

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

WILBUR WRIGHT COLLEGE-1172

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Wilbur Wright College (WWC) was founded in 1934 as one of seven colleges that comprise the City Colleges of Chicago. WWC is comprised of a main campus in the Dunning area and the Humboldt Park Vocational Education Center, which provides job training and educational programs for the Humboldt Park and West Town Communities. The College serves more than 23,000 diverse students annually who pursue Credit Career, Adult Education, Skills, and Personal and Professional Development programs aligned to 20 associate degrees and 40 certificate programs. WWC also provides online courses through a consortial agreement with Harold Washington College. The College has 910 employees with diversity reflecting the student body.

Category Summary Statements

- 1. Helping Students Learn:** WWC has initiated a number of quality initiatives since its 2012 Systems Portfolio, including: its curriculum mapping (CM) project, implementation of a 5 year cycle to map general education curriculum, development of an assessment rubric and its Proposed Academic Curriculum Change (PACC) curriculum development process. Additionally, many student organizations have identified connections with the College's cross-curricular General Education student learning outcomes with their statements of purpose. WWC has self-identified the need to advance the assessment processes which are at varying levels of maturity. Other recent initiatives include development of a First Year Experience Action Project and the College Completion Action Project.
- 2. Meeting Student & Other Key Stakeholder Needs:** WWC has invested time and resources into improving student support mechanisms including decreasing the length of time from admittance to enrollment, improving advisement, and developing assessment processes for student support areas. The College has seen a steady increase in graduation rates that have surpassed annual targets. The College maintains six types of external partnerships, including Adult Education off-campus site community partnerships, high schools, CTE program advisory councils, transfer four-year institutions, community collaborators, and employers. WWC acknowledges ongoing challenges with developing a systematic method of gathering feedback and evaluation of these partnerships.
- 3. Valuing Employees:** WWC has both union and non-union employees with full-time faculty in one union and a separate union for part-time faculty. The College recruits and hires the most qualified candidates for faculty and staff positions using the Taleo online applicant tracking system (ATS) and numerous external employment outlets to advertise available positions. WWC has revised and launched a new process for faculty on tenure track that includes guidance at the institutional level and mentoring by department chairs. A new formal performance review for non-bargaining unit employees will launch in 2016. WWC provides for professional development for faculty using a variety of mechanisms including collective bargaining agreement professional development funds, sabbatical opportunities, grant-funded opportunities, and the Center for Teaching and Learning (CTL).
- 4. Planning and Leading:** WWC is governed by a seven-member board appointed by the mayor. The College mission is periodically reviewed as part of the budgeting process to assess its alignment to the

College's strategic objectives and need for potential revision. The College's strategic planning process, AQIP Action Projects, and other initiatives engage faculty, staff, students, and external stakeholders as appropriate. WWC sets targets for its Key Performance Indicators (KPIs) and sets strategic initiatives to address areas where targets are not consistently met. Various committees are engaged (president's Executive Council, the Office of Strategic Initiatives, the Assessment Committee, the Office of Student Services, and the Office of Instruction) to study and recommend strategic initiatives through regular review of KPIs in relation to annual targets, analyses on other initiative performance, and collaboration and coordination of continuous quality initiatives.

5. **Knowledge Management & Resource Stewardship:** The College and district jointly manage college finances, information technology infrastructure, and facilities. Recent software upgrades include OpenBook, Campus Solutions 9.0, and additional human resources and financial modules. The offices of Strategic Initiatives and Research and Planning provide assistance to all departments with data acquisition and analysis. The annual budgeting process allocates resources in alignment with college goals as defined through the strategic planning process. Plant Maintenance oversees all capital construction. Safety and security is maintained by the Office of Safety and Security, whose director serves as the chairperson of the College Supportive Intervention Team (SIT).
6. **Quality Overview:** An AQIP Steering Committee oversees Action Projects and improvement initiatives through the deployment of project committees. The AQIP Steering Committee has broad representation from academic affairs, student services, key committees and offices, faculty from academic departments, and the president and vice president. Selection of projects involves input from the entire campus community with proposals coming from staff and faculty. WWC communicates quality initiatives through committees, professional development, newsletters, web sites, retreats, and open forums. Many recent AQIP Action Projects have resulted in long term improvements and have been institutionalized.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus, may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Establishing internal targets for each measure and expanding the diversity of external benchmarks, beyond the district's colleges and a few select national surveys may enhance data-driven decision-making, especially in student academic and non-academic support areas. Data analysis with reflection upon results may strengthen the alignment of processes, results and improvements.

Strategic Challenge: Creating additional measures of performance, especially related to Category 1, 2, 4 and 5, to assess the effectiveness of key processes related to outcomes assessment of institutional learning goals, student support services, leadership, and resource and knowledge management, may enhance coordination and communication across the College to further the focus on quality improvement efforts.

Strategic Challenge: Analyzing employee performance review processes and results across the campus; implementing a performance review process for employees and administrators not in bargaining units; delving deeper into results of the Employee Engagement Survey; and, trending data

on the campus climate may reveal issues that can be addressed collaboratively to help ensure institutional effectiveness and raise overall employee satisfaction and motivation levels.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

In general, WWC's processes for determining, communicating, ensuring, and assessing common and program learning outcomes are systematic, well deployed and fact-based through data analysis. The student learning outcomes (SLO) mapping model appears systematic across platforms and program areas. The quality of its programs and courses are attributed to vigilance in working with key stakeholders to ensure the content is relevant and effective.

While results are overall in the systematic maturity level with some internal targets and external benchmarks, the College has the opportunity to expand internal targets and external benchmarks to additional academic programs, academic support services and Career Program results.

WWC has instituted a number of improved processes with regard to Helping Students Learn since the 2012 Systems Portfolio, including the assessment plan and program review processes that are beginning to yield results. With additional experience and data, the College will be able to effectively evaluate the processes and make significant improvements based on the collected data and move to a higher level of maturity.

Category One Strategic Issues:

1. WWC lacks a comprehensive mechanism for reporting student learning on institutional outcomes using embedded assessment in the programs. The College may benefit from aggregating data and effectively reporting these results.
2. The College may benefit from addressing on-going training and development needs for academic support staff and timely assessments of faculty needs for development.

3. WWC has provided much data, but how that data is being used to initiate improvement is often unclear. Data collection and analysis may benefit from coordinated processes and consistent development of internal targets and external benchmarks, especially for academic support services.

Category Two: Meeting Student & Other Key Stakeholder Needs

WWC has systematic and some aligned processes for determining and meeting stakeholder needs. The College demonstrates numerous ways in which it serves multiple stakeholder groups. Career and technical education programs have criteria in place for selecting stakeholders to serve on advisory boards and these criteria may be beneficial to adopt campus-wide along with a formal assessment process. While the College has multiple activities and initiatives underway, it could benefit from a focus on evaluation to more effectively deploy its resources and achieve high levels of success in meeting its stakeholder needs.

Category Two Strategic Issues:

1. Identification of criteria for stakeholder service on advisory boards that is campus-wide may provide for a more formal assessment process of key stakeholders.
2. Determining the needs of alumni, through a survey or other data collection mechanism, may uncover additional needs that the College may address through its alumni programming.
3. Creating internal targets and external benchmarks for non-academic student services data may provide insights and promote data-driven decision-making.
4. The identification, collection, and use of pertinent data beyond counts may help to evaluate the effectiveness and impact of various programs.

Category Three: Valuing Employees

WWC has overall systematic processes for Valuing Employees with use of the TAP process for tenure-track faculty and processes for recognizing and rewarding employees. The College is at the reacting maturity level in its evaluation processes related to employees not in collective bargaining units. The College anticipates that District 508 will introduce a revised process for evaluation of non-union employees in 2016. It is encouraged to prioritize the implementation of this process and ensure that outcomes measures are in place for continuing improvement.

Category Three Strategic Issues:

1. The Tenure Assistance Program has added great depth to the evaluation, professional development and support of faculty members; however, WWC has not had a review process for non-union employees since 2010. The College anticipates that District 508 will introduce a revised process for evaluation of non-union employees in 2016.
2. The College primarily relies on the TAP Tenure Process Report for data analysis and data driven decision making in the area of hiring, development, and evaluation of faculty. While this is an important data point, other measures might provide further insight. The College may benefit from identifying additional measures with targets and benchmarks pertaining to satisfaction and engagement levels of all employees.

Category Four: Planning and Leading

WWC has some aligned processes in place for Category 4, but measures and results are indicative of the reacting or systematic level of maturity. The College has a robust annual planning process that aligns its goals and initiatives with its budgeting process, KPIs, mission and the District 508 Strategic Plan. Although criteria and hiring processes for leadership positions are in place, the College has limited measures to assess the effectiveness, including not having a performance review. The College

has the opportunity to delve deeper into concerns related to perceptions of leadership that appear to be affecting employee motivation, engagement and satisfaction. Creating internal targets, exploring external benchmarks and adding measures for Planning and Leading may strengthen data driven decision-making and reveal improvement opportunities in the Category items such as integrity and leadership.

Category Four Strategic Issues:

1. The College is encouraged to set internal targets to explore external benchmarks as well as identify other measures in this area.
2. The College may wish to further explore the results of the Employee Engagement Survey and reasons for the no confidence vote. This may uncover areas for improvement to enhance employee motivation, engagement and satisfaction with leadership of the College.

Category Five: Knowledge Management & Resource Stewardship

WWC has aligned and systematic processes for knowledge and resource management that reflect the mission, KPIs and strategic goals with resource allocation to support the infrastructure. Limited measures for knowledge and resource management indicate an area where the College has been more reactive. WWC may add measures with comparisons to provide relevant data for potential improvements in this Category.

Category Five Strategic Issues:

1. The College is encouraged to identify measures of effectiveness for knowledge and resource management with internal targets and external benchmarks that can be trended to provide new insights for improvement.
2. Clearly articulating how resources support effective teaching and learning processes and are prioritized in the Annual Plan may help the College reach higher levels of maturity in this category.

Category Six: Quality Overview

WWC has developed systematic processes for creating a culture of quality. These are most evident in the institution's use of AQIP Action Projects and quality initiatives to promote improvements in learning, student services, and planning. The College may advance its maturity through the development of internal targets and external benchmarks. Results indicate an opportunity exists to enhance communication of realized improvements through the initiatives to generate greater campus understanding and participation. While the College has focused on the CQI principles in relation to the major AQIP Action Projects and quality initiatives, it is not as apparent how the culture of quality extends throughout the College and its operations.

Category Six Strategic Issues:

1. The College may advance its maturity by determining internal targets and external benchmarks for results in Category 6.
2. The College may benefit by selecting appropriate survey tools to measure faculty/staff perceptions of the effectiveness of communication about and participation in quality improvement efforts.
3. WWC has developed effective quality processes for supporting AQIP Action Projects and quality initiatives. The College has the opportunity to clearly articulate how these quality processes enrich the culture of quality throughout the institution.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission:

WWC has met each of the Core-Components related to mission.

Criterion Two. Integrity: Ethical and Responsible Conduct

The College has met each of the Core-Components for integrity with the exception of **2.D**. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. Clear policies regarding academic freedom and the pursuit of truth in teaching and learning were not found in the new Academic and Student Policy Manual as the College stated, but could be added.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

WWC has met each of the Core-Components related to teaching and learning quality, resources and support.

Criterion Four. Teaching and Learning: Evaluation and Improvement

WWC has met each of the Core-Components related to teaching and learning evaluation and improvement.

Criterion Five. Resources, Planning, and Institutional Effectiveness

WWC has met each of the Core-Components related to resources, planning and institutional effectiveness.

V. Quality of the Systems Portfolio

WWC presents an overall well-written, well-formatted and easy to read portfolio. While the team recognizes the limitation in pages, more evidence could have been provided to substantiate some processes. The College often directs the reviewer to other sections in the portfolio for evidence that was not as useful to support the current Category item and was more difficult to locate within the other Category process, results or improvement section. WWC is encouraged to add reflections on its overall maturity levels within each of the Category summaries.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution’s credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: The College uses a curriculum mapping (CM) process to ensure alignment of course, program and common student learning outcomes (SLOs). These are reviewed annually internally by faculty. In addition, it aligns with the Illinois Community College Board (ICCB) and Illinois Articulation Initiative (IAI). Finally, the curriculum process requires alignment for new or changes to courses or programs.
Determining common outcomes	Systematic: Faculty developed the common SLOs in 1993. It is not clear that there is plan for reviewing them, and the College may benefit by creating a review plan.
Articulating the purposes, content, and level of achievement of these outcomes	Aligned: The purposes, content, and level of achievement of these outcomes are articulated through departmental and program-level assessment reports. These are communicated through postings on the website, annual presentations and emails from the Assessment Committee, the Office of Research and Planning, the Office of Instruction, the assessment newsletter, and department meetings.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic: Through the CM process, all courses contain teaching and learning activities that together provide students opportunities to achieve the common SLOs. WWC may benefit from periodic evaluation of the CM process’s effectiveness in doing this.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: It is not clear that there is plan for reviewing outcomes. The College may benefit by creating a review plan.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: WWC has made inroads in identifying how some co-curricular activities align with learning outcomes. In addition, WiYC incorporates some of the college-wide SLOs into its programming. The College may consider documenting a process by which all student clubs, groups, and organizations are prompted to consider alignment with one or more of the SLOs.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Systematic: Departments and programs determine tools based upon the needs of the discipline and are informed by the ICCB, IAI standards, external accrediting bodies, the HLC criteria and assumed practices, and the assessment committee. WWC may benefit from periodic review of the Collegiate Assessment of Academic Proficiency (CAAP) efficacy and consider how to integrate the CAAP results with department and program results.
Assessing common learning outcomes	Systematic: Both the CAAP and program level assessments are on an explicit, repeatable cycle. WWC may benefit from developing a process for evaluating the effectiveness of the cycle.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The CAAP has been selected as the college-wide assessment tool. A sample of department programs, relevant outcomes, and assessment tools is provided. The College may benefit from considering how to best report how all programs are measuring the college-wide outcomes.
Summary results of measures (including tables and figures when possible)	Systematic: WWC provides a summary of six years of CAAP results. Academic year 2014-2015 was the first in which departments engaged in assessment of the college-wide learning outcomes. As the College gets additional assessment results over time, it may benefit from considering how to best represent the information.
Comparison of results with internal targets and external benchmarks	Systematic: External comparison is provided for the CAAP results and there is sufficient data to see trends. WWC may wish to consider setting internal targets for both the CAAP and program results. The College may also benefit from integrating the CAAP with program results to inform curricular evaluation.
Interpretation of results and insights gained	Systematic: The portfolio provides evidence that the College and departments are beginning to interpret assessment data. It is not apparent that the assessment processes have led to broad-based insights for curricular improvements as the processes implementation is relatively new.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
CAAP results drove the decision to focus on critical thinking (fall 2014) and reading and writing (fall 2015). Additionally, the College will investigate alternatives to the CAAP. The College is to be commended for developing a rubric for programs to evaluate the efficacy of their assessment process, tools, and interventions. Incorporating the co-curriculum more explicitly and developing a process for reviewing the appropriateness of the college-wide assessment methods may help to improve the maturity of these processes and results.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: The College uses its CM process to ensure alignment of the course, program, and college-wide SLOs. Additionally, the PACC ensures alignment for new programs and courses and changes to existing programs and courses.
Determining program outcomes	Aligned: Faculty determine program outcomes and they are extensively informed by external stakeholders. New program SLOs and revisions to program SLOs follow the Proposed Academic Curriculum Change (PACC) process.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: WWC uses multiple channels: its website, course syllabi, annual assessment reports, admissions, new student orientation and other media and events to articulate the purposes, content and level of achievement related to program outcomes. The College may benefit from a process by which it evaluates the efficacy of these channels for its stakeholders.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: All programs must undergo an ICCB review every five years. Additionally, CTE programs are reviewed by specialized accrediting bodies; graduates are surveyed; and advisory boards, industry and community partners and labor demand data are used. WWC may benefit by articulating how the ICCB process ensures the relevance and alignment of non-CTE programs.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: Student clubs, groups, and organizations must be approved by the Student Government Association (SGA) and must develop a constitution, which includes a statement of purpose. The College might consider prompting co-curricular programs to identify learning outcomes and articulate how its activities support that learning.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: WWC faculty select assessment methods and tools informed by regulatory, industry and accreditation standards, as well as Assessment Coordinators. In addition, WWC has created a rubric by which departments can evaluate their assessment work. The College may benefit from a periodic review of this process.
Assessing program learning outcomes	Systematic: Program SLOs are assessed as part of the five year assessment cycle for the college-wide SLOs. The College may benefit from integrating the CAAP with internal embedded assessment initiatives and determine a more robust reporting function for the program outcomes.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Departments select the measures and tools on a discipline basis. WWC shared selected program assessment results. If some programs or departments are not participating, the College may wish to encourage them to do so. Work Keys assessments appear to measure college-wide learning outcomes, not program outcomes.
Overall levels of deployment of assessment processes within the institution	Systematic: It is unclear what the level of deployment is across programs and departments. A rubric, developed in spring 2016, will likely be beneficial to enhance participation by all departments in evaluating the quality of their assessment processes, results, and improvements.
Summary results of measures (including tables and figures when possible)	Reacting: WWC provides summary data on achievement of selected program SLOs. The College may wish to encourage more direct assessment and the creation of trend data.
Comparison of results with internal targets and external benchmarks	Reacting: No internal targets or external benchmarks are provided. The College may wish to consider setting these.
Interpretation of results and insights gained	Reacting: The College provides insights into its select program assessment results in Table 1.5. Use of trend data and internal and external targets may provide more robust interpretation.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Selected programs have identified interventions based on their interpretation of assessment results. (Table 1.6.) Additionally, the College is launching a new Accelerated Reading and Composition course in response to data indicating that less than 50% of students who place into developmental English progress on to college-level instruction. It is too early in the implementation of the project to be sure of the success rate.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Systematic: WWC has a number of processes for identifying student groups and uses various mechanisms to determine their educational needs. The College may wish to centralize these processes to ensure data is appropriately used across the College and that efficacy of processes is regularly evaluated.
Identifying other key stakeholder groups and determining their needs	Systematic: WWC identifies and invites external stakeholders to participate in advisory and collaborative endeavors. In addition, the District 508 Workforce and Economic Development Department helps the College identify new employer stakeholders. The College may benefit from coordination of these processes and periodic review of their effectiveness.
Developing and improving responsive programming to meet all stakeholders' needs	Aligned: WWC develops and modifies programming by collaborating externally with business and community partners and in alignment with ICCB and IAI guidelines.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: WWC conducts graduation and follow-up surveys to gauge perception. The College also uses the ICCB program review to directly evaluate currency and relevance and it uses assessment data and course success rates to indirectly measure it. The College may wish to consider articulating the process used for selection of these methods.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic: The ICCB program review process is used. The components of the review and evaluation criteria are not discussed. Articulating the criteria may be of benefit to the College.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College conducts graduation and follow-up surveys to gauge perception. It also uses assessment data and course success rates as indirect measures. The College may consider implementing additional direct measures.
Summary results of measures (including tables and figures when possible)	Systematic: Career program results are positive for all performance measures, while course approvals by the Illinois Articulation Initiative (IAI) are increasing. Selective data on graduate surveys could be included for a more robust analysis.
Comparison of results with internal targets and external benchmarks	Systematic: WWC compares its career program results against state targets using the Perkins Online Data System (PODS) and has some trend data. The College may consider additional targets or benchmarks.
Interpretation of results and insights gained	Systematic: WWC reports insights from the program enrollment data to suggest programs are in demand and that transfer students needs are met with the number of courses approved by IAI. The College may benefit from additional analysis of C2C Focus Area Enrollment (Table 1.15).

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
A number of improvements in this category are being planned and implemented. WWC notes recent improvements included converting skills programs to credit bearing courses and the use of the

SharePoint Curriculum Site for greater transparency. In some cases, it is unclear how the results presented in this section prompted the identified improvements. The 2014 changes to the PACC process are an example. Clear links between the results presented in this section and the identified improvements would be helpful. And, as the PACC process is a key process, more detail about the evaluation criteria for program proposals would be helpful.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Aligned: The College provides a wide variety of communications available to the public. The PACC process establishes prerequisites and program requirements and pre-requisites are communicated through multiple modes. The SmartPlanner tool lays out a path of coursework for students according to their goals.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic: Program rigor is ensured for all delivery modes and locations via CM, the PACC process, on-going embedded assessment, and oversight by an Early College Coordinator. Retention and success rates are also analyzed. Since the Early College Coordinator position is recently established, the College might consider periodic evaluation of the process it uses for ensuring rigor for dual enrollment.
Awarding prior learning and transfer credits	Aligned: The College has transfer processes in place for transfer from accredited higher education institutions, military, college level examinations and advanced placement exams, as well as individual evaluation from previous life experiences or learning.
Selecting, implementing, and maintaining specialized accreditation(s)	Systematic: Advisory boards help to inform WWC about seeking and maintaining specialized program accreditation. The College may benefit by a more robust process for decision-making surrounding specialized accreditation.
Assessing the level of outcomes attainment by graduates at all levels	Systematic: A one-year graduate follow-up survey is conducted using proxy measures of outcomes attainment. Since several of the career programs require nationally standardized testing for graduates to enter the field, analysis of these results may be appropriate.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Systematic: WWC has regularly administered the CCSSE since 2005. The graduate follow-up survey captures information about transfer and employment. The College might consider articulating a process by which these instruments are selected.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC uses a variety of tools such as the CCSSE, CAAP, graduate surveys, CTE pass rates and embedded assessment. The College may consider developing a plan for using the data gathered to inform the curriculum in an integrated manner.
Summary results of measures (including tables and figures when possible)	Systematic: WWC provides summary CCSSE trend data for student effort and academic challenge; licensure pass rates for RN, EMT and Radiography; and graduate survey results. The College may consider providing additional analysis of these results.
Comparison of results with internal targets and external benchmarks	Systematic: Comparisons are made with licensure pass rates and select items from the CCSSE. The College has an opportunity to establish internal targets for these measures.
Interpretation of results	Systematic: WWC interprets its overall results as positive in relation to its

and insights gained	peer comparison groups and indicates that the College is satisfied with results. WWC may choose to challenge itself and set internal targets.
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114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC describes the enhancement of student support services and improvements in select academic programs. (Table 1.6) The College also depicts some trend data for graduate surveys and external comparisons for select CCSSE data. WWC may consider setting internal targets related to the quality of its programs. Finally, the College also cites improvements described in earlier parts of the Portfolio, but it is unclear how these improvements specifically relate to program quality. While this can be inferred, it should be explicit.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Aligned: The College is proactive in identifying and serving underprepared and at-risk students by using a variety of measures to determine academic preparedness including prior college transcripts, ACT and SAT exam results, and placement exams.
Deploying academic support services to help students select and successfully complete courses and programs	Aligned: WWC provides the following student academic support services to all students: the Academic support Center, the Advising and Transfer Center, Extended Orientation, the Learning Resources Center, the Peer Mentor program, and Wright in Your Corner. While these services are available to all students, at-risk students may be required to utilize services.
Ensuring faculty are available for student inquiry	Aligned: The College has a well-defined policy regarding office hours for full-time and adjunct faculty. Full-time faculty are required to schedule a minimum of seven office hours per week and adjunct faculty members must schedule one office hour per class taught. Faculty also use email, Blackboard, and other learning resources to answer student inquiries.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Systematic: The College has a number of academic support services including a wide range of tutoring services, the Learning Resource Center, and the Gateway Advising and Transfer Center in place for students. Needs of faculty are determined through surveys for topics to be addressed in the Faculty Development Week and Adjunct Faculty Orientation. WWC has an opportunity to address important faculty learning needs as they arise for greater faculty satisfaction.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Systematic: Qualifications for academic support services including peer tutoring reflect bargaining contracts and district criteria. WWC has the opportunity to further indicate certificate or special training requirements of staff members such as in financial aid.
Communicating the availability of academic support services	Aligned: The College communicates the availability of academic support services through a variety of means, including New Student Orientation, class visits, print materials, emails, and class syllabi. At-risk students receive additional emails through the GradesFirst system.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Systematic: The College Assessment Committee, AQIP Steering Committee, and the Office of Research and Planning are used as resources when assessment methods are formulated and instruments selected by individual departments. The College may consider a more coordinated approach and common measures to apply across services.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC systematically tracks and analyzes academic support services data on course success, course retention, survey results, and utilization of services. WWC also tracks BeFIRST longitudinal participant data, Learning Resource Center results, and Summer Bridge Program results. An opportunity exists for the College to expand and coordinate data collection and analyses of academic support services.
Summary results of measures (including tables and figures when possible)	Systematic: Overall the results provided for student support services indicate positive trends in course success and retention and increased participation rates. The College would benefit from a more thorough and coordinated approach to data collection.
Comparison of results with internal targets and external benchmarks	Reacting: No internal targets or external benchmarks are provided for these programs. WWC has the opportunity to set internal targets for its measures and explore external benchmarks to gain greater insight on its performance.
Interpretation of results and insights gained	Systematic: The College concludes there is a positive impact on student learning resulting from its academic services but few students use the resources. The College has an opportunity to more clearly define its key performance measures in this area and determine how it can improve performance through analysis and decision-making.

1I5. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC has developed improvement goals for the Academic Support Center, the Learning Resource Center, and the Summer Bridge program. Other improvements include adding thirty-two SMART classrooms, introducing a computer laptop loan policy, forming an interdisciplinary Digital Literacy Assessment Committee, and developing a Makers Laboratory with state of the art equipment.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Reacting: While the portfolio specifically states that institutional and district policies regarding academic freedom and integrity are published in the Academic Policy Manual, they do not appear in the newly revised and combined Academic and Student Policy Manual.
Ensuring ethical learning and research practices of students	Systematic: The College systematically reinforces ethical learning of students through its Academic and Student Policy Manual and plagiarism workshops. All syllabi are required to include a statement on academic integrity and Turnitin is used. Further evidence of regular evaluation and coordination across academic disciplines would lead to a greater level of maturity.
Ensuring ethical teaching and research practices of faculty	Reacting: College states that it communicates policies on academic integrity for faculty members and students. As noted earlier, actual policies regarding faculty policies on research, academic freedom and integrity do not appear in the present document.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of	Systematic: While a number of mechanisms are cited to evaluate the effectiveness and comprehensives of activity related to academic integrity, these appear ad-hoc and occur at departmental levels. The College might benefit from additional measures of effectiveness of supporting academic integrity beyond the number of academic honesty hearings.

supporting Academic Integrity	
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1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC tracks the number of student academic dishonesty disciplinary cases by type and the number of sanctions and violations. The College would benefit from additional measures for determining the effectiveness of supporting academic integrity.
Summary results of measures (including tables and figures when possible)	Systematic: Results of student conduct cases over a four year period are provided. Disciplinary warnings are the most common student sanction shown in Table 1.32. The limited number of cases may indicate effective practices regarding academic honesty or it may indicate that cases are not being broadly reported.
Comparison of results with internal targets and external benchmarks	Reacting: No internal or external benchmarks are provided.
Interpretation of results and insights gained	Systematic: Interpretation is focused on responding to one incident of cheating by students that led to an increased number of cases in 2013.

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC implemented a new policy on academic dishonesty to address the need for revocation of a certificate and/or degree and the policy was added to the Student Policy Manual. Additionally, District 508 Institutional Review Board (IRB) policies and procedures are being reviewed and revised to enhance and support undergraduate research and to ensure that student research conducted by faculty is conducted ethically and in ways consistent with the College and District 508 mission. The College might benefit from a discussion of actual faculty practices of handling student academic misconduct.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Aligned: The College identifies its student groups through a variety of methods, including recruitment, admissions and GradesFirst. A more mature process might include an indication of how recruiters identify key student groups to document admittance types and additional methods outside of the admissions process for identifying key student groups.
Determining new student groups to target for educational offerings and services	Aligned: WWC uses a combination of demographic data, employer and community feedback, market studies and connection with area high schools to determine emerging student groups. The College is a Hispanic Serving Institution and has been awarded Title V grants for programs and initiatives to support this population.
Meeting changing student needs	Systematic: The College collects a variety of data to determine the changing needs of students that include nationally normed CCSSE data, locally developed instruments and president and vice chancellor meetings

	with students. To move to an integrated level of maturity the College may wish to describe a more cohesive process that directly targets understanding of changing student needs to support institutional learning.
Identifying and supporting student subgroups with distinctive needs	Aligned: The College describes several student subgroups that receive specifically aligned support services, including commuter, distance learners, veterans, athletes, and dual enrollment students.
Deploying non-academic support services to help students be successful	Systematic: WWC has a wide array of non-academic support services. While the list of services and corresponding activities is provided, identifying a repeatable process of determining the need for these services may move this to a more aligned level of maturity.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Aligned: Collective bargaining and education best practices are used to determine professional credentials. Training needs are met through orientation, on-boarding, professional development and cross training of admissions, registration, advising and records staff.
Communicating the availability of non-academic support services	Aligned: WWC communicates non-academic support services in a variety of ways, including web posts, syllabus statements, publications and meetings with students. The College also produces a comprehensive guide for students titled the <i>Student Resources Quick Start Guide</i> .
Selecting tools/methods/instruments to assess student needs	Systematic: The primary tool used by the College is the CCSSE, as well as participation rates in various presentations and events, and satisfaction surveys. Further narrative of a process for periodic review of tools, methods and instruments and their effectiveness could move this to a more aligned level.
Assessing the degree to which student needs are met	Systematic: Although WWC lists specific measures for various non-academic services; each department selects their own tool. Many programs use satisfaction surveys. The College may benefit from a comprehensive review of the overall impact of this decentralized process and investigate or research measures beyond participation rates.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College uses a variety of measures including participation rates, GradesFirst, department satisfaction surveys and the CCSSE. WWC has the opportunity to provide trends of its measures and to move beyond satisfaction surveys to a more comprehensive evaluation how students' needs are met.
Summary results of measures (including tables and figures when possible)	Systematic: WWC collects survey and census data from prospective and current students that reflect positive engagement between students and professionals representing the College. WWC has the opportunity to more fully assess the value of this data, including whether it is summarized and shared in a manner that can foster continuous improvement analysis.
Comparison of results with internal targets and external benchmarks	Systematic: Internal targets do not appear to be established with the exception of increasing attendance at events. The CCSSE provides external benchmarks, however the College could benefit from reviewing comparison data and setting internal targets to inform further improvements.
Interpretation of results and insights gained	Systematic: WWC provides numerous interpretations pertaining to the data collected from various student services. A more centralized process for summarizing and sharing results with regard to their collective impact could support decision-making on cross-departmental improvements and move WWC to a higher level of maturity.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
<p>WWC is to be commended on the number of improvements made in its various student services, including: incorporating financial aid information in the New Student Orientation, revising the Student Success Workshop, and career services employer tracking. The College has the opportunity to map current data collection to provided services and resource allocations, as well as establish internal targets and external benchmarks.</p>	

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Aligned: The College has aligned its goals for student retention, persistence and completion with national trends, its mission, student populations and education offerings. Key Performance Indicators (KPI's) and targets are identified during the annual strategic planning process. The College has recently upgraded its integrated data system to manage student data informing these metrics.
Determining targets for student retention, persistence, and completion	Aligned: KPIs and targets for persistence and completion are developed and reviewed annually. The College may wish to establish benchmarks with peer institutions outside of District 508.
Analyzing information on student retention, persistence, and completion	Systematic: The Offices of Strategic Initiatives, and Research and Planning provide analysis of completion, retention and persistence data. The data are reviewed to inform strategic initiatives in meeting targets for established KPIs. The College has the opportunity to further its process for involving individual programs and departments, as well as for communicating results to enhance the level of maturity.
Meeting targets for retention, persistence, and completion	Systematic: The College describes assigned responsibility for analyzing information through District 508 offices. An opportunity exists for WWC to analyze and develop its strategies to meet targets in a manner that transcends specific funding, initiatives or external mandates.
Selecting tools/methods/instruments to assess retention, persistence, and completion	Systematic: WWC provides a description of the tools used to assess attainment of program learning outcomes. Further description of how tools are selected and a process for evaluating whether these tools provide the quantitative and qualitative measures needed for continuous improvement may move the College to an aligned level of maturity.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Each student service area selects tools and methods of assessing student needs that reflect indirect assessment from local and CCSSE survey results. The College has the opportunity to use additional forms of data collection to determine what issues are keeping students from being successful.
Summary results of measures (including tables and figures when possible)	Systematic: WWC provides summary results that demonstrate an increase in persistence and completion. Further analysis of this data to more fully understand where increases are coming from to support continued or replicated practices could move this to a higher level.
Comparison of results with internal targets and external benchmarks	Reacting: The College states that the CCSSE is used to evaluate current student needs and to benchmark the College against other comparable institutions, but is unclear what specific data is being used in relation to retention, persistence, and completion initiatives. WWC has the opportunity to establish internal targets and identify specific benchmarks related to this

	data.
Interpretation of results and insights gained	Systematic: The College states it has met and/or exceeded each of its graduation rate goals and, based on data trends, expects its graduation rate to continue to increase. An opportunity exists to indicate where and how data is used to improve retention, persistence, and completion initiatives. The College may benefit from determining best practices in representing its data to external stakeholders.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
A number of improvements have been made to create enhanced efficiency in monitoring and supporting students in relation to persistence, retention and completion. These improvements include the upgrading of PeopleSoft system to CS9, confirming programs to award degree, implementing SmartPlanner, introducing Guided Pathways for Success (GPS), and implementation of reverse transfer/ automating degree audits. WWC is commended for making these investments that improve data collection and efficacy.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups	Aligned: External stakeholder groups are identified through a number of formal and informal mechanisms. Career program advisory board members are selected for their industry knowledge, ability to inform curriculum and ability to support articulation, transfer and internships.
Determining new stakeholders to target for services or partnership	Systematic: Processes for identifying new stakeholders that target services or partnerships appear to be informal and based on current relationships or identification of a mutual benefit. The College may consider implementing a more refined and coordinated process for determining partnerships.
Meeting the changing needs of key stakeholders	Systematic: WWC appears responsive to advisory board and stakeholder feedback, but in an ad hoc and inconsistent manner. The College could benefit from a more defined process for assessing and responding to stakeholder needs and feedback.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting: WWC describes individual activities that identify a limited number of stakeholder needs. A more comprehensive and coordinated approach to collecting feedback and evaluating the effectiveness of partnerships may result in a higher level of maturity.
Assessing the degree to which key stakeholder needs are met	Reacting: WWC uses long-term participation as a measure of evaluating advisory board stakeholder needs. The College may benefit from a shared method and instrument for determining stakeholder satisfaction, as well as measures that evaluate its response to stakeholder needs.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: No formal evaluation of stakeholder needs or satisfaction exists. The College, with the exception of one program, is relying on informal feedback. A more complete inventory of stakeholders and a means of documenting input and measuring impact, as well as satisfaction, may move WWC to a higher level of maturity.
Summary results of measures (including tables	Reacting: WWC provides no internal targets or external benchmarks to measure stakeholder satisfaction.

and figures when possible)	
Comparison of results with internal targets and external benchmarks	Reacting: No comparison of results is available as no formal assessment mechanism is in place.
Interpretation of results and insights gained	Reacting: The College provides results from the Radiography program, but no interpretation of the purpose or meaning of these results beyond a general positive response. The addition of an alumni survey may provide new interpretation and a higher level of maturity.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC is commended for recent improvements to collect and share alumni information. The College is encouraged to identify specific stakeholder groups, develop processes for outreach and collaboration, and determine which tools or instruments may be used to measure their effectiveness.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Systematic: The College describes designated responsibility for collecting student complaints through multiple offices and student evaluations. WWC has the opportunity to articulate a consistent process across responsible areas.
Collecting complaint information from other key stakeholders	Systematic: The College describes designated responsibility for the stakeholder complaint process based on the nature of the complaint. WWC may benefit from an articulated process of complaint collection that ensures consistency across responsible areas.
Learning from complaint information and determining actions	Reacting: WWC describes the process and possible actions for student disciplinary hearings. The College has the opportunity to trend complaint categories over time to better address campus wide issues that could emerge from this level of analysis.
Communicating actions to students and other key stakeholders	Systematic: Actions are communicated to students and stakeholders by the appropriate designee. Students are referred to the Academic and Student Policy Manual, which outlines policy for grade and academic dishonesty appeals, as well as Student Standards of Conduct. WWC may wish to ensure all information regarding concerns and complaints is presented in a cohesive manner that is readily accessible to students and stakeholders.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting: The College provides a description of disciplinary processes and possible actions, but does not provide examples of tools or methods for evaluating complaints.

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: District 508 tracks complaints by service areas. WWC has the opportunity to evaluate the efficacy of the tools and measures used in tracking concerns and complaints.
Summary results of measures (including tables)	Systematic: WWC provides tables with numbers of complaints for service areas, EEO complaints, and grade appeals. Response or resolution

and figures when possible)	numbers are provided for EEO complaints and grade appeals. The College has the opportunity to evaluate resolution of response to service area complaints to ensure a systematic response to trends.
Comparison of results with internal targets and external benchmarks	Reacting: WWC may wish to establish internal targets and/ or external benchmarks to increase their level of maturity in this area.
Interpretation of results and insights gained	Reacting: WWC credits the increase in EEO complaints to heightened awareness of the complaint process. Additional evaluation data, especially regarding trends related to complaints may assist the College in identifying if systemic action is warranted, beyond response to individual complaints.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>Recent improvements include the establishment of a District 508 centralized Call Center to receive and direct complaints in the Fall of 2013. In FY 2014, the Call Center and the EEO Office began to track complaints. The hiring of a Director for the EEO Office has led to a campaign to increase awareness of EEO issues.</p> <p>The College has incorporated extensive information in an Academic and Student Policy Manual, as well as established a web page to address complaints. The website is primarily focused on student to student concerns and complaints and references the policy manuals. WWC may wish to enhance information on the website by linking specific pages of the policy manual to ensure information is accessible to students.</p>

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Systematic: WWC selects partner organizations based upon their student and institutional value and alignment with the College’s mission. WWC uses multiple criteria for selecting potential partnerships. The institution could benefit from a more formalized process in identifying and building relationships with partners, perhaps as part of the College’s strategic planning framework.
Building and maintaining relationships with partners	Systematic: WWC has six main categories of collaborations and partnerships that are maintained through processes specifically designed to work best within each partnership category. To move processes to the aligned level of maturity the College may wish to develop a formalized review of its relationships with partners to identify new initiatives and opportunities.
Selecting tools/methods/instruments to assess partnership effectiveness	Systematic: A variety of tools/methods/instruments are used based upon the specific category of the partnership with some measures being formalized while others are more informal. WWC may find it beneficial to formalize measures and identify common measures, as possible, that address partnership effectiveness.
Evaluating the degree to which collaborations and partnerships are effective	Systematic: While some measures for each type of partnership have been identified, it is unclear if these measures speak to the effectiveness of the partnerships. Identifying a specific process to assess the overall effectiveness of all collaborations and partnerships could lead to a higher level of maturity.

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College reports numerous measures for its collaborative relationships with many of these based on outcomes relevant to the specific category of partnership. Most of the measures listed are counts and may not be indicative of the effectiveness of the partnerships.
Summary results of measures (including tables and figures when possible)	Reacting: Data provided describes a few of the collaborative relationships and measures collected such as Food Pantry distribution and Voter Registrations completed. An opportunity exists to mature these processes through stronger delineation of how these initiatives and results are used to determine the effectiveness of collaborations and partnerships.
Comparison of results with internal targets and external benchmarks	Reacting: Minimal trending is shown, it is not clear the College has chosen internal targets and external benchmarks for each individual category of partnership.
Interpretation of results and insights gained	Reacting: It is unclear how the data shown correlates to the processes, or if results are used for continuous improvement. Within the narrative provided, the College does not provide any interpretation of results or insights gained.

215. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has expanded the number and scope of its major partnerships and uses OpenBook to monitor off-campus site partnerships, and enrollment and staffing. Several advisory boards are using data-driven feedback to inform program curricula. Pathway partnerships have been expanded to provide students with more aligned course sequences for transferability and successful program completion. Staff have been increased to better support partnership needs. As the College continues to work to identify, build and maintain partnerships, an opportunity exists for WWC to further clarify how it is assessing the overall effectiveness of all these initiatives and collaborative relationships.

AQIP Category Three

VALUING EMPLOYEES explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Aligned: WWC’s recruiting, hiring and orienting processes are explicit, predictable and repeatable. These processes are aligned by the District 508 Human Resources Office for all levels of the organization. The College uses the Taleo online applicant tracking system (ATS). Among the College’s practices are its Tenure Assistance Program (TAP) and its Adjunct Faculty Orientation.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Aligned: The College has a well-developed process coordinated by the District 508 Human Resources Compensation and Classification department that determines skills, values, credentialing requirements and is facilitated by representatives from various stakeholder groups.
Developing and meeting academic credentialing standards for faculty, including those in dual	Aligned: The College has a clearly defined internal process to review both full-time, adjunct, and dual credit faculty credentials in addition to an outside credentialing verification agency.

credit, contractual, and consortia programs	
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Systematic: The College uses data collected by academic departments to determine budget and staffing needs. This includes enrollment data, faculty workload, and percent of courses taught by full and part-time faculty. An opportunity exists to more clearly articulate the criteria and benchmarks used to ensure the College has sufficient numbers of faculty to carry out classroom and non-classroom programs and activities.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Systematic: WWC's Dean of Student Services and/or the dean of Instruction determine student support staffing levels during the budgeting and strategic planning processes. Numbers of students served, wait times, and satisfaction surveys are used in the decision making process to staff support service areas. An opportunity exists for the College to identify staffing benchmarks that may include number of students per advisor, students per full-time faculty members, and students per tutor as acknowledged in the Portfolio.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College has several measures of effectiveness in place including employee turnover rates and advisor-to-student and faculty-to-student ratios. In addition, survey data and an external evaluation have been used in the decision making process. The College may want to consider additional measures to analyze how turnover rates affect institutional effectiveness.
Summary results of measures (including tables and figures when possible)	Systematic: WWC provides data for each of the measures including turnover rates for all District 508 institutions. However, it is not clear is how the ratios are being used and what targets are set to assure effective recruitment, hiring, and orienting practices.
Comparison of results with internal targets and external benchmarks	Systematic: Although WWC provides comparative results longitudinally with other District 508 institutions for FTE student to advisor ratios, it is not clear what internal targets and external benchmarks are used to analyze turnover rates resulting from recruitment, hiring, and orienting practices.
Interpretation of results and insights gained	Reacting: WWC notes a decline in turnover since 2012 and satisfaction with the orientation. The College may wish to more deeply consider what insights these data may have on institutional practices and policies.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has implemented several improvements in hiring processes for full-time and adjunct faculty including the Taleo online applicant tracking system (ATS), revisions to the 2015 on-boarding plan, and the alignment of hiring practices to the budgeting and strategic planning processes. Orientation for full-time and adjunct faculty has been implemented and enhanced by survey results and initiatives developed through the TAP (Tenure Assistance Program).

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Reacting: Full-time and adjunct faculty, security staff, and adult educators have formal evaluation procedures defined in their collective bargaining agreements. However, it is not clear what this process includes or how

	robust it is. In addition, employees not in the collective bargaining process, including administrators and some non-academic employees, have not had a clearly defined performance evaluation process since 2010. Implementing a consistent evaluation process for all employee groups may improve the College's maturity.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Systematic: The College has job descriptions that articulate the responsibilities and duties of staff and administrative positions. Faculty responsibilities are outlined in the collective bargaining agreement and through the Tenure Assistance Program (TAP). However, an opportunity exists to consider periodic input on job descriptions and responsibilities of other employees.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Reacting: The TAP ensures alignment between the evaluation process and institutional objectives for tenure track faculty. It is unclear how the new system-wide process that is to be introduced this year will ensure alignment for other employees.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Reacting: The College has clearly established policies in place for employees covered by collective bargaining agreements, while employees not covered have been evaluated solely by supervisors without the benefit of an institutional process since 2010. Establishing policies and procedures for non-unionized employees, dual credit instructors, and administrators may be an important step in providing consistency in evaluation processes.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Systematic: WWC has clearly defined criteria to recognize and award faculty and staff for performance reflecting the College's mission and values. The College may benefit from reviewing local and regional salary schedules for comparison with current compensation levels.
Promoting employee satisfaction and engagement	Systematic: WWC offers conference leave, tuition reimbursement, and faculty sabbaticals. While the College encourages employees to take ownership of college initiatives, it is unclear how employees are supported in this endeavor. The College might benefit from articulating a process for supporting employee engagement among non-professional staff.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: District 508 and College administrators evaluate and track the TAP process through a Tenure Process Report, surveys, and external reports. Identifying and reporting of evidence of compliance by faculty post-tenure and other employees covered under collective bargaining may elevate the College to a higher level of maturity on this item.
Summary results of measures (including tables and figures when possible)	Reacting: WWC reports only one year of results from District 508's review of the Tenure Orientation Seminar, meeting the goal of 85% satisfaction. The College is encouraged to identify data and analysis strategies more directly related to employee evaluation
Comparison of results with internal targets and external benchmarks	Reacting: The College was able to demonstrate its Tenure Process Report results in comparison to other district colleges. However, no other internal targets or external benchmarks are reported.
Interpretation of results and insights gained	Reacting: The College notes that key measures in the Tenure Process Report were scored at the acceptable level. However, no insights were provided. The College could benefit from interpretation of additional data points associated with employee satisfaction regarding recognition and compensation.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
In response to its Tenure Process Report results, WWC is improving the quality of its faculty observation feedback and chairs' letters to the president. However other measures may provide data on employee satisfaction and contributions to the College. In addition, the College is encouraged to prioritize implementation of the non-union employee evaluation process to ensure communication about performance with this category of employees.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Aligned: WWC provides professional development through college-wide or faculty specific development activities. Professional development funds from various sources are available annually to all employee groups to meet and enhance skills and knowledge. A more coordinated approach to staff training may be beneficial and allow for effective evaluation and improvements as well as move the College to a higher level of maturity.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Aligned: Instructor credentials are reviewed and approved at the time of hiring. A well-developed process for faculty development through the Tenure Assistance Program, support through the Center for Teaching and Learning, Collective Bargaining development funds, Faculty Development Week, Adjunct Orientation, and sabbaticals ensure ongoing currency.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise	Systematic: Student support staff members are offered training and professional development through their specific departments. WWC may wish to consider a coordinated effort for common training beyond a decentralized approach.
Aligning employee professional development activities with institutional objectives	Aligned: Professional development funds are allocated for activities aligned with the College's mission and goals through an electronic workflow approval process. Activities such as TAP, CTL, and FDW also align with institutional goals.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC tracks expenditures, participation, and satisfaction in professional development. To move to a higher level of maturity, WWC may consider additional measures including knowledge and practice transfer.
Summary results of measures (including tables and figures when possible)	Systematic: Survey results are positive, with 89.3% responding that the material presented was beneficial. The College also provided survey results for the TAP cohorts and FDW, which were largely positive. The Employee Engagement Survey indicates some level of dissatisfaction in the opportunities for learning for part-time staff and support provided by the institution for full-time faculty. WWC may benefit from addressing the concerns of these employees.
Comparison of results with internal targets and external benchmarks	Reacting: While the College does provide two years of data, external benchmarks and internal targets do not appear to have been established.
Interpretation of results and insights gained	Systematic: Interpretations by the College indicate various measures are overall positive. WWC has an opportunity to delve deeper into the negative responses on the Employee Engagement Survey as well as trend results.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements in this category include the development of a Center for Teaching and Learning following the AQIP 2013 Strategy Forum. Another significant improvement is the TAP process and specifically, Individual Learning and Service Plans (ILSPs). The College may benefit from consider an approach similar to the TAP to support the development of professional staff.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution’s mission, vision, and values	Systematic: The College has reviewed the mission statement a number of times since 1991 with no revisions. The College has an opportunity to implement a more deliberative process to develop, deploy and review its mission, and further clarify its vision and values beyond being embedded within the mission statement.
Ensuring that institutional actions reflect a commitment to its values	Reacting: It is unclear if the College actually has stated values. An opportunity exists to clearly articulate the institution’s vision and values with a clear process on how WWC ensures its commitment to them.
Communicating the mission, vision, and values	Systematic: The College uses multiple forms of printed and web-based venues to communicate the mission of the institution to both students and employees. However, clearly stating how WWC communicates its vision and values in addition to its mission could move this to a higher level of maturity.
Ensuring that academic programs and services are consistent with the institution’s mission	Systematic: The College ensures that curricula, programs of study, and co-curricular organizations are consistent with the institution’s mission through several processes including the SLO development process. The College’s mission is reviewed sporadically and a more formalized review process for the mission, vision and values within the Strategic Planning processes may benefit the institution.
Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values	Aligned: As part of a multi-campus system, the College has processes in place for the allocation of resources that adhere to requirements of the overall District while also maintaining a certain amount of local control through College related strategic priorities and initiatives.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College uses the Employee Engagement Survey to measure understanding and agreement with the mission. Identifying other measures may move the College to a higher level of maturity.

Summary results of measures (including tables and figures when possible)	Reacting: Only data from 2014 describing the extent to which employees understand the College mission and how their roles contribute to it is presented. An opportunity exists to provide documentation of how budget, strategic plans, etc., are being aligned to mission and values which could move this to a higher level of maturity.
Comparison of results with internal targets and external benchmarks	Reacting: No comparison of results against internal targets and external benchmarks was provided.
Interpretation of results and insights gained	Reacting: No interpretation of results or insights gained was provided.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC has self-identified the need to adopt a formal process for reviewing the mission of the institution. It is not clear that the College has developed vision and value statements apart from the mission. The College may wish to consider a process that validates how strategic initiatives, along with budget and resource investments are aligned to the mission, vision and values and communicated to stakeholders.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution’s plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Systematic: The College engages its internal stakeholders and solicits input from advisory boards to create an annual plan that encompasses the District 508 five-year Strategic Plan. However, it is unclear what process is used to incorporate this input. To move this to a higher level, WWC may want to define a specific process for incorporating its input into the strategic plan.
Aligning operations with the institution’s mission, vision, values	Systematic: The College’s mission is central to academic programming, services and quality initiatives that reflect budget priorities. An opportunity exists to provide additional information on how all operations align with WWC’s mission, vision, and values.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: Various committees oversee coordination of assessment, strategic initiatives and KPIs. The College may consider how these efforts can be coordinated and integrated to provide an avenue for assessment of optimum effectiveness and efficiency.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Aligned: WWC seeks opportunities to capitalize on its strengths to obtain grant funding and meet its internal goals and KPIs while minimizing the impact of declining state funding.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Aligned: The College’s annual planning and budgeting process prioritizes strategic initiatives to address future needs, aligns resources to greatest areas of need, and monitors class size as an example of how the College maximizes current resources and plans for future needs.

4R2. What are the results for communicating, planning, implementing, and reviewing the institution’s operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC uses numerous measures to track the effectiveness of its Key Performance Indicators (KPIs) and various initiatives. Some tools the College uses include OpenBook analysis, Human Resources reports, Campus Solutions, and GradesFirst. However, it is unclear how these efforts are coordinated and how they align with the processes described in this category.
Summary results of measures (including tables and figures when possible)	Systematic: Although WWC lists measures for its initiatives, there are no results reported beyond district KPI results.
Comparison of results with internal targets and external benchmarks	Systematic: The College provides target and performance data of its internal strategic initiatives as measured against its KPIs. However, it is unclear how these data relate to its planning processes.
Interpretation of results and insights gained	Reacting: While WWC provides an interpretation of the results of the KPIs, there are no insights offered. An opportunity exists to gain further insight by comparing internal targets to a detailed analysis of data from external constituents.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has responded to the results of the KPIs with new and modified plans including redesign of the on-boarding process and developmental education. Linking these planned improvements more clearly to the College’s initiatives reported in Table 4.4 may provide additional improvement opportunities.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Aligned: District 508 has a system-wide board, which is appointed by the mayor. Meetings occur regularly between the board and president with campus meetings established for faculty, students and staff to interact with the board.
Establishing oversight responsibilities and policies of the Governing Board	Aligned: The District 508 Board of Trustees functions as the governing body and consists of eight members: seven of which are appointed by the mayor of Chicago, with the approval of the City Council of Chicago, and one non-voting student member selected from the District 508. The Board of Trustees and its three standing committees provide oversight and follow established state policies for conducting its meetings.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic: The board delegates responsibilities to the president, Executive Council and academic leaders. The College may want to articulate the specific policies that guide the delegated responsibilities by the board to clarify roles.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: WWC utilizes a variety of strategies, including the use of survey instruments, social media, major technological upgrades, and public relations officials to share information. However, it is unclear if two-way communication is occurring. An opportunity exists to measure how recent enhancements in communication venues, such as social media, ensure open communication between and among all colleges, divisions, and departments.

Collaborating across all units to ensure the maintenance of high academic standards	Systematic: Various committees provide coordination in academic assessment and review for alignment of academic standards across the College. The College may benefit from considering how these entities might work together to ensure high academic standards.
Providing effective leadership to all institutional stakeholders	Systematic: Although criteria exist for selecting qualified candidates for leadership positions, an opportunity to evaluate the effectiveness of leaders in relation to the KPIs and college initiatives may strengthen the College's leadership.
Developing leaders at all levels within the institution	Systematic: Although WWC provides opportunities for faculty, staff and administrators to engage in committees, initiatives and external development, a formal leadership development program may provide a higher quality of leadership and prepare emerging leaders in a process that can be evaluated for effectiveness.
Ensuring the institution's ability to act in accordance with its mission and vision	Aligned: The College and district processes of planning and budgeting ensure that the Strategic Plan and annual plan are implemented to meet the mission.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: WWC implemented the Employee Engagement Survey in 2014 as the only source of data related to perception of leadership within the college. Additional measures to validate the perceptions and trend data for the survey may provide data to inform improvements.
Summary results of measures (including tables and figures when possible)	Reacting: Employee Engagement Survey ratings in Table 4.7 indicate 61.3% of faculty and staff responded positively to the measure "College leaders positively motivate their work performance". This corresponds to the faculty's no confidence vote which indicates significant concerns may need to be addressed through leadership improvement initiatives.
Comparison of results with internal targets and external benchmarks	Reacting: The College provides no internal targets or external benchmarks to provide a baseline for expectations.
Interpretation of results and insights gained	Reacting: WWC provides no interpretation of results or insights related to the survey data or the vote of no confidence.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC notes that the Reinvention Initiative for administrators and employees, not included in bargaining units, is expected to be implemented in 2016. The new performance review may provide another measure of college leadership along with externally benchmarked tools and perceptions from other groups, such as staff and alumni. The College may also want to consider measuring Board performance to ensure institutional leadership is effective.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Aligned: The College and district have various employee, student and board policies on ethical behavior that are communicated in publications and through their hiring process and orientation, multiple web resources, and annual ethics training sessions.
Training employees for	Aligned: Training for new employees is provided during new employee

legal and ethical behavior	orientation and all employees annually complete ethics and Family Educational Rights and Privacy Act training. Select employees also complete conflict of interest and economic interest statements.
Modeling ethical and legal behavior from the highest levels of the organization.	Systematic: Policies on ethical and legal behavior are made available through WWC’s online resources and serve to model behavior. Employing a more interactive approach that reinforces the complexity of ethical dilemmas and appropriate responses may reinforce policy and move the College to a higher level of maturity.
Ensuring the ethical practice of all employees	Systematic: Although policies and training exist that employees and board members are expected to follow, a performance review that includes these aspects of performance may help ensure policies are being followed.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Systematic: The District 508 Office of the Inspector General (OIG) conducts investigations on ethical conduct of the College. Collective bargaining units ensure employees’ contractual rights are properly protected. Trainings are provided to confirm the College’s operations function with integrity and adhere to District 508 and federal policies. The College may want to report its financial, financial aid and other operational audits as additional ways to ensure the integrity of operations.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Aligned: WWC has a well-developed, comprehensive list of information made available to the public through its website that provides information on programs, requirements, costs, control, and accreditation. Additionally, printed material, interactions with offices and departments and a variety of tools are provided.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The district provides tracking of employees not compliant with required web-based training, as well as results of district investigations. The College has the opportunity to broaden its use of measures for institutional integrity beyond training compliance and district investigations, such as audit results and incidence of employee misconduct.
Summary results of measures (including tables and figures when possible)	Systematic: Results reported indicate a high level of compliance with required ethical training. The identification of additional measures may further assist the College in analyzing institutional integrity for decision-making.
Comparison of results with internal targets and external benchmarks	Reacting: Although training is required by the district, there are no benchmarks provided or internal targets for employee compliance with the training. Adoption of additional measures with benchmarks may increase the maturity level.
Interpretation of results and insights gained	Systematic: Interpretation was provided on the corrective actions pertaining to ethics training and the timely training of part-time faculty hires. An opportunity exists to provide additional measures and results to interpret how the College ensures institutional integrity.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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It is evident that WWC has well-established standards regarding the commitment and requirements for integrity and ethical behavior. Less evident are processes, key performance indicators, and measures of ensuring individual and institutional integrity and ethical behavior. WWC provided no planned improvements for institutional integrity. Adding measures that could be benchmarked may provide new opportunities for improvement.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned: WWC has specific criteria for determining what data to collect. Data is managed by the Offices of Research and Planning and Strategic Initiatives in conjunction with the District 508 Decision Support Office for the support for planning and decision-making.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Systematic Data needs are determined by units, through Assessment Coordinators and project committees that are supported by WWC data management offices to align data with unit and college goals. The College has the opportunity to move to the aligned level of maturity by implementing periodic evaluation of processes and review of performance results.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Systematic The College uses CS9 and OpenBook as two data sources. Employee roles determine access and internal data may be requested. The College may benefit from standardized data sets available across the campus on a regular schedule.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Systematic: District 508's Office of Information Technology uses Microsoft technology to ensure that the College's access needs are met and secure. The district regularly audits its systems to ensure that they meet business security standards. Recent Microsoft upgrades in data management and storage by the district provides added security, but has yet to be formally evaluated.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC tracks data regarding the usage of various tools and information accessibility through an Employee Engagement Survey. Only one year of survey results were provided. Trending data may benefit the College in understanding how its data, information, and performance are used in decision-making processes across the institution.

Summary results of measures (including tables and figures when possible)	Reacting: WWC provided a limited amount of summary results. The Employee Engagement Survey shows positive results for information access. The College has acknowledged the need to periodically gather employee feedback.
Comparison of results with internal targets and external benchmarks	Reacting: No internal targets or external benchmarks have been identified.
Interpretation of results and insights gained	Reacting: WWC recognizes the need to periodically measure employee feedback on the effectiveness of the data for use in decision-making.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC has identified the need to regularly gather employee feedback on how data is used in decision-making and data effectiveness. The district has implemented new software upgrades that will be evaluated in the future. In addition, the College is considering incorporating a survey into its upcoming AQIP retreat.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Aligned: Much of the College infrastructure is maintained and managed at the District level. The functions related to the offices of IT, Finance, and Administrative Services are divided between the district offices and the College.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Aligned The College sets goals aligned with the institutional mission and the District 508 five-Year Plan KPIs through the College’s annual strategic planning process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Systematic The Annual Plan is aligned with the strategic plan and prioritizes student learning and support. Greater clarity on how priorities are identified and the intersection with the budget process may be beneficial.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: WWC indicates that budget reports are used to measure resource management, however only a process is described. An opportunity exists to identify measures such as the budget percent allocated to teaching and learning and perceptions by students and faculty of adequate resources to meet learning needs.
Summary results of measures (including tables and figures when possible)	Reacting: No data is provided pertaining to resource management.
Comparison of results with internal targets and external benchmarks	Reacting: No results with internal targets or external benchmarks are provided.
Interpretation of results and insights gained	Reacting: WWC provides no insight on resource management.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College and district has made a number of improvements through software upgrades allowing for spending, purchase orders, and payroll reports. The College has also recently implemented an automated time card system for employees and improvements to travel and credit card payments.</p> <p>The College acknowledges that with scarce resources the institution will need to consider eliminating or postponing filling positions and restructuring positions to ensure effective management of resources. It is implied that processes will need to be developed to support such actions.</p> <p>The College and district appear to have fairly effective processes supporting resource management. However, WWC has not yet developed a method to identify measures, report results, and initiate improvements based on data. As next steps, the College is encouraged to review how processes that involve all stakeholders may incorporate that data collected within these systems to summarize and compare results, subsequently making interpretations on which decisions may be made.</p>

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Systematic: Budgets are developed at the leadership level in the College. It is unclear how other stakeholders, including faculty, have a voice in this process. The College could benefit from identifying an inclusive process for budgeting resources.
Monitoring financial position and adjusting budgets.	Aligned: Spending is monitored on a monthly basis at the department level and by the Executive Director of Business and Operational Services. The district uses PeopleSoft to manage all expenditure requests. Changes to budgets require the director’s approval, and significant transfers require district approval.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Aligned: WWC and District 508 work together to oversee much of the technological infrastructure. The College participates in two district technology-related committees. The College has a repeatable process for updating technology and classroom upgrades that incorporate faculty input.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic: The College’s Auxiliary Services and Plant Maintenance departments collaborate on much of the physical plant’s maintenance and on some sustainability efforts. The College may benefit by articulating how the work is integrated within the larger College operations.
Managing risks to ensure operational stability, including emergency preparedness.	Aligned: WWC has access to the Working Cash Fund in the event of cash flow problems. It maintains “state of the art” fire alert, evacuation, and emergency power systems, and conducts monthly drills. The College is in compliance with the Clery Act.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WWC analyzes monthly spending. The College tracks numbers of incident reports, persons of concern, physical plant operations

	and surveys adjunct faculty regarding satisfaction with security, facilities and information technology support. OIT tracks support tickets, performance and stability. The College may benefit from a mechanism for sharing results and for identifying campus wide expectations.
Summary results of measures (including tables and figures when possible)	Reacting: WWC presents results for incidence reports, faculty satisfaction and other aspects of its operations. The College does not provide information related to its financial operations and may benefit from identifying additional summary results for these areas of the institution.
Comparison of results with internal targets and external benchmarks	Reacting: The College does not identify internal targets or external benchmarks for any of its measures.
Interpretation of results and insights gained	Reacting: WWC noted that adjunct faculty's satisfaction with security, facilities, and IT services. The College also credits security interventions in AY2013 for decreased public safety incidents. The College does not discuss interpretations of results related to its financial operations.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
WWC has implemented a number of measures to enhance campus security. The College has also made significant recent improvements to its facilities and is planning multiple improvements in the next few years for both facilities and information technology. The College may benefit by articulating the connection between the planned improvements and its processes and results.

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Aligned: The AQIP Steering Committee, with broad representation from across campus, facilitates the selection of AQIP Action Projects and other quality initiatives based on campus-wide input, creates project teams to manage implementation, and performs regular reviews of the projects.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Aligned: WWC aligns its AQIP Action Projects and other quality initiatives with the College mission, the District 508 mission, and strategic plan objectives. The College also utilizes feedback from the Higher Learning Commission's AQIP processes and suggestions from student and employee surveys and other external sources.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Systematic: WWC provided results from numerous individual AQIP Action Projects and quality initiatives demonstrating positive results, which included gains in retention, course success, and satisfaction with service learning. The College may benefit from the development of targets for projects and measuring and evaluating the quality initiative process itself.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
<p>WWC has made effective use of Action Projects to improve and enhance services and learning at the College. The results show improvements related to retention, course success, advising, and participation in student services opportunities. Planned improvements include placing learning objectives on web pages and working on campus communications.</p>	

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Systematic: WWC aligns its AQIP Action Projects and quality initiatives to the annual planning and budgeting process. However, the College has the opportunity to clearly articulate how these quality processes are enriching the culture of quality throughout the institution.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic: The College ensures awareness about AQIP action projects and other quality initiatives through continuous assessment, dissemination of the results, and involvement of faculty and staff. While CQI principles are evident in the processes surrounding AQIP action projects, it is not clear that the CQI principles have a broad impact on the institutional culture and daily operations.
Ensuring the institution learns from its experiences with CQI initiatives.	Systematic: While data on quality initiatives is regularly disseminated and the campus is encouraged to participate, WWC has the opportunity to emphasize what is learned from the experiences. The College may benefit from reporting that focuses on the improvements and modifications implemented as each project is assessed and reviewed.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Aligned The AQIP Steering Committee coordinates AQIP processes and has reviewed the alignment of the College with the AQIP Pathway through active participation in Strategy Forums, HLC conferences, and a close review of the HLC feedback from its last portfolio. In addition, survey results from the Spring 2016 AQIP retreat indicated that the majority of employees agreed that the AQIP Pathway aligns with the College mission.

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Systematic: WWC has provided several examples of AQIP Action Projects and quality initiatives that demonstrate a commitment to CQI culture. As the College incorporates appropriate targets and benchmarks and builds up trend data, it will advance in its maturity.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
<p>WWC demonstrates a commitment to CQI principles with its alignment of Action Projects and quality initiatives to its mission and strategic plan objectives as well as in the processes that guide the selection, deployment, and evaluation of quality initiatives. WWC could move to a higher level of maturity by implementing a system to regularly evaluate its processes for optimum effectiveness and ensure its processes and measures track progress on key strategic and operational goals. Results should be shared, aggregated, analyzed, and used in decision-making and resource allocations.</p>	

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution's mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution's planning and budgeting priorities align with and support the mission.</p>	<p>The College's mission statement was developed with broad-based input and approval and has been reviewed several times with no changes recommended as recently as Fall 2015.</p> <p>The College's mission is consistent with the district's mission and is annually reviewed by the district Board of Trustees as part of the budgeting process and periodically reviewed by various stakeholders.</p> <p>Enrollment reflects the nature of the community college to serve a diverse population of students including those seeking certificates, two-year degrees and professional development.</p> <p>All programs, courses, services and initiatives must align with the College mission, goals, General Education SLOs, and District 508, ICCB, and other governing agency standards and regulations.</p> <p>Enhancing student academic support services and other initiatives reflect the alignment of planning and budgeting processes.</p> <p>The annual zero based budget planning process involves aligning the budget with strategic priorities and initiatives for the upcoming fiscal year. The strategic priorities and initiatives are aligned with the College's mission.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional</p>	<p>The mission statement was created in 1991 and has been reviewed multiple times with the most recent review in Fall of 2015. The board annually reviews and reaffirms the mission at its July meeting.</p> <p>The College has goals, plans and institutional priorities that are articulated in select public documents.</p> <p>WWC's mission statement is on the website and in</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>priorities.</p> <p>2. The mission document or documents are current and explain the extent of 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.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>publications such as the academic catalog and course schedules. The four primary District 508 Reinvention goals and Five-Year Strategic Plan are publicized in planning documents, reports, posters, and on business cards.</p> <p>The mission identifies the scope and nature of the College as a learning-centered, multi-campus institution of higher education, offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.</p> <p>The District 508 Strategic Plan is posted on the College website, distributed via email to all full-time employees, is revisited through regular meetings, and reviewed annually for the College’s progress on its KPIs in relation to the mission.</p> <p>The College reflects on its vision and values in selecting the types of CQI initiatives implemented, including AQIP Action Projects.</p> <p>Regular reviews and assessments of College employees, AQIP Action Projects, other CQI initiatives, programs and courses ensure that all institutional actions remain committed to and aligned with the College’s values.</p> <p>The College’s values and focus on student learning is central to all continuous quality improvement initiatives within the institution, and aligns with District 508 Reinvention goals and the Strategic Plan.</p> <p>The College’s KPIs are reviewed annually with progress communicated in various meetings. The strategic priorities highlight the College’s commitment to fulfill its mission.</p>	<p><input type="checkbox"/>Unclear or incomplete</p>
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>WWC is a learning-centered, multi-campus institution “offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.”</p> <p>District 508 disaggregates the student population for WWC including gender, ethnicity, and type of degrees pursued and focuses areas.</p> <p>Approximately 52% of the College’s student population is Hispanic, qualifying the College as a Hispanic Serving Institution.</p> <p>The College designs courses and programs that address stakeholder needs based on advisory board input, industry requirements, and higher education institutions with respect to ICCB and IAI guidelines.</p> <p>The College participates in the CCSSE’s Hispanic Student</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>Success consortium, the Illinois Consortium, and the Northeastern Illinois consortium.</p> <p>WWC offers a variety of adult educational opportunities including ABE/GED, ESL, Citizenship, Literacy, and Gateway/Bridge.</p> <p>WWC has a Veterans Services Center that offers a variety of specialized services.</p> <p>The College is undertaking an AQIP Project on Student Equity and Access.</p>	
<p>Criteria 1.D. The institution’s mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>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.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>The present mission statement was written in 1991 by a faculty and staff committee, consisting of representatives from Faculty Council, Academic Affairs, and the HLC Accreditation Steering Committee</p> <p>The mission statement aligns with the goals and strategies of District 508, Illinois Community College Board, and the Illinois Public Community College Act.</p> <p>The mission statement, “Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development,” implies a commitment to the public good.</p> <p>At the center of the College’s values is a commitment to student learning and support.</p> <p>The annual budget is developed based on the Annual Plan, which prioritizes student learning and support, while outlining strategies to achieve goals determined through the strategic planning process. During the budget process, the College president advocates that any proposed reductions should not affect resources that impact student success.</p> <p>The College maintains programs for Adult Education and remedial programs in support of its community.</p> <p>The College engages internal and external stakeholders in the planning processes of the institution including secondary and four-year institutions, business and industry partners, and community leaders.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Two. Integrity: Ethical and Responsible Conduct

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
2.A. The institution	The Office of Business and Operational Services regularly provides training and updates on policies to ensure financial	<input checked="" type="checkbox"/> Strong,

<p>operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>integrity.</p> <p>Academic related ethical policies are outlined in the Academic and Student Policy Manual. Other ethical policies are described in the Employee Manual, Student Employee Handbook, Employees Policy website and Board Rules and Operations Manual.</p> <p>Employees are introduced to expectations regarding integrity during orientation and must sign an acknowledgement statement.</p> <p>The District 508 Office of Inspector General (OIG) conducts investigations regarding waste, fraud, and misconduct by any officer, employee, member of the Board, contractor, subcontractor, consultant for any program administered or funded by district.</p> <p>The OIG submits bi-annual reports to the chancellor and the Board of Trustees that document complaints, investigations, and outcomes.</p> <p>Staff members work to resolve employee complaints fairly and consistently while recognizing and preserving employees' contractual rights. The president and VP also regularly meet with collective bargaining unit representatives.</p> <p>Legal and ethical standards are developed by District 508 with input from the College. Standards are communicated to employees through the hiring process, online resources, and annual ethics training.</p> <p>All employees are required to complete annual online ethics training as directed under the Illinois State Official and Employees Ethics Act. Full-time employees must also annually complete statements regarding Chicago residency and outside employment. In addition, certain administrative job categories complete an annual statement regarding economic interests.</p> <p>Federal law also requires that all employees complete the district's Family Educational Rights and Privacy Act (FERPA) training.</p> <p>WWC communicates program requirements, cost, and accreditation information via its website.</p>	<p>Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>WWC is an open enrollment institution that has a well-developed comprehensive website that provides information on programs, requirements, costs, control, and accreditation.</p> <p>Information regarding programs, application procedures, registration, advising, and financial aid are posted on the website.</p> <p>Printed material such as the catalog and handbooks identify</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

	<p>programs, requirements and expectations for students.</p> <p>WWC maintains several professional accreditations beyond its relationship to the Higher Learning Commission and lists these on the College's website.</p>	<p><input type="checkbox"/>Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board's deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>District 508 is governed by the City of Chicago Mayor appointed board with the Chicago City Council approving board members.</p> <p>Candidates for college leadership positions are reviewed by the board and the chancellor. Search committees for these positions are composed of both college and district members.</p> <p>Board meetings are conducted monthly in accordance with the Illinois Open Meetings Act. Board members each receive one vote, with the exception of a non-voting student representative.</p> <p>The board maintains a committee structure aligned with the financial and management components of the college to meet its legal and fiduciary responsibilities. Board committees meet quarterly.</p> <p>WWC's Board Rules and Operations Manual provide for delegation of management responsibilities to the president and curricular issues to the faculty. The manual also describes ethical responsibilities and the board's independence from outside influences.</p> <p>Relevant input is provided to the board through community meetings and internal meetings with WWC's administration. For example, the president or designee evaluates tenure portfolios and makes recommendations to the District 508 Board of Trustees regarding the contract renewals.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>WWC defines academic integrity for students in relation to what constitutes academic dishonesty and the potential consequences for violations to policy. It also details student rights, including freedom of expression.</p> <p>Faculty and staff are required to participate in online annual training sessions for both Family Educational Rights and Privacy Act (FERPA) and the District 508 Ethics policy.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be</p>

	<p>All syllabi must include a standard statement on academic integrity.</p> <p>WWC provides resources to support both faculty and undergraduate research including services offered in the Learning Resource Center.</p> <p>Clear policies regarding academic freedom and the pursuit of truth in teaching and learning were not found in the new Academic and Student Policy Manual as the College stated, but could be added.</p>	<p>improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>The College's Academic and Student Policy Manual covers many components of ethical use and plagiarism policies including a process for reporting and responding to allegations of plagiarism and student consequences. Policies of academic freedom and integrity are published in the manual for faculty, including an expectation that faculty research papers and projects are "expected to adhere to high standards of academic integrity."</p> <p>Many faculty require students to submit written work through Turnitin.</p> <p>The WiYC hosts workshops on citation, plagiarism and other issues of academic integrity that are offered during the Level Up Summer Bridge Program and embedded in student services presentations in Math on Demand and the College success courses.</p> <p>All syllabi must include a standard statement on academic integrity. Faculty may include additional information on integrity and ethical behavior suited to their area of instruction.</p> <p>District 508 Institutional Review Board (IRB) policies and procedures help ensure ethical research.</p> <p>Effectiveness of processes for academic integrity include review of course syllabi by department chairpersons and program coordinators, faculty participation in mandatory ethics training, faculty evaluation procedures and tracking of student disciplinary hearings.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/>Adequate, but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>

Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p>	<p>Degree levels and their requirements are determined by the Illinois Community College Board (ICCB) and align with the College's learning outcomes. Outcomes are internally aligned through a regular review and assessment cycle with external review of programs and courses by the Illinois</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p>

<p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>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).</p>	<p>Community College Board (ICCB) for currency and relevance.</p> <p>New and modification to programs and courses are aligned to the mission, degree and course offerings through the Proposed Academic Curriculum Change (PACC) Process.</p> <p>WWC has three levels of student learning outcomes (SLO): college, program, and course that are posted on the website. Program SLOs align to the mission, college-wide SLOs and specific program requirements.</p> <p>Course-level outcomes are communicated through course syllabi posted on the College's Blackboard site and communicates program outcomes and requirements through advising, printed materials, New Student Orientation and through communication with Career Program Coordinators.</p> <p>Specialized accreditations are in effect for many of the career and technical programs. The College also utilizes graduate, exit and one-year follow-up surveys.</p> <p>College-wide General Education, program, and course SLOs are reviewed each academic year by faculty as part of an on-going assessment cycle of the five General Education SLOs.</p> <p>WWC's SLO's are consistent across all modalities and locations for program quality as evidenced by the SLO mapping process and regular assessment processes inclusive of all modalities. Faculty regularly reviews and refines placement and pre-requisite requirements that are the same for all modalities.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.</p>	<p>WWC prepares students for transfer to other institutions for advanced degrees, career advancement with certificate and degree programs and personal development with non-credit courses and events.</p> <p>The College offers in-person, hybrid, online and concurrent/dual enrollment courses and follows regulatory and accreditation standards.</p> <p>Five college-wide learning outcomes including: think and read critically; read, write and listen effectively; demonstrate quantitative and technologic literacy; develop and demonstrate understanding of ethical values; and, develop and demonstrate an understanding and appreciation of diversity, link to the mission of the College and are mapped to the state required General Education learning outcomes.</p> <p>Each degree program's curriculum provides students the opportunity to achieve both college-wide and General Education learning outcomes through its aligned curriculum. Enhancements for student achievement is through support embedded in the curriculum including the College Success</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<p>Seminar (CSS), Math on Demand (MOD), Learning Communities (LC), Service Learning, the tutoring and the Skills Connection program.</p> <p>Internal student learning outcomes (SLO) mapping, five-year General Education assessment cycle and external review by the Illinois Community College Board ensure alignment of General Education, departmental and course learning outcomes with state requirements.</p> <p>The mission statement and college-wide learning outcomes are posted on the website and are articulated through departmental and programmatic assessment reports and various meetings.</p> <p>One college-wide learning outcome specifically addresses understanding and appreciation of diversity.</p> <p>WWC offers undergraduate research to support the General Education learning outcomes.</p> <p>The College is developing a rubric to provide a more qualitative review to correspond with the SLO mapping project.</p>	
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g.,</p>	<p>Faculty determine the embedded assessment strategies for their programs and report annually on findings and subsequent improvements.</p> <p>Staff in academic support services are required to possess a bachelor's or master's degrees in assigned content areas. Librarians are credentialed as faculty and required to have a Master's degree in library science. Student tutors must have a GPA of 3.0 and an "a" in the class they are teaching. Professional tutors must have a bachelor's or master's degree in the subject they tutor. Writing Center consultants must have a master's degree in the subject area in which they focus.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. 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.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>Full time faculty are required to schedule seven hours per week to be available to students. Part time faculty are required to be available one hour per week per class taught.</p> <p>The College LMS, Blackboard, is also used to connect faculty and students.</p> <p>WWC ensures instructors teaching dual credit courses meet the credential guidelines in place for faculty.</p> <p>The collective bargaining unit policy followed by WWC ensures regular evaluations of full-time and adjunct faculty that help ensure currency and effective teaching with self-evaluations, classroom observations and input from various sources.</p> <p>The Center for Teaching and Learning (CTL) provides informational and instructional sessions designed by and for faculty and staff that are available to all College employees.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides</p>	<p>WWC provides a wide range of student support services including Learning Resource Centers, tutoring, mentoring, Be FIRST, Summer Bridge, Orientations, and a Gateway Scholars Program.</p> <p>Underprepared and at-risk students are identified through registration processes, placement testing, academic</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate,</p>

<p>student support services suited to the needs of its student populations.</p> <p>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.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>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, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>performance, and the Disability Access Center (DAC). Placements for Math and English are determined through various placement tests.</p> <p>An exit writing proficiency exam is used for course completion of English 101 to ensure preparation for other General Education courses.</p> <p>Students complete academic and career plans in addition to identifying academic and non-academic needs in meetings with their advisor.</p> <p>Learning support needs of faculty are addressed through orientation, Faculty Development Week, and feedback given to department chairs and coordinators regarding needed resources. Full-time faculty have allocated development funds and may apply for grant funds. Surveys received from full-time and adjunct faculty drive professional development offerings.</p> <p>Gateway Advising and the Transfer Center provide students with academic and transfer advising as well as assistance with registration services.</p> <p>WWC provides email access, provides infrastructure support through the Blackboard LMS, and allocates professional development funds each academic year.</p> <p>The College promotes and supports faculty research activities and undergraduate research.</p> <p>The 2016 Student Equity and Access Action Project was developed to enhance methods for identifying and supporting first-generation, low-income, and students of color.</p>	<p>but could be improved</p> <p><input type="checkbox"/>Unclear or incomplete</p>
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution</p>	<p>The College offers a variety of co-curricular activities to support learning and achievement of the General Education outcomes, that link to the mission, including student organizations and undergraduate research.</p> <p>Fifteen student organizations have mapped their purpose to one or more cross-curricular General Education SLOs. Certain student organizations also align with SLOs of their affiliated academic disciplines.</p> <p>Service Learning is a component of many co-curricular organizations and aligns with SLOs and the mission.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>Co-curricular activities that support departmental and program learning outcomes are coordinated by the Wright in Your Corner (WiYC) and the Skills Connection program.</p> <p>WiYC provides a variety of program- and discipline-specific workshops, lectures, and other events to help students achieve the learning outcomes.</p>	
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Criterion Four. 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.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>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</p>	<p>The Illinois Community College Board (ICCB) five-year program review and Illinois Articulation Initiative (IAI) course review ensure regular review processes. Table 1.13 provides the review schedule. Faculty and staff regularly review and refine student placement and prerequisite courses.</p> <p>The College has a process for evaluating transfer credits and criteria that include courses completed with a “C” grade and are based on official transcripts submitted for transfer review using the American Council on Education guidelines for military credit. Additional policies on degree requirements, residency, GPA and satisfactory academic progress exist.</p> <p>WWC uses articulation agreements, portfolio evaluation, standardized credit final exams and national exams such as the College-Level Examination Program.</p> <p>The Proposed Academic Curricular Change process is used to establish prerequisites for courses and programs. Program preparation and prerequisites are communicated in the catalog. Faculty and advisors communicate program and course expectations in addition to information on the website.</p> <p>WWC established the Be Focused Individuals Ready to Start Today program to prepare new students to be successful in college.</p> <p>Dual credit classes are offered in high schools by instructors that meet college credential guidelines and have the same expectations as adjunct faculty. These courses have the comparable learning outcomes and are assessed regularly. Academic resources i.e. library are also available to dual</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>assures 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.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs.</p>	<p>credit students.</p> <p>WWC, with input from advisory groups, seeks and maintains several specialized accreditations that reflect its programs and mission.</p> <p>The College tracks licensure pass rates; and, administers one and three year Graduate Surveys to track employment rates, transfer to other institutions, satisfaction of the completed program of study and various college services. WWC also uses data from the Illinois Department of Economic Security.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of</p>	<p>WWC has clearly stated SLOs at the college, program and course levels. Regular assessment processes are in place at all levels. Program rigor is ensured by SLO mapping, the recently revised PACC process, on-going assessments embedded in courses and at the program level, as well as analysis of course retention and success rates. Outcomes of specific career programs and courses have regular reviews by specialized accrediting bodies.</p> <p>The selection of methods for departmental and course assessment are determined by faculty; and, guided by higher education standards identified by ICCB and IAI, industry, accrediting agencies, HLC, and the College's Assessment Committee.</p> <p>Career program faculty and advisory boards also engage industry and community partners and use labor demand data to inform program development and to ensure that</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>	<p>curricula remain technically current and relevant.</p> <p>WWC provides evidence of student learning through every-other year CAAP assessment reflecting the college-wide SLOs with comparison to national results.</p> <p>The College has instituted improvements based on assessment results including the development of a Peer Mentor Program for high risk courses and a new Accelerated Reading and Composition course (ARC). Programs have identified improvements based on assessment reports (SP Table 1.12).</p>	
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's</p>	<p>WWC has defined goals for student retention, persistence, and completion that are aligned with national trends and the College's mission, student populations, and educational offerings. In collaboration with the College, District 508 helps establish KPIs (Key Performance Indicators) and targets.</p> <p>During the annual strategic planning process, the Executive Council reviews KPIs and sets appropriate internal goals and related initiatives to facilitate meeting the KPIs, as well as metrics to gauge progress towards these targets.</p> <p>WWC tracks IPEDS graduation rates, course completion rates and certificates and degrees awarded to reflect good practices in higher education. The College examines differences in retention rates between new and returning students, full-time and part-time students, male and female students, and other student subgroups.</p> <p>District 508 officers perform bi-annual reviews of persistence and completion data at the end of the Fall and Spring terms. Results that are off target are further analyzed to better inform strategies to meet the targets.</p> <p>To improve retention, completion, and persistence, the College uses an integrated data system to develop an understanding of student needs and performance.</p> <p>Data is used to increase graduation rates and make improvements including the automation of degree audits, confirmation of programs to award degrees, and the implementation of SmartPlanner.</p> <p>Data from the Academic Support Center supports improved retention and persistence of students with embedded tutors in courses across academic disciplines.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. measures.</p>		
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Criterion Five. Resources, Planning, and Institutional Effectiveness

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.</p> <p>4. The institution’s staff in</p>	<p>As part of the budgeting process, WWC uses enrollment data to determine staffing needs and some district-wide staffing benchmarks to ensure appropriate staffing levels of advisors and full-time faculty.</p> <p>The College has hiring policies and job descriptions in place for both faculty and staff positions. WWC applies credentialing criteria across full-time, part-time and College Now faculty.</p> <p>The College provides appropriate levels of training and orientation for full-time, adjunct faculty, and support staff. Credentialing guidelines for staff are managed by District 508. The College adheres to collective bargaining agreement requirements for unionized positions.</p> <p>District 508 supports some of the College’s infrastructure. Multiple back office functions are centralized by the district. The College follows policies of the Illinois state system and District 508 for much of its fiscal, human resources and operations policies.</p> <p>The College established a number of targets and benchmarks, with other District 508 institutions, in support of its mission and goals.</p> <p>Resource allocation has been impacted by reductions in funding within the state however, the district adjusts to resource allocation within these parameters.</p> <p>WWC budgets items in its annual plan to operationalize its Strategic Plan. The annual plan prioritizes student learning and support with the president charged with advocating for the primacy of student success if budgets need to be revised downward.</p> <p>The College uses an iterative process to arrive at a</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>balanced budget based on District 508’s revenue projections.</p> <p>Departmental expense reports are reviewed on a monthly basis by department managers and the Executive Director of Business and Operational Services.</p> <p>The College and the district has invested in Microsoft technologies, CS9 records backups , OpenBook and other technologies for both protecting data and providing distributed data and security across the campuses.</p>	
<p>5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>The District 508 Board of Trustees functions as the governing body of the City Colleges of Chicago. The Board consists of seven voting members, appointed by the mayor of Chicago, with the approval of the City Council of Chicago; and one non-voting member selected from the District 508 student body.</p> <p>The District 508 Board of Trustees has committees on Financial and Administrative Services and Academic and Student Services that receive regular campus reports.</p> <p>District 508 completes a five-year Strategic Plan the College aligns with through an annual strategic planning process that ensures the WWC is progressing toward district KPI targets.</p> <p>Management responsibilities are delegated to the president, who in turn delegates to administrators, Executive Committee, faculty chairs and individual faculty on special assignment.</p> <p>The president and Executive Committee are responsible for annual planning.</p> <p>The AQIP Steering Committee aligns AQIP action projects and CQI initiatives with the mission and District 508 goals and has campus-wide involvement.</p> <p>The Assessment Committee collaborates with department chairpersons and program coordinators in the development of assessment goals and methods, analysis of results, and formulation and implementation of improvement plans.</p> <p>Optimizing the effectiveness and efficiency of efforts throughout the College is achieved through a number of processes, committees, and offices including the AQIP Steering Committee, the president’s Executive Council, and the Office of Strategic Initiatives.</p> <p>The Faculty Council passed a vote of no confidence in the District Leadership in February of 2016.</p>	<p>X <input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.C. The institution engages in systematic and integrated planning.</p>	<p>Through the annual college-level strategic planning process, goals are informed by and aligned with the WWC mission and KPIs of District 508 Five-Year Strategic Plan.</p>	<p>X <input type="checkbox"/> Strong, Clear, and well</p>

<p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<p>During the strategic planning process, the College identifies strengths and opportunities for improvement through assessment data, as measured against the College's internal goals and the District 508 KPIs.</p> <p>The annual budgeting process maximizes current resources by allocating funds to strategic priorities outlined in the Annual Plan and identifies ways to maximize efficiency.</p> <p>The presidents' Executive Council leads the planning. The Executive Council receives input from administrators of non academic departments, Academic Affairs, Faculty Council and advisory boards.</p> <p>The College Assessment Committee led the student learning outcomes (SLO) mapping project, five-year cycle to assess college-wide SLOs aligns data collection and improvement mechanisms across academic departments and programs.</p> <p>The College uses data on enrollment, community workforce needs, institutional capacity, District 508 data for an analysis of strengths and opportunities in its strategic planning process. Strengths and opportunities are measured against the College's internal goals and district 508's KPI's.</p> <p>The College includes both internal and external constituencies in its planning processes.</p>	<p>presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and</p>	<p>The College ensures that CQI initiatives are making evident and widely understood impacts through continuous assessment of the initiatives, the college-wide dissemination of this information, and the engagement of faculty and staff in decision-making processes.</p> <p>AQIP Action Projects and other CQI initiatives are communicated through multiple venues, including the website, college-wide emails from the Assessment Committee and the Office of Research and Planning, the <i>AQIPment</i> Assessment Committee newsletter, open forums and committee meetings.</p> <p>The College ensures that it learns from CQI initiatives through the dissemination of assessment data to all faculty and staff and shared governance in the process of selecting,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>in its component parts</p>	<p>deploying, and evaluating initiatives.</p> <p>The College uses local and national comparative data applied to KPIs, AQIP Action Projects, SLO assessment data, and student support services to assess institutional effectiveness, sustainability and needed improvements.</p> <p>Progress of AQIP Action Projects and other CQI initiatives are regularly monitored by the AQIP Steering</p> <p>The College's infrastructure supports a culture of quality through its alignment with the goals of District 508, HLC and AQIP, as well as with ICCB and IAI regulations.</p>	
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