goals.

Table 5R1.1 WCC's Technology Growth Statistics					
Measure	**FY2010**	**FY2014**	**FY2015**	**Diff +/- (FY2010)**	**% +/- (FY2010)**
Computers, laptops, tablets	737	2,753	2,843	2,106	285%
Printers, copiers	609	682	703	94	15%
Standard media-ready classrooms (205 total classrooms across four campuses)	109	154	175	66	60%
Servers	175	300	380	205	117%
Storage in-use	14 terra bytes	40	63	49	350%
Cell phones	72	86	90	18	25%
Wireless access points	152	250	329	177	116%
Network switches	84	131	133	49	58%
Miles of fiber optic cable	85	126	131	46	54%
TAC calls	7,255	11,694	17,000 (est.)	9,745	134%
Total self-hosted applications	400	441	503	103	26%
Total cloud applications	16	21	39	23	144%

Since the deployment of the ADVANCE data warehouse, an ADVANCE Users Group meets monthly to discuss new methods of data analysis and share best practices. Additionally, the college facilitated the development of a regional group of colleges who use the same data warehouse vendor to exchange ideas on best practices. This work was a direct outgrowth of the college's Data Stewardship AQIP Action Project which was institutionalized in 2014.

5I1: Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

In January 2015, WCC implemented a new, centralized process for all data requests. This process applies to external reporting or general data requests and provides a method to validate any data pulled by end-users from the ADVANCE data warehouse or Banner system for internal decision-making that affects college programs, processes or systems. A new email address, datarequest@waubonsee.edu, is used for all requests for any college data or data analysis. This centralized process was the result of many months of

collaboration from several departments who help manage the college's data and was a direct result of the college's Title V grant and the Data Stewardship AQIP Action Project. To date, over 400 emails have come through this request process.

Table 5I1.1 highlights the components of the IT Strategic Support Plan in response to technology for knowledge and resource management at the college that are on-going and those that are planned (red) for implementation.

Table 5I1.1 Technology Upgrades and Future Areas of Focus			
Upgrade Teaching and Learning Technology	**Upgrade Administrative Technology**	**Increase IT Customer Service Satisfaction**	**Maintain System Availability**
• Continue Strategic Technology Advisory Committee (STAC) • Continue upgrading Wireless Infrastructure • Continue Technology Replacements • Continue ADVANCE Enhancements • Expand use and support of Mobile Devices • Implement new Media Classrooms • Implement Student Customer Relationship Management (CRM) Solution • Implement Non-Credit Registration (NCR) Solution • Expand the use of the Faculty Technology Lab • Expand the use of the Lecture Capture solution • Expand the use of Streaming Video • Expand use of Student Collaboration Technologies • Implement a Student Predictive Analytics solution • Research a plan to expand the use of iPads and Apple software	• Continue implementing the Banner Road Map • Continue Technology Replacements • Expand use and support of Mobile Devices • Implement new web sites: .edu, mywcc, CTLT, Library • Expand the use of Process Analysis/Improvement • Expand the Building Automation solution • Expand the use of the Data Warehouse to Finance and Operations • Implement a Document Management solution • Implement a Campus Security solution • Research a replacement for Banner • Research the development of a new Waubonsee App	• Continue Project Management Training for IT staff • Implement Information Technology Infrastructure Library (ITIL) Processes • Implement a new Incident Tracking/Inventory System for TAC/IT • Expand/improve the Request for Proposal (RFP)/Request for Information (RFI) processes • Expand/improve the divisional IT budgeting processes	• Continue Information Security efforts • Continue Social Engineering audits • Continue securing servers and ports • Continue implementing Payment Card Industry (PCI) requirements • Continue auditing Banner access • Continue Network Penetration Testing audits • Continue to move relevant systems to the Cloud • Continue implementing Disaster Recovery /Emergency Response processes and systems • Continue Network /Internet upgrades • Implement Managed Print Services • Implement controls on desktop/laptop Administrator Rights

In addition to streamlining the process for requesting data, IE and IT have been focused on enhancing communication both between the departments, as well as with the rest of the college community. A recent enhancement to the communication process are meetings twice a year between IT and the administrative leadership team for the instructional units to determine any faculty technology needs. The CIO also meets with the President and Vice Presidents quarterly to analyze the documented results of support processes and make improvements as needed. The increases in the need for additional technology in offices, classrooms and business operations at the college, as reflected in the Technology Growth Statistics table have necessitated two reorganizations within the IT department to match staff, skills and resources with increased and emerging needs. In addition, at the end of the college's Title V grant cycle in September 2015, the college also approved a reorganization for the IE department to clarify the four major areas of focus: 1) research and reporting; 2) data and analytics; 3) outcomes assessment; and 4) grants administration and development. The reorganization is being finalized now and is planned to take effect before the end of the calendar year. As an example of this enhanced focus on data, during fall 2015, WCC is piloting the Survey of Entering Student Engagement (SENSE), which focuses on metrics related to student satisfaction and success in their first semester.

Additionally, over the next one to three years, many systems that will improve efficiencies and support the college's value of service to stakeholders are planned. These quality improvements include: 1) a redesign of WCC's website to enhance mobile access; 2) implementation of a non-credit registration system; and 3) the completion of the implementation of a new Customer Relationship Management (CRM) System.

5P2 Resource Management

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1).

WCC's Campus Operations department is comprised of physical plant mechanics and maintenance staff that continuously monitor, maintain and upgrade the physical infrastructure of the college to address evolving requirements. Their mission is to provide and maintain responsible and effective stewardship of WCC's physical environment in order to accommodate, enhance and support the process of learning, teaching, working and public services to the college and to the community. Campus Operations handles many of the everyday functions at the college. The department uses several tools and procedures to keep operations at all four campus locations running smoothly. Issues pertaining to temperatures in buildings, maintenance requests, and other non-urgent needs are made known through the SchoolDude work order system. To request a classroom, conference room, the Auditorium or a college vehicle, WCC utilizes the Ad Astra scheduling software which works in tandem with Banner. There is a special process in place to reserve an Event Room at the Sugar Grove or Aurora Campus.

For requests that require more oversight due to expenditures and/or the potential impact on the college's infrastructure, the Facilities Project Team facilitates a discussion and decision-making process. A staff member completes the Facilities Project Form, submits it to Campus Operations, and then the Facilities Project Team convenes to discuss the proposed renovations, remodeling, IT services and/or the ordering of furniture. The requester must detail how the project will improve, upgrade or change the program or services in the area for which the project is requested. If approved, the project requires the signatures of the initiator, an administrator, Purchasing, IT and Campus Operations. It also requires the signature of the Executive Vice President of Finance and Operations. WCC's senior management team manages the college's daily operations and President's Cabinet meets monthly, continuously assessing how the college can improve learning while providing special consideration to sound resource management.

The IT Strategic Support Plan prioritizes a technological infrastructure that is reliable, secure and user-friendly. IT maintains a Network Infrastructure, Fiber Infrastructure and Internet Infrastructure schematic to facilitate any potential problem-solving and for maintenance and upgrade activity. Please refer to 5P1 for the college's security posture and to 5P3 for methods for maintaining a secure physical infrastructure.

Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3).

WCC's process for selecting and developing new quality improvement efforts involves collaborative input by key stakeholders, including President's Cabinet, and the college's more than 60 cross-functional committees. The college's cross-functional teams, composed of faculty, staff, administrators and students (when appropriate), focus on different institutional responsibilities and provide insightful recommendations regarding the improvement of processes and procedures. All team recommendations are formally reviewed by senior leadership and a final decision is communicated back to the teams. Additionally, administrative in-services and manager level meetings are held on an ongoing basis to facilitate professional development and to seek input concerning the college's goals, mission, resources, opportunities and emerging needs. Please refer to 5P1 for a general description of the annual goal process for additional information.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2).

Human, fiscal and physical resource needs are addressed as part of the college's planning process and strategic goal alignment process. The process is designed to promote fiduciary responsibility and accountability at the unit level and encourage communication with faculty and staff during the annual budget planning process. Unit supervisors work with their immediate supervisors to ensure alignment among units with respect to resource needs and the viability of resources requested. The four vice presidents provide oversight for the process in each of their areas. The senior leadership team (president and four vice presidents) collaboratively reviews all budget/resource requests to ensure alignment with college resource needs, the college's strategic goals and resource availability. Resource allocation is managed by administrators in the various departments throughout the college. Administrators, managers and staff have access to the current department budgets at any time via the college's Banner system and the Questica budget system. Additionally, when a new IT project is initiated, all employees are notified and invited to participate in the project, if it has an impact on their daily functions.

Faculty, staff and administrators work together to ensure that resource allocation decisions are made with minimal impact, if possible, on the teaching and learning environment. One recent example of this is the decision to close the Copley Campus after the fall 2015 semester and throughout the renovation of the building for safety reasons. Classes and programs will be accommodated at other campus locations for spring and summer 2016 with plans to re-open the campus for the fall 2016 semester. In the future, the Copley Campus will continue to offer general education courses and career and technical education courses and will house the nursing, medical assistant, nurse assistant, patient care technician, surgical technology, phlebotomy and EMT (Emergency Medical Technician) programs. The renovation will also provide for enhanced student services including tutoring, testing, financial aid, counseling, and registration; and an expanded library.

5R2: What are the results for resource management?

The recently completed 2020 College Master Plan was designed in the early 2000's as a part of WCC's overall strategic plan in order to ensure that the college had the facilities necessary to support the growing district population. Table 5P2.1 details the tremendous growth that WCC has experienced as the college completed the 2020 College Master Plan. A good steward of its resources, WCC completed the ambitious plan within budget and five years ahead of schedule.

Table 5P2.1: 2020 College Master Plan Expansion				
Building Name	**Location**	**Size**	**Open Date**	**Cost**
Campus Operations	Sugar Grove	21,000 square ft.	April 2005	$2.6 million
Student Center	Sugar Grove	58,000 square ft.	January 2009	$17 million
Academic and Professional Center	Sugar Grove	56,000 square ft.	August 2007	$13.2 million
Science Building	Sugar Grove	46,590 square ft.	August 2006	$14.7 million
Plano Campus	Plano	33,000 square ft.	November 2010	$13 million
Aurora Campus	Aurora	132,000 square ft.	June 2011	$50 million
Field House and Erickson Hall renovation	Sugar Grove	59,279 square ft. and 55,880 square ft.	February 2015	$19 million

In addition to the seven buildings constructed as part of WCC's 2020 College Master Plan, additional projects were completed at the Sugar Grove Campus as follows:

- Storm Water Infrastructure
- Kiln Shelter
- New Traffic Lights – North and South Entrances at the Sugar Grove Campus
- New Paver Lot East of Collins Hall
- New North Paver Lot
- Fox Metro Sanitary Sewer Project
- Enlarging and Paving Gravel Lot
- Revised North Entrance Roadways
- Improvements to Athletic Fields
- Bookstore/Dickson Center First Floor Renovation

- Exterior Campus Signage
- Added Small Wind Turbine and Solar Panels
- Renovations to Building A and Bodie Hall
- Major Infrastructure Projects such as the Replacement of Von Ohlen Chiller and Several Roofs
- Exchanged/acquired land from Kane County Forest Preserve for future Athletic Facilities

Sustainability is an on-going initiative at the college. WCC has a natural connection to the environment with its unique location that includes wetlands, prairies and an oak savannah. In accordance with the college's strategic goal of resource stewardship, WCC achieved the Tree Campus USA designation for the fourth consecutive year in FY2015. The college also submitted a Waste Reduction Plan Update Report to the Illinois Department of Commerce and Economic Opportunity (DCEO) in February 2015. An independent engineering firm conducted a waste generation and composition analysis and WCC achieved and surpassed the waste reduction goal of 40%. The current waste landfilled per student of 0.0200 tons/student represents an 81.6% decrease from the amount of waste landfilled per student in 1987. WCC plans to continue its commitment to waste reduction by increasing waste reduction activities on campus. See 5I2 for future and ongoing recycling/composting and source reduction activities. Other sustainability efforts include: server virtualization to save space and use less power to run and air condition; a hardware recycling program; printer duplex setting; setting Windows 7 to power save;

purchasing recycled toners; implementing green power strips at the Aurora Campus; implementing Energy–Star compliant software deployment at all campuses; and the transfer of documents for HR and Student Development to mywcc for accessibility.

5I2: Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

The college completed the 2020 College Master Plan in 2015. A new strategic plan for facility maintenance and growth is the Comprehensive Master Plan which is being managed in two phases. Some future growth plans include the following. WCC's Copley Campus will be renamed the Aurora Fox Valley Campus, a rebranding which is required due to the renovation of the facility to house the college's Allied Health program offerings and accommodate additional student services. The campus will be temporarily closed in spring and summer of 2016 with a target re-opening date in July of 2016. To avoid confusion, the current Aurora Campus will be renamed the Aurora Downtown Campus. A comprehensive analysis of all associated changes, such as IT network and equipment mapping is underway.

The following recommendations were captured in the Waste Reduction Plan Update Report submitted to the Illinois DCEO.

Table 5I2.1: Waste Reduction Plan Futures Activities Schedule			
Activity	**Expected Start Date**	**Rationale**	**Expected Impact**
Further evaluate source reduction options: purchasing items with less packaging; using durable dishes in cafeteria; and reducing food waste.	Ongoing	Once policies affecting these three options are in place, implementation should be straightforward.	Reducing packaging waste, food waste, and food utensil waste will save disposal money and natural resources.
The college intends to provide additional education regarding their current paper recycling program and to increase the number of bins in offices, classrooms and service areas.	Ongoing	This activity would fit well with the college's existing recycling program. The increased diversion may allow the college to decrease the waste disposal service for the campus resulting in decreased waste hauling costs.	By increasing the education and awareness of the paper recycling program, it is estimated that the college could decrease its waste disposal quantities by approximately 15 tons per year.

Additionally, WCC recently implemented the Questica budget software system which provides additional planning tools to department heads, including personnel allocations tied to their part of the college's operation. The ability to detail costs with specific projects and goals has enhanced the college's ability to plan and track initiatives more closely. See also the technology upgrades detailed in the college's Technology Strategic Support Plan and listed in table 5I1.

5P3 Operational Effectiveness
Building budgets to accomplish institutional goals.

Over the last three years, the annual budget process has been revised to better align with the annual goal setting process. In this process improvement, unit supervisors now are able to develop their fiscal year budget and goals at the same time to ensure that the budget reflects any new projects or initiatives for

which their unit is responsible. While the budget and goal setting software systems are not integrated, the Questica budget software allows units to enter reference to specific goal numbers that are in the WEAVE goal-setting system. This assists departments with alignment of the request for fiscal resources to meet unit goals. Decisions about budget allocation/reallocation are facilitated by access to data from Banner.

Each year, college administrators receive a combined planning calendar that coordinates the deadlines for the budget, goals, strategic planning and personnel request/reallocation processes. This document is a vital tool and IE, Finance and Human Resources work together to ensure that all deadlines are aligned and not in conflict with one another. This facilitates each planning unit's request of fiscal resources by aligning budgeting simultaneously with goal setting. Also, fiscal comparative reporting is available to units within the Banner Finance and Questica budgeting systems. The budget is open for public comment for a one month period. After this time, it is adopted by the college's Board of Trustees on an annual basis, following a public hearing.

Monitoring financial position and adjusting budgets.

Both the Banner finance system and the new budgeting software, Questica, provide departments with the ability to monitor and manage their budgets on a real-time basis. Departments may request budget transfers to meet department needs. As a measure of fiscal control, certain budget transfers may require vice president level approval to ensure unit requests properly align with institutional initiatives and goals.

Maintaining a technological infrastructure that is reliable, secure and user-friendly.

Comprehensive faculty and staff training programs are offered through the CTLT to communicate new Banner priorities and to provide training on new system policies and procedures. WCC sends staff representing IT, Student Development, Human Resources, Finance, and the CTLT to the annual Banner (Ellucian) Summit to inform the final design, implementation and training for new systems and ongoing improvements to existing information systems. The security and integrity of data is recognized as critical. Data records and reports are reviewed for accuracy and consistency on an ongoing basis. Requests for data access on the behalf of WCC employees must be submitted through a division administrator and are reviewed for role congruency. Release of data and information to external entities is in strict compliance with FERPA regulations. A new identity management system was implemented in 2008 that consisted of a new network ID and password process for staff, faculty and students which provides secure user access to all administrative system programs.

Maintaining a physical infrastructure that is reliable, secure and user-friendly.

As part of the Emergency Preparedness and Safety Strategic Support Plan, the college implemented the National Incident Management System (NIMS) and created an Emergency Preparedness and Safety Guide for Students and Community Members. NIMS provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity, in order to reduce the loss of life and property and harm to the environment.

The Campus Police staff, which is made up of both law enforcement officers and student cadets, is on-duty 24 hours a day, seven days a week at the Sugar Grove Campus and during official hours of operation at the Aurora Campus. Campus Police officers have all of the powers of police officers in cities and sheriffs in counties, including the power to make arrests on view or on warrants for violations of state statutes, and to enforce county or city ordinances in all counties within WCC's district. Campus Police services include the following: crime prevention patrols done on foot, and in car; traffic control and enforcement; motorist assists, which include battery jump-starts and lockouts; escort service at the Sugar

Grove Campus; emergency first responder system; enhanced 9-1-1 dispatching system - Campus Police is alerted of any 9-1-1 call made from any of the college's locations, ensuring a quick response both from Campus Police and other local police, fire and medical teams; emergency call boxes located throughout college locations; staff trained on and equipped with automated external defibrillators; lost and found; safety tips; and weather information.

In addition to the Campus Police, Building Services Specialists assist in maintaining a safe and secure environment. They serve as ambassadors for the college while monitoring assigned facilities. The Building Services Specialists assist faculty, students, staff and visitors with any concerns and are responsible for monitoring classes and activities during evenings and weekends. Individuals holding these positions are trained as first responders and civilian security personnel for emergency situations. They receive training in CPR, AED and First Aid.

As a public institution, WCC is subject to compliance inspections for health, safety and other regulations. The Campus Operations department is responsible for contracting for inspection and testing. Outcome reports and results are forwarded to the following agencies for compliance purposes. Table 5P3.1 details the inspection schedule and the agencies with whom WCC must comply.

Table 5P3.1: WCC Compliance Inspection Schedule		
Inspection/Purpose	**Frequency**	**Government Agency**
Spill Prevention and Countermeasures to regulate chemical spill compliance and inventories	Annually	US EPA
Water Well System Operations to comply for required private well compliance	Daily	Il EPA
FOX Metro Water Waste Monitoring to maintain and monitor water flow	Monthly	IL EPA
Annual back Flow Test and Inspect to monitor and test for cross connected water systems	Annually	IL EPA
Annual fire system test and inspection to monitor and train staff for proper safety and procedures	Annually	SGFD-NFPA
Semi Annual Hood system test and inspection to monitor and train staff for proper safety and procedures	Semi-Annually	SGFD-NFPA
Quarterly Fire system test and inspections to monitor and train staff for proper safety and procedures	Quarterly	SGFD-NFPA
Portable Fire Extinguisher maintenance and Inspection Program to monitor and train staff for proper safety and procedures	Annually	SGFD-NFPA
Sprinkler Maintenance Inspection and Testing Program to monitor and train staff for proper safety and procedures	Annually	SGFD-NFPA
Annual Fire Pump test and inspection to monitor and train staff for proper safety and procedures	Annually	SGFD-NFPA
Fume Hood testing program to monitor and train staff for proper safety and procedures	Annually	ANSI
State Fire Marshall Boiler certification to monitor and train staff for proper safety and procedures	Annually	SFDP
Annual ICCB Report to document campus facilities	Annually	ICCB
Annual Utility Survey to ICCB for utility regulation communication	Annually	ICCB
Establish health and safety protection for employees	Annually	OSHA
American Society of Heating, Refrigeration of Heating, Refrigeration, Air Conditioning Engineers for indoor air quality standards	Annually	ASHRE-OSHA

Table 5P3.1: WCC Compliance Inspection Schedule		
Inspection/Purpose	**Frequency**	**Government Agency**
American National Standards to establish specific safety standards	Annually	ANSI
Department of Transportation to regulation shipping of chemical and transportation	Annually	DOT
American with Disabilities Act to monitor and train staff for proper safety and procedures	Annually	ADA
Elevator Systems test and inspection to monitor and train staff for proper safety and procedures	Annually	State Fire Marshall
International Building Code to monitor and train staff for proper safety and procedures	Annually	IBC-BOMA
Comprehensive Asbestos Survey and Management Plan to monitor and train staff for proper safety and procedures	Annually	OSHA/EPA
Hazards Communication Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Personal Protective Equipment to monitor and train staff for proper safety and procedures	Annually	OSHA
Respiratory Protection Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Fall Protection Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Man Lift and Ladder Safety Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Hearing conservation program to monitor and train staff for proper safety and procedures	Annually	OSHA
Blood Borne Pathogen Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Lock Out – Tag Out Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Confined Space Training Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Hot Work Permit Program to monitor and train staff for proper safety and procedures	Annually	OSHA
Powered Industrial Program train and monitor lifts, and vehicle maintenance	Annually	OSHA
Electrical Safety OSHA 29 (FLASH ARC) to identify and train staff and new hires	Annually	OSHA
DOT Security Training Program to maintain control of hazardous waste	Annually	DOT
Universal Waste Protocol to maintain IL EPA and third party contract	Annually	IL EPA
College Sustainability Waste protocol for local and governmental monitoring	Annually	IL EPA
Computer Maintenance management System for work order PM and customer service	Daily	Internal
College Emergency Management Training	Annually	Internal

Managing risks to ensure operational stability, including emergency preparedness.

The college's Emergency Preparedness and Safety AQIP Action Project served to devise better planning and training to enhance an already robust emergency preparedness and safety infrastructure. Along with direction from the Director of Emergency Preparedness and Safety, the Emergency Preparedness Committee, and the Crisis Assessment Team (CAT), accomplishments of the AQIP Action Project include: 1) the development of guidelines and resources for students, faculty, staff and campus visitors; 2) the enhancement of robust emergency communication systems and an emergency response infrastructure; 3) employee emergency preparedness and safety training and drills; 4) NIMS training and exercises; 5) the creation of the Emergency Preparedness and Safety Strategic Support Plan; 6) the strategic realignment of the public safety department by adding staff and resources to create a reorganized Campus Police department; and 7) collaboration with the IST to ensure the integrity of the college's data and sensitive information.

WCC maintains four open campuses and employees are encouraged to wear name tags for identification purposes. Private offices and suites are locked when not occupied. Security access is required for entrance to certain restricted areas including mail distribution centers. There are processes and restrictions in place for key requests and the establishment of alarm codes for designated areas on campus. WCC uses an online emergency notification system to deliver emergency messages to students, staff and faculty. This system is tested each year at the beginning of the fall semester and again as new modules of social media are integrated for use, such as Facebook and Twitter. The college has also implemented redundancy systems such as emergency weather closing scroll messaging at news outlets, Facebook and Twitter accounts, and in-building public address systems to enhance emergency notification and reduce risk. The E2campus system is utilized to provide audit history on these redundancies. The college also has the following preventive and warning systems in place: video surveillance; weather siren; desktop network messaging; fire and security alarms; weather alert radios; website announcements and news releases; and desk phone intercom.

Additionally, the college uses a Crisis Assessment Team (CAT) to monitor behavior that is reported as threatening or inappropriate. Members of the CAT represent different areas of the college including counseling, student life, faculty, campus police, human resources and emergency management. An online system allows anonymous reporting of these behaviors through the Waubonsee Intervention Form (WIF). The CAT meets whenever a WIF is received about a student, staff or campus visitor's behavior that elicits concern. Each WIF is reviewed with other supporting information to determine a course of action. The team can recommend additional monitoring, counseling, a student conduct board hearing, or referral to law enforcement, depending on the nature of the behavior reported. If there is immediate risk to life or property, the individual observing the behavior is urged to call 9-1-1 or contact Campus Police.

External agents are also involved in performance management at the college. In preparation for submitting an application for a new traffic signal, WCC worked with the Illinois Department of Transportation (IDOT) to research traffic volume and speed data as well as accident rates. The Assistant Vice President of Finance provides monthly updates regarding the progress of capital projects to the college's senior leadership team. WCC's Risk Mitigation Team reviews accident reports provided by the insurance company to help design prevention programs. The Emergency Management and Safety (EM&S) department solicits local authority input to complete an annual risk and vulnerability assessment, which in turn helps in developing mitigation and prevention programs.

5R3: What are the results for ensuring effective management of operations on an ongoing basis and for the future?

For the 16th consecutive year, the Government Finance Officers Association of the United States and Canada (GFOA) has awarded WCC the Certificate for Excellence in Financial Reporting. The award, given for the Comprehensive Annual Financial Report for the fiscal year ending June 30, 2014, represents a significant achievement by the college, reflecting the commitment of WCC and its staff to meeting the highest principles of governmental financial reporting. In 2014 and 2015, the college budget was also awarded the GFOA's Distinguished Budget Presentation Award.

WCC's Emergency Plan, along with vigilance by the Campus Police, employee training, poised security infrastructure, the support of local authorities, and a clearly communicated Student Code of Conduct have worked together to produce an effective strategy for the prevention of crime and response to emergency situations. Risk management ensures operational stability, including emergency preparedness. WCC issues an [Annual Security and Disclosure Report](#) which is sent to all students, faculty and staff in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, as well as other federal and state laws. It contains information on campus security measures, alcohol/drug policies and sanctions, and retention and graduation rates. It also includes an overview of the policies and procedures related to sexual misconduct reports. Crime statistics remain consistently low due to strategic planning, fidelity to the Emergency Plan, employee vigilance, and coordination and cooperation with local police.

Another measure of operational effectiveness is the tracking of student and employee communication data to contact them in the event of an emergency. The emergency notification system is tested on a regular basis and the last actual activation of the system resulted in over 9,500 voice and 21,000 email or text notifications sent, with an error rate of under 2%.

5I3: Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

New initiatives since 2011 that impact campus safety and security included: installing a traffic signal at the north entrance of the Sugar Grove Campus; implementing the Waubonsee Alert System; implementing program level safety inspections; developing classroom safety plans, and starting the video and access system integration project. Recently, the Campus Police Chief, Dean for Students, and Dean for Counseling, Career and Student Support collaborated on a presentation that described the implementation of the new Violence Against Women's Act (VAWA) and how it will affect WCC's employees. The presentation is available in recorded format to all employees on the mywcc portal. Another project in progress, which is designed to limit risk and improve efficiency, is the Contract Compliance and Approval Process (C-CAP) AQIP Action Project. C-CAP was declared in October 2014 with the goal of developing a centralized system to track college contracts. The project goal of accountability supports the tradition of rigorous financial stewardship at the college. The centralized system, along with institutionalizing standard contract language, will limit the college's exposure to possible litigation and liability and will enable the college to monitor vendor performance while ensuring vendor confidentiality. Additional improvements on the horizon for WCC include the increased use of document imaging to reduce the amount of paper that is used/stored at the college; the implementation of the Banner system work flow capability which will transition many routine processes from paper to electronic; the implementation of an integrated Campus Security System; and the implementation of a college-wide Managed Print Service.

Category Six: Quality Overview

6P1 Quality Improvement Initiatives

Selecting, deploying and evaluating quality improvement initiatives.

The process for selecting, deploying and evaluating quality improvement initiatives is informed by the college's Strategic Planning Framework and integrated into the college's planning process. WCC's senior leadership team, which includes the President and the four Vice Presidents, provides leadership and oversight for: a) key action plans, including frequently monitoring progress; b) the college's daily operations; and c) the college's continuous quality review of systems, policies and procedures. The President's Cabinet, made up of the senior leadership team, assistant vice presidents and other direct reports to the President, meets on a monthly basis in an advisory capacity and provides input on daily operations and key quality initiatives. WCC's process for selecting and developing new quality improvement efforts involves collaborative input by key stakeholders throughout the college, including the President's Cabinet, and the college's cross-functional teams and committees, including the Quality Team. The Quality Team was discontinued in 2015 and will be redefined as WCC undertakes a new strategic planning process in the coming year. Progress reports are communicated to students, faculty, staff, administrators and key stakeholder groups via email, updates in the monthly employee newsletter, and at fall and spring orientation.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up and Strategy Forums.

WCC has had great success with its AQIP Action Projects, which have focused on areas of interest and need within the institution. Moving forward with the college's new strategic planning process, the goal is to integrate the feedback from the Systems Portfolio and the Quality Check-Up visit to develop a purposeful process for determining new Action Projects. Within this new structure, there will also be regular reporting to senior leadership and the college community about the progress and outcomes of these quality initiatives. The Vice President of Strategic Development has institutional responsibility and will provide leadership for these new processes.

6R1: What are the results for continuous quality improvement initiatives?

The Contract Compliance and Approval (C-CAP) AQIP Action Project is ongoing. Process Approval and Contract Compliance teams have inventoried and categorized written contracts and will have them legally reviewed. Boilerplate contract documents will be created with standardized legal language to make contract administration more efficient and effective. A successful communication campaign has raised awareness in key areas of college administration and operations. The importance of best practice contract compliance and approval is increasingly viewed as a means to protect the college by mitigating risk. The IT team has successfully upgraded the XTENDER software so that it is poised to make use of full system functionality to store and access electronic contract documents. A project plan is in place outlining the pilot test of the new contract and compliance and approval system.

In addition to the various teams involved in the phases of the project, members of the Information Technology, Finance and Operations departments at the college are poised to execute the pilot test. Additionally, members of the Admissions department have assisted with the Banner/XTENDER upgrade due to prior experience with the software. College employees have become increasingly aware of the importance of contract management and approval and need to remain sensitive to contract handling while the new guidelines and procedures are finalized per the project. Also, the inventory and review of contracts at the college has sparked a fruitful debate about appropriate levels of legal review during the approval process, given the range of contract agreements at the college.

The LEAD Initiative on Civic Learning and Democratic Engagement AQIP Action Project is also on schedule. Student Life is the centralized function at WCC that currently tracks student civic learning and democratic engagement experiences. A co-curricular transcript is produced for each student to reflect these activities. Between August 2013 and April 2015, student club/organization service activities have engaged a total of 352 students in civic engagement activities that included:

- Feed My Starving Children,
- The Hesed House homeless shelter drive and Backpacks for Homeless,
- A Relay for Life and walks for breast cancer,
- Toys for Tots and mitten drives at the Aurora Campus,
- March of Dimes fundraising and time at Marklund Children's Home,
- Edwards Hospital Cancer Toy Drive and Fox Valley Special Recreation Association Toy Drive,
- Illinois Highway cleanup,
- Tri-cities Adopt a Family,
- Illinois DREAM Fund,
- United Way Clothing Drive
- Tornado Relief for Rochelle, Illinois; and a book drive

To raise awareness of the importance of civic engagement in a democratic society, WCC held its first annual Day of Service in April 2014. The well-publicized day was accessible to all students and attracted 50 participants who volunteered time at various venues in the district's community. Other college-wide initiatives that support civic engagement include WCC's collaboration with Mutual Ground to promote sexual violence education; partnering with the Association for Individual Development (AID) to offer a Waubonsee 24x7 crisis referral hotline, Gustafson Scholar program college and community service commitments; and the CTLT's Leadership Academy program whose current focus is on education and building capacity for servant leadership.

WCC also participated in the National Study of Learning, Voting, and Engagement (NSLVE) study of students who voted in the 2012 presidential election. The study is conducted by CIRCLE, The Center for Information and Research on Civic Learning and Engagement. Results were reported in January 2014 and updated recently in March 2015. They include the following:

- The registration rate of WCC's enrolled students was 64.16%.
- The voting rate of WCC's enrolled student was 44.99%.
- The rate of registered voters who voted was 70.12%.

Though these rates exceed national averages, WCC intends to encourage voter participation among students for the next election through various means. Part of the plan includes scheduling the local League of Women Voters on campus to educate and engage voters.

Participation in The Democracy Commitment and the administration of the NSLVE study will establish benchmark data and assist in the correlation of civic outcomes to persistence and student success. With the ongoing involvement of students in clubs and organizations, the college's commitment to be engaged with its community through the External Engagement Committee, and additional focus on curricular connections to civic engagement, the LEAD Initiative on Civic Learning and Democratic Engagement AQIP Action Project continues to make steady progress towards increased access and opportunity for all students to engage in civic learning experiences. The Transformative Assessment AQIP Action Project and PRIDE: PRogress and Innovation in Developmental Education AQIP Action Project are both addressed in Category One.

6I1: Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

WCC's quality improvement initiatives are grounded in the college's mission, vision and strategic goals. WCC's first strategic goal is *Community: We will be a valued community leader that actively connects, collaborates and partners to advance the college's mission and student success*. The college's success in meeting the goal of Community is measured by: 1) strengthened and expanded community collaborations with diverse educational, governmental, social, cultural, civic, professional and business organizations; 2) outreach to the district that promotes an understanding of the college's mission, programs and services; and 3) strategic initiatives with regional and national partners that maximize shared resources. As has been mentioned previously, WCC is committed to enhancing its connection with the community through the Vision 2050 Project and the feedback that we have received from our stakeholders.

The second strategic goal is *Learning: We will foster excellence in teaching and learning, and a culture where all individuals, whether student, faculty, staff or trustee, promote student success.* This goal is measured by: 1) degree and certificate completion sustained by a learning excellence focus that provides educational access for a diverse student population; 2) learning pathways that foster a quality student experience and incorporate high-impact educational practices that advance college and career readiness; and 3) integrated support systems and infrastructure that sustain and nurture learning excellence and provide open access to services within the college's network of four campuses. WCC participates in the National Community College Benchmarking Project (NCCBP) and in the college's 2015 Strengths and Opportunities Report, WCC ranked in the 95th percentile for the percentage of part-time, first-time students that completed and transferred in three years and ranked in the 91st percentile for the percentage of part-time, first-time students that completed in three years. Alternatively, WCC was only in the 10th percentile for next-term persistence rate, an issue that was identified internally through the Attrition Project discussed in Category Two. This will be an area of attention in the coming year.

The college's third strategic goal is *Employees: We will cultivate engaged employees by fostering effective hiring practices and a work environment that promotes collaboration, professional growth and student success.* It is measured by: 1) employees engaged in a collaborative work environment that leverages continuous feedback and effective hiring practices; 2) a culture that supports employee engagement, satisfaction, health and wellness, and diversity; and 3) opportunities available to employees to cultivate self-development, enhance job knowledge and skills, and advance leadership qualities. WCC continues to support employee engagement and will be administering an Employee Engagement Survey for the second time in November 2015 to determine if the programs that have been developed in the last three years have met employee needs.

The fourth strategic goal is *Accountable: We will be accountable and committed to student success through effective communication and stewardship of our resources.* This goal is measured by: 1) internal and external communication that promotes transparency and an understanding of the college's mission and operations; 2) financial stewardship that incorporates economic analysis, affordability, financial goals, comprehensive budgeting, and alternative funding sources; and 3) stewardship of physical resources that incorporates systematic facilities renovation and maintenance, a safe and secure campus environment, sustainability and continued execution of the Comprehensive College Master Plan. WCC is ever changing to meeting the needs of our community, as is evidenced by the attention given to facilities planning and program development. In 2016, the current Copley Campus will be renovated and reopened to serve as the hub of WCC's allied health programs with state-of-the-art facilities.

The fifth, and final, strategic goal is *Relevant: We will deliver relevant programs and services that foster student success by actively engaging our students and preparing them as responsible community members.* This goal is measured by: 1) student enrollment, retention and persistence that strategically leverage admission policies, retention programs, marketing, and financial support; 2) high-quality credit

and noncredit offerings that are viable, responsive, innovative and prepare responsible community members; and 3) programs and services that actively engage students and meet student needs in terms of time, place, pace, structure and technology. WCC's 2015 NCCBP report noted that students are generally satisfied with the campus climate (76th percentile), but that the college could do more to highlight active and collaborative learning across all disciplines (14th percentile). As a part of the growing institutional culture of evidence, WCC will be looking to increase the use of data including survey and benchmarking results, internal data analysis and predictive analytics to shape decisions, programs and policies.

Acronym List

Acronym	Meaning
AA	Associate in Arts
AA	Articulation Agreement
AAMA	American Association of Medical Assistants
AAS	Associate in Applied Science
AAUP	American Association of University Professors
ABE	Adult Basic Education
ACA	American Counseling Association
ACCA	American College Counseling Association
ACCT	Association of Community College Trustees
ACEN	Accreditation Commission for Education in Nursing
ACT	American College Testing
ADA	Americans with Disabilities Act
ADHD	Attention Deficit Hyperactive Disorder
ADVANCE	**A**ccess to Information, **D**ecision Support, **V**isualization of data, **A**nalysis of Trends, **N**ew possibilities, **C**onnections between people and resources, **E**vidence for Excellence (WCC data warehouse acronym)
AED	Automated External Defibrillators
AELC	Adult Education Learning Center
AES	Associate in Engineering Science
AFA	Associate in Fine Arts
AGS	Associate in General Studies
AID	Association for Individual Development
AHIMA	American Health Information Management Association
ANSI	American National Standards Institute
AP	Advanced Placement
ARB	Academic Review Board
ARC/STSA	Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
AS	Associate in Science
ASCP	American Society of Clinical Pathology
ASE	Automotive Service Excellence
ASHRE	American Society of Heating, Refrigeration, Air Conditioning Engineers
CAAP	Collegiate Assessment of Academic Proficiency
CACC	Counseling and Advising Coordinating Council
CADD	Computer- Aided Design and Drafting
CAHIIM	Commission on Accreditation of Health Informatics and Information Management Education
CAFR	Comprehensive Annual Financial Report
CAT	Crisis Assessment Team
CBA	Collective Bargaining Agreement
C-CAP	Contract Compliance and Approval (AQIP Project)
CCS	Certified Coding Specialist
CCS-P	Certified Coding Specialist Physician
CCSSE	Community College Survey of Student Engagement
CIO	Chief Information Officer
CIP	College Insurance Program

Acronym	Meaning
CLEAR	Community, Learning, Employees, Accountable, Relevant (strategic goals)
CMA	Certified Medical Assistants
CMAP	Chicago Metropolitan Area Planning
CNA	Certified Nursing Assistant
CNC	Computer Numerical Control
CoAEMSP	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
COE	Council for Opportunity in Education
COL	College (course)
CPR	Cardio Pulmonary Resuscitation
CQIN	Continuous Quality improvement Network
CRLA	College Reading and Learning Association
CRM	Customer Relationship Management
CST	Certified Surgical Technologist
CTE	Career and Technical Education
CTLT	Center for Teaching, Learning and Technology
DACA	Deferred Action for Childhood Arrivals
DACUM	Developing a Curriculum
DAPP	DePaul Admissions Partnership Program
DCEO	Department of Commerce and Economic Opportunity
DDP	Dual Degree Program
DECR	Developmental Education and College Readiness
DLC	Diversity Leadership Council
DoD	Department of Defense
DOT	Department of Transportation
EEOC	Equal Employment Opportunity Commission
ELL	English Language Learners
EM&S	Emergency Management and Safety
EMT-B	Emergency Medical Technician Basic
EMT-P	Emergency Medical Technician Paramedic
ENG	English (course)
EPA	Environmental Protection Agency
E-RAP	Electronic Registration and Advising Program
ESL	English as a Second Language
ETS	Educational Testing System
FC-CBA	Faculty Council Collective Bargaining Agreement
FDLET	Faculty Development Learning Excellence Team
FERPA	Family Educational Rights and Privacy Act
FoE	Foundations of Excellence®
FOIA	Freedom of Information Act
FSMTB	Federation of State Massage Therapy Boards Massage and Bodywork
FTE	Full Time Equivalency
FVCC	Fox Valley Career Center
GED	General Education Development
GFOA	Government Finance Officers Association of the United States and Canada
GPA	Grade Point Average
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resource

Acronym	Meaning
HSI	Hispanic-Serving Institution
IACAC	Illinois Association for College Admission Counseling
IAI	Illinois Articulation Initiative
IAODAPCA	Illinois Alcohol and Other Drug Abuse Professional Certification Association
IBC-BOMA	International Building Code – Building Owners and Managers Association
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICCCASRR	Illinois Community College Council on Adult Student Recruitment and Retention
ICCTA	Illinois Community College Trustees Association
IDEA	Illinois Drafting Educator's Association
IDHHC	Illinois Deaf and Hard of Hearing Commission
IDHR	Illinois Department of Human Resources
IDOT	Illinois Department of Transportation
IDPH	Illinois Department of Public Health
IE	Institutional Effectiveness
IGEN	Illinois Green Economy Network
IHBE	Illinois Board of Higher Education
ILASFAA	Illinois Association of Student Financial Aid Administrators
IMA	Illinois Manufacturing Association
iNAM	Illinois Network for Advanced Manufacturing
IPEDS	Integrated Postsecondary Education Data System
IPS	Institutional Priorities Survey
ISAC	Illinois Student Assistance Commission
ISBE	Illinois State Board of Education
ISCC	Illinois Skyway Collegiate Conference
ISO	Information Security Officer
IST	Information Security Team
IT	Information Technology
ITIL	Information Technology Infrastructure Library
IVCC	Indian Valley Career Center
JAD	Joint Admission Degree Completion
LGBT	Lesbian, Gay, Bisexual ,Transgender
MAERB	Medical Assistant Program
MASFAA	National Association of Student Financial Aid Administrators
MBLEx	Massage and Bodywork Licensing Exam
MEASURE	The Outcomes Program **Measure** that students be able to: **M**anage human interaction while **E**xpanding their knowledge and **A**dapting concepts to **S**hape the future. They will **U**tilize facts to **R**eflect on and **E**xplore their surroundings.
MOA	Memorandum of Agreement
MSSC	Manufacturing Skills Standards Council
NACADA	National Academic Advising Association
NADE	National Association for Developmental Education
NASAD	National Association of Schools of Art and Design
NASFAA	National Association of Student Financial Aid Administrators
NATEF	National Automotive Technicians Education Foundation
NBSTSA	National Board of Surgical Technology/Surgical Assisting

Acronym	Meaning
NCCBP	National Community College Benchmarking Project
NCDE	National Center for Developmental Education
NCLEX	National Council of State Boards of Nursing National Council Licensure Examination
NCR	Non-Credit Registration
NCTA	National College Testing Association
NEO	New Employee Orientation
NESHAP	National Emission Standards for Hazardous Air Pollutant
NFLA	New Faculty Learning Academy
NFP	Not For Profit
NFPA	National Fire Protection Agency
NICCIA	Northern Illinois Community College Advisors
NILOA	National Institute for Learning Outcomes
NIMS	National Institute for Metalworking Skills
NIMS(2)	National Incident Management System
NIU	Northern Illinois University
NJCAA	National Junior College Athletic Association
NSC	National Student Clearinghouse
NSF	National Science Foundation
NSIF	New Student Information Form
NSLVE	National Study of Learning, Voting, and Engagement
NSO	New Student Orientation
OAC	Outcomes Advisory Council
OSHA	Occupational Safety and Health Act
PAI	Presidential Action Initiative
PARCC	Partnership for Assessment of Readiness for College and Careers
PBT	Phlebotomy Technician
PCI	Payment Card Industry
PLA	Prior Learning Assessment
PLAN	Prior Learning Assessment Network
PRIDE	PRogress and Innovation in Developmental Education (AQIP Project)
PW	Pathway to complete a degree
R2R	Resources to the Rescue
RFI	Request for Information
RFP	Request for Proposal
RHIT	Registered Health Information Technician
RSO	Registered Student Organization
RT	Reverse Transfer
S.T.A.R.	Student Athletes Taking Responsibility
SAM	Student Achievement Measures
SARS	Scheduling and Reporting Software
S&P	Standards & Poor
SBDC	Small Business Development Center
SDS	Self-Directed Search
SEM	Strategic Enrollment Management
SENSE	Survey on Entering Student Engagement
SGFD	Sugar Grove (IL) Fire Department

Acronym	Meaning
SHRM	Society for Human Resource Management
SMART	Specific, Measurable, Attainable, Relevant and Time-based (goal setting)
SOAP	Students on Academic Probation
SPOE	Self-Paced Open Entry
SRTK	Student Right to Know (Act)
SSI	Student Satisfaction Inventory
SSS	Student Support Services (TRIO Program)
STAC	Strategic Technology Advisory Committee
STEM	Science Technology Engineering and Mathematics
TAACCCT	Trade Adjustment Assistance Community College and Career Training
TAC	Technical Assistance Center
TERF	Transcript Evaluation Request Form
TIP	The Integrity Project
TOP	The Outcomes Program
TWEETT	Together We Educate for Employment Today and Tomorrow
VA	Veterans Affairs
VALEES	Valley Education for Employment System
VAWA	Violence Against Women Act
VFA	Volunteer Framework of Accountability
VITA	Volunteer Income Tax Assistance
WCC	Waubonsee Community College
WIF	Waubonsee Intervention Form
WIU	Western Illinois University
WYSE	Worldwide Youth in Science and Engineering