

City Colleges of Chicago-Wilbur Wright College

HLC ID 1172

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 10/16/2023

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Context and Nature of Review

Review Date

10/16/2023

Review Type:

Mid-Cycle Review

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Wilbur Wright College engaged in a mission revision activity supported through the engagement of a diverse body of participants in 2022 to ensure a better reflection of the institution's commitment to diversity and equity. Champions from faculty, administration, adult education, and staff contributed to the effort to not only revise the statement but to publish the document in four languages to reflect the communities that it serves, Hindi, Polish, Spanish, and Arabic.

The revised mission statement reflects the current institutional focus and emphasizes transfer, personal development, career advancement, and a commitment to serving the needs of a diverse student population. Though the mission does not reflect its recent designation as a Hispanic-serving institution, interactions with leadership and the system liaison confirm that strategic partnerships with community partners and services offered to students at the campus level are designed to meet the needs of these students in a focused manner. There is an opportunity to be more transparent in this commitment with those who are represented in positions at the administrative level as well, and a start was made with the recent hire of the Associate Dean of the Humboldt Campus.

Wilbur Wright College's mission statement aligns with six core values relative to institutional focus, student-centeredness, community-based, focused on equity, being responsive to other cultures, honoring the diversity in learners and their goals, and providing a high-quality education. The

offerings of programs at the institution reflect the mission and recent changes to services and program offerings provided to students from Chicago's West side through the Workforce Equity Grant and the Wright JobHire project. Improvements to the adult education program primarily offered at the Humboldt location also reflect the college's commitment to serving the diverse demographic of students enrolled at the institution,

Wilbur Wright College articulates its mission widely in its institutional documents, displays, and communications. The outreach in which it engages and its community partnerships further reflect its commitment to this mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

As a higher education institution, Wilbur Wright College is governed by the District office's oversight. The Presidents of the colleges in the seven-college system report to the Chancellor, and there is also a Provost at the District level who interacts with the campus leadership and advises on the practices relative to the curriculum, assessment practices, and enrollment. Wilbur Wright College does not report to any superordinate entity.

There is evidence that Wilbur Wright College serves the needs of its community. Community partners who met with the site visits team, such as Northwest Center, Onward Neighborhood House, Family Focus, Center for Changing Lives, and Aceros Schools, are some of the examples of community organizations the college partners with to further its mission. The partners expressed their appreciation for the recent staff addition from the District office who currently serves as the liaison as they have been provided more opportunities to connect with the college due to this individual's efforts and feel that more opportunities will emerge that can impact the students and their learning outcomes through expanded opportunities for jobs and internships.

Wilbur Wright College engages with its constituencies strategically to ensure the needs of the communities they serve are met. The capacity to provide these services and programs is supported by the state appropriations and property tax revenues it receives, and the institution has no obligations to investors, other external interests, or parent organizations, reflecting its continued commitment to the sustainability of the institution and fulfillment of its stated mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met With Concerns

Rationale

Wilbur Wright College offers robust opportunities for co-curricular activities, and its showcase of Civic engagement offerings warrants recognition. Students have many opportunities to engage locally, regionally, and nationally through the opportunities provided. The College provides a process for faculty and staff to request and receive support for students that may be needed for personal and monetary obligations. There is, however, an opportunity to develop methods to assess these outcomes to evaluate their effectiveness and confirm the students are attaining the skills, knowledge, and abilities to be successful in the workplace and understand how citizenship can be demonstrated.

The College shared with the site visit team that targeted projects are in place to reflect their commitment to equity and inclusivity. Several projects in place address and meet the needs of diverse populations, such as the Black Male project, Latinas in Biology, First Year Experience, First Flight Mentorship Program, Star Scholars, Food Pantry, and recently added Dress for Success professional clothing resources. Each of these offerings reflects Wilbur Wright College's commitment to meeting students where they are and bridging the gaps between their roles as students and working professionals. Though the College provides a rich offering of resources and programs, it would be beneficial to put in place a formal process to identify and implement programs that address diverse populations and have a method to assess the intended outcomes, as mentioned in Criterion 4.B.1 and 4.B.2.

The climate and satisfaction survey for faculty and staff was distributed in the Spring of 2019, and 282 respondents participated. A few focus areas in the climate and employee surveys provided insights into areas the institution might focus on based on response percentages. Well-being reported that only 47% felt they were provided the resources to do their jobs. This was reinforced in the staff session held by the site visit team, in which staff articulated the same concerns, specifically that they were not trained for their roles and that there was no adequate support to help them excel. In the area of Diversity, Equity, and Inclusion, only 43% felt that the faculty demographic reflected that of the students at the College. In the Career Advancement area, only 21% felt that the College took steps to retain employees, 24% felt that promotions were fair and equitable, and 30% felt that they were

provided opportunities for promotions. In Perceptions of Leadership and Communication, only 24% felt that the College engaged in open and honest communication, and only 28% felt that changes that impact them are discussed before these are implemented. The climate survey provided some concerning insights about racial relations and perceptions of alienation and racist practices and behaviors toward staff and students at the institution.

Interim Monitoring (if applicable)

1.C.2.

The college climate survey requested during the visit provided evidence of some critical concerns among staff and faculty about the college regarding how different groups are treated, which does not align with the institution's stated mission. Direct statements from the climate survey conducted in Spring 2019 were as follows: ***"it does not help knowing that there is an active racist working in financial aid," "It is a very white privilege atmosphere. Security treats white employees with more respect than minorities", "... the ignorance to diversity here is astounding.", "I've noticed bias against black students." "rampant sexism, pay inequality."*** Other comments disclosed religious intolerance, a lack of accessibility for those with physical disabilities, favoritism in hiring practices, and microaggressions. As a Hispanic-serving institution, the opportunity to have more representatives in the classroom and among staff was also reflected in the comments.

Wilbur Wright College is encouraged to provide action steps that the institution has taken relative to the concerns and opportunities presented in the climate survey to develop, document, and report on a comprehensive process that demonstrates how the institution ensures equitable treatment of individuals, which could extend to the complaint process utilized by the institution for both staff and students.

It is recommended this evidence be documented and disclosed during the Focused Visit.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Wilbur Wright College's revised mission statement serves to reinforce its commitment to providing lifelong education and becoming the educational institution of choice in the city of Chicago. Governed by the City of Chicago Schools District Office along with its seven-member board, Wilbur Wright College is an institution with comprehensive public oversight that operates to serve the local community. With a satellite campus in Humboldt and its focus on vocational training, transfer to a baccalaureate institution, and basic skills training, Wilbur Wright College is invested in education and community outreach.

To continue shoring up this presence and perception, the College must invest in its internal constituents to ensure its mission continues to be reflected in the demographics of those who work directly and indirectly with students and policies and procedures to hold everyone accountable to equitable practices in their service to the diverse populations that attend and work at the College. The Climate survey uncovered some critical areas of concern relative to equity, which Wilbur Wright College is encouraged to address with intentionality as these perceptions will erode the College's ability to benefit from the efforts of revising the mission and its designation as a Hispanic-serving institution. Evidence of equitable practices in action will help to address these perceptions.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Wilbur Wright College establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing Board, administration, faculty, and staff. As outlined in Criteria 1, the institution develops, and the governing Board adopts the organization's mission statement, with the Board of Trustees adopting the most current mission statement in February 2023. Wright College's current mission states that the institution will carry out its mission as a "*student-centered, community-based, equity-focused institution of higher education.*"

The site visit team met with members of the Board of Trustees, the Chancellor, and the Provost of City College of Chicago and found them to be knowledgeable relative to the College's mission and finances. The Board is responsible for reviewing and approving the audit reports provided by the system's external auditor. This informs them in their role of overseeing the finances allocated to each College within the system.

Wilbur Wright College adheres to all financial accounting and reporting requirements as prescribed by Community College District 508. The purchasing procedures are consistent with the Illinois Public Community College Act. Each year, the Community College District 508 publishes a complete financial report, including audited financial statements for each institution in the system. Several institutional policies, including policies for employee selection, performance evaluation, and personnel records, also guide integrity in human resource records. Wilbur Wright College also has policies for contracting and other policies for dealing with external agencies. A review of faculty credentials indicated that faculty possess the educational credentials required for their positions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Wilbur Wright College's website is the primary source of information for both students and the public. A review of the college's website confirms that information regarding enrollment, program requirements, tuition, financial aid, graduation requirements, and student activities are articulated. Those programs that hold specialized accreditation and the HLC accreditation information are clearly displayed on the Wilbur Wright College accreditation webpage. The College would be served by a website audit as the team found discrepancies in the number of awards offered, this was communicated to the District Provost during our meeting as well.

Students are provided information about a variety of programs and services through the Wright Center (one-stop resource) student publications, NSO (new student orientation), and Student Services. These services include academic advising, a series of activities facilitated through the First Year Experience Assistant Dean, and New Student Orientation. In the student sessions, several students shared that staff and faculty are especially helpful in answering questions about registration, financial aid, academic progress, and information specific to programs offered.

Faculty information is provided on each of the program pages on the website. Personnel information included an email address and phone number for all faculty and staff in each program, and in some cases, academic degrees awarded.

Wilbur Wright College ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through credit courses, prior learning assessments, and experiential learning opportunities. An area of pride is the college's participation in the Diplomacy Lab Program with the US Department of State. The College also provides information about community education, industry relations, and workforce development on its website.

Wilbur Wright College's Humboldt Park location is an important fixture in the community. Both meetings with the K12 partners and community partners articulated the positive impact this location has on the community and their pride in providing several programs of study, including college credit, Adult Education, and Continuing Education Programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The Board of Trustees of Community College District 508 comprises seven members appointed by the Mayor of Chicago. Board members are selected for their knowledge and commitment to education and the district's mission. Upon appointment per the by-laws, Trustees receive information, including board policies and procedures, to assist them in the orientation process. During the site visit team's meeting with the Board of Trustees, board members confirmed they were adequately oriented to the board and that their orientation included a personal information session with the District Chancellor.

Board members make decisions in the best interest of the College in compliance with district board policies and to ensure the institution's integrity. The Board of Trustees publishes post-meeting minutes and agendas, as well as Board reports. There are policies and procedures in place to collect public comments on matters of importance.

The Board delegates day-to-day management of the College to the President, and the faculty provides oversight for academic matters. An example of collaborative governance deferred to the institution is the Proposed Academic Curriculum Changes process, a collaboration among faculty, program, and administration at the College and the District offices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

The site visit team met with members of the Board of Trustees, the Chancellor, and the Provost of City College of Chicago. It confirmed that Academic Freedom is codified in labor contracts with full-time and part-time faculty. The local campus and the system office work with faculty to ensure adherence to the parameters outlined in the contract. Should issues arise, shared governance is ensured through the local Faculty Council. The Faculty Council President is in an ongoing collaborative working relationship with the Vice President of Academic and Student Affairs as well as the President of the College.

Furthermore, at the system level, the Provost works with the District Faculty Council to address any concerns regarding Academic Freedom. In addition, the district is committed to academic freedom and the freedom of expression in policies, agreements, and manuals at the district and institutional levels.

Conversations with faculty, staff, and students confirm that Wilbur Wright College is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. Students are provided opportunities to explore diverse ideas through curricular and co-curricular programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Wilbur Wright College's policies and procedures encourage responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students. A District-level Institutional Research Board oversees internal and external research on campus.

The College provides students guidance in research ethics and the use of information resources. The faculty explained to the site visit team that students are introduced to basic research through their English composition courses. Students also learn to properly locate, annotate, and cite information in composition courses. In addition to composition instructors, the College's library staff also guides in using information resources. Librarians introduce students to the library's collections and provide students with information on academic databases. Librarians also assist students with locating and citing specific information sources through research guides and one-on-one research appointments. The Writing Center at the main campus and the Humboldt location guides students in the ethics of research and communication.

Wilbur Wright College enforces policies on academic honesty and integrity. The College's Academic Integrity Commitment statement must be completed by students when they enroll. Additionally, all uses of the district's information resources are guided by the Responsible Computer policy. Through a review of the policies regarding Academic Integrity and Dishonesty, the Academic and Student Policy Handbook, the WWC website, several library resources, and course syllabi, evidence was provided that students are provided information regarding the ethical use of information resources and policies on academic honesty and integrity.

Students reported that they know and understand the policies regarding academic integrity. That support is provided through the campus library and individual faculty regarding the ethical use of information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Wilbur Wright College acts with integrity; its conduct is ethical and responsible. The College has policies and procedures to ensure integrity in its academic, human resources, and financial functions. The College presents itself clearly and ultimately to its students and the public relative to its academic offerings, admission requirements, faculty and staff credentials, student costs, governance structure, and accreditation relationships.

Wilbur Wright's board is knowledgeable, experienced, and autonomous. Board members make decisions in the best interest of the College in compliance with district board policies and to ensure the institution's integrity. The Board delegates day-to-day management of the College to the President, and the faculty provides oversight for academic matters.

The College demonstrates a commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. Wilbur Wright College provides practical support services to ensure the integrity of research and scholarly activities. College faculty, writing center staff, and library staff members provide students guidance in the ethics of research and the use of information resources. Finally, Wilbur Wright College maintains and enforces policies on academic honesty and integrity.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met With Concerns

Rationale

During the faculty forum during the site visit, evidence of a detailed process for curriculum review and new programs was outlined. The process of creating or updating a new course or program involves both Wilbur Wright College and the City Colleges of Chicago District 508 (District). The idea for a curricular change comes from faculty or a program review. The process begins with a principal advocate, a tenured faculty who works with a facilitator at the college who shepherds the faculty through the process. The District committee, which includes faculty from each college, reviews proposals. All the city colleges voted on the proposal. The District is responsible for ensuring the catalog is updated.

Program learning outcomes (PLO) are developed by faculty and validated by the District using labor market data. The academic affairs committee, composed of faculty, reviews PLOs. The District committee meets monthly and ensures all processes are followed. The central office staff works with the Offices of Instruction and the Vice President of Academic and Student Affairs at their respective colleges within the system to submit new programs to the state and update the catalog.

A review of the November 10, 2022, minutes of the Paralegal Program Advisory Board indicated extensive discussion of the Paralegal program and provided evidence that advisory boards are being utilized to ensure academic programs at Wright College are meeting the needs of employers.

According to the City Colleges of Chicago Academic Catalog on their webpage, City Colleges of Chicago-Wilbur Wright College offers thirteen (13) basic certificates and nine (9) advanced certificates. Wright College offers eighty-six (86) associate degree programs that include Associate in

Applied Science, Associate in General Studies, Associate in Arts, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees. This data is inconsistent with what was submitted in the Assurance argument (See comments in Criterion 4B, which outlines certificates and degrees noted in the assurance argument that do not match what is found in the catalog as noted above.) During the visit, the site visit team discussed the inconsistency with administration. Wilbur Wright College indicated that the catalog is hosted by City Colleges of Chicago District 508 (City Colleges of Chicago), which is responsible for keeping the catalog updated, and acknowledged that some programs listed in the catalog are not offered at Wilbur Wright College.

As part of the Colleges of Chicago, Wilbur Wright College follows all district curriculum policies and practices to ensure that courses are current and that appropriate and accepted measures are used for evaluation. Wright also follows all requirements of the Illinois Community College Board (ICCB). As stipulated by the ICCB, Wilbur Wright College conducts program reviews to evaluate all its instructional, student services, and academic support programs on a five-year cycle. A review of several program reviews during the site visit confirmed that program reviews include a review of needs, cost, and quality. The District reviews programs across all City Colleges of Chicago “to ensure the programs offered District Wide across CCC are relevant in the local Job Market and provide students the necessary skills/courses for advancement in career pathways.”

Wilbur Wright College has established learning outcomes for its departments, but evidence was not found of specific learning outcomes for each degree or certificate. The specific learning goals are not articulated and differentiated for each program. Each department provides a list of student learning outcomes, but student learning outcomes for specific programs could not be found. A link provided in the assurance argument that indicated "each program offered by the College has articulated student outcomes on their webpage" linked to a department webpage and not a specific program. A review of Wilbur Wright College Business Department's website noted identical program learning outcomes for a business degree and certificate program. As noted on the English department page, "Student learning outcomes for the English Department form the basis for measuring what students will accomplish upon completing courses in the English Department." No learning goals were listed for the English Education AA or the English AA.

Student learning outcomes for each course are published in syllabi. Student learning outcomes for each department are found on the website under each department. A review of several programs using the online catalog, <https://catalog.ccc.edu/college-programs/> found no evidence of program learning outcomes. Information for programs included an overview of the program, program requirements, and course sequence (pathway). The District controls program websites. Wilbur Wright College faculty and administration expressed concerns that they are at the mercy of the District for program websites.

The College has five Institutional Learning Outcomes (ILOs): Intercultural Competence, Critical Thinking, Communication, Information and Technology, and Personal Accountability. Wilbur Wright College focuses on assessing critical thinking for the 2023-2024 academic year.

Wilbur Wright College provides in-person, online, and hybrid courses. The College provides college credit courses to high school students through its dual enrollment program. Courses taught at all locations and modalities follow the same course outline template to ensure consistent quality and rigor are met. However, when the team reviewed syllabi, it found several inconsistencies. A review of syllabi for Physical Science 101, English 101, and Math 140 provided evidence that learning goals are not stated consistently across all delivery modes. Physical Science (face-to-face) listed seven (7) course objectives and twenty-one (21) student learning outcomes. The dual credit did not use the

master syllabus template and listed twenty (20) student learning outcomes but referred to them as course objectives. The English 101 and PSYCH 201 syllabi were consistent across all delivery modes and locations. A review of five (5) syllabi for MAT 140 had two syllabi that were identical in course objectives and student learning outcomes. Two other syllabi, including dual enrollment and a face-to-face syllabus, were similar but did not agree with the other two. It would be beneficial to ensure all faculty follow the master syllabus template to provide consistency across all courses and modalities. During the site visit, faculty and administration indicated that syllabi are reviewed during the faculty evaluation/observation process. Due to evidence of inconsistencies across syllabi, Wilbur Wright College would benefit from a more thorough review of syllabi.

During a meeting with community partners during the site visit, several leaders in the community expressed strong support for Wilbur Wright College and acknowledged the positive impact the College is having on the communities it serves.

Interim Monitoring (if applicable)

Institutional attention is warranted in the following opportunity areas outlined in this criteria.

These include:

- 1) Inconsistent representation on the website as compared to the college catalog of program offerings. It is understood this responsibility is that of the Offices of Instruction and Vice President of Academic and Student Affairs at each college in the system.
- 2) Lack of evidence of differentiation of student learning outcomes for degree and certificate offerings.
- 3) Lack of evidence of Program learning outcomes.
- 3) Lack of consistency of learning goals represented in the course syllabi. The evidence suggested that the Master syllabus template was not being used consistently in all courses.

See Criterion 4 monitoring which focuses on and includes the monitoring areas of concern for 3A.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

The Board of Trustees is the governing body of City Colleges of Chicago Community College District No. 508, which currently operates seven accredited colleges located throughout Chicago. Wilbur Wright College is part of the City Colleges of Chicago and offers a variety of programs that engage a diverse population of students in the communities it serves. Wilbur Wright College's mission statement focuses on being student-centered, community-based, and providing a quality education for a diverse body of learners. During the site visit, the team had the opportunity to meet with several students. Students came from diverse backgrounds and shared various dreams and goals for the future. All were united in praising the College for the high-quality education they were receiving, for the student support provided to them, and for providing a campus that encouraged social interaction.

The General Education Core Curriculum (GECC) is a 37-credit hour transfer credential designed to satisfy the first two years of a baccalaureate degree at most four-year colleges and universities. The GECC is adopted from an established framework. It is approved by the Illinois Articulation Initiative (IAI), which comprises panels of faculty, administrators, and transfer coordinators. The GECC ensures that students receive a broad knowledge, requiring nine (9) credits in Communications, three (3) credits in Mathematics, nine (9) credits in Fine Arts and Humanities with at least one course in Fine Arts and one in Humanities, nine (9) credits in Social and Behavioral Sciences with courses from at least two different disciplines, and seven (7) credits in Physical and Life Science with at least one course being a laboratory science and one course from Physical Science and one from Life Science. Students must take at least one course that fulfills the State of Illinois Human Diversity

(HD) requirement. There are approximately thirty (30) courses that fulfill the HD requirement.

Wilbur Wright College hosts several activities that engage the community in human and cultural diversity through programs such as the Latin American Student Organization. Several activities are made available to students during Black History Month, Women's History Month, and Sexual Assault Awareness Month that help students develop lifelong skills that will enable them to live and work in our multicultural world.

Wilbur Wright College offers faculty and students numerous opportunities to contribute to scholarship, creative work, and knowledge discovery. As noted during the site visit, faculty receive release time to head service-learning programs. One example of service learning highlighted in the assurance argument and during the site visit is the Diplomacy Lab. This program enables students to undertake research under the guidance of professional diplomats at the U.S. Department of State to work on global policy issues. Evidence of additional service-learning at Wright College includes students in psychology and English assisting students with cognitive and developmental disabilities, and students in American Government who work with Heartland Alliance to provide tutoring for the citizenship test,

Wilbur Wright College hosts a two-day Colloquium that allows students to present their research. The Wright Side, a student-run literary arts magazine, provides an opportunity for more than one hundred students annually to submit material to be published. Each member of the site visit team received a copy of the 2023 edition of The Wright Side. In the words of Lydia A. Schoessling, editor-in-chief, "It is an honor to publish these artists' work, as art has the power to shape young minds and unite us. The vivid imagery and prose within different mediums blend to express profound emotions and subjective change." Site visit team members also received a copy of Symposium, a Journal of Research and Inquiry composed of student-written and student-edited essays.

Professional development opportunities are made available for faculty. Evidence was provided of faculty involved in scholarly research, including an art professor who was named a 2021 Fellow by the Service Learning and Civic Engagement Consortium of Chicago. A faculty who heads Wilbur Wright College's Center of Excellence in Engineering and Computer Science has co-authored six papers on increasing success rates of students in community college engineering programs. Wilbur Wright College is finishing up a 1.43 million grant from the National Science Foundation's Hispanic-Serving Institutions Program, which aims to enhance undergraduate STEM education and build capacity at Hispanic Serving Institutions (HSIs).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Wilbur Wright College has sufficient faculty and staff to provide effective, high-quality programs and student services.

The Assurance Argument indicates that Wilbur Wright College has 531 active employees, 51.8% white, 24.3% Hispanic, 13.2% black, and 7.9% Asian. While the assurance argument noted that Wilbur Wright College is committed to promoting diversity among its faculty and staff, concerns were expressed in the meeting with faculty that faculty of color, especially female faculty of color, do not feel “safe,” and recently, many elected to find employment elsewhere. Seventeen (17) faculty have taken a one-semester sabbatical since 2021.

The assurance argument indicated that Wilbur Wright College has 85 full-time and 202 part-time faculty serving more than 12,000 students annually. A review of faculty files, which included faculty credentials, noted that many adjunct faculty were later hired as full-time faculty, demonstrating a commitment to the College. Seventy of the full-time faculty have been at Wilbur Wright College for more than ten years.

Wilbur Wright College provides professional development opportunities through Faculty Development Week and Adjunct Orientation at the beginning of each fall and spring semester. Union

funds are available for faculty to attend conferences or other professional development opportunities. Both faculty and administrators verified during the site visit that funds were available for professional development. A few faculty expressed concerns that the approval process for travel to professional conferences was cumbersome and was often a barrier to faculty seeking to use these funds.

The Assurance Argument indicates that full-time and part-time faculty align with Wilbur Wright College's faculty qualifications policy, which follows the Higher Learning Commission's assumed practices for Teaching and Learning: Quality, Resources, and Support. During the visit, the site visit team reviewed faculty files for 22 full-time and 24 part-time faculty, and Faculty are appropriately qualified to teach the courses to which they are assigned, which was verified during a review of credentials during the on-site visit. All faculty teaching general education and transfer courses hold a master's degree and at least 18 graduate hours in the field being taught. Faculty in occupational programs are appropriately credentialed,

Wilbur Wright College has an established process for evaluating faculty. Wright College abides by City Colleges of Chicago Academic and Student Policy. Promotion in rank is outlined in this policy. New full-time faculty progress through the Tenure Assistance Program, a five-semester tenure process. During the site visit, the team could view several faculty evaluations with identifying information removed as evidence the process was being followed.

After achieving tenure, full-time faculty are evaluated every four years. This evaluation includes evaluation from peers, administrators, and students and self-reflection. The Departmental Evaluation Committee evaluates faculty members. They are required to submit a portfolio of their course materials and evaluations, as well as documentation of service to the department, to the College, and the district.

Adjunct faculty are evaluated by the administration once in their first year of teaching and then once every four semesters. Faculty and administration acknowledged that syllabi are reviewed during the faculty evaluations. With faculty evaluations only occurring every four semesters for adjunct faculty and every four years for tenured faculty, the College is admonished to find a more efficient process to ensure syllabi are consistent across all sections, which was an issue discovered during the review of syllabi across multiple modalities.

Wilbur Wright College has an established process for tenure. A review of faculty files provided evidence of faculty receiving tenure. Seminars on assessment are sponsored through the District. Meetings with faculty confirmed that funding is available for conferences, mental health, first aid, and other activities. The Professional Development Committee builds the schedule for activities.

Department chairs and administration acknowledged that information about professional development activities could be communicated better and committed to publishing these activities in a biweekly newsletter.

Wilbur Wright College's Center for Teaching and Learning (CTL), a dedicated space with resources for faculty-led efforts, lost participation through the pandemic. In prior years, a wide range of programming occurred at the CTL. The Faculty Council and the administration have discussed the need for a new model. Faculty and administration both acknowledged in forums during the site visit that the College will be exploring paths forward for the CTL in the 2023-24 fiscal year.

The Academic and Student Policy Manual, Section 10.02, and the agreement between City Colleges

of Chicago and the Cook County College Teachers Union, Local 1600, requires that faculty teach at least four days per week, with scheduling designed to meet the needs of students. Faculty are required to be available 30 hours per week, which includes seven office hours to ensure faculty are accessible to students.

Wilbur Wright College student support services staff are appropriately qualified. Staff are supported in their professional development as evidenced by professional development fliers for Financial Aid staff and advisors. Advisors are members of professional organizations that provide additional resources. All employees are required to complete sexual harassment prevention and bystander training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Wilbur Wright College provides exceptional student support services that are tailored to fit the needs of its students. Student support services are provided both in-person and virtually. Virtual student services include live chat support with set chat hours Monday through Friday.

Student support begins with the new student orientation, which is offered online and in person. College advisors have been trained in coaching. Admitted students use "Navigate" as they go through the process. Students select their home college, which is where new student orientation occurs. All new degree-seeking students are required to complete the new student orientation. An online pre-orientation is provided in Brightspace, followed by a virtual orientation schedule. Students are asked to make an appointment with an assigned advisor.

The New Student Orientation (NSO) was redesigned in 2019. Discussions with students during the site visit provided evidence that the new student orientation is critical to helping students learn more about the College, programs for students, college policies, student services, and clubs/organizations.

The Wright Experience, a first-year mentoring program, facilitates mentoring relationships by matching students with faculty members, providing a framework that encourages goal-setting and personal growth. The first flight was piloted in Spring 2022. This pilot program partnered seventeen (17) students with faculty and staff. It included an application process. Academic affairs and student services personnel spoke highly of the new student orientation and first-year experience and expressed a desire to build on what they have learned. At the district level, conversations are occurring about the early alert system.

Humboldt Park Vocation Education Center is a small satellite campus with about 600 students. Per conversations in an on-site forum, this center focuses on CTE programs. There is a substantial adult education population with a large Puerto Rican population. Student support services are provided on

this satellite campus, with a financial aid representative visiting that campus twice weekly. Advisors are present on campus, though some services are limited. Manufacturing Renaissance, a Chicago-based not-for-profit organization, brought high school students to visit the Advanced Manufacturing Program at Wright College Humboldt Park to address the loss of manufacturing jobs and its impact on communities, which provides evidence that the community is vested in Wilbur Wright College.

Equity is woven into the strategic enrollment plan. Wilbur Wright College is looking at different populations that need more support academically and financially. Wilbur Wright College used the Guaranteed 4.0 plan with approximately 32 students in February 2023. All students exhibited an increase in their GPA, providing evidence that this program was successful. Wilbur Wright College is operating with more intentionality now. As shared during the forums, the College is looking at equity gaps in courses to create interventions to support students.

As evidenced in the assurance argument and during the site visit, Wilbur Wright College provides students with in-person and virtual advising through trained advisors. Students are advised to select a transfer pathway and then select which courses to enroll in. Navigate is used effectively to communicate between advisors and advisees. During on-site forums, faculty and students spoke favorably about the advising process. Students expressed gratitude for advisors who helped them choose a pathway and courses that led them toward graduation.

Faculty and students at Wilbur Wright College spoke of the Laptop Loaner Program provided through the Information Technology Resource Center. During the student forum, one student indicated that he was loaned a computer for his classes under the stipulation that he enroll in at least six credits and work towards a degree or certificate. This program provides a wonderful service to students who would not otherwise have access to a computer.

During the campus tour, review team members witnessed many student spaces in the pyramid building. A tutor was witnessed writing on a whiteboard in the corner of a learning space, teaching about ten students about the mole concept in chemistry. As the team walked around the open student spaces, there was evidence of several other small groups of students studying.

The Learning Resource Center (library) was used with evidence of students taking advantage of its resources. Faculty, administrators, and students all mentioned the Fitness Center, which is available for use by students, faculty, and staff. The site team was shown the Wellness Center, which provides holistic mental health services to support students. The team was also shown a meditation room, prayer areas, and quiet space for students.

It was evident during the site visit, through discussions with faculty, staff, students, and community partners, that Wilbur Wright College is providing needed and valuable support to the campus community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Wilbur Wright College provides a quality educational experience by adhering to the general education framework established by the State of Illinois Articulation Initiative (IAI). Students, faculty, and staff noted that educational programs offered by Wilbur Wright College recognize human and cultural diversity and provide a safe learning environment for students. Wilbur Wright College has appropriately credentialed faculty and affords faculty the opportunity to serve on committees. The College provides necessary resources and infrastructure to its faculty, staff, and students to support teaching and learning.

Learning goals are not differentiated for undergraduate and certificate programs. The catalog provides an overview of program requirements, pathways, and career exploration for programs, but program learning goals are not listed. Student learning outcomes are listed for each academic department but not for specific programs of study that include degrees and certificates.

The team recommends a Focused visit that will provide written evidence and lists program learning outcomes for each certificate and degree offered at Wilbur Wright College.

Wilbur Wright College engages in activities that provide opportunities for students to develop skills in an ever-changing environment. Students expressed gratitude for many resources provided at the College, including the dedicated learning spaces, the laptop loaner program, the Fitness Center, and the Wellness Center.

It was evident during the site visit, through discussions with faculty, staff, students, and community partners, that Wilbur Wright College is providing much-needed and valuable support to the campus community.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Wilbur Wright College has a formal Program Review process in place as mandated by the Illinois Community College Board (ICCB), the state's governing board for community colleges. ICCB developed a five-year rotational model for degrees, certificates, and services. It is indicated that the College is developing plans to conduct Program Reviews more often than five years, but this has not been implemented, and no evidence of preliminary discussions in the Assurance Review or onsite during meetings was confirmed. Additionally, the College's Policy 9.03 Program Review was last revised in 2013. A more frequent program review process, even though not mandated by the District, would ensure the relevancy and timely examination of academic offerings within the changing marketplace. The five-year Program Review cycle of 2017-2022 was provided as evidence. The document was complete with program information, workforce alignment as well and continuous improvement plans.

The College has established processes for the evaluation of credit, as evidenced in Sections 2.08, 2.09, and 2.10. All credits awarded are overseen by the Registrar's Office in conjunction with the appropriate academic unit. Documents of completed review for evaluation of credit were reviewed onsite. Additionally, the College adheres to the Illinois Articulation Initiative (IAI), which is a statewide course credit transfer agreement between over 100 public and private postsecondary institutions throughout Illinois. Adherence to the policy was verified onsite.

Faculty are credentialed in alignment with Section 10.25 of Academic Policy. The District Office of Academic & Student Affairs maintains the current list of approved credential guidelines necessary for the teaching of all academic disciplines, including foundational studies, credit & skills courses, and Interdisciplinary Studies. All dual credit instructors must meet the same credential guidelines as full-time and adjunct credit faculty. A random sample of 46 faculty (22 full-time and 24 adjuncts) found no issues with faculty credentials.

For dual credit, it was stated in the Assurance Argument that a Master Syllabus template is used by all instructors regardless of modality. This was not verified onsite. As noted by the site team in 3.A.3, a review of syllabi for Physical Science 101, English 101, and Math 140 provided evidence that learning goals are not consistent across all modes of delivery. Physical Science (face-to-face) listed seven (7) course objectives and twenty-one (21) student learning outcomes. The dual credit did not use the master syllabus template and listed twenty (20) student learning outcomes but referred to them as course objectives. The English 101 and PSYCH 201 syllabi were consistent across all delivery modes and locations. A review of five (5) syllabi for MAT 140 had two syllabi that were identical in course objectives and student learning outcomes. Two other syllabi, including dual enrollment and a face-to-face syllabus, were similar but did not agree with the other two. It would be beneficial to have a master syllabus template to provide consistency across all courses and modalities. It was unclear who approved the syllabi for distribution to students.

Four academic programs at the College have specialized accreditation, though only three were mentioned in the assurance argument. Addiction Studies, Occupational Therapy Assistants, and Paralegal Studies were mentioned. The Computerized Numerical Control Program was not listed in the assurance argument but is found on the website. Verification of current accredited status was provided and prominently displayed on the College's About tab, Facts and Figures, Accreditation. Addiction studies is accredited by the Illinois Certification Board (ICB) with reaffirmation on September 1, 2019, for 2 years. There was a note that ICB is currently processing renewal. The Computerized Numerical Control is accredited by the National Institute for Metalworking Skills (NIMS), with a renewal visit scheduled for 2023. The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) and had its accreditation reaffirmed in July 2019 for five years. The Paralegal program is accredited by the American Bar Association (ABA) and was reaffirmed in February 2018 for seven years.

To ensure the relevancy and currency of the curriculum, the College has several layers of oversight. The PAAC process, as well as approval of the Illinois Community College Board, is in place.

Wilbur Wright College acknowledged that tracking student success post-graduation is an area of opportunity. The Graduate Follow-Up Survey was sent to 1194 completers from fiscal year 2020. Eighty-six (86) students started the survey, and 68 completed the full survey, which is 5.9% of potential responders. Survey results indicate opportunities for Wilbur Wright College to address concerns about employment status (28.6% unemployed), the relevance of current job to a program of study, and satisfaction with courses within the program of study related to information on current employment opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met With Concerns

Rationale

Since the Higher Learning Commission's 2019 AQIP team report, Wilbur Wright College has initiated the following processes to measure student learning. The College participated in the HLC Assessment Academy and successfully completed the academy in the spring of 2023. The primary outcome of the Academy work was the identification and implementation of Institutional Learning Outcomes (ILOs), which were formalized in 2020. The ILOs are as follows: Intercultural Competence, Critical Thinking, Communication, Information and Technology, and Personal Accountability. A newly formed Student Learning Committee was formed to oversee assessment processes for the ILOs. Additionally, a standardized assessment reporting template was developed as part of the Academy project.

Onsite discussions confirmed that this year, AY2023-24, is the 1st year for assessing the ILOs at the College, even though they have been in place since 2020. Critical Thinking is the focus of this AY, with all departments mapping their curriculum to the ILO and collecting data. There was no data to review onsite. At the end of this academic year, all departments will choose to move on to the assessment of another ILO, or they can choose to stay with an assessment of Critical Thinking. This process may prove difficult to track and will not provide consistency in assessing and reviewing ILOs in a standardized manner. Keeping all academic programs in the same cadence of assessing a specific ILO each year would facilitate greater focus and improvements before assessing a different ILO the next year.

Regarding program-level assessment of student learning, the Assurance Review document provided by the College indicated the following are offered: "forty-one (41) Associate in Arts programs, ten (10) Associate in Applied Sciences programs, thirty-one (31) Associate in General Studies programs, twenty (20) Associate in Engineering Science programs, fifteen (15) Associate in Science programs, one (1) General Education Core Curriculum, six (6) Advanced Certificate programs, and ten (11) Basic Certificate programs." Conversations during the site visit noted that the College was unclear on how many degrees and certificates are offered at Wilbur Wright College and why the data presented in the assurance argument did not agree with the data published in the catalog.

Onsite discussions confirmed that there are department-level assessment processes for three (3) departments at the College. An internal Teams site was viewed that showed the identification of learning outcomes for only the Engineering, OTA, and Paralegal departments mapped to ILOs and also to course-level assessments. The Teams site is only accessible to the Student Learning Committee.

Based on the Assurance Review document as well as onsite discussions, there is no program-level assessment occurring at the College. Academic departments reported student learning outcomes for each department. However, within departments, there can be several programs. With the College self-reporting many more programs than three that are collecting assessment data, there is a severe deficiency of programmatic assessment at the College. This was also noted in the 2019 AQIP team report: *The College does not provide evidence that a formalized process exists to determine tools, methods, or instruments for assessing the attainment of program outcomes. In order to mature from a reacting state of maturity, the College could identify a more formalized, documented, and repeatable process to determine the tools necessary to assess program outcomes. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals) While each program has an assessment coordinator and is required to turn in an assessment report, little data is provided to indicate compliance. The College failed to provide program level assessment data and, in turn provided an example of data collected on institutional outcomes within three departments. While it is indicated in the portfolio that program level data is an annual requirement for programs, no evidence is provided to summarize results.*

The October 2023 review and visit confirmed minimal, if any, progress on programmatic assessment processes since 2019. There also seems to be confusion in consistently identifying what a program is for assessment purposes.

As referenced above, the internal Teams site holds the current student learning assessment plans, with no data shared. The College's website has links to student learning data, which was very outdated, with most of the data from 2014-15, with two(2) programs with 2018 data points shared. This is out of compliance with HLC Assumed Practice: The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion. Examples taken from the data shown on the public-facing website include: the paralegal program showed program objectives with several INDIRECT measures (2, 3, 5) and one DIRECT measure (1), and #5 is not measured at all. Another example is from an Assessment Report Template for Biology 120 that only included course-level outcomes and no tangible data.

In the Assurance Argument, there is no mention of Section 10.01 Academic Assessment policy (see below) as published on the District website. From onsite discussions, all colleges within the CCC system must align their processes with established policy. Article X. Understanding CCC Instructional Policies was last updated in 2016 and does not reflect current assessment processes for Wilbur Wright College as detailed in the Assurance Argument and onsite discussions.

"Section 10.01 Academic Assessment; Policy history: Academic Assessment.

At the City Colleges of Chicago, assessment is considered a systematic and ongoing process that collects aggregate data about what students know and can do based on measurable student learning outcomes for:

- General Education: Communications, Mathematics, Physical/Life Sciences, Humanities/Fine Arts, Social/Behavioral Sciences, and Human Diversity;
- College to Careers (C2C) programs;
- Core courses for academic programs;
- Early College;
- Adult Education.

Our assessment processes are driven by the imperative to consistently improve student learning for all of our students. Data, analysis, and discourse resulting from the assessment process inform improvements in pedagogy, course content, curricula, learning resources, and student services. The faculty must own and drive the assessment process with administrative support. Faculty and Administration will use assessment findings and recommendations to improve student performance, student development, and student achievement."

Evidence of co-curricular assessment was not provided at the campus level. During onsite discussions, the College's definition of cocurricular was unclear. There was no evidence of a process in place for co-curricular assessment. During the Student and Academic Affairs in-person session, it was acknowledged by the Administration and staff that co-curricular assessment is not taking place and is an opportunity for improvement. The group did not have a common understanding of co-curricular opportunities nor a shared language to communicate with each other about co-curricular activities. A District-level assessment was provided that the College could utilize for a co-curricular component if they chose to. However, it would be essential to have a systematic co-curricular assessment process in place to show compliance.

Interim Monitoring (if applicable)

A Focused Visit is recommended to show the College's progression toward a systematic, standardized assessment process for academics and cocurricular offerings that is faculty-led and focused on continuous improvement. The visit continues the need to evidence progress from the 2019 interim monitoring as the site visit team could not identify significant evidence of progress in this criterion.

As noted in the Higher Learning Commission's 2019 AQIP team report and based on the recent site visit, Wilbur Wright College does not differentiate program learning outcomes between associate degree and certificate programs.

Wilbur Wright College must provide a report that delineates program learning outcomes for each associate degree and certificate program offered at Wilbur Wright College.

The College must present details on the development of its general education, program-level, and co-curricular assessment. Specifically, the College must provide the following:

- 1- Reporting of progress on the ILOs as discussed above. Progress should include data and continuous improvement as a result of the ILO assessment process and how these efforts have led to results and improvements in student learning,
- 2- Identification of program-learning outcomes (PLOs) for all academic offerings at Wilbur Wright College, including all degree and certificate programs. Mapping of the PLOs to ILOs and course-level outcomes should be detailed, as well as the cycle for assessing the PLOs. It is recommended that at least 2-3 cycles of data be collected and shared, including details on how results have led to

improved student achievement.

3- A process for co-curricular assessment must be provided that provides a clear definition of cocurricular at Wilbur Wright College, a cycle of measurement, and details of how results have led to improved student achievement.

The persistence of the assessment issue concerned the site visit team, given 2018 and 2020 reviews citing this area as inadequately addressed.

The institution is encouraged to identify and engage in practices to reflect assessment of co-curricular activities best. These activities will not only provide an important feedback loop for the institution but a way to ensure that the offerings and access to these offerings are made equitably, reflecting the tenets of the Three Pillars.

4. Provide evidence of progress in the Adult Education program outcomes. The College was placed on Warning in 2019 by ICCB for outcomes below the completion rate standard of 41%.

The Team recommends a Focused Visit in September 2025.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Wilbur Wright College has identified KPIs developed at the system level of Community College District 508 by senior staff, including the participation of the college presidents. The KPIs are reviewed regularly and evaluated in the context of District 508's strategic plan. Individual college presidents work with their staff to establish "floor" and "reach" targets for each KPI. At Wilbur Wright College, a preliminary set of targets for the college's KPIs is developed by the Office of Research and Planning based on historical data and current trends in higher education and the environment of the college's local service area. These initial targets are shared with members of the College's Executive Council for discussion, revision, and finalization. The targets are then presented to Community College District 508 leadership for final approval (or further revision).

The District 508 process, as well as the College processes for KPIs, was verified onsite during discussions with the District Chancellor and Provost. The standardization of these processes ensures that all colleges within the district are aligned with each other and with District priorities. The College also has the opportunity to develop planning to achieve their specific KPIs.

Data gathering, analysis, and dissemination are achieved through District and College processes. The Office of Decision Support distributes district-wide reports at the system level. Locally, the Office of Research and Planning addresses the College's local research needs.

To ensure continuous improvement, the College utilizes retention, persistence, and completion data in planning and developing processes. For example, the need to focus on retention arose from the College's inability to meet the Community College District 508's Four-year Outcomes Measure.

Several processes to address retention were implemented and verified onsite. Fall-to-fall retention rates were slightly lower than the average from all City Colleges of Chicago, with retention rates at 48% compared to 50% at all City Colleges of Chicago. Wilbur Wright College utilizes Tiering and Midterm Grades outreach and responds to early alerts issued by faculty or staff. Completion advisors to monitor student programs, run degree audits and find ways to retain students and assist them towards graduation.

Functional areas are required to participate in a 5-year program review process. This periodic review allows these areas, such as advising, tutoring, etc., to provide feedback on KPIs and other initiatives.

During the site visit team meeting with Student and Academic Affairs, it was indicated by the administration who attended the session that Student Affairs programming is not measured for effectiveness and alignment with fulfilling the department's priorities. For example, there is no tracking of students who participate in optional Orientation and First-year Experience courses, which would be a method to determine if participating students are more or less successful than students who do not participate in these opportunities. The Administration acknowledged an opportunity for improvement to develop measures to gauge the effectiveness of Student Affairs programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Wilbur Wright College maintains responsibility for the quality of its educational programs, provides positive student learning environments, and promotes a commitment to continuous improvement.

The College has a standardized program review process with a continuous improvement focus. All credit is evaluated in accordance with college policy. Faculty credentials are appropriately verified for all instructional faculty in all modalities. The PAAC process at the College ensures the relevancy and currency of the curriculum.

The assessment of student learning has shown minimal progress since 2019 and remains an area of concern. Wilbur Wright College faculty and staff participated in the HLC Assessment Academy to further learning and engagement. Specifically, ILOs are now established, and a process for the beginning stages of mapping to programs and methods for assessment is being piloted. Faculty are actively involved in the assessment process at the course, department, and institutional levels. Program-level assessment for degrees and certificates was not evident at the College. The College has developed student learning outcomes at the department level but has no student learning outcomes identified at the program level. Each department often has several programs associated with it. During the site visit, it became evident that Wilbur Wright College has several high-quality co-curricular activities, but there is no formal assessment of these activities.

Processes for addressing persistence, retention, and completion are evident. The College has established KPIs for key metrics, and in coordination with the District office, these KPIs are regularly monitored and executed.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

As part of the District 508 system, Wilbur Wright College operates under a shared governance model, engaging internal and external constituencies throughout the planning processes and development of policies and procedures, as well as through established communication and approval channels with the District. Locally, the College uses multiple groups of cross-representation to accomplish shared governance participation and input, some of which are listed below:

- HLC Steering Committee
- Noel Levitz Response Team
- Strategic Plan Implementation Taskforce
- Strategic Enrollment Management Committee
- Student Government Association
- Faculty Council
- Executive Council

Additionally, the College has robust engagement with community partners (e.g., minority groups, non-profit organizations, and local high schools), providing feedback on community needs. In visiting with local community partner representatives, the site visit team heard of the communication channels and the services developed due to engagement with the College. The partners spoke of the State of the College meetings, which take place in both the fall and spring terms and at which

campus-wide and partner participation engage both internal and external voices.

The State of the College meetings represent an opportunity for the College to provide information on the status of strategic initiatives and other vital campus information. Attendees can express their viewpoints and otherwise provide feedback influencing college operations. The College also confirmed this feedback mechanism during the open meeting on Criterion 5 during the visit.

To further strengthen this collaborative effort, the site visit team encourages the College to expand transparency of decision-making rationale and forecasting institutional change. In conversations with both staff and faculty, the site visit team heard there is an opportunity to provide the reasoning for changes and also to provide more lead time to prepare for changes. When stakeholders are aware of change to come or the reasoning for impacting change, they can better accept and acclimate to the changes.

In visiting with Wilbur Wright College representatives, the site visit team heard that District 508 requires periodic reviews of student services at the seven district colleges. A standard review template is used, and collected data is reviewed for opportunities for improvement, further documenting the use of data to make improvements.

When visiting with District representatives, the site visit team heard there is a centralized District 508 Strategic Plan under which the seven system colleges develop local strategic plans designed to respond to their missions and communities. The site visit team understood this design promotes efficiencies, especially regarding the budgetary resources supporting the plans. According to the Assurance Argument and evidentiary documents, in transitioning from the AQIP accreditation pathway, under which Wilbur Wright College developed an Academic Plan, the College used that plan as a basis to develop the 2021 - 2025 Strategic Plan. Supporting the college mission, vision, and values, the current Strategic Plan includes strategies and tactics linked to and measured by Key Performance Indicator (KPIs). This demonstrates the commitment to use data to guide decision-making.

Wilbur Wright College provided multiple other examples within the Assurance Argument and anecdotally of instances in which data was used to reach informed decisions. During this visit, various groups the site visit team met with referred to data used for various college processes and plans-based data. Wilbur Wright College provided a specific example in the Assurance Argument of making a data-informed decision to staff-student services according to student traffic. The site visit team lauded this strategy and felt a "closing the loop" action to measure the effectiveness of the staffing decision would be a critical next step for Wilbur Wright College. Implementing a measure to determine the effectiveness of a change might reveal an opportunity for enhancement or further change.

During the campus visit, Wilbur Wright College employees discussed the Proposed Academic Curriculum Change (PACC) process, which ensures multiple feedback opportunities for faculty, students, and district representatives to review the proposals. A recent example cited in the Assurance Argument and also spoken to by college representatives was the new Cannabis Studies program, which went through the PACC process, inclusive of student input. The site visit team understood all curricular changes, including discontinuation of a program passes through the PACC process.

As reported in the Assurance Argument and confirmed through interviews with college representatives, changes to student and academic policies flow through a conversation process by

which employees, students, and the wider community have an opportunity to weigh in before finalization of the changes. While intending to be thorough, due to the very nature of district oversight over the seven system colleges, ensuring communication flows to all constituencies may sometimes be challenging from anecdotal comments the peer reviewers heard from faculty and staff. Wilbur Wright College might consider more nuanced communication strategies to ensure all stakeholders have impactful information in their areas. Communication is always challenging in most organizations, and maybe even more so with the complexity of the community college system and the district-level expectations and oversight. Ensuring as much transparency as possible with embedded feedback loops has the potential to ensure good morale amongst employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The vetting and hiring process is coordinated at the District 508 level, working in collaboration with the individual college's Human Resources offices. A robust process ensures a thorough review of candidate credentials, and an audit by the peer review team while on campus confirmed all files reviewed showed instructors met the credentials needed to teach in their discipline. Wilbur Wright's Assurance Argument cites numerous opportunities for professional development, and individuals during the visit confirmed union contracts included training opportunities. However, employees also stated training, both in-house and external opportunities, is not systematized or equitable, leading the site visit team to suggest Wilbur Wright College explore their processes further to ensure all employees have opportunities to continue to grow in their discipline or subject matter.

While Wilbur Wright's Strategic Plan, adopted in 2021, was developed within and aligned with the City Colleges of Chicago's Strategic Framework, Wilbur Wright College describes a commitment to and an intent to serve all learners. Still, it primarily focuses on the learning needs of the community demographic groups. Three distinct planning efforts support the plan: 1) responsiveness to students' needs, 2) navigating changing demographics, and 3) direct community outreach. In the open forum on Criterion 5, the peer reviewers heard how the Strategic Plan Implementation Team (SPIT) was developed to support the momentum of the Strategic Plan, which was designed with six strategic levers: 1) Student Experience, 2) Equity, 3) Economic Responsiveness, 4) Excellence, 5) Collaboration; and 6) Institutional Health. A review of the plan indicated Wilbur Wright incorporated data collection to assess progress periodically to ensure forward momentum.

While on campus, the site visit team had an opportunity to visit with the system Chancellor, district board representatives, and institutional representatives from both the finance and financial aid areas. The chancellor explained a well-developed budgeting process that collects requests from individual colleges for consideration in determining final budget allocations, which are determined through a historical methodology.

Noted within the Evidence File, documents showed Wilbur Wright College's Composite Financial Index (CFI) falling into the realm for further review and requiring a Financial Index Panel Review in 2021. The CFI for fiscal years respectively was -1.69 in 2020, -1.60 in 2021, .23 for 2022, and .83 for 2023, showing an increase from strategies employed to strengthen the College's financial health. Wilbur Wright College is commended for finding ways to reverse the downward financial trend, especially during enrollment and budgetary challenges. The site visit team encourages the College to continue working on this as the CFI is one of the institution's most vital measurements of financial strength.

Each year, District 508 prepares a Comprehensive Annual Financial Report (CAFR), a comprehensive accounting of all budgetary items, and provides data on how the funding is spent to support educational purposes. This district report is the transparent accountability to the communities served for all seven colleges. In the open forum for Criterion 5, the site visit team heard from Wilbur Wright fiscal representatives how forecasting for the next fiscal year, including population and enrollment demographics, to construct the College's annual budget request to the District. Data provided for FY 2023 from the District 508 Budget Book showed 51.2% allocated for Instruction and 19.0% for Student Services, with an additional 10.0% planned for Academic Support. These percentages indicate the District plans the annual budget to ensure support of instruction and student support services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

As part of the District 508 system, Wilbur Wright College's budget stems from and is aligned with the district allocation process under which the District policy expects institutions to operate to ensure fiscal responsibility. Goal 1 of District policy states institutions are expected to "Implement an annual budget and financial planning process that reconciles the need to serve the district's constituencies and **support its mission** with the reality of the financial environment in which District 508 operates." Following this guiding principle, each college department with an operating budget affirms their expenditures support the Wright mission and priorities. During the visit, the site visit team heard Wright employees describe a collaborative system by which robust communication throughout the institution and with the District ensures resources are thoroughly vetted to determine the best usage of funds to meet the College's goals.

In the Assurance Argument, Wilbur Wright describes how assessment of student learning and program review influence program offerings, which flows into a discussion of planning and budgeting. The College has put great effort into the Equity Plan and the Strategic Enrollment Management Plan, which are essential to Wilbur Wright. During the visit, both with Wilbur Wright representatives and community members alike, these plans were brought up as key initiatives that drive resource support. In the Assurance Argument, Wilbur Wright provides an example of targeting resources to support first-year students due to data gleaned from assessment of student performance in developmental and gateway courses.

Wilbur Wright College has developed many plans intended to include as many individuals as possible in the planning process, including the Strategic Plan, the Equity Plan, the Strategic Enrollment Management Plan, and the Civic Action Plan, to name a few. In the Assurance

Argument, the College describes the numerous ways by which planning is shared with stakeholders for review and feedback. The site visit team also heard about the President's State of the College meetings each semester, which included community members as well as staff and faculty and provided an opportunity to discuss vital issues and receive feedback. While these methods seem to be supportive of inclusively engaging all groups in the planning process, the site visit team received feedback during the visit there is still an opportunity to demonstrate better stakeholders are being heard. When involved parties feel their input is valued and acted upon, trust is strengthened, resulting in better morale.

Within the framework of the District 508 budgeting process, Wilbur Wright College must work with the allocation distributed for each fiscal year. During the visit, the site visit team heard Wilbur Wright's Business Office manages the funds provided with continuous review and adjustment as necessary based on impacting actions. The Strategic Enrollment Management Plan is critical in forecasting and planning based on enrollment numbers. The site team heard that sometimes sound fiscal management necessitates changes (e.g., program closures, changes in staffing) that are not popular actions with some stakeholders. The site visit team encourages the College to provide as much transparency as possible when changes must be made to ensure others understand the changes are being made in the best interest of the College as a whole. Candid conversations explaining changes have the potential to build employee trust through understanding.

In the Assurance Argument, Wilbur Wright College described the collaborative process within the seven colleges in the District 508 system and input from external advisory boards as significant mechanisms by which the College forecasts the need to plan based upon an external factor. During many of the meetings with college personnel while on the visit to the campus, the site visit team heard about the robust communication between the seven colleges and the District, which indicated a cohesive unit to vet impacting issues thoroughly. Staying up on the climate by sharing information is a great way to anticipate actions that need planning.

Wilbur Wright College's Strategic Plan, Strategic Enrollment Management Plan, and the College's Equity Plan provide a structure for intentional and targeted planning. Embedded in the plans are tactics and strategies for achieving the goals. Key Performance Indicators provide data to measure the effectiveness of the plans. The College's Strategic Planning Implementation Taskforce was developed to ensure the forward momentum of the Strategic Plan. During multiple meetings while on the campus visit, the site team heard how these various processes work together in collaboration toward continuous improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

Wilbur Wright College is one of seven colleges operating under the District 508 City Colleges of Chicago system, which provides an overall budgeting, planning, and policy framework while still providing each College with the ability to respond to their communities. The Assurance Argument described a robust collaborative system within the College, with other colleges within the system, and with the District, all of which was confirmed when meeting with various stakeholders while visiting the campus.

Of note, while Wilbur Wright College has had some financial challenges within the last few years, the College seems to be righting its financial position with an increase in its CFI from -1.69 for FY20 to .83 for FY 2023. The College is going in the right direction and needs to continue with the strategies to move to a more stable position. One significant reporting change that will allow the College to monitor its financial position better is that there will be individual reporting as part of future processes. Until now, the CFI was representative of the District consolidated report, which did not allow for a clear delineation of Wilbur Wright's CFI score.

The Assurance Argument described multiple plans, such as the overall Strategic Plan, the Strategic Enrollment Management Plan, and the Equity Plan, all intended to deliver on the College's Mission. Embedded are tactics to encourage movement, and Key Performance Indicators align the plans and measure progress. The site visit team does remind the College that "closing the loop" assessments built into the processes to evaluate the effectiveness and influence potential changes strengthen the entire process.

Overall, Wilbur Wright College has many sound mechanisms to ensure the operations sufficiently support the mission, continuously improve programs, and respond to future challenges and opportunities.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met With Concerns
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Focused Visit(s)

Due Date

9/30/2025

Visit Focus

The findings of the site visit team recommend a focused visit to address the areas of opportunity evidenced during this site visit. One concern arose from a lack of evidence of significant progress from a previous Interim Monitoring action. There are three monitoring areas for the Focused Visit: Criterion 1.C.2, 3. A. and 4. B.

Criterion 1.C.2. Focus

The college Spring 2019 climate survey requested during the visit provided evidence of some critical concerns among staff and faculty about the College regarding how different groups are treated, which does not align with the institution's stated mission. Direct statements from the climate survey conducted in Spring 2019 were as follows: *"it does not help knowing that there is an active racist working in financial aid," "It is a very white privilege atmosphere. Security treats white employees with more respect than minorities", "... the ignorance to diversity here is astounding.", "I've noticed bias against black students." "rampant sexism, pay inequality."*

Wilbur Wright College is encouraged to take action to work on a comprehensive process that demonstrates how the institution ensures equitable treatment of individuals, which could extend to the complaint process utilized by the institution for both staff and students and how the College elects to document the remedies it has put in place to address these stated concerns.

Criterion 3. A. Focus

The first area of interim monitoring is recommended to show the College's progression toward a systematic, standardized assessment process for academics and co-curricular offerings that is faculty-led and focused on continuous improvement. The focused visit continues the 2019 recommendations and builds on the current state.

The institution is encouraged to identify and engage in practices to reflect assessment of co-curricular activities best. These activities will provide not only an important feedback loop for the institution but also a way to ensure that the offerings and access to these offerings are made equitably, reflecting the tenets of the Three Pillars.

Criterion 4.B. Focus

Second, as noted in the Higher Learning Commission's 2019 AQIP team report and based on the recent site visit, Wilbur Wright College does not differentiate program learning outcomes between associate degree and certificate programs.

Wilbur Wright College must provide evidence delineating program learning outcomes for each associate degree and certificate program offered at Wilbur Wright College.

The College must present details on the development of its general education, program-level, and co-curricular assessment. Specifically, the College must provide the following:

1- Reporting of progress on the ILOs as discussed above. Progress should include data and continuous improvement as a result of the ILO assessment process and how these efforts have led to results and improvements in student learning,

2- Identification of program-learning outcomes (PLOs) for all academic offerings at Wilbur Wright College, including all degree and certificate programs. Mapping of the PLOs to ILOs and course-level outcomes should be detailed, as well as the cycle for assessing the PLOs. It is recommended that at least 2-3 cycles of data be collected and shared, including details on how results have led to improved student achievement.

3- A process for co-curricular assessment must be provided that provides a clear definition of cocurricular at Wilbur Wright College, a cycle of measurement, and details of how results have led to improved student achievement.

The persistence of the assessment issue concerned the site visit team, given 2018 and 2020 reviews citing this area as inadequately addressed.

4. Evidence of improvement in learning outcomes for the adult learning program for which ICCB placed the College on probation and subsequently warning in 2019 as these outcomes were below the 41% standard.

Conclusion

Wilbur Wright College is a member of the seven-college City Colleges of Chicago system located in a suburb of Chicago, serving a diverse constituent community. The College President reports to the District Chancellor and Provost. The leadership at the District office interacts with the campus leadership and advises on the practices relative to the curriculum, assessment practices, and enrollment. The site visit team, through a review of the Assurance Argument, evidence files, and meetings with a variety of Wilbur Wright's constituents, found that the institution has established adequate policies and procedures to ensure quality student services, a variety of student learning opportunities in and outside of the classroom and continues to improve its resource allocation process to support those programs and services. Its commitment to Adult education was evidenced in the work at the Humboldt Park Vocation Education Center. The College uses a shared governance model, both formal and informal, to engage all of its stakeholders in decisions that impact the College; however, the conversations with staff and faculty indicated opportunities for improvement in some vital communication and decision-making areas.

Wilbur Wright College continues to refine its processes for assessment of student learning and co-curricular activities. As a graduate of the Assessment Academy, the institution has an opportunity to operationalize consistent assessment practices in these two focuses more effectively. As a result, they are being recommended for monitoring in Criterion 3A and 4B. The College is encouraged to continue institutionalizing the academic and co-curricular assessment process and consistently share data across all disciplines and departments to improve student learning.

Wilbur Wright College recently revised its mission to demonstrate its commitment to diversity and had the mission interpreted into the languages representing the communities it serves. Students, community partners, and Board of Trustees members shared that Wilbur Wright College adds value to the suburbs of Chicago by supporting the communities it serves offering programs and services to strengthen its partnership with local businesses and community organizations. Recently designated as a Hispanic-serving institution, Wilbur Wright College is commended for maintaining a solid presence in underserved communities and striving to respond to the needs of all stakeholders. However, the College must also invest in its internal constituents to ensure its mission continues to be reflected in the demographics of those who work directly and indirectly with students, creating and adhering to

policies and procedures to hold everyone accountable to equitable practices in their service to the diverse populations that attend and work at the College. Results of the climate survey reviewed by the site team evidenced some issues and concerns that warrant institutional attention. These resulted in a recommendation for monitoring in Criterion 1.C.2.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

INTERNAL



Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: City Colleges of Chicago-Wilbur Wright College, Illinois

Type of Review: Standard Pathway - Mid-Cycle Review

Description:

Review Dates: 10/16/2023 - 10/17/2023

No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

- No Change
- Recommended Change:

Degrees Awarded: Associates

- No Change
- Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2020 - 2021
Year of Next Reaffirmation of Accreditation: 2029 - 2030

- No Change
 - Recommended Change:
-

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

Additional Locations:

Prior HLC approval required.

- No Change
- Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

Competency-Based Education:

- No Change
- Recommended Change:

Pell-Eligible Prison Education Program:

- No Change
- Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

- No Change
- Recommended Change:

Upcoming Reviews:

Comprehensive Evaluation Visit - 2029 - 2030

Federal Compliance Review - 2029 - 2030

No Change

Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

No Change

Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

No Change

Recommended Change: Focused visit as follows: 1.C. (mission and diversity of society); 3.A. (academic offerings appropriate to higher education); 4.B. (assessment of student learning).

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	22	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		
Master's Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		
Certificates:	35	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Contractual Arrangements:

11.0901 Computer Systems Networking and Telecommunications - Associate - Networking Systems and Technologies - IBM, Microsoft, Cisco, Motorola, Verizon Wireless, and CompTIA

11.1004 Web/Multimedia Management and Webmaster - Associate - Web Development AAS - IBM, Microsoft, Cisco, Motorola, Verizon Wireless, and CompTIA

15.1701 Energy Systems Technology/Technician - Certificate - Building Energy Technologies - Midwest Energy Efficiency Alliance

15.1701 Energy Systems Technology/Technician - Certificate - Building Energy Technologies - Midwest Energy Efficiency Alliance (MEEA)

No Change
 Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

No Change
 Recommended Change:

Additional Locations:

Humboldt Park Vocational Education Center (HPVEC), 1645 N. California Avenue, Chicago, Illinois 60647 UNITED STATES

No Change
 Recommended Change: