CITY COLLEGES *of* CHICAGO
Wilbur Wright
Education that Works

AQIP Systems Portfolio

June 2012

Wilbur Wright College Mission

Wilbur 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.

Institutional Overview

Established in 1934 by the Chicago Board of Education to serve the post-secondary educational needs of citizens on the Northwest Side of Chicago, Wilbur Wright College is one of the seven separately accredited colleges that comprise Illinois Community College District 508 (District 508), the City Colleges of Chicago. In August 1967, the North Central Association's board voted to affirm transfer of accreditation from the Chicago City Junior College to the City Colleges of Chicago and accredited each of the seven campuses as operationally separate, associate degree granting institutions. Wright College was first located at 3400 North Austin Avenue until 1993 when it moved to its current location at 4300 North Narragansett Avenue. This 22-acre park-like campus features five architecturally significant, interconnected buildings designed by award-winning architect Bertrand Goldberg. An additional location, the Humboldt Park Vocational Education Center (HPVEC), opened in 1995 at 1645 North California Avenue in response to a community-led effort to provide job training and educational opportunities in Chicago's Humboldt Park and West Town communities. In summer 2011, the college received official approval from the Higher Learning Commission to award the associate degree of nursing at the Humboldt Park location.

The college's Academic Quality Improvement Program (AQIP) journey began in spring 2007 when a team of faculty and administrators attended the AQIP forum at the Higher Learning Commission's annual meeting. During the 2007-08 academic year, the college conducted focus groups, surveys, and formal discussions among faculty, staff, students, community partners, and area business leaders to assess interest in and willingness to accept responsibility for the work that AQIP entails. Key participants were academic department chairpersons; full- and part-time faculty from the credit, continuing education, and adult education units; the college-wide assessment committee members; student government leaders; the HPVEC community advisory council; the president's community advisory council; support staff; and the administrative team. At its January 16, 2008, meeting, the District 508 board of trustees authorized the college to apply and, if accepted, participate in accreditation through the AQIP process. The Higher Learning Commission (HLC) accepted the college's application in June 2008. In August 2008 the college sent a team of four faculty members and four administrators to the Foundations of Excellence (FoE) summer launch meeting, and during the 2008-09 academic year, the college used the FoE self-study process to assess its operations and align itself with the nine AQIP criteria. What emerged became the first of the college's action projects and formed the basis for three of the college's goals to improve student learning.

The 2010-2011 academic year was a time of transition for the college. District 508 is subject to the provisions of Section 805/7 of the Illinois Public Community College Act, which gives the mayor of Chicago the authority to appoint the seven-member board that oversees the seven colleges. In fall 2010, District 508 announced a new set of strategic goals called Reinvention meant to emphasize the transition of adult education and remedial level students to college credit, the acquisition of college credentials with economic value, and successful transition to four-year institutions upon graduation. This vision was reinforced by the newly elected mayor of Chicago in spring 2011. Additionally, District 508 has a new board chairperson, six new board members, and new presidents at six of the seven colleges, including Wright. This new team, like the teams before it, has set policy level goals for District 508, allocated significant resources for improvements in student services, and increased emphasis on the use of data in decision making. The college has seen early indications that this new process recognizes the spirit of continuous improvement that an AQIP college must evince. Before the 2011-12 changes, District 508 leadership emphasized retention and service excellence in its strategic planning. Results of projects that the college identified, implemented, and evaluated during that time form the primary focus noted in this systems portfolio.

1) Shaping the academic climate

The college's student body is one of the most diverse in the greater Chicago area. Of the approximately 14,400 students who enroll each semester at the college, nearly 9,000 are credit students, 3,200 are adult basic education/general education development (ABE/GED) preparation or English as a second language (ESL) students, and the remainder are students in special interest/lifelong learning courses offered via the college's continuing education division. The ethnic breakdown of this student population is as follows: approximately 47% are Hispanic, 33% white, 9% Asian, 9% African American, and 2% other. Students of Eastern European and Middle Eastern heritage comprise a large, but difficult to count, percentage of students who list themselves as white. The college welcomes the challenge of providing educational opportunities that meet the academic, career, and lifelong learning goals of this varied population of learners.

A comprehensive community college, Wright offers baccalaureate transfer courses; associate in art and associate in sciences degrees; a wide range of career and technical programs that lead to certificates and associate in applied sciences degrees; a nationally accredited skills program; non-credit workforce development programs; remedial courses for students who are not prepared for college-level courses; a full range of ABE/GED preparation classes; non-credit ESL classes; and multiple lifelong learning courses that bring the college to the community and a sense of community to the college.

Key credit programs include a robust baccalaureate transfer curriculum that supports the associate of arts, the associate of sciences, the associate of engineering sciences, the associate of fine arts/music performance, and the associate of general studies degrees. Exemplary occupational/career/technical programs include radiography, a bachelor of science in nursing degree completer program at HPVEC, an American Bar Association (ABA)-approved paralegal program, and a National Institute for Metalworking Skills (NIMS) certified computerized numerical control (manufacturing) program. The college provides more than 30 certificate programs that are underwritten by professional associations and accrediting entities.

Non-credit instructional programs that lead to career certifications or meet personal lifelong learning goals include allied health programs and short-term workforce training programs in computer technologies and skills. The college tracks job markets and existing programs at regional institutions to identify areas where new career programs and courses may meet student need.

Systems, services, and technologies that support this range of educational and lifelong learning programs are the results of the college's focus on using data as the basis for resource allocations across all areas of operation. These systems, services, and technologies include comprehensive academic tutoring services open to all members of the college community, dedicated writing and math labs, open computer labs, a media services center, the expansion of the college's advising center, a disability access center, and a space dedicated to comprehensive student outreach, Wright in Your Corner (WiYC).

The college began a systematic and purposeful plan of course, program, and student service assessment immediately following the HLC fall 2001 reaffirmation of accreditation visit. That visit earned the college a 10-year accreditation, with a monitoring report on assessment. In working to address issues identified by the consultant evaluators, the college determined that it was evident that it had not established a common language among the departments and divisions that adequately addressed not only the assessment of student learning but also the assessment of services and supports key to student success. The college administered a student satisfaction survey to credit and continuing education students every other year and it used data from the Illinois Community College Board (ICCB)-required occupational completer follow-up surveys to assess the effectiveness of its occupational programs.

Using assessment data, academic departments define teaching effectiveness and share best practices and innovations in respective disciplines. Fall faculty in-service sessions, tech days in spring terms, and an annual staff awards banquet bring together the campus community to highlight and celebrate effective teaching practices. The college's assessment committee, formed in part to address the monitoring report, serves a leadership role in reviewing and mentoring individual academic department assessment projects. The assessment

committee also publishes a newsletter that documents and shares best practices. Through the work of the assessment committee, the college identified nationally normed tests and surveys to administer to benchmark student learning and student engagement from a national perspective. The data from those nationally normed measures are shared with the entire college community each fall during faculty development week. The measures are ACT's Collegiate Assessment of Academic Proficiency (CAAP) and the Community College Survey of Student Engagement (CCSSE). CAAP was first administered in spring 2004 and has been administered every even-numbered spring, with spring 2012 being the fifth administration. CCSSE was first administered in spring 2005, with spring 2011 being the fourth administration. Evidence that CAAP and CCSSE data have helped shape the academic climate can be seen in the establishment of the college's writing center, the expansion of the tutoring center, AQIP action projects focused on improving the college's credit registration process, additional college advisors, and projects that increase student/faculty interaction such as service learning, and learning communities.

2) Engaging in non-instructional opportunities for students and other stakeholders

The college provides key organizational services that, in addition to credit and non-credit instruction, offer students lifelong learning experiences that promote both increased economic value for college credentials and a strong sense of community citizenship. The college has identified three distinctive non-instructional objectives: student enrichment; economic development and community; and environmental sustainability and service.

Student enrichment outside the classroom has been a major focus over the past eight years and a key improvement strategy has been to increase student participation in the 23 clubs and organizations that are supported through the Student Government Association. The college's newspaper, theater group, Phi Theta Kappa (PTK) chapter, and literary magazine have exposed students to opportunities within the college and with external agencies that support college activities. Student successes in these activities include state and national recognitions. The college measures student satisfaction and identifies new student needs through membership tracking and institution-wide instruments such as the CCSSE and the Community College Faculty Survey of Student Engagement (CCFSSE).

Partnerships with local community-based organizations, state agencies, the University of Illinois at Urbana Champaign, and area businesses and industries have helped the college secure funding for projects focused on sustainability and economic development. As an example, the college secured a $1 million grant through the U.S. Department of Energy and the American Recovery and Reinvestment Act to develop a weatherization assistance training program for the City of Chicago. The environmental technology program also hosted 21 renewable energy workshops for the community. The tax assistance program (TAP) became the second largest provider in the Ladder Up network in Chicago, assisting households in the recovery of aaproximately $1.6 million in refunds and bringing much needed economic activity to the community surrounding the college.

3) Recognizing short- and long-term needs of students and other targets

The college begins building relationships with students before they enter the college. Academic advisors routinely visit feeder high schools and host events such as open houses to familiarize prospective students with the college. Once the students are enrolled, faculty and staff work to maintain strong relationships and meet student needs by continuing to advise the students about both academic and career choices. Through data gathered through initiatives such as Foundations of Excellence, the college developed ways to meet the unique needs of first-year students, using a whole-student approach. The college now applies such ideas to meet the needs of all students. In addition, the college sponsors 23 student organizations, such as *The Wright Times* student newspaper and hosts events such as "Wilburpalooza", during which clubs and organizations introduce themselves to students. CCSSE data shows that 82% of credit students are satisfied with the college overall.

In addition, as a community college, Wright is open to considering new ideas from the community at large. For example, community members often request more adult education offerings. The college examines the feasibility and offers courses if appropriate. Wright also partners with community-based organizations to benefit both

its students and the community at large. Specifically, the college partners with the National Council of La Raza and the Instituto del Progreso Latino to increase the number of Hispanic healthcare professionals. As a result, Wright now is the largest provider of bilingual allied health professionals in Illinois.

4) Maximizing resources and organizational efforts

The college operates with a lean administrative structure, a full-time faculty sufficient to accomplish classroom and non-classroom responsibilities, a pool of adjunct faculty whose qualifications match those of the full-time faculty, a large adult education faculty, and professional and clerical support staff members who provide the support required for the college's service excellence standards. Student surveys regularly note high levels of satisfaction with the college's ability to establish a climate conducive to learning.

With the exception of the administration, every work unit is covered by a collective bargaining agreement which provides, among other benefits, professional development funds specifically targeted to additional course work, training, and attendance at professional conferences. The college president reports directly to the District 508 chancellor, who, in turn, reports to the District 508 board of trustees. The college does not have a high grievance rate. However, the last several years have brought a significant number of retirements in anticipation of a state renegotiation of pension benefits. In terms of faculty and staff development, the college annually budgets for special initiatives and travel.

Key factors that impact human resource deployment include assessed program needs, enrollment, and financial resources. All instructional programs, adult education, credit, and continuing education, continually monitor enrollment and course offerings, align themselves with professional standards, and benchmark student achievement via pass rates on licensure tests, externally validated tests such as CAAP, and other college-wide assessment measures. Workforce programs in credit and continuing education often have mandated student/faculty ratios. Hiring of faculty and support personnel needed to maintain program viability is based on identified program needs, industry standards, and ratios the college identifies via its benchmarking as being essential for effective, high-quality programs and student services. For example, the college has hired additional academic advisors. This hiring was the direct result of the college identifying the need through CCSSE and the student satisfaction surveys and receiving approval from the board of trustees to include the financial resources in its budget proposal. Credentials for faculty and staff are set using professional and industry standards: College credit faculty members possess the minimum of a master's degree in the discipline taught; adult educators, in addition to the minimum of a bachelor's degree, receive training in adult learning styles as a part of their ongoing professional development; continuing education lecturers are industry professionals whose credentials are underwritten by professional societies. Similar credentialing is used for professional and clerical support staff.

5) Making and sharing strategic decisions

Decision making is a collaborative, evidence-based process linked to the college's mission and communicated broadly to all members of the college's constituents. The mission statement is annually affirmed by the college and the board of trustees. The following two questions are fundamental to the college's evidence-based culture and underscore all decisions, projects, and processes: 1) How can the college improve? and 2) How can the college's performance be measured most effectively?

Both questions depend on collecting, analyzing, and publicizing data. Each unit within the college maintains and operates a set of processes for collecting and analyzing relevant data. The college uses these analyses to determine performance goals, including baselines and targets, to reform practices, to refine and revise curriculum, to develop new programs, to prepare its annual budget request, and to align its strategic plan with that of District 508. The construction of the college's annual plan and budget is an excellent example of this collaborative, data-based process. All college departments use data relevant to their functions and recommend improvements to the college's leadership team in alignment with the college's goals and learning objectives. Those recommendations include staffing, professional development needs, supplies, travel, and other activities necessary to accomplish the college's mission as a learning-centered institution. The leadership team, com-

posed of the college president, the executive director of business services, the vice president, and the college researcher, compile and review recommendations and then work with the departments to further revise their plans and recommendations. The college's leadership team prepares budget and annual plan documents and presents them to District 508 for board review and approval.

As noted, the college is part of a seven-college district whose board of trustees is appointed by the mayor. The entire district is considered a city agency, but each college has oversight for and is accountable for its own operations, including planning, budgeting, staffing, and compliance with all local, state, and federal rules and regulations. The college holds itself accountable to its legal, ethical, and social responsibilities through collaborative, evidence-based decision making; through open communication with all members of its community; and through assessment of its operations and benchmarking of its projects, student achievement, and student engagement against state performance standards and nationally normed data.

6) Providing help in and beyond the classroom

Wright strives to address the needs of all its stakeholders beyond its role as an educational institution. It examines data from CCSSE, CAAP, FoE, the AQIP Examiner report, various focus groups, and informal and formal feedback to determine the needs of students, faculty, and staff. The student center developed from the first-year center, which was begun to address the unique needs of first-year students, as identified by data gathered in the FoE process. In addition, in 2006, the college responded to a need by creating a writing center to help students gain proficiency in writing across the curriculum. Finally, a significant AQIP action project seeks to streamline the college's financial aid process.

In terms of safety, the college employs a security team composed mainly of Chicago police officers and Illinois state troopers. The department works closely with local law enforcement and is regularly trained to maintain effectiveness and efficiency, as determined by national and state standards.

Students, faculty and staff also remain informed via various modes of communication including *The Wright Times* student newspaper and all-college announcements. Faculty members hold forums to express their needs through faculty council and obtain useful knowledge and skills during the annual fall faculty development week.

Recent facilities improvements that can be directly tracked to CCSSE and CAAP results include the remodeling of the college's advising center, repurposed space for new labs for math and physical sciences, and a plan to remodel the area around the cafeteria as a student center. These projects are scheduled to begin in summer and fall 2012.

7) Building useful ways of measuring for improving student success

Evidence of the college's culture is most visible in the data that it gathers, analyzes, disseminates, and uses in support of its mission and goals. The college collects and reviews basic demographic data, enrollments, completions, and course success rates that are available through the student administration system. The college also analyzes the results of CAAP, CCSSE, student focus groups, in-house surveys, and program and course assessments.

The college uses both internally generated and externally produced systems and processes for collecting and analyzing data. Each academic department, support process, business unit, and career program holds itself accountable for defining measures and producing results. District 508 provides demographic enrollment data that allows the college to establish and review data sets. Coordination and information sharing between the college and District 508 occurs regularly.

For placement-level data, the testing and placement center uses national tools to determine college readiness. For course- and program-level data, academic departments and advisory committees construct assessment practices that include exit exams, formative self-studies, and student tracking information. For institutional level

data, the college administers the National Community College Benchmark Project (NCCBP), CAAP, CCSSE, and CCFSSE surveys. For post-completion student data, District 508 and the college conduct interviews and track graduates, transfers, and completers.

8) Committing to the college's future

Wright College recognizes opportunities for organizational improvements through its AQIP process and through its participation in a new set of District 508 strategic initiatives. The college's AQIP learning involves its participation in the HLC's Academy for Assessing Student Learning, AQIP action projects, and the AQIP category subcommittees. The FoE/AQIP systems portfolio subcommittees formed in 2008. These groups were led by the AQIP steering committee, a college-wide, overarching, cross-sectional team of internal stakeholders that includes faculty members, instructional and student support administrators, professional and clerical staff member, the chief engineer, and a student. Led by the steering committee, the systems portfolio subcommittees conducted the interviews and gathered data that formed the pre-writing materials for this portfolio. To assist these nine cross-functional teams, the AQIP steering committee created a wiki to store all documents and to aid quick access to all stakeholders who request access to the site. As the college improves, the AQIP steering committee and all other advisory committees stress the importance of creating these documentation practices. All academic departments, led by chairs and assessment coordinators, submit reports to the assessment committee for each departmental assessment project.

In coordination with staff, administrators, and faculty from all seven colleges, District 508 has established key performance indicators for its major goals, collected baseline data, and articulated targets for 2013-2015. Progress will be reported via the City of Chicago's dashboard for all city agencies.

The college has completed three AQIP action projects, and four projects are in progress. Three new projects will be implemented in 2013. The college reaches a major development point with this portfolio, the appraisers' feedback and the college's response to the feedback, and its preparation for HLC's quality check-up visit in 2012. The college combines district-level initiatives with specific college-level program or unit quality processes and improvements in order to get tangible results

9) Collaborating with our community and our world

Wright College builds productive and mutually beneficial relationships with numerous external stakeholders, deliberately and widely. The college actively seeks out the advantages of Chicago's business, industrial, and cultural communities. These partnerships and collaborations define their own expectations and outcome targets and the systemic documentation practices the college continues to adopt as an AQIP institution.

The office of admissions and advising builds relationships with local high schools and four-year institutions to align expectations. To speed up new students' progress in developmental math, a new partnership with Chicago Gear Up Alliance contributed to a new summer bridge math program in summer 2011. Other bridge programs include collaborations with DePaul University's School for New Learning, Northeastern Illinois University, and various educational consortia and grant-awarding organizations.

HPVEC's award-winning Carreras en Salud (Careers in Health) program capitalized on partnerships with community-based organizations, such as Instituto del Progreso Latino, Association House of Chicago, and the National Council of La Raza. This successful model has now been expanded to HPVEC's manufacturing programs.

Wright College continues its partnership with ACT to implement a new action project in 2013, Passport to Careers, which aims to 1) offer students opportunities to earn National Career Readiness Certificates (NCRCs) and 2) strengthen soft skills to ensure successful internship experiences and obtain gainful employment after graduation.

The college serves as a vibrant cultural hub on the Northwest Side of Chicago and sets targets to expand partnerships with Chicago's cultural institutions and its cultural role in Chicago.

1P1 Wilbur Wright College requires all degree program students to take courses in communications, math, biological sciences, humanities, physical sciences, and social sciences. These areas constitute the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) for transfer degree programs. Faculty in general education disciplines develop student learning outcomes (SLOs) to prepare students for successful transfer or completion. Some learning outcomes are cross-curricular and developed for general education courses by faculty and advisory committees (1P3). Others are discipline specific. Each academic department identifies its curricula particular to subject area. Completion of the GECC in the college's transfer degree programs leads to associate of arts and the associate of science degrees, and students who complete the GECC also meet general education requirements for the first two years of IAI-participating public colleges and universities in Illinois. More than 45 private colleges participate in the IAI project. General education learning outcomes were reviewed and reaffirmed by faculty and administration in 2002-03 in conjunction with the writing of the college's monitoring report. A 2011 survey indicated that a majority of faculty reaffirmed these learning outcomes. After completing general education requirements, associate degree candidates are equipped to:

- contemplate and read critically to solve problems using appropriate resources and reasoning processes
- read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met
- demonstrate quantitative and technological literacy, especially computer literacy, for interpreting data, reasoning, and problem solving
- understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society
- understand and develop ethical values, life goals, and interpersonal skills that will prepare them for lifelong learning, employability, and effective citizenship

Shared governance across the college and within academic departments is instrumental in determining instructional objective improvements. The creation of new degree programs, certificates, course progressions, courses, student learning objectives, and SLOs involves faculty council, the academic affairs committee, and academic departments. These committees are charged with the responsibility to ensure that all new courses, programs, degrees, and certificates meet college, state, federal, and Higher Learning Commission (HLC) requirements.

Figure 1.1: Associate degrees and their corresponding required general education credit hours

Degree	Minimum number of credit hours of General Education	Total required credit hours for degree
Associate in Arts	38	62
Associate in Science	39	64
Associate in Engineering Science	20	64
Associate in Fine Arts	29	62
Associate in General Studies	20	60
Associate in Applied Science	18	60-72*

* Number of required hours varies depending on the program.

The associate in applied sciences degree, by Illinois Community College Board (ICCB) specifications, requires 18 hours of general education, 30 hours of specialty courses, and 12 hours of related electives. Although the number of general education hours is lower, the college expects that embedded general education content will produce students exhibiting the equivalent general education outcomes.

1P2 Academic departments establish department- and course-level SLOs, and each considers the requirements of the Illinois Board of Higher Education (IBHE), ICCB, IAI, transfer institution requirements, and college general education goals. Career program chairpersons and coordinators also refer to IBHE, ICCB, and IAI and

other accrediting organizations, professional organizations, and advisory boards that include professionals in the field, graduates of the program, and community-based organization representatives that provide program preparation training.

In addition to institutional accreditation, the college, with the input of program advisory committees, has earned professional accreditations that include The Joint Review Committee on Education in Radiologic Technology, the Accreditation Council for Occupational Therapy Education, the Illinois Alcohol and Other Drug Abuse Professional Certification Association, and the Accreditation Council for Business Schools and Programs. The paralegal program is approved by the American Bar Association. Other accrediting institutions include the Commission of Accreditation for Allied Health Education Programs and the Council on Occupational Education.

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1P3 The college designs courses and programs that address student needs with input from internal and external advisory boards, District 508, and other community colleges. Faculty are the principal advocates for most course and program development, although business and industry also inform program design. In compliance with ICCB guidlines, the process is as follows:

- Faculty identify a need for a particular course and/or program
- Faculty members create the new course syllabus or program syllabi
- Department full-time faculty review and approve new courses or programs
- Local academic affairs committee reviews content, transferability, and course need
- Local faculty council reviews and approves content, transferablity, and course need
- District 508 academic affairs committee reviews for approval the potential for offering the course/program district-wide
- District 508 faculty council reviews for approval
- Academic vice presidents at each of the seven colleges review for approval
- Three public universities confirm articulation for transfer courses
- At the state level, IAI faculty panels review proposed general education courses and ensure IAI compatibility to meet credit transferability requirements

During the last six years, enrollment has increased, and the college has reexamined course offerings. To meet the increase in the number of credit division students and, in alignment with the goal to increase baccalaureate transfer, the college has offered more 100- and 200-level courses beyond the standard associate degree general education requirements.

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1P4 The college tracks local and national job markets, existing programs at regional institutions, and employment prospects when considering new career programs. External sources include potential program employers; local chambers of commerce; *Occupational Outlook*; trade news; the Illinois Department of Employment Security (IDES); national, state and local organizations; and advisory boards. Student interest also drives decisions. The college offers advising, planning, and placement to align student interest with potential career goals. This information shapes the college's decisions to create programs that serve the needs of both students and the local economy.

One example is the college's six-course, 21-credit-hour building energy technologies certificate program. The program was approved by the ICCB and developed to answer a fundamental question: What new sustainability skills and knowledge are needed in the building construction and operation marketplace? The Illinois Department of Commerce and Economic Opportunity sponsored the creation of this curriculum to boost employability in these sections and to develop incentives for new energy technologies in construction projects. The program has won local and national awards, including the Building Energy Technologies Occupational Certificate Program Recognition Award in 2009 (2P2, 4R4).

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1P5 New students place into appropriate course levels based on ACT sub-scores or math and English placement test scores. Faculty members determine cut-off scores and course prerequisites in each discipline and regularly review these cut-off scores to ensure alignment with current state and national standards. The col-

lege's goal is to ensure that cut-off scores and prerequisite courses are reliable indicators that students can complete course work successfully.

As an example of this continuous process to ensure student readiness and ultimate success, the biology department changed the prerequisite course completion for anatomy and physiology in 2012. This decision was based on the department's analysis of past student performance.

The college uses placement data to identify entry-level student preparedness and determine expectations for student success (Figure 1.2). This data was a driving force behind the redesign of the developmental math sequence, the planning of an alternative math pathway for non-STEM majors, the opening of a new student center, and expanding the college advising staff and advising office area.

Figure 1.2: Placement data for entry student preparedness

% of students who are eligible for college credit courses	spring 2011	fall 2011	spring 2012
College writing	36.5%	40.6%	42.8%
College reading	38.4%	31.7%	37.0%
Math	13.4%	14.0%	13.9%

Recent adoptions of an essay writing computer "reader" led to an English department effort to redesign English placement to include a personal interview component. The college's FY2013 proposed budget supports the costs related to this instrument. Individual departments and programs design and administer appropriate course-level assessments, such as examinations, written essays, and portfolio reviews.

In addition, students must be eligible to enroll in the first course of college-level composition and rhetoric in order to enroll in most general education courses. The college examines students' previous course performance to assess readiness for the next level of courses.

The college aligns career program requirements with industry standards and accreditation requirements. For entry into special programs such as radiography or licensed practical nursing, students must complete a series of prerequisite college-level courses, including English composition, medical terminology, introduction to microcomputers, and appropriate math courses.

1P6 The college communicates expectations through the admissions/advising staff, the college website, printed materials, and other direct communication. The college and District 508 publish print and electronic catalogs that include course offerings, prerequisites, IAI transferability information, and degree requirements (9P2). Departmental course descriptions are online and in the catalog. The college requires individual section syllabi to include clearly stated SLOs. All instructors post their syllabi on Blackboard. Events promoting college educational offerings include early advising, orientations, open houses, and registration events.

The admissions/advising staff systematically assesses new students' goals, needs, and academic preparedness to advise students regarding academic programs and their requirements. College advisors also discuss transfer and post-associate degree educational options and share transfer guides from local universities, including DePaul University, the University of Illinois at Chicago, and Northeastern Illinois University.

Career program coordinators also meet regularly with students to explain program requirements and prerequisites, and to review student progress towards meeting these requirements.

1P7 The college assists students in selecting programs of study that match their needs, interests, and abilities through admissions, advising, placement testing, and other targeted initiatives. New students begin the initial registration process at the admissions/advising office, and continuing students work with both academic and faculty advisors.

The career planning and placement center provides advising, career and self-assessment services, interview workshops, job search resources, job fairs, on-campus recruiting, resumes and cover letter assistance, mock interviewing, and career resources and information. Workshops include "Resume Writing," "Career Values," and "The Art of Interviewing." Services include using the Myers Briggs and FOCUS2 assessments, and further career exploration using Ferguson's Career Guidance Center software.

The college provides opportunities that allow students to explore career options. The college collaborates with local organizations to provide internships, service learning projects, and summer research projects. The federal work-study program offers part-time jobs for qualifying students, providing financial resources with practical experience and networking prospects.

February is Career Development Month for career programs at the college. In 2011, 12 activities were held under the theme, "Got Skills." The career programs office, the career planning and placement center, the financial aid office, and the admissions/advising office hosted a career fair, showcasing certificate and degree programs, interactive workshops that identify programs and skills leading to employment, transfer institution visits, and online resources. "Spotlight on Careers" sessions feature specific career areas to explore and investigate. Faculty members and industry professionals participate in panel discussions and present career and training information. Social service programs were featured in the fall 2011 semester; STEM careers were featured in spring 2012.

1P8 The college identifies underprepared students through admissions, advising, placement testing, and classroom assessments. Students who have not completed high school are served through Adult Basic Education/General Educational Development (ABE/GED) courses. The adult education program administers the Tests for Adult Basic Education (TABE) to place students in seven ABE/GED instructional levels. Seven levels of English as a second language (ESL) instruction are also provided. Students are post-tested at the end of each semester and promoted accordingly.

The college offers a summer online intensive math review bridge course for high school graduates. This six-week GEAR UP program produced an increase in COMPASS test scores for 99% of participants during its debut in the summer 2011 term. Of 35 students who were pre- and post-tested, 21 bypassed at least one developmental math course, and seven went directly into college-level math classes. Collectively, students from this group saved a total of $7,300 in tuition and 12 years of developmental education course instruction.

The college has also shifted its focus on enhancing students' college success skills by examining students' psycho-social skills using an instrument called ENGAGE, formerly the Student Readiness Inventory. Other examples are the Passport Portfolio program: 2008-2011 HLC Academy for Assessment of Student Learning project and Math on Demand (MOD), in which the college embeds psycho-social skills within the classrooms to enhance students' likelihood of succeeding in developmental education courses (3P3).

The pre-credit and math departments consistently redesign the MOD program, using limited face-to-face instruction and online coursework to allow each student to progress. The modules comprise context-specific SLOs, beginning with whole numbers, proceeding through algebra and geometry, and moving into more career-oriented, contextualized skills, such as allied health and manufacturing. Students who excel in the program may complete coursework for two or three classes during one semester.

The tutoring center provides free tutoring in most academic areas and is open six days per week. Workshops such as "Study Skills," "ESL Conversation," and content-specific reviews are provided. The writing center assists students across all disciplines in all stages of the writing process. The math and physical sciences departments also provide tutoring labs.

1P9 In summer 2008, prompted by numerous faculty discussions and workshops, the office of instruction encouraged faculty to diagnostically test learning style preferences with "Felder-Soloman Learning Styles and Strategies," a free, online test from North Carolina State University (http://www.engr.ncsu.edu/learningstyles/ilsweb.html). In the following academic year, faculty administered the diagnostic to 1,085 students. The office of testing and placement collected results and created class aggregates for instructors to share. Based on the aggregate learning style profile, instructors were able to adjust their content delivery to align with the learning styles of the students. In the pilot program survey, 62% of students reported that they modified their study habits based on their learning styles assessment. Ninety-two percent of this same group stated that this new tool would be beneficial for others. The testing and placement center continues to administer the Felder-Soloman. In addition, the admissions/advising office hosts learning styles workshops each semester. Ten workshops were offered in fall 2011.

Since then, the college's faculty has continued to address diverse learning styles by implementing different content delivery approaches, such as lecture, slide presentations, or problem-solving group work, and ensures that multiple student engagement opportunities occur. The college continues dialogue about student engagement in the classroom, and one such example is work by physics faculty to increase course contact hours from 6 to 8 hours per week to raise the level of hands-on learning. Beyond the classroom, faculty members have created tutoring labs (1P15, 6R2).

The college encourages students to determine and develop personal learning plans. Figure 1.3 presents the college's level of student perception of active and collaborative learning compared to the Community College Survey of Student Engagement's (CCSSE's) average score of 50 and consortia of Hispanic Serving Institutions (HSIs) and Illinois community colleges. Faculty and staff go beyond assessing learning styles by emphasizing active and collaborative learning in their improvement strategies.

Figure 1.3: Students' perception of active and collaborative learning, CCSSE 2005-2011*
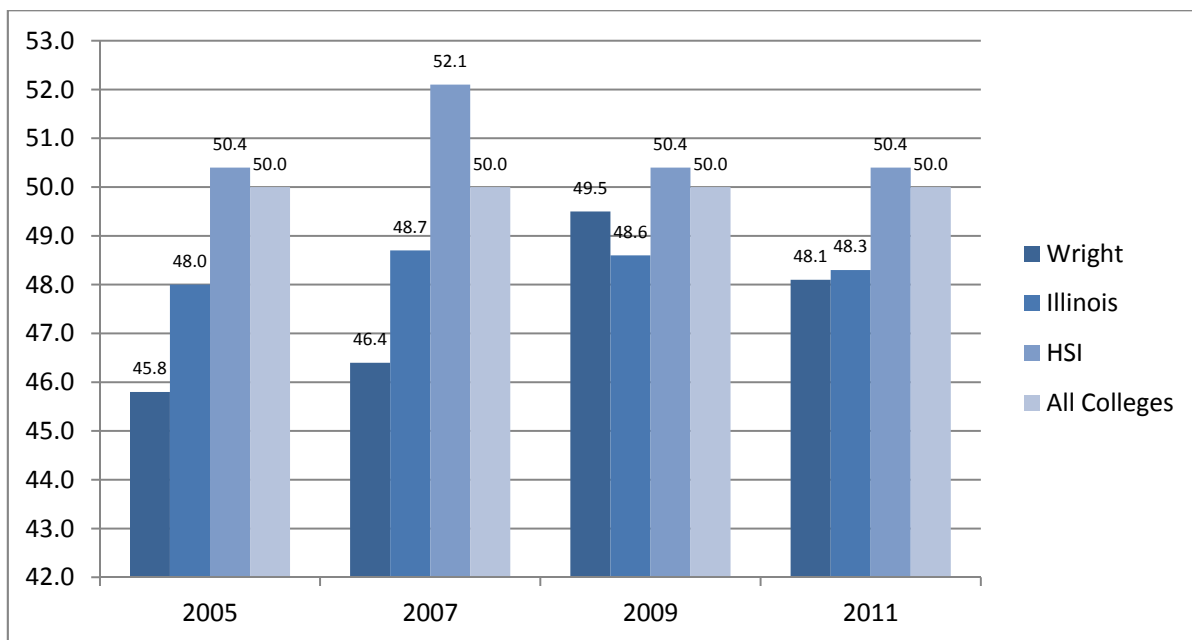
*CCSSE is administered in alternating spring semesters.

1P10 Students self identify special needs at the disability access center (DAC) in accordance with Americans with Disabilities Act, and all pertinent federal, state, and local anti-discrimination laws. In response, the DAC informs instructors of the appropriate accommodations for the students, including note-takers, sign language interpreters, transcribers, readers, recording devices, computer screen-reading software, Braille and enlarged versions of the printed class materials, audio versions of texts, separate facilities for testing, equipment for hearing-impaired students, and assistance with enrollment, financial aid, and other support services. In the 2009-2010 academic year, the DAC tracked 276 students with documented disabilities.

The college reaches out to senior citizens in a number of ways, including the Golden Age Club. For $99 per year, the club provides four free continuing education courses with any additional courses at half price. The club also offers free social events. Any senior citizen can take one free credit course per term and additional courses where seats are still available in the first week of the semester.

The college meets commuter needs by providing ample parking and partnering with the Chicago Transit Authority (CTA) public transportation system. All full-time students may receive a U-Pass—a transit pass for the CTA for use in the present semester.

The college's veterans services specialist primarily handles education funding concerns for the college's 250 grant-receiving veterans. Veterans services and the financial aid office provide information about veteran's benefits, help in preparing applications for benefits, and certification of all benefits. The staff undergoes annual training to stay updated on all veterans' benefits (3P5).

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1P11 Using assessment data, academic departments hold discussions to share best practices and define teaching effectiveness. Faculty members within departments not only discuss issues and standards but also trends and innovations in teaching the discipline. Colleagues within departments then come to a consensus as to the most effective teaching and learning practices. Peer-driven practices, ongoing conversations, and development originate within departments but occur at almost every level at the college.

The college annually celebrates effective teaching practices through the fall semester faculty in-service, tech day during the spring semester, and a spring term faculty and staff awards banquet (4P6, 4P11). The college's assessment committee reviews, mentors, and provides feedback for individual academic departments' assessment projects. The assessment committee also documents results and publishes a newsletter each semester, highlighting best practices. The office of instruction regularly forwards newsletters addressing teaching, research, and other best practices in community college pedagogy. The instructional support office offers daily webinars and also hosts workshops on effective teaching and learning topics each semester.

Expectations for effective teaching are also conveyed through the student evaluation of instructor questionnaires (SEIQs) conducted every fall semester for tenured and tenure-track faculty and each semester for adjunct faculty. Full-time tenured faculty members are evaluated by students, peers, administration, and themselves every four years in the post-tenure review process. Tenure-track and adjunct instructors are observed, evaluated, and offered opportunities to develop by chairs and peers (4P6, 4P9). To further promote effective teaching and learning and, as part of the full-time faculty labor agreement, such faculty are eligible for up to $1000 for course tuition and $750 per year for professional development.

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1P12 Dual credit/dual enrollment (DC/DE), service learning, learning communities, online and hybrid – part classroom, part online – courses, and partnerships with local four-year institutions are among the strategies the college employs to create and enhance effective learning environments. The college has DC/DE opportunities for eligible students to gain college credit while still in high school. Program enrollment facilitates transition from high school to college and courses are offered tuition-free for qualifying students. Before entering the program, students must provide recommendations from high school counselors, a GPA of 2.5 or higher, and a minimum 90% attendance rate. DC/DE students also must successfully pass the COMPASS exam or present college-level ACT scores. DC/DE students observe rules that apply to all other college students. Due to more targeted recruitment efforts, the college expanded the program by 200% from 46 participants in FY 2011 to 146 participants in FY 2012.

The college offers service learning components in selected biology, chemistry, English, reading, and speech classes. The college also offers learning communities, a current AQIP Action Project, in which two or more courses share a common set of students to facilitate interdisciplinary learning and teaching. The college also partners with DePaul University's School for New Learning to provide an adult bridge program for students 24

and older. Courses are team taught and include students and faculty from both the college and DePaul. SLOs and course requirements from both institutions are combined and integrated. Students enrolled in service learning courses, at least one learning community, or the DePaul adult bridge program have shown improved attendance and academic performance. Participating students have also showed increased satisfaction in their service learning courses.

Since 2005, the college has offered hybrid courses. Hybrid courses meet new student needs and reduce need for classroom space, allowing more courses to be offered. However, student tracking data from the math department recognized gaps in learning and modified its hybrid course offerings (7R2, Figure 7.11).

1P13 To ensure programs and courses are current and effective, the college participates on committees, advisory boards, faculty and staff initiatives—including professional conferences—and best practice collaborations with other institutions of higher learning. Administrators, academic department chairs, department and college assessment coordinators, program directors, and faculty assess and improve course and program design and delivery. Factors indicating course and program effectiveness and value include enrollment, course success rates, ICCB transferability, student satisfaction surveys and feedback, retention, graduation, employment rates, and, where applicable, licensure or certification exam pass rates (9R2).

Programs are reviewed regularly to ensure alignment with the university course system through the IAI approval process (1P3). The office of instruction, academic affairs committee, college advisors, and a designated faculty representative communicate directly with ICCB, IAI, and with partners in state and local colleges and universities.

ICCB coordinates a statewide program review of instructional programs and support services. IAI also reviews courses on a five-year rotation schedule (5P2). In addition, the college systemically assesses and evaluates its instructional areas and programs and support services on a five-year rotation schedule. The purpose of summarizing college program review submissions at the statewide level is to support campus-level planning and decision making. These processes review program need, viability, and cost effectiveness. Systematic review also serves to highlight best practices, exemplary innovations, and related program issues.

1P14 Faculty and advisory committees propose changes to existing programs, such as revisions of SLOs, new course offerings, dropping of existing courses, and changes in prerequisites, options, and weights. Proposals that impact other departments are first submitted to academic affairs and faculty council for approval. If accepted and if the changes warrant district-wide approval, district faculty council also reviews proposals. Certain changes also require approval from the board of trustees. All new courses and program changes which affect the nature of course or course sequencing generally take effect in the academic year following approval.

Career programs coordinators meet each semester to share enrollment trends and graduate success in licensing and employment opportunities (1P3, 1P4, 1P13, 9P2, 9R2). The college may choose to eliminate a program that has low enrollment, teaches skills no longer in high demand, or is no longer cost-effective. When a program is being eliminated, the college is required to accommodate currently enrolled students by developing and submitting a teach-out plan for ICCB review and approval.

1P15 The college determines and addresses student and faculty learning support needs from direct input from students, faculty, the leadership of academic department chairs, the assessment committee, and the AQIP steering committee. Feedback from students and faculty through surveys such as CCSSE and the Community College Faculty Survey of Student Engagement (CCFSSE) also informs this process. In 2005, student satisfaction scores on CCSSE indicated that tutoring was not sufficient. In response, the college implemented the writing center in 2006 (6P2, 6R2, 6R5).

Departments have implemented strategies to identify learning support needs of students and faculty, including the following (6P1, Figure 6.1a and 6.1b):

- The college's tutoring center determines services, staff, and hours according to high demand courses such as math, biology, physical science, and adult education.
- Early intervention advisors contact students by phone and email at midterm and encourage students to meet with advisors, refer students to services, and provide guidance.
- The admissions/advising office also offers new student orientation, a graduation campaign, career exploration, learning styles workshops, community referrals, comprehensive transfer advising services, annual open houses, campus tours, and faculty advising and registration training sessions (3P1).
- The learning resource center (LRC) determines student learning support needs and operational hours through surveys that measure student, faculty, and staff satisfaction with services and programs, identify strengths and weaknesses, and evaluate suggestions for future improvements. Feedback is also regularly gathered on all bibliographic instruction sessions through meetings with students and faculty.
- The office of computer support maintains a large computer facility with lab aides. Systems are also updated regularly. Vision- and hearing-impaired students, along with other special needs students, are accommodated in the labs. Enclosed computer labs are available for instruction. The media services department tracks daily requests for use of multi-media equipment, set-ups, repairs, and training to determine current and future needs.

1P16 The college encourages and supports student participation in clubs and organizations that align co-curricular goals with the college's curricular learning objectives (Figure 1.4). Participation in clubs and organizations is, by definition, active learning, and it develops students' interpersonal and leadership skills. The statements of purpose of individual organizations reflect the positive impact these clubs have on the relationships between the college and the local community. To begin a new club or organization, students collaborate with a faculty sponsor who assists them to contextualize learning opportunities.

Figure 1.4: Extracurricular organizations' statements of purpose

Extra-curricular organization	Purpose
Adult Education Multicultural Club	Holds fundraisers, events, and social activities celebrating the cultural diversity of adult education students.
The American Chemistry Society (ACS)	Acquaints students with chemistry and its real world applications, to secure the intellectual stimulation that arises from professional association, to help students obtain experience in preparing and presenting technical material before chemical audiences, to foster a professional spirit among the members, and to explore the challenges of the modern chemist.
Athletic programs	Provides a competitive environment through which student-athletes gain direction, purpose and motivation to help them grow academically, athletically, personally and socially.
Circle K	Focuses on serving the children of the world while providing the opportunities for leadership training in service on campus and in the community, promoting good fellowship and scholarship, and to afford useful training in the social graces and personality development.
The Environmental Club	Raises environmental awareness and gets students involved in activities that lessen the negative impact on the environment.
The Great Books Student Society	Provides a forum for students who are interested in reading and discussing the works of history's great writers and thinkers.
The Paralegal Club	Promotes interest in and information about paralegal employment and paralegal organizations.

Extra-curricular organization	Purpose
Phi Theta Kappa (PTK)	Recognizes and encourages scholarship among two-year college students by providing an opportunity for the development of leadership and service.
Pre-Pharmacy Association	Promotes careers in pharmaceutical sciences and allied biomedical sciences; supports and prepares students for transfer to pharmacy school; provides members with activities that promote leadership, scholarship, and volunteering; conducts study groups, and networks with students and faculty from various pharmacy schools.
The Society of Hispanic Professional Engineers (S.H.P.E.)	Encourages interest in STEM (science, technology, engineering, and mathematics) related majors to all students at Wright College, as well as promote diversity within its student body.
Stage Wright	Allows the student to explore and use their talents and abilities. It seeks to teach the students through acting, improvisation, set building, and designing the ways of a theater and all of its inner workings.
Student Government Association (SGA) (3P2)	Initiates and coordinates student activities to establish efficient means of communication among the student body, the faculty, and the administration, and listens to and embrace the students' opinions.
The Student Occupational Therapy Association (SOTA)	Provides educational, promotional, social and philanthropic activities that supplement the students' professional education.
Wright College Architecture Club	Enhances appreciation and facilitates awareness of architecture and architectural careers.
The Wright Side	Promotes literary arts, hosts local poetry and theater events, and publishes student creative writing annually in book form.
The Wright Times	Encourages students in all disciplines to participate in a professional work environment that fosters skills in journalism; publishing; speech, written, and organizational communication; photography; computer graphics; sales; advertising; promotions; and personal leadership, with the foremost purpose of serving its readers and local community.

1P17   All degree and certificate earners maintain a minimum grade point average of 2.0 and a grade of C or better in all general education courses. The college implements ICCB and IAI recommendations and standards to ensure transferability among participating receiving institutions. College advisors review and verify student course portfolios, and the records office maintains student records, including grades.

The Collegiate Assessment of Academic Proficiency (CAAP) test modules—reading, writing skills, essay writing, math, science and critical thinking—show that near-completion associate degree-seeking students are achieving at a comparable level to sophomores at community colleges nationwide.

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1P18 Through the venue of faculty development week, which occurs two weeks before the teaching semester in fall, full-time faculty acquire measurable standards set during the HLC annual meeting attended by faculty members of the assessment committee. The assessment committee works with administration to target learning challenges highlighted by the CAAP and CCSSE reports (7P4, 7P5), such as the necessity to target more effective SLOs related to critical thinking in developmental reading/writing/math. In these ways, administrators and faculty work together to disseminate targeted assessment standards. In addition, student learning assessment occurs routinely at the departmental level. Two examples are the English and physical sciences course level exit policies and exams. Faculty develop such practices and continuously adjust and improve them based

on feedback provided by departmental committees that measure current demand in student demographics, such as ESL/international students, and external, national, or professional standards. Figure 1.5 details the assessment instruments and strategies used at various levels of the college (7P1, Figure 7.1).

Figure 1.5: College assessment tools and instruments used at various levels

Academic and Program Level and Purpose	Assessment Tools and Strategies	Stakeholders
Course/program: to determine student needs and achievement	• Instructor- and department-based assessments • Proficiency tests for math, sciences, and composition courses (1R3) • Common course exams • Portfolios for arts and composition courses, projects • Speech and lab demonstrations, and dramatic performances • Syllabi, SLOs • Regular faculty evaluations (SEIQs) • National tools like the American Chemical Society exams, and the *Online Survey of Students' Experiences of Learning in Learning Communities* • Career program advisory boards and business industry partners • Regular program assessments performed by the Assessment or AQIP steering committee	Faculty, academic departments, program coordinators, assessment committee, AQIP steering committee, academic affairs
Institutional: to determine department, program, and co-curricular effectiveness	• CCSSE/CCFSSE • CAAP (1R2) • National Community College Benchmark Project (NCCBP) (1R6) • AQIP Examiner • Foundations of Excellence Faculty and Student survey	Academic departments, AQIP steering committee, assessment committee, office of instruction, office of research and planning, faculty council, academic affairs, faculty
After course or program completion: to determine usefulness and other values of the college experience for graduates and transfer students	• Transfer data (IPEDs) • Shared data from four-year institutions • Employer surveys and direct feedback • Graduate follow-up surveys and feedback (1R4)	Faculty, office of instruction, career programs, office of research and planning, district

1R1 The college reviews results from college-wide assessments such as CAAP and CCSSE (7P4). Each department has its own assessment plan focusing on various SLOs.

Academic departments and support services track student achievement through internal data comparisons. Some departments use standardized final exams for multi-section courses. The results of these exams drive departmental assessments. For example, the math department administers a common final exam in all multi-section courses and analyzes and tracks the results. The department uses the results to determine areas of weakness and then develops those areas of focus.

The assessment committee charges academic departments to design and maintain assessment strategies (Figure 1.8, 7P1) so that student learning can be systematically measured. The assessment committee collects department assessment reports and shares this information with academic department chairs and the AQIP steering committee through the assessment newsletter, college email distribution lists, and its intranet site. The result is a shared database of information and a repository of shared practices.

The pre-credit department, for example, uses four methods for measuring outcomes. Each semester, the retention and pass rates are compared to prior semesters to measure the program's overall performance. The department reviews and seeks to reinforce positive trends and correct negative trends. Retention and pass rates are measured per class section. The department reviews and seeks to use classroom strategies to create best practices and identifies areas to improve. Individual placement scores are compared to exit scores to measure gain. Longitudinal tracking is used to measure success in the following semester.

The figures below (Figure 1.6a and 1.6b) illustrate the preliminary success of the MOD program.

Figure 1.6a: Preliminary summer outcomes: MOD in 2010 versus traditional in 2009

	Retention rate	Course success rate
Summer 2010 MOD	97%	68%
Summer 2009 traditional	94%	65%

Figure 1.6b: Preliminary fall outcomes: MOD versus traditional in 2010

	Retention rate	Course success rate
Fall 2010 MOD	87%	62%
Fall 2009 traditional	80%	52%

1R2 Since 2004, the college has administered CAAP tests to guide faculty, academic department chairs and program coordinators, assessment coordinators, advisory committees, and staff in targeting specific student needs for improvements (Figure 1.7). The college uses these tests to assess and benchmark student success in general education (1P1).

Wright student performance over time compares favorably with student performance at other institutions.

Figure 1.7: College CAAP scores and the national averages for science, critical thinking, reading, math, and essay writing

Exam	2010 Wright	2010 National	STD	2008 Wright	2008 National	STD	2006 Wright	2006 National	STD	2004 Wright	2004 National	STD
Math	59.3	56.1	1.6	58.7	56.2	1.25	59.2	56.1	1.55	61.2	56.2	2.5
Reading	58.2	60.4	1.1	59.5	60.5	0.5	59	60.4	0.7	59.6	60.6	0.5
Science	58.9	59.2	0.15	59.8	59.2	0.3	59.7	59	0.35	59.3	59	0.15
Critical Thinking	59.3	60.7	0.7	60.2	60.9	0.35	59.3	60.7	0.7	59.7	60.5	0.4
Essay Writing	3	3	0	3	3	0	3.1	3	0.05	2.8	3.1	0.15

Figure 1.8: Recent department assessment activities (7P1)

Academic department	Brief description of research topic and improvement focus
Biological sciences	Content CATS; critical thinking CATS; student surveys; comparison of common course exams
Business	Past department practices; national accreditation work; student tax assistance program; book cost analyses; tracking of graduation rates
Humanities	Student portfolio analysis
English	CAAP test analyses (tracking students); student portfolio assessment; writing testing placement analyses; district-wide SLOs and exit test alignment; at-risk student interventions; and new portfolio review processes
Library	Student surveys
Math	Tracking student academic history; evaluation of SLOs and student achievement; Comparison of Math On Demand and traditional delivery approach in intermediate algebra.
Occupational therapy	Tracking student achievement in national certification
Paralegal	Tracking student achievement; employer internships
Physical sciences	Tracking student SLO achievement on nationally standardized exams—physical science department adoption of ACS exam
Social sciences	Revised departmental mission statement, goals, and student learning outcomes; compiling best practices assessment strategies for the classroom
Visual and performing arts	Use of technology; student reading comprehension skills; student writing skills; theater's data collection for alumni club, social media networking; and performance feedback.
Radiography	Tracking student graduation, certification, and employment results; SLO achievement analyses; employer and graduate surveys; professional and college exams analyses

1R3 Both the English and math departments collect results for their specific department SLOs. The English department recently used its assessments to rewrite department SLOs and to revise exit test/portfolio review proficiency evaluations, moving toward small instructor cohorts for portfolio review teams.

The course objectives and student learning outcomes of English 101 are outlined below.

SLO 1: Process
- Engage in a recursive process of prewriting, drafting, revising, editing, and proofreading
- Engage in a reflective process of evaluating their own drafts and those of others

SLO 2: Purpose and Audience
- Define the purpose and audience for each writing task
- Adopt a voice, tone, and level of formality appropriate to an academic audience
- Achieve the purpose of the writing task

SLO 3: Exposition and Argument
- Formulate and support an explicit or implied thesis
- Direct an argument or explanation to the designated audience
- Incorporate reasoning and explanations appropriate to the thesis and its supporting claims

SLO 4: Organization and Development
- Establish a clear framework of organization appropriate to the writing task and the thesis
- Employ rhetorical strategies consistent with the purpose of the writing task
- Incorporate effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details
- Integrate students' own ideas with those of others, using appropriate documentation
- Identify and avoid intentional and unintentional plagiarism

SLO 5: Mechanics
- While revising, editing, and proofreading, apply conventions of standard edited English, and eliminate surface errors that interfere with coherence and clarity

SLO 6: Critical Thinking/Reading
- Summarize, analyze, and evaluate the arguments, counter-arguments, and evidence in the writing of others

Figures 1.9, 1.10a, and 1.10b present data from end-of-term assessment activities for math and English. Figure 1.9 illustrates an English department analysis of student writing portfolios across all sections of first semester English composition. Figures 1.10a and 1.10b present a math department exit exam item analysis on student SLO achievement; each item represents a question that is tied to a course-level SLO for intermediate algebra. The department analyzes items for all course levels and uses trend analyses to redesign hybrid and MOD course deliveries. When analysis indicates less than 50% of students taking the exam correctly answer an item, the department agrees to give the content increased focus in the classroom the following semester, and the course coordinator considers the clarity of the question for possible revision.

Figure 1.9: Percent of English 101 students achieving skill level in fall 2011
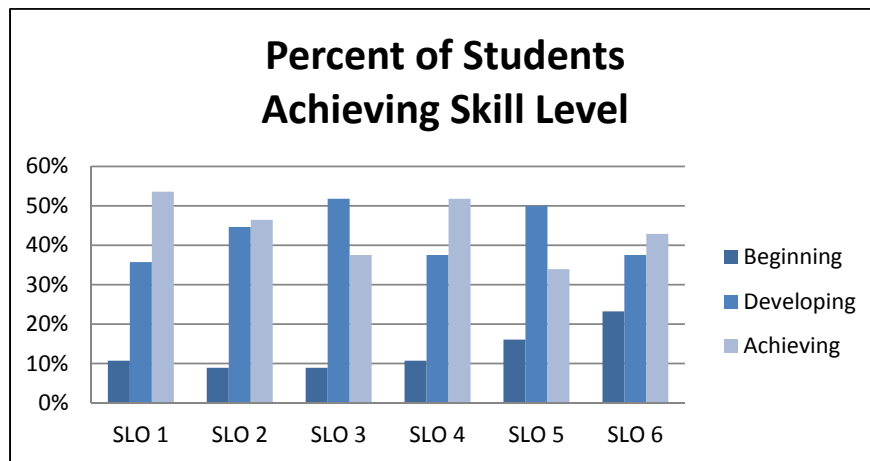
Figure 1.10a: Intermediate algebra: Student exit test results for SLOs in fall 2011
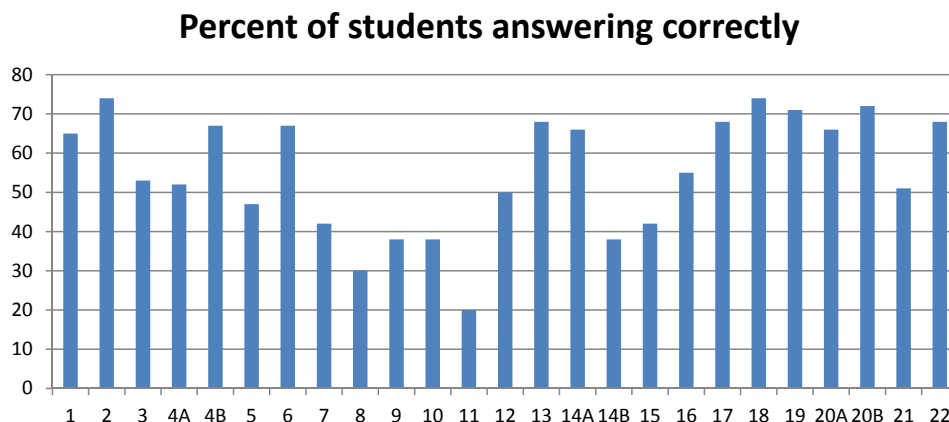
Figure 1.10b: Math department student learning outcomes

Intermediate algebra SLOs: Upon the completion of this course, the student should be able to:	
(1) Simplify expressions containing rational exponents	(12) Formulate and apply nonlinear literal equations to contextual (real world) situations
(2) Perform operations on and simplify radical expressions	(13) Graph linear and quadratic equations
(3) Perform operations on and simplify rational expressions	(14) Solve and evaluate A) literal equations, including B)nonlinear equations
(4) Solve quadratic equations with real solutions, A) by factoring B) by the quadratic formula	(15) Determine equations of lines, including parallel and perpendicular lines
(5) Solve rational equations	(16) Determine whether given relationships represented in multiple forms are functions
(6) Solve absolute value equations of the form lax + bl = c	(17) Determine the domain and range from the graph of a function
(7) Solve radical equations of the form: $\sqrt{(ax+b)} = c$	(18) Formulate and apply the concept of function to a contextual (real world) situation
(8) Solve compound linear inequalities	(19) Interpret slope in a linear model as a rate of change
(9) Solve systems of linear inequalities in two variables	(20) Apply formulas of perimeter, area, and volume to basic A) 2-dimensional and B) 3-dimensional figures in a contextual (real world) situation
(10) Solve systems of linear equations in two and three variables	(21) Apply the Pythagorean Theorem to various contextual (real world) situations
(11) Formulate and apply an equation, inequality or system of linear equations to a contextual (real world) situation	(22) Apply the concepts of similarity and congruency of triangle to a contextual (real world) situation

1R4 The most recent graduate follow-up survey reports from the graduating class of 2009 demonstrate the measures of maintaining follow-up relationships with the college's graduates and driving future program improvements. ICCB requires the college to follow up with graduates six months after graduation via this survey. The required response rate is 60%. The questions are set by ICCB.

Figure 1.11a indicates percentages of student graduates and those who are pursuing continuing education. Figure 1.11b indicates student perception of their educational experiences, which ties directly to the results of programs with required state licensure exams.

Figure 1.11a: Program graduates' employment and educational advancement outcomes

Total graduates employed or pursuing additional education	97.3%
Percent employed	71.8%
Percent continuing education	80%

Figure 1.11b: Program graduates' perception of their educational experiences

Educational experiences	Satisfied or very satisfied
Course Content	99.1%
Lecture/Lab Experience	98.3%
Equipment, Facilities, Materials	97.4%
Job Preparation	91.7%
Preparation for Further Education	96.5%
Labor Market Employment Information	81.1%
Overall Average	94%

Below are examples of the college's most recent data of licensure programs:

- The phlebotomy program has experienced a 99% completion rate and a 100% pass rate on the American Society for Clinical Pathology (ASCP) exam
- Emergency Medical Technician students must pass the state exam upon completion of the program and then complete 120 hours of continuing education for the next four years to maintain their licenses The EMT-B program has an 80% class pass rate compared with a national standard of 50%. The Illinois Department of Public Health is responsible for licensure after the graduate passes the state exam. Currently, 97% of graduates pass the exam and go on for licensure
- Certified nursing assistant (CNA) students must pass all manual skills and a written state competency exam in order to become a CNA. The pass rate for the FY 2011 is 85%
- The medical coding program has a 100% pass rate on the American Association of Professional Coders exam
- The addiction studies program has a 100% passing rate on the Certified Alcohol and Other Drugs Counselor (CADC) exam. Since 2007, 90% of the students who enroll in the program have completed a basic certificate in addiction studies
- The occupational therapy assistant program pass rate for the National Board for Certification in Occupational Therapy (NBCOT) certification examination of first time new graduate test-takers in 2007-2009 was 41 out of 45, or 90.5%

The college partners with local employers and recent graduates to identify the continued viability of its occupational programs. In District 508's survey of certificate earners from 2008-2010, 255 of the 436 respondents identified themselves as employed in fields related to their training, a rate of 58% (9R2). Figure 1.12 presents the number of degrees and certificates awarded by the college from 2007 - 2011. The marked increase in the associate in applied sciences degree in 2010 is attributable to the college's new registered nursing program.

Figure 1.12: Number of degrees and certificates awarded

Degrees or certificate level earned	2011	2010	2009	2008	2007
Associate in applied sciences	148	163	97	63	78
Associate in engineering sciences	10	2	8	8	7
Associate in general studies	52	27	50	15	17
Associate in fine arts	2	0	1	0	1
Associate in arts	330	320	244	258	306
Associate in science	56	32	45	51	42
Basic certificate	556	591	379	299	389
Advanced certificate	166	174	114	73	131
Total degrees and certificates	1,320	1,309	938	767	971

1R5 The college provides a wide range of student support services. For example, learning support services, such as the writing center and the learning resource center, show favorable results (6R2, 7R3).

Figure 1.13: CCSSE support for learner benchmark results

CCSSE support for learner benchmark results	Wright	Consortium	CCSSE cohort
2007	50.1	49.3	50.0
2009	50.5	50.1	50.0
2011	48.1	49.1	50.0

In terms of retention, 23% more students who visited the writing center in spring 2011 returned in fall 2011. During spring 2011, English first-semester composition students who were writing center visitors had a success rate of 77%, compared with 63% of English first-semester composition students overall. 94% of English first-semester composition students who were writing center visitors were retained, compared with 84% of English first-semester composition students overall (6R2).

Through its own program-level assessments, the library/learning resource center determines quality control through a user feedback survey. Respondents indicate how often they use the library, for what purpose, and how well the library meets their needs in various areas: operating hours; online resources; book, magazine, and reserve collections; copiers; computers; study rooms; and staff support. 61% of more than 100 respondents used the library two to three times per week to study and to use the internet and copy machines. 92% indicated that their needs were met in all areas except the copiers and computers. 87% rated the library excellent or good overall. The library administered a second survey that exclusively addressed photocopying and found that 74% of students were not satisfied with the number or operation of the copiers. The college has contracted with a new vendor for photocopying.

CCSSE data indicates that the college meets the needs of its students, in comparison with other institutions of higher education. CCSSE norms the survey to a national benchmark score of 50. Wright is a member of two consortia – community colleges in Illinois and Hispanic Serving Institutions (HSIs). The college compares favorably to national benchmarks as well as its consortia (6R2, 6R3, 7R3).

Figure 1.14 contains data collected as part of a district-wide survey of student satisfaction. The survey is administered periodically, with 2008 being the most recent administration. These results were a factor in the college's decision to hire more academic advisors.

Figure 1.14: Credit student satisfaction survey results

Wright College	Spring 2000 % satisfied or very satisfied	Spring 2002 % satisfied or very satisfied	Spring 2003 % satisfied or very satisfied	Spring 2006 % satisfied or very satisfied	Spring 2008 % satisfied or very satisfied
Counseling/advising services	69	71	NA	59	66
Library/learning resource services	79	75	75	75	78
Learning support services	72	63	59	59	67

1R6 The AQIP Examiner survey, Integrated Postsecondary Education Data System (IPEDS), CAAP, CCSSE, National Community College Benchmark Project (NCCBP), other satisfaction surveys, and standardized proficiency exams allow the college to contrast its student performance results with results of state and national institutions. Prompted by the national average of 14% attrition rate for new students (who did not earn any credits or withdrew from all their classes during their first semester), the college challenged itself in improving the first-year student outcomes by driving down the attrition rates for its students (5R2, 7R3). In 2008, the college's participation in Foundations of Excellence (FoE) and the resulting data and studies helped determine AQIP action projects, such as "Enhancing the success rates for first-year students," which included a component to expand awareness and use of student services; "Wright in Your Corner – Student Center" (6P1); and "Improving the Registration Process and Advising".

NCCBP places Wright college student successful completion rates above the median for both math and writing course completion rates (Figure 1.15).

Figure 1.15: Math and writing course success – 2010 NCCBP form 9 report

Program	Reported value	National percentile
Math completers	82%	69%
Writing completers	82%	54%

1I1 Recent improvements in 2011 include the following:

- The adult education program added a seventh ESL instructional level
- The 2008-2009 FoE self-study led to projects such as embedding college success strategies in the top 15 first-year courses and opening a comprehensive student outreach center; these two projects jointly contributed to the increase in term-to-term retention and the decrease in the percentage of students who fail to complete courses in their first semester of college (5I1)
- The learning community program, which seeks to promote interdisciplinary teaching and learning

opportunities, was expanded and is showing increased student retention and success rates when compared with uncoupled courses in the same subject areas

- The paralegal program completed the American Bar Association (ABA) self-study, hosted a site visit by the ABA approval team, and was granted maximum term approval status in February 2011
- The addictions studies program received accreditation as an Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) counselor training program
- The practical and degree nursing programs submitted the National League of Nursing Accreditation Certification candidacy self-study and received candidacy status for accreditation
- The computer numerical control program at HPVEC awarded 90 of the 302 National Institute of Metalworking Skills (NIMS) credentials produced in Illinois
- The addition of eight new college advisors has decreased the student to advisor ratio from 750:1 to 450:1
- The National Center for Academic Transformation (NCAT) awarded a $40,000 grant for expansion of the college's individualization of the developmental math curriculum via Math On Demand (MOD)
- The college used FY2010 CAAP results to show that students performed within standard deviations of national averages in all assessed areas, including writing, math, reading, critical thinking, and science
- Six AQIP projects targeting improvements in learning, teaching, student services, and facilities have been completed and reviewed by HLC
- Institutional data shows that recent student fall-to-spring retention has increased (8R3)
  - o Adult education retention increased from 41.1% in FY2007 to 50.7% in FY2011
  - o Baccalaureate transfer retention increased from 65.8% in FY2007 to 72.9% in FY2011
- During FY2011, 598 students earned associate degrees, continuing an upward trend
- Carreras En Salud (Careers in Health), a partnership program at HPVEC, received an Excelencia award for creating opportunities for bilingual nursing students at the associate degree level. The award was presented by U.S. Labor Secretary Hilda Solis (9R2)

1I2 The college continues to develop a culture of evidence since its last HLC reaccreditation in 2001. The college shares results and insights with internal stakeholders, who then suggest processes to improve.

At a fall 2011 all-college meeting, college leaders shared data from CCSSE, CAAP, departmental assessments, and new state and national policies affecting higher education. The college community was asked to submit proposals for new action projects to the AQIP steering committee. The steering committee approved the proposals, presented them to faculty and staff for a vote, and the three projects perceived to be the most critical to student success were selected. This process is evidence of a culture of collaboration in selecting processes to improve student learning.

The college's emphasis on improvement melds with its participation as an AQIP institution. Because the college actively involves all stakeholders in its immersion in the AQIP process, the college can create processes to improve performance. In addition, the AQIP process and specifically the action projects integrate seamlessly with district-wide goals and initiatives (8P1). As articulated in Categories 5, 7, and 8, Wright College relies on measureable, concrete, and specific information to make insights and track progress.

2P1 Along with the central mission of helping students learn, the college identifies three distinct objectives to meet the non-instructional needs of its students and community: student enrichment, economic development and community, and environmental sustainability and service (Figure 2.1). With administrative support, faculty design new initiatives within these objectives to determine strategic planning needs and funding resources. Once an action plan identifies specific and measureable tasks, faculty and/or assigned individuals work to accomplish those particular tasks.

Figure 2.1: Non-instructional activities align with institutional objectives

Objective	Non-instructional activities
Student enrichment	Northwest Chicago Symphony Orchestra Stage Wright Aquatics *The Wright Times* newspaper *The Wright Side* literary magazine Golden Age Club Family College Civil War reenactments Athletics Campus ministry Cultural events Students in Free Enterprise
Economic development and community	Continuing education Tax assistance program President's advisory council HPVEC community advisory board
Environmental sustainability and service	North Lawndale Employment Network Recycling programs Blood drives Green Roof project Tree Campus USA Sustainability program

These programs support the learning-centered mission, and the college's non-instructional activities reflect this focus by expanding from the classroom the kind of curriculum that, according to the college's mission, "meets the transfer needs…, satisfies industry and professional job requirements, leads to certification in specific fields, and reflects the interests and needs of the students, employers, and community." These three objectives continue to align with new District 508 strategies to improve learning. These programs include faculty advisors and depend on student participation.

2P2 The college works in conjunction with several outside organizations in order to meet the objectives of providing student enrichment, economic development and community, and environmental sustainability and service. Participants include external stakeholders, faculty, staff, students, and administrators. In alignment with the missions of its external stakeholders and the college, each program determines its non-instructional objectives. Examples include:

- The sustainability program collaborates with external stakeholders to secure funding from the U.S. Department of Energy and the Illinois Green Economy Network (IGEN), which works with Illinois community colleges. The Illinois Department of Commerce and Economic Opportunity, Chicago's Green Roofs Project, the National Wildlife Federation, and the National Council of La Raza, which provides funding for credit students, also provides resources for the college's sustainability program. The weatherization project includes involvement with and support from the state, the U.S. departments of Commerce and Energy, and the Building Research Council of Champaign-Urbana. Other stakeholders include ComEd, the Illinois Association of Energy Raters, the Affordable Comfort Institute for Heating, Ventilation and Air Conditioning (HVAC), the Illinois Environmental Protection Agency (EPA), and the Illinois Community College Economic Development Agency
- The Catholic Archdiocese of Chicago provides the campus ministry as a service to students, faculty, staff, and administration with due respect to the college's secular nature
- The Tax Assistance Program (TAP) is a faculty-driven initiative provided through the college's business department in partnership with Ladder Up, a non-profit group that organizes volunteers from the financial services industry to provide tax help for families and households
- The business department sponsors an award-winning Students in Free Enterprise (SIFE) team.
- The aquatics program is licensed through the Red Cross, with all instructors Red Cross-certified and all lesson plans designed with the non-profit organization

- The athletics program is a member of the National Junior College Athletic Association (NJCAA).
- Stage Wright, the campus theatrical group, is a member of the Kennedy Center American Theater Festival and Illinois Theater Association and receives funding through the college's cultural events committee
- Community members and students comprise the Northwest Chicago Symphony Orchestra, which receives funding from the cultural events committee
- The president's advisory council and the Humboldt Park Vocational Education Center (HPVEC) community advisory board consist of members from the external community, including Eli's Cheesecake, Spectra Merchandising International, Inc., the Federal Aviation Administration, and Cultural Diversity for Peace, to facilitate and cross promote college and community partnerships, events, and activities (9I1)

Each program and initiative links directly to the college's mission, vision, and goals, and each program participates in annual reviews with the college and District 508 through the fiscal budget year planning process.

2P3 The college communicates expectations regarding the three non-instructional objectives to students, faculty, staff, the community, and other external stakeholders through print, electronic, and face-to-face communications. Recent improvements in communication strategies include an electronic marquee on campus and social media efforts.

- Golden Age Club activities are communicated through advertisements distributed during the Golden Age Club Christmas party and during visits to senior centers, in addition to regular continuing education publication and promotion efforts
- Stage Wright publicizes productions through media releases to local outlets and publishes announcements in the college newspaper, *The Wright Times*; on the college website; on the college marquee; and in both college and district newsletters. Stage Wright Theater maintains two Facebook and two MySpace pages. For each, the first page is for the general public and the second is for members only (current students, faculty, and staff). The public page provides current production information, including audition and performance dates and a photograph archive of past productions. On the members' page, current students and alumni keep in touch, post auditions for outside theater and film companies, share accomplishments, and network
- The continuing education family college has increased the mailing distribution area of its course catalog
- The college athletic department communicates its schedule to the college through the student newspaper, the college website, and postings throughout the college before and during the competition season
- Other key non-instructional programs such as the Student Government Association (SGA) share major activities with *The Wright Times* and local community print media, including Village Publications, Nadig Press newspaper chains, both of which serve Chicago's northwest side, as well as other local and regional media outlets. A college committee publishes the president's communiqués in monthly newsletters distributed to all faculty, staff, and administrators, and this newsletter promotes all non-instructional activities in a timely manner
- The president's advisory council meets twice per year with local business and community leaders to discuss the role of the college in the community

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2P4 The college reviews the appropriateness and value of the non-instructional programs through a variety of evaluation systems that emphasize student, employee, participant, and stakeholder feedback. External stakeholders directly engage in the review process. In the case of the Tax Assistance Program (TAP), the business department sets its goals and objectives for the coming year and participates in a yearly review with Ladder Up. After the annual review, the program is analyzed for work-flow patterns, and student and client satisfaction. Intake and exit interviews with clients are reviewed to ensure minimum errors, eliminate security threats, and improve the quality of interaction among students and working professionals.

The men's basketball program assesses its goals by evaluating and measuring year-to-year results (Figure 2.2). Each year, program leaders assess recruiting needs and student-athlete results and then adjust program goals and objectives. Multiple stakeholders realign program quality to aid in recruiting successful student athletes with a strong emphasis on instructional oversight.

Figure 2.2: Trend data on varsity athletic participation

Varsity basketball men's team participants		Varsity wrestling men's team participants		Varsity basketball women's team participants	
Fiscal Year	Participants	Fiscal Year	Participants	Fiscal Year	Participants
2008	10	2008	12	2008	11
2009	12	2009	8	2009	12
2010	12	2010	8	2010	10
2011	15	2011	12	2011	10
2012	15	2012	16	2012	7

2P5 The committees that advise the college's non-instructional programs identify faculty and staff needs relative to the particular programs and objectives by actively pursuing participation and feedback from all faculty, staff, and relevant stakeholders.

For broader needs and issues, the college relies on national and local surveys to collect information. Within particular programs, faculty and staff provide input and operational management. The college generally does not draw on outside consultants to accomplish its objectives for its non-instructional programs. An example is TAP, for which faculty volunteers remain on site when the tax service is provided.

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2P6 College leadership works with faculty and staff to support its non-instructional objectives through open communication, faculty- and staff-driven committees and programs, and analysis of feedback collected from surveys, meetings, and face to face communications.

- The college's business students and faculty involved in TAP received online training to minimize the impact on their schedules
- Since the athletics department has the dual goal of both academic and athletic skill building, scheduled games and events do not conflict with finals week and encourage regular study time on campus between classes and practices or games
- The aquatics program now has a lifeguard on duty during all swim classes
- The campus ministry considers the needs of students and faculty when it meets bi-monthly. The meetings aim to reach out to students, faculty, and staff to determine offerings, both social and religious. Masses and other events are planned according to the needs identified at these meetings
- Operational goals include consideration of the financial needs and the cost of tuition and fees

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2R1 The college collects and analyzes multiple measures for accomplishing its non-instructional objectives, incorporating a combination of internal and external sources as determined by the individual program.

- For classroom experiences, such as continuing education, family college, and the Golden Age Club, administrators review enrollments, student evaluations, and course satisfaction responses each semester. Another important indicator is the number of new and returning students to these programs. The aquatics program also reviews student proficiency and attainment of Red Cross certifications. On average, each semester, 70% to 75% of students in the aquatics program earn Red Cross certifications.
- The athletics department collects data on both the academic and athletic performance of student athletes. Coaches use academic progress reports to monitor classroom performance.
- Stage Wright participates in the Kennedy Center American College Theatre Festival adjudication process

to determine how outsiders view the program and its productions. Stage Wright collects less formal feedback through its Facebook page and the number of ticket sales per play
*   For the Northwest Chicago Symphony Orchestra, a performance's success is determined by attendance, with 175 to 200 attendees considered a full theater
*   The campus ministry uses participation to assess the success of its events

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2R2 The college uses various methods to measure the impact of enrichment activities, including attendance, social media contacts, student participation assessments, and CCSSE and CCFSE survey results. This section includes results that indicate that enrichment efforts are affecting the quality of life and learning at the college (Figures 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8).

Figure 2.3: Participation in enrichment activities (2011-12)

Non-instructional activities	Type and number of student participants and audience
Athletics	varsity sports: 38 seasonally
Fitness activities for students	• open gym: 50 weekly • weight room: 20 weekly
The Wright Times newspaper	38 staff members
The Wright Side literary arts magazine	33 writers and editors
Aquatics	1,200 per semester
Students in Free Enterprise (SIFE) team	16 students
Stage Wright (student theater group)	*Rocky Horror Picture Show*, fall 2011, actors, crew, and ushers: 25; audience: 1,387
Cultural events	• Newberry concert 11/3/11 audience: 90 • 16th Street Theater 9/14/11 audience: 110 • French film series Sept.-Nov. 2011: 36 • Liszt celebration 11/17/11 audience: 200 • Vocal ensemble 11/29/11 audience: 170 • Improvisation class 11/30/11 performance: 52 • Fall chorus 12/5/11 audience: 160 • VPA/Music juried recital 12/7/11 audience: 160 • Chicago Hellenic Choir 12/7/11 audience: 180
Golden Age program	25 club members
Civil War reenactments	450 attendees
Northwest Chicago Symphony Orchestra	11/13/11 audience: 180 12/4/11 audience: 190
Family college	1,500 enrollees per year

Figure 2.4: Stage Wright's social media presence in fall 2011

Fall 2011 Stage Wright social media snapshot	Results
Monthly active users	345
"Likes"	177
Visits	77
# of countries represented	6 (United States of America, Mexico, Brazil, United Arab Emirates, Portugal, and Croatia)

Figure 2.5: Attendance results for recent Stage Wright productions

Production	Attendance
No Exit (fall 2010)	382
Hairspray (spring 2011)	1,326
Rocky Horror Picture Show (fall 2011)	1,387

Figure 2.6: Wright Times staff, and staff receiving credit for participation in *The Wright Times*

Staff	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12
Enrolled Staff*	19	23	15	27	21	26
Total Staff	38	38	28	42	38	36

* Enrolled staff members receive one tuition-free credit hour for the college newspaper class.

Including hard copies and page views, *The Wright Times* has a readership of over 4,700.

- 3,500 copies of the paper are distributed every month on campus, to sister colleges, and local businesses and libraries
- 1,237 page views of the online version were recorded in February 2012.

The Wright Times is also an award winning college newspaper. In spring 2012, *The Wright Times* won several awards at the Illinois Community College Journalism Association Conference

- first place in overall excellence
- first place in news website
- first place in features
- first place in sports features
- placed in 11 categories within Illinois Division III

Figure 2.7: 2011 CCSSE and CCFSSE results connected to selected non-instructional activities*

Student satisfaction with job placement assistance	42%
Student satisfaction with job placement assistance from faculty perspective	73%
Importance of student organizations to students	63%
Importance of student organizations to students from faculty perspective	92%

* Percentages indicate sum of "somewhat" or "very" categories in their respective questions.

Figure 2.8: Tax assistance program (TAP) service results

Fiscal year	Returns filed	Dollar value of refunds
2007	232	$292,454
2008	393	$454,691
2009	405	$647,032
2010	551	$950,142
2011	708	$1,119,924
Total	2289	$3,464,243

Since July 1, 2008, the college has presented, hosted, or partnered in more than 160 discrete environmental sustainability programs, serving nearly 6,000 attendees. Programs and results include the following:

- A week-long residential weatherization training course for 155 local contractors, as well as specialty topic workshops in this field for another 495 participants
- Green Roof installation, in which 79 students participated
- "Greening Your Curriculum" (incorporating sustainability into course syllabi) seminars for 43 faculty members from across District 508
- 62 graduates of the building energy technologies credit curriculum
- Residential auditing certification for 24 attendees
- Recipient of The Mayor's Greenworks Award, the Illinois Governor's Pollution Prevention Award, and awards from both local and national chapters of the U.S. Green Building Council
- Matriculation of more than 40 high school students through weatherization and agriculture classes
- A green jobs summit with more than 170 participants
- Three Earth Day events since July 1, 2008, with more than 1,500 total attendees

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2R3 The college benchmarks its non-instructional programs through local networks and uses CCSSE data to affirm progress toward helping students accomplish non-academic objectives (Figure 2.9).

Figure 2.9: CCSSE data for 2011 reflecting student satisfaction with non-instructional processes (in percentages)

Helps students thrive socially	Wright	Large colleges	All colleges
Quite a bit	23.5	23.2	23.9
Very much	11.7	10.9	11.4

Helps students cope non-academically	Wright	Large colleges	All colleges
Quite a bit	18.6	17.3	17.6
Very often	10.9	9.2	9.6

Talked about career plans with an instructor or advisor	Wright	Large colleges	All colleges
Often	9.2	7.1	7.5
Very often	3.2	2.7	2.9

2R4 The college's non-instructional programs benefit students and the community at the same time as they increase college visibility and community connections in order to better serve students in the future.

The multitude of environmental programs, such as sustainability, recycling, the North Lawndale Employment Network, and the Green Roof Project, provide benefits to the college, including additional funding through grants, additional resources, opportunities for students to gain experience in high demand fields, for job place-ment opportunities with organizational partners, and creation of relationships and connections with diverse partners in government and industry.

Programs such as TAP serve a dual purpose, providing tax assistance to some of the neediest in the commu-nity while giving business students an opportunity to work with professionals to deliver these services. Regular increases in student participation and community awareness account for the steady growth in numbers of tax

filers served every spring term. In spring 2012, ten students provided more than 100 volunteer and service learning hours in processing 858 tax returns that generated more than $1.6 million in refunds.

The college's continuing education, family college, Golden Age Club, and aquatics programs help bring more people to campus and increase enrollment in many programs. Through continuing education, the college maintains flexibility in creating and offering classes requested by the community. Recent additions to the schedule include new physical training courses, including Pilates and ZUMBA.

Stage Wright benefits both students and the community. It supports transfer rates of students into baccalaureate programs focusing on broadcasting, production, and performance. Alumni contacts and resumes are collected through Stage Wright alumni pages on the social media sites, often revealing vibrant activity within the city's theater and visual arts culture. Students also compete for scholarships in theatre. In addition, Stage Wright allows community members to audition for roles, although preference is given to students enrolled in college credit classes.

Beyond providing a vehicle for music students, the Northwest Chicago Symphony Orchestra provides professional and training opportunities and introduces students to audiences well beyond the typical student demographic, especially as audience age for these concerts averages 35 years.

Additionally, both theater and music productions provide *The Wright Times'* reporters with opportunities to review performances, and these reviews create a spirited dialogue on campus. A review of the fall 2011 production of The Rocky Horror Picture Show received the most hits ever on the campus newspaper's website. The campus is further strengthened by campus ministry, which holds campus masses for Roman Catholics and provides pastoral counseling services, hiking retreats, social gatherings, and other community-building events.

2I1 Recent improvements include the following program adjustments, organized by non-instructional objectives:

- In spring 2012, the college's Phi Theta Kappa chapter, Theta Omega, earned a five-star rating based on its previous year's activities and initiatives, such as the College Project and the Honors in Action Project. The project was a Commit to Completion Initiative. The star level ratings range from one to five, with five the highest
- The aquatics program has separated 4-and 5- year olds into different classes to provide more age-appropriate instruction. The program also rescheduled its afternoon infant swim class to a later time in response to parent requests
- The campus ministry now partners with the SGA to plan events and recruit volunteers to increase student participation

ECONOMIC DEVELOPMENT AND COMMUNITY

- In 2011, TAP became the second largest provider in the Ladder Up network in Chicago, assisting households in the recovery of approximately $1.6 million in refunds and bringing much needed economic activity to the community surrounding the college. TAP has added FAFSA assistance, after determining this as another financial area in which help was needed
- The continuing education program added new classes and is developing partnerships with the Polish-American Association, the Polish Philosophy Club, Mather's Café, and St. Anthony Hospital. The program is also seeking community members to serve on a continuing education/special interest advisory board
- The president's advisory council facilitated a partnership with the Federal Aviation Administration (FAA). This partnership resulted in the college hosting Chicago's Centennial of Flight celebration in 2003, several summer Aviation Career Education Academies at the college, an FAA internship for college students, and a bridge program between the college and Lewis University, which offers an FAA-certified Air Traffic Collegiate Training Initiative program

ENVIRONMENTAL SUSTAINABILITY AND SERVICE

- The Green Roof Project, operated entirely by students in biology, engineering, architecture and geography classes, is adding 80 to 100 square feet each semester
- The sustainability program works with a number of community organizations, including the North Lawndale Employment Network and the Chicago Green Collar Jobs Initiative. The program also includes a continuing education program in connection with the U.S. Department of Energy for weather proofing homes, along with workshops and seminars. The program also oversees the solar and solar/thermal panels on campus
- The college offers a continuing education class in beekeeping in collaboration with the North Lawndale Beekeepers. The college's environmental technology program developed a partnership with the North Lawndale Employment Network to place beehives on campus. The Chicago Reader newspaper recognized the course as the most interesting continuing education course in the city of Chicago. The North Lawndale Beekeepers partner with the North Lawndale Employment Network and hive maintenance serves as a transitional job opportunity for the unemployed on Chicago's west side. Transitional workers produce honey products for sale under the brand name *Sweet Beginnings*. Currently, six hives on campus are used as biological laboratories.
- The college's tree planting efforts were recognized in 2010 by the Arbor Day Foundation's Tree Campus USA program. The college now has 800 trees on its grounds
- The college's recycling program recycles on average 16 to 20 yards of paper weekly
- The environmental technology program is developing a local foods/resources program
- The blood drive has changed location to the Faculty Dining Room to better accommodate the size of this event

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2I2 The college's culture of planning, assessing, and decision-making empowers students, faculty, staff, and administrators, as these groups determine processes for improvement and accomplish other distinct objectives.

The college is revitalizing its athletics program. College leadership is evaluating plans to improve both equipment and facilities, including the locker and weight rooms. Additionally, Wright's student athletes face significant challenges in their pursuit of graduation. Coaches monitor the athletes' performance in the classroom. With some plans already implemented, new plans and discussions are sharpening the college's and its stakeholders' focus on these programs.

The development of a successful theater program within the last decade is indicative of the college's commitment to meeting the non-instructional needs of students and the community. Stage Wright continues to benefit from the culture and infrastructure of the college. The theater space was created and improved in concert with the revitalization of the theater program and curriculum, which had been non-existent for two decades. Since the late 1990s, numerous theater courses have been created. The theater program, housed in the new visual and performing arts department, is now growing.

The coming 2012-2013 academic year marks the beginning of the company's thirteenth year. In 2010, Stage Wright celebrated its ten-year milestone with a reunion attended by 60 current and alumni students. The event featured a day of theater workshops followed by a dinner. Stage Wright has grown from 12 students and one full-time instructor to a company of more than 50 students, two full-time instructors, and a cadre of part-time instructors who serve as designers and directors.

Stage Wright produces three plays a year, one every semester. In the fall and summer semesters, the repertoire may include classical or modern comedies, dramas, and musicals. In the summer, the company produces a children's theater show. These productions are part of the college curriculum, and students may receive credit for their practical experience. Performances are presented as part of the cultural events series in the college's Events Theater, which seats 200 audience members. Audience sizes ranges from 65 - 100% capacity. The theater program energizes the college and its community.

3P1   The college uses surveys, evaluations, and other forms of feedback to identify students' needs. Pro-spective students meet with academic advisors to determine their educational and career needs and to navi-gate their particular challenges and opportunities. Academic advisors and faculty advisors are trained each semester to guide students from their first day to graduation. The college encourages students to communicate with advisors and to take advantage of services by meeting with advisors at least once each semester. The admissions/advising office and faculty advisors work closely with students on the following:

- Student orientations
- Academic, career, and transfer advising
- Academic plan creation, a personal term-by-term plan to earn a degree or certificate
- Registration advising so students know which classes they need and what sequences to follow to meet graduation requirements
- Processing of transfer credits earned at outside institutions that can be used toward program completion
- Explanation and processing of academic and financial aid holds, including the satisfactory academic progress (SAP) hold
- Grading policies and other issues affecting grades
- Referrals to campus and community resources, including tutoring, the writing center, the student center, and the new counseling center
- Degree audits to review courses completed toward graduation

Academic advisors, faculty advisors, and the career planning and placement center staff use the following on-line resources to aid current and prospective students:

- ProgramFinder, which allows students to identify learning paths toward a degree, a certificate, and/or transferability
- CareerFinder, which helps students find appropriate career and academic programs, learn to complete job applications, create strong resumes and cover letters, and handle job interviews effectively. Online resources also allow students to research job opportunities
- Sites for students returning to college, returning to the workforce, and starting or returning to college after military service
- Sites focusing on clubs, organizations, first-year experience (FYE) scholarships, and success stories

Access to and/or information about these online resources is available on the college webpage and is dissemi-nated throughout the college's communication processes (5P7 and 5P9). Figure 3.1 indicates college contacts to address students' and other stakeholders' needs.

Figure 3.1: Understanding students' and other stakeholders' needs

Key stakeholder group	Direct college contacts
Students	Faculty Learning resource center Admission/advising office and financial aid office SGA, student clubs and organizations Phi Theta Kappa - Theta Omega Athletics
Employers	Faculty program coordinators Admission/advising office Career planning and placement center
Educational partners, including K-12, four-year colleges and universities	Faculty Admission/advising office Dual enrollment coordinator (3R1) Office of the dean of instruction
Community	President's advisory council HPVEC advisory board (Humboldt Park center) SGA Career planning and placement center Admission/advising office Service learning students and faculty

3P2 The college begins building relationships with students well before they enroll. Middle and high school students gain exposure to the college through college activities and events, swimming and other athletic opportunities, dual enrollment classes for high school students, "A Day at Wright" events for local high schools, open houses for potential students, college fairs at the campus and at local high schools, and through online resources (9P1). Recruitment strategies to engage high school graduates include enrollment in academic programs such as the summer bridge math program, the science olympiad, and the worldwide youth in science and engineering (WYSE) competition. College applications can be processed online, and all placement testing information is available on the college's and local high schools' home webpages.

The college uses direct contact from faculty and advisors to job placement specialists and four-year college recruiters to meet key relationship objectives with students once they enroll. The early intervention system adopted from the college's involvement in Foundations of Excellence (FoE) (1R6) illustrates the ways the college meets student needs (5R2, 6P1).

The college builds and maintains relationships with students through its classrooms, services, and accountability procedures assigned to direct contacts. By developing insights into student groups and by consistently inviting feedback through program processes and institutional surveys, the college identifies and manages emerging trends within student groups.

Student clubs and organizations have grown during the last ten years. Currently, there are 23 student organizations, each with an assigned faculty advisor. At the beginning of each fall semester, "Wilburpalooza" events, sponsored by the Student Government Association (SGA), offer meals or refreshments as the student clubs and organizations introduce themselves in the lobby, cafeteria, and other meeting areas. Attendance and participation figures grow each year since this event first launched in 2007. Similar events targeted to the surrounding community occur at the Humboldt Park Vocational Education Center (HPVEC). Besides the four elected SGA positions of president, vice president, secretary, and treasurer, any student may serve as an SGA senator. Each semester, the college's Phi Theta Kappa chapter, Theta Omega, identifies and solicits qualifying students to join this honors organization. Membership fee waivers are available for low-income students, and the organization continues to grow.

Students further develop relationships with faculty through active learning opportunities that extend beyond the classroom. *The Wright Times* student newspaper, *The Wright Side* literary arts magazine, the history club, undergraduate research projects, and service learning experiences often include travel to national conventions, academic conferences, historic locations, and local environmental sites and laboratories.


3P3 The college uses surveys, advisory committees, and other feedback to analyze the changing needs of key stakeholders and to select courses of action (6P1). For example, the college systematically analyzed the changing needs of first-year students in 2009 during its FoE efforts (5R2).

Figure 3.2 represents a joint research effort between the college and ACT. Conducted in spring 2009, this path analysis tested whether psycho-social skills, classroom behavior, and COMPASS scores predicted course success in remedial math courses. The college used the Student Readiness Inventory (SRI), later renamed ENGAGE, to assess student's non-cognitive, psycho-social skills. In-class behavioral ratings were assigned by instructors based on the following criteria: 1) student attendance for the duration of class, 2) student engagement and class participation, and 3) student submission of homework assignments. Figure 3.2 illustrates how students' psycho-social skills, COMPASS scores, and in-class behaviors did predict course success. All paths were statistically significant. The results speak to the need to enhance students' psycho-social skills.

Figure 3.2: A path analysis indicating factors that predict developmental education course success (academic preparedness, psycho-social skills, and classroom behaviors)
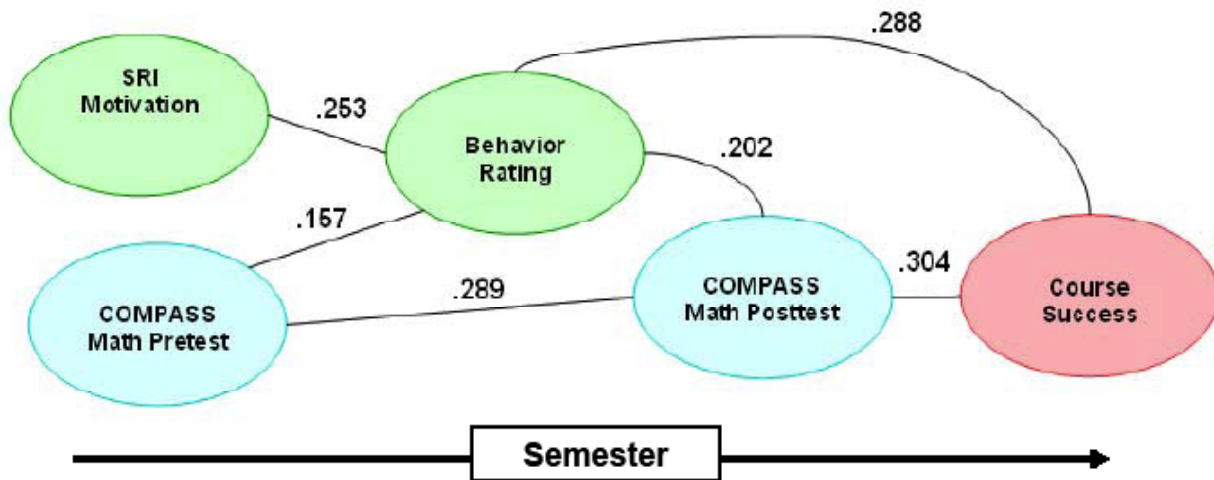
Note. Results from Wright College (Spring 2009).
n = 453; All paths are statistically significant.

Based on comprehensive analysis, the college now addresses students' psycho-social skills by emphasizing study skills, time management, and social connection opportunities through its early alert system and by contextualizing these skills in the classroom and programs. The college is pursuing additional research in partnership with ETS/College Board to design intervention strategies based on instructors' behavioral ratings.

The college's FYE program involves further efforts to address the whole student, including academic preparation and non-cognitive psycho-social skills. The program reflects a campus-wide focus on a coordinated retention-based program comprised of student assessment and support services to foster academic and personal success. Students, faculty, and staff designed FYE to: 1) assist new students in their transition to college; 2) introduce students to the academic and intellectual life of college; and 3) help new students develop a sense of community and establish academic and personal goals for success. The FYE program includes the following:

- Learning resources - Academic support services, such as tutors, mentors, peer ambassadors, library resources, computerized supplemental instruction, and the counseling center, help students achieve academic and personal success; innovations include discipline-specific tutoring centers for writing, math, physical science, and foreign language
- Student center (Wright in Your Corner/WiYC) - The college continues to develop and improve this student union concept, which began as an FYE initiative and has progressed to an AQIP Action Project, to serve as a student resource and access center
- Admissions/advising and the career planning and placement center – These offices assist students to self-assess, set goals, explore careers, and develop education and life plans
- Intentional advising – Academic advisors and faculty advisors help students set and achieve academic goals
- Learning communities – Linked classes focus on real-life topics such as clean and sustainable energy, nutrition, social justice, and the environment
- Service learning – These classes provide targeted programming opportunities in laboratories, in forest preserves, and on the stages of local theater companies
- Students' local, regional, and global awareness – Global studies classes, the department of visual and performing arts, and career programs develop these opportunities
- Passport portfolio – This project introduces students to college services and opportunities

- Math On Demand (MOD) – This accelerated, remedial math program with a central advising component better assists students with selecting academic plans and future career goals. In fall 2012, the program will include lessons on meta-cognitive strategies and study skills

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3P4 The president's advisory council and the HPVEC community advisory board, co-chaired by a local business leader, promote and develop the college's service relationships with the community and business and industry on the northwest side of Chicago. These boards actively seek leadership from the community to answer these questions: 1) Do the college's programs address the needs of the community? 2) What new programs should the college develop? 3) What short-term programs do business and industry currently need? and 4) What quality issues should the college address? To promote college goals within these community relationships, the college has recently hired a part-time director of community relations (2I1, 9I1).

Student clubs and organizations manage alumni contacts and activities, and recent alumni reunions include 10-year anniversary activities for *The Wright Times* student newspaper (2006), Stage Wright theater group (2010), and *The Wright Side* student publication (2012).

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3P5 As an open-door community college, the institution seeks to provide educational opportunities to the constituents of its service area. When approached by a new stakeholder, the college listens to the proposal to determine if it fits within the context of the college's mission as the first indicator of moving forward. If the proposal is compatible with the mission, college personnel must work with the partner to develop a curriculum that meets the expressed needs. This curriculum, if credit-based, must be approved through the mechanisms of the colleges, the district and the state before it can become operational (1P3). If the proposal is non-credit based, the college can develop a continuing education program (occupational or non-occupational) to meet the stated needs as long as there is sufficient enrollment. In occupational areas, a perceived job market must exist. The most common request received by the college is for off-campus adult education sites. In order to open a new site, the college reviews the facilities for adequacy to support an educational program. Additionally, adult education sites are expected to have the capacity to enroll 100 students on a regular basis.

The college also is collaborating with local high schools to establish dual credit/dual enrollment programs, in which qualified high school students can earn college credit while in high school, thus lowering their cost of a college education and improving their graduation rates. Dual credit/dual enrollment programs require, by ICCB regulations, that students place at the level required for the course being offered.

The college adjusts its educational and service offerings according to social, demographic, and economic shifts, as well as changes in state and federal rules and requirements. During the past ten years, the college has become a Hispanic Serving Institution (HSI). The college also has seen a greater percentage of its students eligible for federal financial aid. Additionally, in response to the increased number of veteran students, the college recently hired a part-time specialist to address the educational needs of veterans. Veterans services include Veterans Administration (VA) benefits, transition from military to college life, peer support, advocacy, referrals, and college services, including:

- Advising services to assist with goal setting, academic planning, course selection, academic success, and transfer to four-year institutions
- Disability access center services
- Counseling center services
- Financial aid advising
- Career assessment and goal setting, job readiness, and placement support

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3P6 The college has multiple formal feedback processes. A student concerns committee, a subcommittee of SGA, records student issues and reports to the college president. All program and process complaints follow federal and district guidelines for public dissemination. The college also separately negotiates processes

with unions in their respective collective bargaining agreements (4R4). For program and process complaints, surveys at the program and institutional level provide the college with feedback that guides decision making. Mechanisms and contacts for addressing various complaints are identified in Figure 3.3.

Figure 3.3: Complaint mechanisms and contacts

Complainants	Mechanisms and contacts
Students	Student evaluations of faculty & staff; SGA; faculty; department chairs; dean of instruction; dean of student services; security; student disciplinary committee; equal employment opportunity (EEO) officer; college president; district office; specific support offices
Employees	Unions; human resources department; dean of instruction; dean of student services; EEO officer; security; student disciplinary committee; college president; district office; building engineers
Community	Security; college administrators; EEO officer; building engineers
Event Planners	Security; college administrators; building engineers

3R1 The college uses data from its credit student satisfaction survey. The survey is an initiative of District 508 and is administered by all colleges. Administered in the spring term, the survey samples 20% of credit courses and measures student satisfaction with instruction, business services, financial aid, advising, and other services (Figure 3.4). Wright also uses satisfaction data that is collected as part of the Community College Survey of Student Engagement (CCSSE) (7P5). Aditionally, the college conducts exit surveys of students completing associate degrees and certificates to collect data on student satisfaction with their programs of study six months after they have completed their studies at Wright, in accordance with ICCB requirements (1R4).

Figure 3.4: Credit student satisfaction by service area in spring 2008
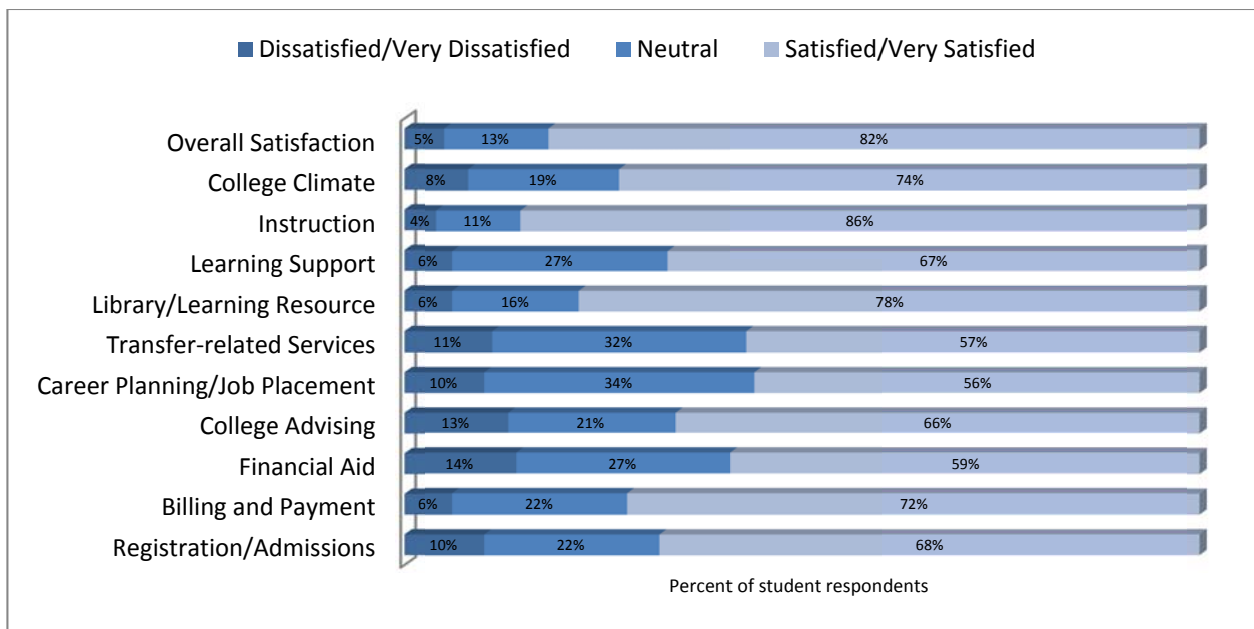
Currently, Wright's stakeholder satisfaction is limited to feedback received from advisory committee members and members of the general public. Neither the college nor District 508 conducts employer satisfaction surveys to determine employer satisfaction with graduates. The college does not conduct surveys of the community to determine if Wright is meeting community needs.

3R2 The college last conducted a student satisfaction survey in spring 2008 by randomly selecting 20% of credit sections (and approximately 17% of the students enrolled in credit courses that term). The overall results of this survey are in Figure 3.4. More than 80% of the students surveyed indicated that they are satisfied or very satisfied with the college overall. Additionally, 74% indicated they were satisfied with the college's

climate, and 85.5% indicated satisfaction with the instruction they received. Areas that ranked lower for the college included advising, career planning, registration, transfer information/services, and financial aid. Among these areas, the college has undertaken a number of activities to improve the processes, including developing better transfer information for students, redesigning the registration and financial aid processes, increasing the number of college advisors, and offering more career advising sessions and more services in career planning and placement. The college also administers this survey to students in continuing education programs. Wright expects to administer a full student satisfaction survey in spring 2013 as part of a District 508 initiative.

Wright also uses the limited student satisfaction data available in the CCSSE (7R3).

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3R3 The college uses the CCSSE benchmark of student-faculty interaction as one measure of building and maintaining relationships with students. Two issues in this area contribute to the fact that student-faculty interaction is not at the level that the college would consider ideal – the college is a commuter school and most classes are taught by adjunct instructors. Figure 3.5 presents Wright's level of student-faculty interaction compared to CCSSE's average score of 50 and consortia of Hispanic Serving Institutions (HSIs) and Illinois community colleges. Faculty and staff go beyond assessing learning styles, by emphasizing active and collaborative learning in their improvement strategies. However, considering that the college faces these challenges, Wright is considered within the range, taking into account standard deviation, with national norms (Figure 3.5). The college is focusing improvements in this area.

Figure 3.5: CCSSE student-faculty interaction chart
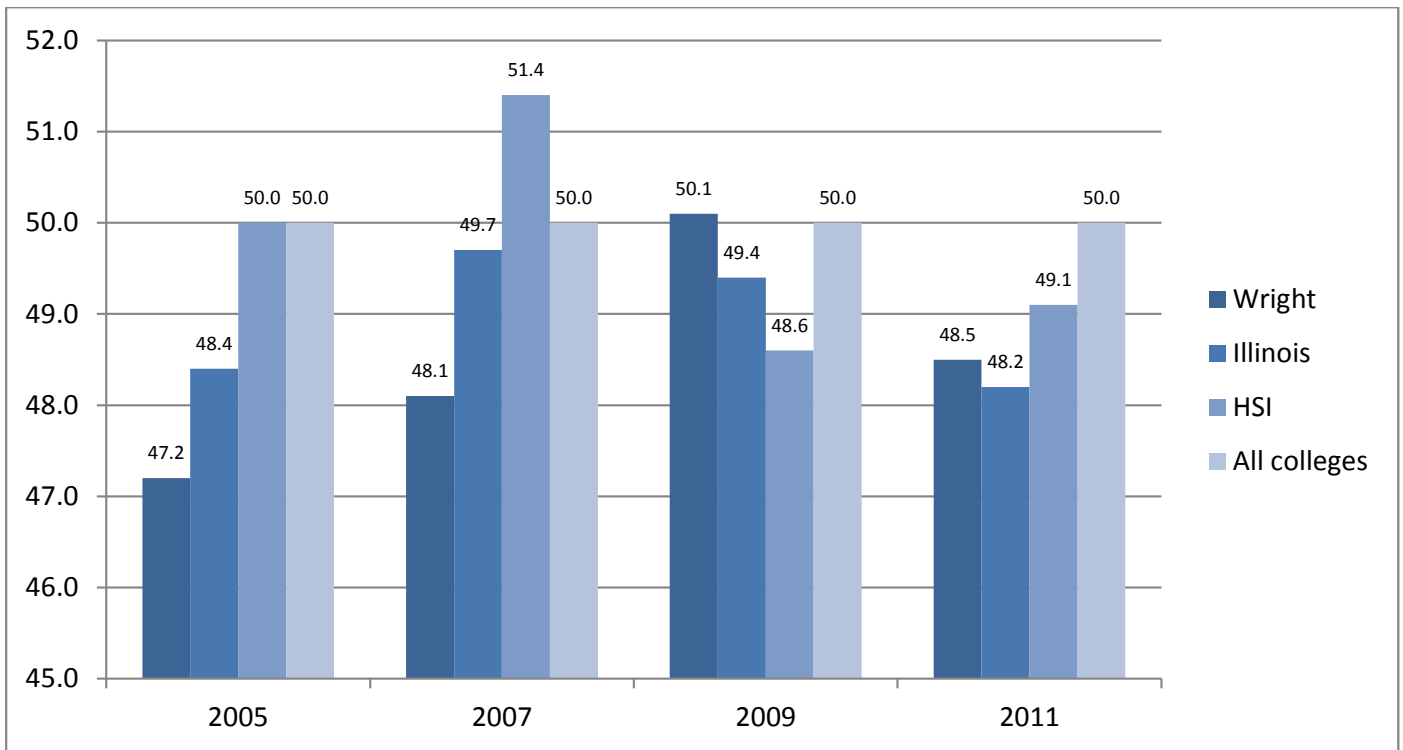
Faculty members and academic advisors continue to serve as the key points of contact, resources, and encouragement for college students. In the 2011 Chapin Hall study, (a one-time student needs survey conducted with the University of Chicago-Chapin Hall), students identified faculty as most likely to be helpful with assistance with academic concerns (Figures 3.6 and 3.7).

Figure 3.6: 2011 Chapin Hall results showing resources students indicate they would use to address academic and personal concerns

Academic concerns	# of respondents	Personal concerns	# of respondents
Financial aid advisor	143	Financial aid advisor	101
Instructor	399	Instructor	183
Academic advisor	318	Academic advisor	157
Student	227	Student	220
Other staff	78	Other staff	77
Spouse/partner	294	Spouse/partner	374
Family member	361	Family member	470
Friend/peer	272	Friend/peer	401
Other	65	Other	71

Figure 3.7: 2011 Chapin Hall results showing types of assistance received (percentage of students indicating that they had received assistance in the listed areas)

Types of assistance from academic advisors		Types of assistance from faculty	
Helped figure out educational goals	30%	Helped figure out educational goals	13%
Helped map an educational plan	32%	Helped map an educational plan	10%
Helped figure out career goals	18%	Helped figure out career goals	8%
Helped map a career plan	21%	Helped map a career plan	8%
Provided assistance	34%	Provided assistance	16%
Provided encouragement	18%	Provided encouragement	21%
Referred to student support processes	22%	Referred to student support processes	21%

3R4 Through college satisfaction surveys and evaluations, students provide feedback that informs continuous improvement strategies. Departments and offices used the 2008 AQIP Examiner Report and the 2008 Credit Student Satisfaction Survey (Figure 3.8) to determine areas for improvement as the college began its AQIP journey. These focus areas have included AQIP action projects, the Academy for the Assessment of Student Learning (AASL) proposals for the registration process, and broader improvement initiatives for learning support in the form of discipline-specific tutoring.

Figure 3.8: Results of the 2008 credit student satisfaction survey

High level of satisfaction	Instruction Library College climate Billing and payment
Medium level of satisfaction	Registration College advising Learning support/tutoring
Low level of satisfaction	Financial aid Transfer-related services Career planning

3R5 The college borders a small industrial park and has offered customized training and community activities to the five business partners in that industrial park. Activities include a farmers' market and a Father's Day bike ride. As a result of that training and activities, the businesses chose to rename their park the Wright Campus Business Park.

The college has worked with two community-based organizations – the National Council of La Raza and Instituto del Progresso Latino – to form the Carreras en Salud (Careers in Health) partnership to increase the number of Hispanic healthcare professionals, with a focus on nursing-related fields. The partnership combines

continuing education, career education, and credit education, leading to a certificate as a licensed practical nurse or an associate degree in nursing with eligibility to become a registered nurse, upon completion of the registry exam. Through this partnership, Wright College has become the largest provider of bilingual (Spanish) allied health professionals in Illinois. The partnership has been nationally recognized for excellence.

3R6 In the 2008 AQIP Examiner report, the college scored consistently higher than other institutions in this category (Figure 3.9).

Figure 3.9: AQIP Examiner performance results

Understanding students and other stakeholders' needs	Wright College	Other organizations
5=very effective process, 1=very ineffective processes		
Identifying which groups to serve	3.63	3.35
Listening to the specific needs and requirements of those groups	3.46	3.16
Identifying and responding to the changing needs of those groups	3.39	3.12
Systematically collecting and analyzing complaints	3.20	2.84
Measuring satisfaction	3.37	3.02

3I1 The college has recognized demographic shifts, such as becoming a Hispanic Serving Institution (HSI), and partnered with organizations such as the National Council of La Raza and Instituto del Progreso Latino to develop award-winning healthcare programs.

Figure 3.10: 2011 CCSSE importance and usage of academic advising

2011 CCSSE student responses	
How important is academic advising/planning to you at this college?	65%
How often do you use academic advising/planning?	9%

To reconcile the discrepancy between the measure of 65% of students who recognize the importance of academic advising and planning to only 9% of students who often use these services (Figure 3.10), the college has hired 8 new academic advisors (6 at the main campus, 2 at HPVEC) and decreased the academic advisor to credit student ratio from 1:750 to 1:450. These new resources are instituted to establish a more proactive, case management advising model so that each academic advisor has more advising opportunities and activities for his/her assigned student cohort. As a result of these activities, the college expects to increase the number of students who seek assistance in academic advising in future CCSSE assessments.

In addition, the college is working to expand outreach to high schools to grow the dual credit/dual enrollment program. The college also continues to increase its partnerships and involvement with other higher education institutions, such as the DePaul School for New Learning-Wright College adult bridge program. The college also continually reviews its continuing education offerings to meet the needs of the community.

Finally, faculty members continue to develop ways to increase student-faculty interaction through assessment projects and classroom activities.

3I2 The college's assessment culture helps to identify processes and set targets for improved performance results. From task forces to advisory committees, students, faculty, and staff engage in efforts to identify and

address concerns. The college's selection of AQIP action projects is indicative of these efforts (8P1). Each fiscal year, the student leadership, faculty, and staff vote to approve college AQIP action projects. In fall 2010, four AQIP action projects were proposed and the entire college community voted to select one of the three projects that were adopted. At the college's spring 2012 AQIP retreat, the AQIP steering committee presented five project proposals and the campus community selected three AQIP action projects for 2013. This college-wide participation results in stakeholders being more involved in, aware of, and committed to specific college improvement strategies (5I2).

4P1 The college's human resources office strives to attract, recruit, develop, and retain a highly qualified and diverse faculty and staff. Required skills and credentials vary by position and by union bargaining agreements. Minimum qualifications for full-time faculty and professional staff, based on higher education best practices, are specified in the collective bargaining agreement between District 508 and the Cook County College Teachers Union (CCCTU), Local 1600. The same qualifications apply to adjunct faculty members. District 508 requires a minimum of a master's degree in the corresponding academic instructional area. Similarly, clerical staff, adult educators, engineering staff, and custodial staff have minimum qualifications detailed in their respective bargaining agreements. Minimal qualifications for non-bargained employees include master's degrees, experience related to positions, and classroom teaching experience for academic administrative positions. Exceptions may be made to minimum qualifications with District 508 approval.

The college works to develop diverse candidate pools when hiring. All employees are required to adhere to college and District 508 policies regarding service excellence and non-discrimination. All employees are required to demonstrate service excellence with respect to professionalism, accountability, active listening, respect, and training.

4P2 The college forms committees composed of faculty and staff to review and interview candidates who meet minimum and/or desired qualifications. Additionally, faculty, professional, and administrative job candidates have individual interviews with the college president and District 508 staff. All candidates must provide unofficial transcripts during the screening process, and all successful candidates must provide official transcripts before being hired. The college employs the services of an outside agency to verify academic credentials of all candidates pursuing employment. Criminal background checks, pre-employment drug screenings, and reference checks are also completed in advance of employment.

4P3   All available positions are posted on the District 508 website. Additionally, the college uses local and national outlets, such as *Inside Higher Ed.*, HigherEdJobs.com, *The Chronicle of Higher Education*, and local newspapers to advertise available positions. Discipline-specific positions may also be posted in professional journals, magazines, such as *Nursing Spectrum*, or on related websites. District 508 also sends representatives to career fairs and hosts a bi-annual career fair to recruit candidates.

The college guides employee retention by employment and advancement policies contained in respective bargaining agreements. The college attempts to realize its retention goals by carefully interviewing and selecting qualified, experienced candidates and providing a professional workplace that engages employees, values their contributions, and encourages their personal and professional development. The college encourages a supportive environment with an open door policy so that all employees can ask questions, express concerns, and obtain information they need to be successful. Promotion is a way to value faculty. Staff are promoted on the basis of years of service, teaching excellence, and service to the college. Faculty apply and must get support of their departments, the college-wide rank promotion committee, and the president. Candidates are then submitted to District 508 for board approval.

4P4 The college expects potential and current employees to learn the college's mission, values, and history, which are posted on the college website and available in print. New employees must complete a two-hour online orientation session that addresses this college and District 508 information. Employees also receive this information as part of their new hire packets during their initial meetings with chairpersons and/or supervisors. Adjunct faculty members also participate in a half-day orientation session before the start of classes. All new faculty and staff tour the campus and participate in various discipline-specific and/or college-wide training sessions. New or newly transferred staff members are provided a six-month training period.

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4P5 The college's human resources office collects information from academic department chairpersons and manages faculty department and staff unit profiles to anticipate changes in personnel. The college administration regularly analyzes and determines budget and employee needs based on enrollment data, with requests for new positions considered during the budget development process. The college also considers replacement positions for retirees by aligning the budgeting process with an examination of unit and department workloads, including the percentage ratio of courses taught by full-time and part-time faculty members. The college also examines length of service distributions to anticipate future needs. Faculty members can enhance their pensions by providing an irrevocable retirement notice two years in advance, thus facilitating planning for faculty replacement.

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4P6 The college designs and communicates expectations to facilitate employee contributions to organizational productivity and to promote employee satisfaction. Both department chairpersons and other faculty evaluate full- and part-time faculty. In the evaluation process, each faculty member receives a copy of the evaluation form. Untenured faculty members are evaluated every semester. Tenured full-time faculty members are evaluated once every four years through the post-tenure review process (4P9). New part-time faculty members are evaluated during their first and second semesters, and all part-time faculty members are evaluated on a three-year rotational schedule. These evaluations are intended to be constructive and quality improvement driven.

Each academic department's tenure rehire committee observes tenure-track candidates. The department evaluation committee (DEC) conducts post-tenure reviews. An adjunct coordinator or committee performs the review of an adjunct faculty member's course materials and classroom instruction. When evaluated, a faculty member must submit a portfolio that includes a syllabus, handouts, quizzes, midterm exam, and other teaching materials. All tenured faculty members distribute student evaluation of instruction questionnaires (SEIQs) during midterm week. During post-tenure review, each tenured full-time faculty member also completes a self-evaluation form, which addresses classroom instruction, grading policies, professional development, and contributions to the college.

To further promote faculty excellence, the District 508 academic affairs office facilitates faculty development. Services include certifying academic credentials; providing professional development and training opportunities, such as faculty development seminars (FDS) and support for further graduate studies; reviewing tenured faculty sabbatical leave requests for approval; reviewing and recommending tenured faculty promotion in rank and lane advancement; and maintaining the accuracy and currency of the academic policy manual. Faculty are promoted based on years of service, teaching excellence, and college service.

Faculty excellence is recognized and further supported through annual college awards. A committee of faculty and administrators annually recognize one of their tenured peers through the distinguished service professor award. Faculty council recognizes outstanding contributions and achievements through excellence in teaching, outstanding service, and distinguished adjunct faculty awards (4P11).

Taking a participatory, all-inclusive approach to quality improvement efforts and employee engagement, the college conducted two college-wide AQIP retreats in 2011 and 2012, and staff voted to select the 2013 AQIP action projects. This participatory approach strengthens employee collaboration.

The college embraces a shared governance environment where employees have ample opportunities to par-

ticipate and express ideas. The Great Books curriculum, global studies, *The Wright Times* student newspaper, and the Stage Wright theater program are faculty-driven initiatives supported by the college administration. Grant opportunities, such as the National Science Foundation (NSF) grant supporting student research in Kenya, were similarly introduced and supported. The college environment encourages faculty and staff to explore possibilities that align with their interests and values. This synthesis of autonomy and support encourages engagement and increases productivity. Because the college operates within the spirit of its bargaining agreements, there are few labor grievances.

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4P7 College faculty and staff are required to complete annual ethics training as directed under the Illinois State Official and Employees Ethics Act. To further ensure that District 508 ethics policies are observed, an ethics office is tasked with 1) reducing unethical behavior within the college community, 2) implementing policies on ethics and the requirements of the State Ethics Act, and 3) coordinating employee ethics training. Further, at the direction of the Chicago mayor, the office of the inspector general investigates and resolves allegations of employee misconduct.

The college educates its employees on District 508 policies and work rules. Similarly, faculty members are required to inform students of grading policies in writing and follow their own policies consistently and fairly.

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4P8 The college determines training needs when implementing District 508 initiatives, policies, changes or updates to the student administration system, employee orientation and training, and other internal training requests. All departments and offices train faculty and staff in their respective policies and procedures. For example, the college's HPVEC staff crosstrain in admissions, registration, and advising to ensure that student needs are met by limited staff. Other training areas include technology, system updates, new policies, and skills audits.

The college implements improvements in instructional and non-instructional services by examining data collected from student satisfaction surveys, registration feedback surveys, student evaluation of instruction questionnaires (SEIQs), CCSSE, CCFSSE, AQIP action projects, and suggestions from faculty and staff. Faculty and staff jointly determine fall semester faculty in-service week activities. Employee training aims to increase student satisfaction and improve efficiency (Figure 4.1).

Figure 4.1: Faculty and staff training opportunities

Training session	Offered by	Type
Project management strategies and tips	Instructional support	Webinar
Motivating developmental education students	Instructional support	
Teaching strategies	Instructional support	
Developing and accessing course learning objectives	Instructional support	
Career advising	Admissions/advising	
Orientation	Admissions/advising	
Recruitment	Admissions/advising	
Adjunct orientation	Dean of instruction	Training session
Faculty development	Dean of instruction	
Blackboard	Instructional support	
Engaging students	Instructional support	
Faculty online grade entry	Instructional support	
Academic advising review and records session	Admissions/advising	
New faculty registration and academic advising	Admissions/advising	
Registration updates session	Admissions/advising	

4P9 Face-to-face training regularly occurs through instructional support events such as the in-service week, adjunct orientation, webinars, online systems, ethics training modules, and classroom management systems. New employees attend mandatory training orientations, and all employees are encouraged to participate in ongoing professional development opportunities. Full-time faculty members are encouraged to apply for conference leaves and tuition reimbursements to enhance skills, as specified in their bargaining agreement.

The college encourages training and provides incentives, including faculty and staff tuition reimbursements. Lane advancement opportunities are available to full-time faculty who earn additional graduate credit hours. Adult educators and professional staff members who complete master's degrees receive salary adjustments with respect to advanced degrees. Adjunct orientation and faculty in-service week activities are determined by institutional priorities and faculty needs. Presentation topics have included student retention strategies, situated cognition and its implication to instruction, academic freedom, and shared governance.

Full-time faculty may apply for sabbatical leaves for research opportunities as well as faculty training and renewal. Professional employees pursuing master's degrees are eligible for tuition reimbursements and future salary adjustments for advanced degrees. As it does with its students, the college encourages faculty and staff to pursue lifelong learning opportunities. The college also has a strong mentoring component in the tenure process, in which the vice president of academic affairs, department chairpersons, and faculty peers mentor untenured faculty members. The three-year tenure process involves extensive professional development and demonstrated excellence and reflection in teaching; the tenure candidate presents a tenure project that is reviewed annually by the department over its three years of development, and the college encourages involvement at the college and district levels (4P6).

4P10 College faculty and staff design and use specific personnel evaluation systems. The college institutes a series of performance review systems that include student course evaluations; evaluations and performance reviews of non-tenured faculty, adjunct faculty, and adult educators; post-tenure reviews of tenured faculty; and performance reviews for non-bargained for employees. These systems align with course, program, and institution objectives, mission, and philosophy.

Per the Illinois Education Association/National Education Association (IEANEA), collective bargaining agreement, a three-year rotational evaluation schedule is in place for all existing adjunct faculty members. New adjunct faculty are evaluated within the first two semesters of teaching. The adjunct evaluation process includes the following three components: 1) class observations conducted by department chairpersons or full-time faculty members, 2) an adjunct faculty member portfolio containing a course syllabus, sample assignments, tests, quizzes, and other materials to demonstrate student learning outcomes (SLOs) have been met, and 3) adjunct faculty member student evaluation of instruction questionnaires (SEIQs) results. At the end of the semester, department chairpersons review evaluation results and recommend strategies for improvement as warranted. Department chairpersons may meet with the dean of instruction and union representatives if issues need to be addressed and resolved.

All adult educators complete performance reviews administered by adult education program managers, the associate dean, and/or the dean. An adult education administrator meets with the adult educator for a pre-evaluation meeting. The administrator then meets with the adult educator to discuss the performance review, a future professional development plan, and, if needed, a remediation plan. Adult educators sign performance reviews and may provide written feedback.

Unionized employees are evaluated by immediate supervisors according to the terms of their respective bargaining agreements. Administrators are also reviewed annually by immediate supervisors through a combination of face to face meetings and written performance reviews. The college president is evaluated annually by the District 508 chancellor. District 508 is currently developing a new system of evaluation for its non-bargained for staff.

4P11 The college and District 508 have developed employee recognition systems and annual awards that recognize distinguished service professors, adjunct faculty, adult educators, clerical staff, security staff, administrators, and other professional employees. Additional awards recognize excellence in teaching, outstanding service, excellence in maintenance, the SGA appreciation award, and the president's special recognition award. Additional recognition activities are student driven. Phi Theta Kappa presents annual awards that include a faculty Golden Apple award, a clerical staff award, and a professional employee award. Most recognition awards involve nomination and selection by students, peers, and supervisors in recognition of performance consistent with the objectives, mission, and philosophy of the institution. For example, the college's faculty council identifies and selects candidates for excellence in teaching, outstanding service, and distinguished adjunct faculty awards. The college president selects candidates for the annual administrator award and other president recognition awards (4P6).

Through District 508, the college offers benefit plans to its eligible employees, retirees, and their eligible dependents. Employees receive dental and vision insurance packages and select to participate in either health maintenance organization (HMO) or preferred provider organization (PPO) health plans. Employees also may participate in other benefit plans, including life insurance, flexible spending accounts, 403(b) & 457(b) investment plans, a transit benefit program, and an employer-assisted housing program. All college employees, with the exception of temporary workers, student workers, and federal work-study students, participate in the State Universities Retirement System (SURS), which determines pension contributions and annuities awarded through the state of Illinois.

4P12 Motivation is primarily determined through formal and informal communication among faculty, staff, and immediate supervisors, as well as through interaction with peers and colleagues. The annual spring award ceremony is a motivator, along with recognition and acknowledgements conveyed through email announcements, campus marquees, bulletin boards, newsletters, in-service meetings, and state of the college addresses. Faculty and staff are encouraged to address and discuss issues and concerns during campus-wide meetings, departmental chairpersons meetings, and through individual office or department meetings. Participation or non-participation in meetings, committees, and departmental and college projects also serve as indicators of motivation, as does student feedback on surveys and faculty evaluations. The college also uses the CCFSSE to examine key issues of faculty motivation.

4P13 The college promotes the health, safety, and well-being of its employees through programming and by providing a safe and healthy environment for students, visitors, faculty, and staff. The college's security office is supervised and led by a full-time director and is staffed by 51 part-time officers who are on duty 24 hours a day, 365 days a year. The majority of officers are City of Chicago police officers or Illinois state troopers. The college has initiated several security procedural upgrades in accordance with legislative mandates resulting from incidents at Northern Illinois University and the University of Virginia. These upgrades included the installation of additional security cameras throughout the campus, national incident management training for all college administrators, and a heightened visible presence of campus security personnel (6P3).

The college ensures employee satisfaction by making careful job matches at the time of hiring. Employees are encouraged to address and discuss issues affecting their work environments directly with supervisors and/or in college-wide meetings. The college also offers employee opportunities for personal development through tuition reimbursement, access to athletic facilities when not being used for instruction, discounted rates on continuing education classes, and professional development and networking opportunities through attendance at state, regional, and national conferences. Through District 508, the college also offers competitive salaries and benefits as well as generous leaves of absence policies. The new student counseling center also provides much needed services to students who need social services and mental health counseling.

Faculty and staff are encouraged to take ownership of all college initiatives, including involvement with AQIP, academic programs, and co-curricular activities. The college honors academic freedom and entrusts many academic decisions to its faculty members. The decision to join AQIP in 2008 and college-wide assessment efforts was largely faculty driven (5I2).

4R1 The college collects and analyzes data in regard to valuing people in formal surveys, including CCFSSE, NCCBP, and the AQIP Examiner, from direct communication, informal surveys and feedback channels, and from individual departments and units that report on their activities to administration or other governing units. The college also monitors the number and nature of union grievances. The administration works to resolve employee complaints fairly and consistently while recognizing and preserving employees' contractual rights. The president and vice president also regularly meet with union representatives to discuss issues in an effort to keep the lines of communication open.

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4R2 As Figure 4.2 indicates, the college performs well in comparison with other institutions completing the AQIP Examiner. In all but one of the subcategories, the college scored within the standard deviation and slightly above the results of other organizations.

Figure 4.2: AQIP Examiner results for valuing people

The AQIP Category 4: Valuing People	Wright College		Other organizations	
5 = Very effective process, 1 = Very ineffective process	Mean	S.D.	Mean	S.D.
Hiring people who share our mission, vision, and philosophy.	3.32	1.29	3.26	1.20
Providing our people with the training and development opportunities they need to be successful in their jobs.	3.15	1.30	3.19	1.26
Aligning individual performance assessment and feedback with institutional objectives.	3.05	1.29	2.91	1.20
Motivating faculty, staff, and administrators to improve their own performance.	2.86	1.30	2.67	1.24
Addressing faculty, staff, and administrator job satisfaction and morale.	2.60	1.27	2.43	1.22
Gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.	2.80	1.32	2.57	1.20

Annually, the college recognizes excellence in its employees through at least 11 awards, including distinguished service professor, administrator of the year, distinguished adjunct instructor, security officer of the year, outstanding professional employee, outstanding clerical employee, outstanding housekeeping employee, and various awards given by the Student Government Association (SGA) to club advisors and other college staff.

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4R3 Faculty effectiveness and productivity can be evidenced by students' perception of the academic challenge as indicated in the CCSSE results. Figure 4.3 represents the high academic expectations the college collectively communicates to its students.

Figure 4.3: Students' perception of the academic challenge, CCSSE 2005-2011
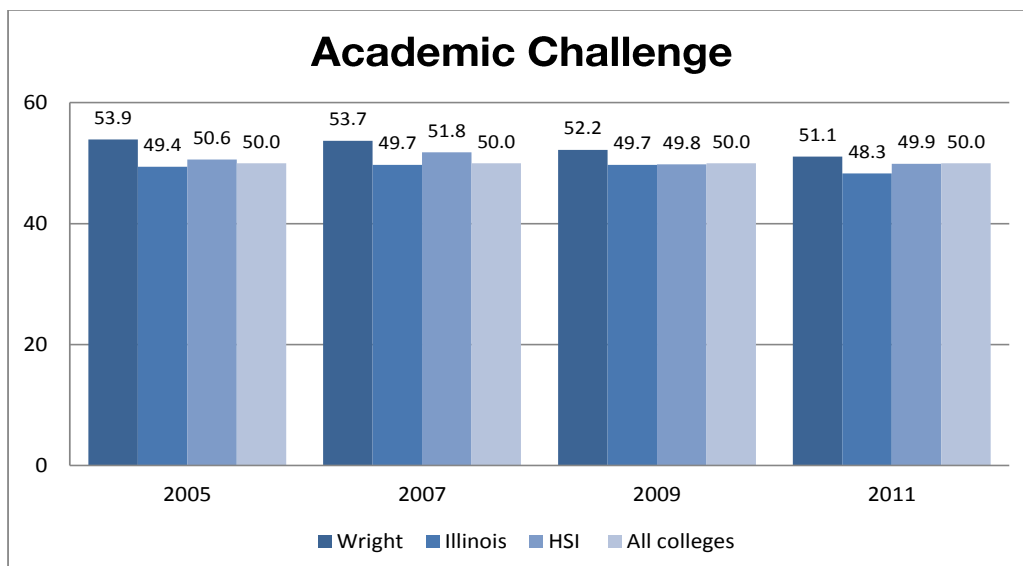
Productivity and effectiveness of faculty and staff are indicated by their willingness to participate in committees such as academic affairs, the assessment committee, and faculty council. It is also evident with involvement in Great Books, cultural events, student advising. Productivity is demonstrated in the classroom by faculty involvement in learning communities, service learning, and undergraduate research opportunities.

High participation rates at the college-wide AQIP retreats also speak to high levels of faculty and staff engagement. During the AQIP retreats, faculty and staff assessed draft AQIP systems portfolio item responses using HLC ratings (SS, S, O, and OO) and contributed feedback. Faculty and staff also voted to select the college's AQIP action projects for 2013.

Additionally, the number of grants the college received also demonstrates the excellence and dedication of faculty and staff. Recent grants include a $1 million U.S. Department of Energy grant awarded in September 2010 to develop a weatherization training program (2P2), a $1 million U.S. Department of Labor Employment and Training Administration (ETA) grant through the American Reinvestment and Recovery Act for the Health Care Sector and Other High Growth and Emerging Industries for the HPVEC Carreras en Salud (Careers in Health) program, $139,560 from the National Science Foundation to facilitate student research on migratory birds in Kenya, $105,000 award through the Illinois Green Economy Network (IGEN) to support energy sustainability, and a $40,000 Gates Foundation grant through the National Center for Academic Transformation (NCAT) for the Math On Demand (MOD) developmental math redesign.

4R4 District 508 negotiates collective bargaining agreements to remain competitive in employee salaries and benefits. Collective bargaining agreements are revisited and renegotiated within the terms of the established and existing contracts. These processes and performance results are systematic and comprehensive. Base salaries for full-time faculty average $67,962; the Illinois state average is $66,582. Non-teaching professional staff members are similarly compensated.

The college's low rate of grievance and harassment compares favorably to other community colleges in the nation, which reflects a commitment to honor the terms of its collective bargaining agreements (Figure 4.4).

Figure 4.4: College grievance and harassment rates, 2011 NCCBP

	Rate	National percentile
Grievance rate	0.2%	61%
Harassment rate	0.1%	63%

4I1 The college and District 508 initiate improvements with input from the college's students, faculty, and staff, as well as sister colleges. Recent improvements include reducing the student to academic advisor ratio from an average of 750:1 in 2010 to 450:1 in 2012, doubling the number of financial aid advisors from four to eight in 2011 and 2012, and hiring additional full-time faculty (seven in fall 2011 and nine in spring 2012). By creating a more manageable workload, these new hires allow faculty and advisors to provide higher quality services to students.

Campus improvements have been made to ensure that the college remains a healthy, safe, and enjoyable work environment. In 2011, District 508 implemented an early alert system that distributes college email and telephone notices to students and staff. The student center serves as a comprehensive access point to college information, support services, and activities. In 2012, the college installed an intercom system to communicate college announcements and activities throughout the campus. The college's counseling center provides individual counseling, community resource referrals, and student success strategy workshops. College-specific improvements include expanded faculty and staff opportunities to participate in hiring selection committees; increased employee opportunities to complete in-house satisfaction surveys, and inclusion of all students, faculty, and staff in AQIP action projects and activities.

4I2 Faculty and staff work in an open door environment that supports the free exchange of ideas. District 508 committees, union contract negotiations, and policy reviews involve and solicit input from all faculty and staff. The college also exercises autonomy in planning and executing various employee recognition and team build-ing initiatives. The assessment committee is comprised of representatives from all academic departments. Inviting and including all college stakeholders into the AQIP process solidifies a culture of valuing people in the college, with representatives across job families and functions contributing to the selection and implementation of AQIP action projects and the preparation of the college's AQIP systems portfolio.

In addition, the college has mechanisms through which faculty can sponsor or start campus clubs, manage student services, and schedule events for the college community. This process allows for faculty to exercise their creativity and perform activities outside of the scope of their teaching responsibilities. In FY 2012, events included a First Amendment festival, Civil War reenactments, Beatles tribute band concerts, open mics, and poetry slams. The college also uses release time to allow faculty to provide service to the Student Govern-ment Association (SGA), Phi Theta Kappa (PTK), the writing center, the assessment committee, the school newspaper, the student theater group, and AQIP projects. College funds are regularly allocated to support faculty-driven initiatives, such as faculty and staff attendance at the Washington Center Learning Communities Institute in 2010. The college embraces all processes that directly contribute to student success. Through the process involved to secure funds and space for an event, faculty are encouraged to reflect on the value of the event and explain its benefits to the college community.

5P1 The District 508 board annually reviews and reaffirms the mission of the seven City Colleges of Chi-cago at its July meeting. Since its last accreditation process and its subsequent monitoring period, the college reviews and revises its mission and its values regularly through multiple leadership teams composed of cam-pus-wide committees that determine and implement initiatives. The AQIP steering committee, which includes students, faculty, and staff, oversees the review of the mission, goals, and values of the college. Departments review mission and values annually and during the five-year review of programs and degrees. Item 1P1 states the college's mission. The college's AQIP subcommittees, academic departments, and senior leadership as-sess the college's ability to deliver on its mission, values, and focus on student-centered education. In col-laboration, these teams introduce new bi-annual AQIP action projects and other college-wide initiatives and oversee their implementation.

5P2 College and District 508 leadership teams constitute committees and advisory boards that set directions through communication to all stakeholders and through alignment of strategic planning and budgeting with the goals of the college. The AQIP steering committee, academic departments, the offices of the dean of instruc-tion and the dean of student services, and the office of the president participate in activities that move to align plans, implementation, and analyses with the college's mission and the District 508 planning processes.

Presidential Job Description: In spring 2011, job descriptions for the seven CCC presidents were revised to tie accountability to District 508 goals.

Budget Review: District 508 now uses zero-based budgeting and budgets are presented to the board for an-nual review.

Planning: New improvement practices at the college—including the implementation and improvements of the writing center, the physical sciences and math labs, the Foundations of Excellence (FoE) project, the academy for the assessment of student learning, the early intervention system, the passport portfolio, the first-year cen-ter, the Math On Demand (MOD) course redesign, registration improvements, and learning communities—orig-inate from a shared governance process that connects administrative teams with students, faculty, and staff.

Effective committee work generally has three characteristics: 1) students, faculty, and staff participate; 2) faculty and staff execute tasks assigned by the committee; 3) the committee chooses measures, records results, and analyzes those results for further improvements. These committees include the AQIP steering committee, nine AQIP category subcommittees, career programs committees, the assessment committee, academic affairs, faculty council, and committees for each AQIP action project.

Student Services: The college systematically uses CCSSE data to drive improvements in registration and other student support services. In 2012, District 508 purchased GradesFirst, an early alert software, for 2013 implementation. The software connects faculty and staff on issues of advising, registration, and student success. One ability is to connect advising staff and faculty through email to ensure struggling students are flagged for support from appropriate sources. The college also opened a counseling center, added personnel to the veterans' office, and doubled advisors in the admissions/advising center. All changes have enhanced communication among students, faculty, and staff.

ICCB Program Review: The Illinois Community College Board (ICCB) mandates academic program and support services review on a five-year cycle. Based on ongoing data collection and communication, each academic department and program undergoes a program review process that requires the department/program to align its mission, values, and goals with the college, District 508, and the ICCB mission, values, and goals. Each year, the mission, values, and goals of each department are reviewed. Each review identifies best practices within the department or program; analyzes student learning outcome results; assesses student success rates in relation to careers, graduation, and transfer to four-year institutions; and reports on industry and discipline changes and challenges.

5P3 The college designs and implements improvement strategies that emphasize students and their learning needs. Beyond present and future students, the college reaches out to the community through the president's advisory council. Students are involved in key leadership processes in the following ways: advisory committees encourage student membership and participation in all AQIP-related activities and decisions through campus-wide dissemination of all initiatives and materials promoting those initiatives, faculty and staff recruitment, and team sharing. The math course redesign, the writing center, and the math and physical sciences labs specifically promote student achievement in the remedial and credit division academic levels, including ABE/GED/ESL students who pursue coursework toward college readiness. The student center regularly uses student-focus groups to determine activities and processes. The AQIP steering committee includes at least one student each semester, and students typically serve for two semesters. Frequent student surveys administered by both the college and District 508 include the CCSSE and an in-house survey about the registration and advising process. Most college activities, from theater productions to the career programs fair, distribute student evaluation forms to analyze audience reactions and feedback. Students participate as peer tutors, lab assistants, and aides in support service activities in the tutoring labs during orientation and learning workshops. Assessment week activities in the spring gather students in activities aligned with the priorities of the assessment committee and the AQIP steering committee. A student is regularly selected to serve on the District 508 Board; 2009-10 is the last year a student was identified from the college. District 508 advisory councils include external teams of employers, civic leaders, academics, and community representatives, and they help plan and guide activities.

5P4 The college identifies future opportunities to enhance its institutional focus on students and learning through obtaining grants, establishing new degree programs, updating course syllabi and discipline requirements, expanding degree articulation agreements with four-year institutions, developing college to career programs, and developing new pedagogies and technologies. Past examples of the long-term visionary focus on students and learning include the creation of the writing center; the subsequent creation of the physical sciences and math labs; consistent improvements each semester in the math course redesign; and the adoption of learning communities. Grants currently implemented include a Higher Education Consultants Association grant to establish the DePaul University bridge program on campus; the National Science Foundation Kenya biology grant, which allows students to visit and research in Africa; and numerous National Endowment for the Humanities stipends.

5P5 Committees that include students, faculty, and staff design and implement initiatives for improvement. Academic departments, composed of both part- and full-time faculty members, define assessment projects for instructional improvements and the classroom. The assessment committee examines projects and connects academic efforts to cross-disciplinary activities, such as assessment week, learning communities, registration concerns, and other organizations on campus. The AQIP steering committee manages a set of nine subcommittees that research and write the systems portfolio and AQIP action projects. Likewise, academic affairs, faculty council, and career program coordinators recommend projects, make decisions, and implement continuous improvement initiatives. For example, career programs advisory committees help inform and advise chairs, coordinators, and faculty with respect to current industry practices, policies, and initiatives within the various careers. Other external input includes the president's advisory council, the Illinois Articulation Initiative (IAI), ICCB, business and industry partners, and community partners and organizations (Figure 5.1).

Figure 5.1: Key external input

Item 1P3 presents the curriculum revision process that involves the cooperation of college and District 508 committees, ICCB, and IAI.

5P6 The assessment committee examined CAAP results for 2010 and determined that it would help to adopt a college-wide, cross-disciplinary focus on critical thinking. The AQIP steering committee and the FoE committees targeted students who could not graduate due to the lack of earned math credits by creating and consistently improving the math course redesign. AQIP action project members used data related to the top 15 courses for first-year students to design the passport portfolio student orientation project, student center, and efforts to improve student transition to the college. The writing center became a fixed part of the college during Vision 2011, a District 508 initiative that focused on retention and service excellence. Since then, two more specialized labs are being planned and built: the new math lab and the new physical science lab, which are both scheduled to open in fall 2012.

On the faculty level, the implementation of and consistent analysis of hybrid courses – part classroom and part online – exemplify the role of academic departments in recommending instructional improvements to administration. Hybrid courses began in 2005 to maximize classroom use. Faculty expressing interest to teach hybrid courses complete online course instruction classes offered through University of Illinois at Springfield. The training culminates in a master certificate in online teaching and graduate credit for the completion of individual coursework.

The math department studied student success in sequential courses and found that students who had successfully completed pre-requisites in hybrid settings did not perform as well as those who took classes in traditional settings. Students from hybrid courses had lower retention rates and lower successful completion rates than their counterparts from non-hybrid sections. Based on this data, the math department decided that offering hybrid sections of low-level math classes was not in the best interest of student success, and so the department discontinued these hybrid sections.

5P7 College committees meet monthly. Committees record meeting minutes and share them via email, hard copy, and the college's intranet. Both the president's office and the assessment committee gather key actions and performance data and communicate these through the president's monthly newsletter and the assessment committee's bi-annual newsletters. At the beginning of each semester, the president summarizes major college and District 508 initiatives and changes. The president of the local faculty council also sits on the district faculty council executive committee; the extension of the executive committee was a change made in FY2012 to facilitate communication among faculty leadership at the college and throughout District 508 (Figure 5.2).

Figure 5.2: High-level communication processes

5P8 Key activities that reinforce the college's high performance include an annual professional development week for faculty and staff and follow-up professional development days throughout the year; state of the college addresses by top administrators to the faculty and staff during which key programs and their outcomes are presented and discussed; and town hall forums, which focus on specific topics such as zero-based budgeting and administrative changes in hiring. Local administrators meet monthly with department chairs and program heads for short-term and long-range planning and assessment; Faculty council members meet regularly with the president and vice president to reinforce shared governance on issues related to the mission and goals of the college. As part of the district faculty council executive committee, the faculty council president meets with the District 508 provost and associate vice chancellors to discuss shared mission, values, and goals.

5P9 The development of new leaders in key positions at the college occurs continually. The president, vice president, and deans encourage development among all faculty, staff, and administrators, and faculty and staff leaders meet with them directly to establish goals and expectations. Direct email communication from all committees and leaders, the AQIP intranet site, a wiki created by the AQIP steering committee to assist in the production of the systems portfolio, assessment week activities, and the president's newsletters ensure that the entire college community stays informed about all new improvement processes, targets for performance results, and data pertaining to both.

The college's faculty development structure encourages the sharing of knowledge, skills, and best practices throughout the organization through in-service weeks, regular committee meetings, newsletters, emails, state of the college addresses, and, most recently, through AQIP retreats each semester.

5P10 District 508 evaluates all seven college presidents in part on the achievement of goals to increase the number of students transitioning from developmental education and adult education to credit courses, increase graduation and transfer rates, and increase the number of students earning credentials of economic value. This new form of leadership accountability marks a change from numbers to success indicators. The newly developed key performance indicators (KPIs) will aid college leadership in setting a baseline for improvement.

The offices of the vice president, career programs, and instruction work directly with new academic chairs and committee directors and coordinators to develop their leadership skills. Professional development workshops are encouraged. As examples, two college faculty members have participated in training sessions to serve as HLC AQIP appraisers.

5R1 In the past 10 years, performance measures has consisted of enrollment growth, fiscal management, class size average, IPEDS data, and successful program and college accreditation. This information has been shared and discussed with department chairs with the expectation that it would then be shared with faculty through department meetings. However, it has become apparent that, in many cases, much of this information did not reach a large percentage of faculty.

Recently, faculty have been more effectively engaged through the AQIP Examiner, the FoE (2008-2009), and faculty professional development. The college has now shifted performance measures to indicators of student success: positive effects of developmental education, retention rates, successful course completion, transition of students from adult education programs (ABE/GED and ESL) to college credit, and graduation and transfer rates. These new indicators come out of a new strategic plan developed as part of the change of administration and the District 508 board. Currently, the district is developing key performance indicators (KPIs) to measure progress in each of the strategic areas. It is planned that KPI-related data will appear in an online City of Chicago dashboard for the district as a whole and each individual college. The creation of the dashboard should make the data available to everyone in an understandable format.

5R2 College strategies for engagement demonstrate its effort toward continuous improvement. The high level of student, faculty, and staff participation in multiple activities throughout the college's improvement processes also demonstrates a commitment to leading and communicating.

The list of people directly involved in the FoE project (2008-09), which included shared committee work, webinar attendance, decision making, and report writing, includes 8 students, 29 full-time faculty members, 8 adjunct faculty members and adult educators, 11 administrators, 9 clerical staff members, and 10 professional staff members. Overall, approximately 67% of the college's full-time staff participated in one or more of the FoE committees, webinars, surveys, and improvement activities.

As a result of the FoE process, the college found that too many students did not earn credits during their first semester. Therefore, the college created the first-year experience (FYE) as an action project. This included developing the new student center, a passport portfolio to familiarize students with support services, and embedding student success information into the course curriculum of the 15 courses with the highest enrollment for new students. These courses included pre-credit, developmental, and college-level credit courses. The purpose of these action projects was to communicate the importance of retaining first-year students (3P3).

In fall term and spring term comparative assessments, the college has continued to meet newly enrolled students' needs at greater rates, and those students have successfully completed coursework at higher rates than students in previous years (Figure 5.3). The college was able to reduce the proportion of students who earned no credits in their first semester from 19.7% in spring 2008 to 17.2% in spring 2012. Similarly, numbers were reduced from 15.6% in fall 2008 to 13.9% in fall 2011.

Figure 5.3: New credit and pre-credit students who withdrew or failed all their courses

	Students who took credit or pre-credit courses	Number of students who withdrew or failed all courses *	% withdrew or failed all courses
Spring 2008	1,271	250	19.7%
Spring 2009	1,469	253	17.2%
Spring 2010	1,111	184	16.6%
Spring 2011	1,074	185	17.2%
Fall 2008	2,410	375	15.6%
Fall 2009	2,663	360	13.5%
Fall 2010	2,112	274	13.0%
Fall 2011	2,223	310	13.9%

According to the FoE faculty/staff survey results in 2008 (Figure 5.4), the pre-credit department was the most effective in communicating educational goals and practices in working with new students. As a result, the college continue to work on enhancing the communication of educational goals and expectations in all academic departments.

Figure 5.4: Communicating educational goals and practices with new students

| Means | 2.67 | 2.50 | 2.63 | 2.22 | 3.00 | 2.33 | 4.00 | 2.12 | 3.00 | 2.67 | 3.15 | 3.48 | 3.53 |
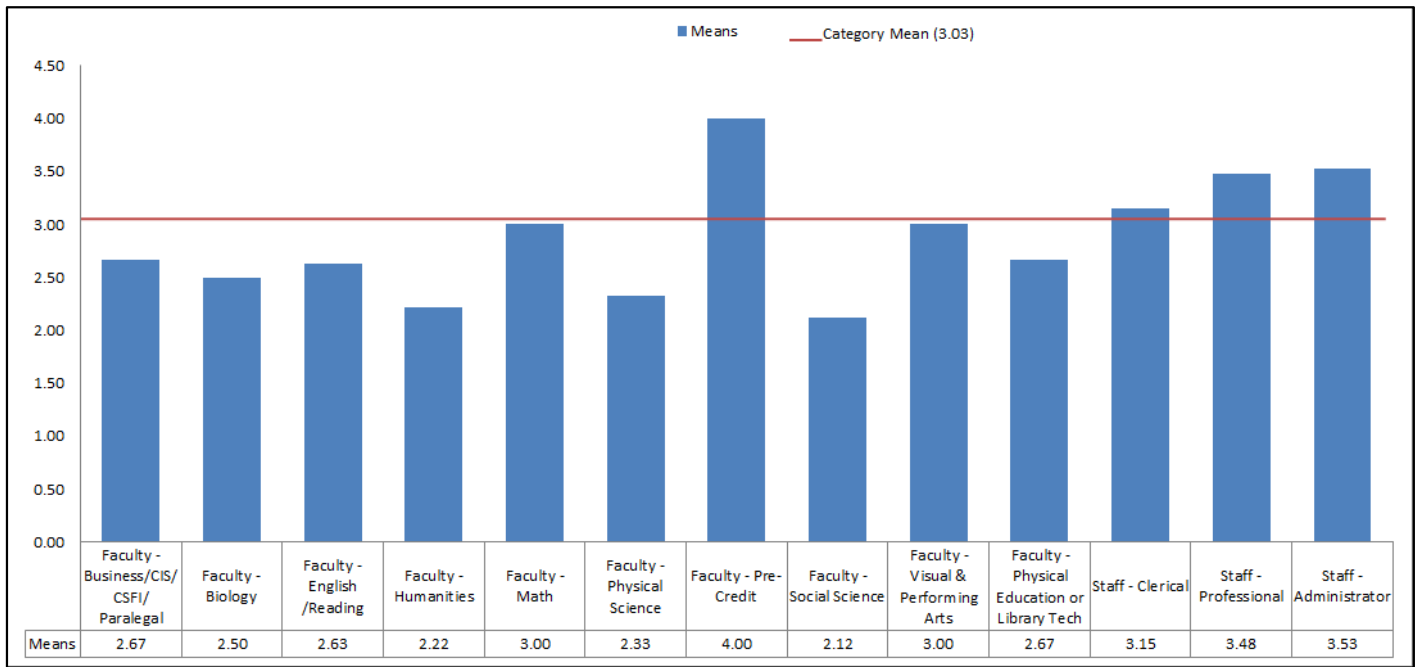
AQIP activities benefitted from having approximately 100 student, faculty, and staff members in the nine AQIP category subcommittees. Collectively, more than 200 students, faculty, and staff participated in college-wide AQIP retreats on September 30, 2011 and March 2, 2012. Each faculty member has a voice in determining curriculum and institutional reforms. Through open leadership committees, all students, faculty, staff, and community members are encouraged to participate in continuous improvement processes.

5R3 The college's results in leading and communication are favorable when compared with other AQIP institutions. Wright College has higher average scores than other institutions in all but one survey item. "Creating opportunities for faculty and staff to learn and practice leadership skills" was scored slightly below the mean scores of other institutions (Figure 5.5). The college plans to address this particular area.

The college is average, compared with its peer group, in most areas but recognizes that the IPEDS graduation rate is below that of its peer group. Therefore, the college is working to first meet its peer group average and then to be best in class among peers.

Figure 5.5: Leading and communication results, 2008 AQIP Examiner

Leading and communication results	Wright College	Other organizations	Difference
5 = Very effective process, 1 = Very ineffective process	Mean	Mean	Mean
Creating opportunities for faculty and staff to learn and practice leadership skills.	3.00	3.05	-0.05
Making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.	3.12	2.97	0.15
Making sure that everyone understands and values the mission, goals, and direction of the institution	3.24	3.15	0.09
Ensuring that leaders weigh relevant information and performance results in making decisions	3.17	2.77	0.40
Making sure that leaders communicate decisions, strategies, and performance objective throughout the organization.	3.09	2.78	0.31
Measuring how well the system for leading and communicating are working.	2.89	2.48	0.41

5I1 As Figure 5.6 illustrates the college has improved term-to-term retention rates. This is a result, in part, of the effective communication of the challenges and responses that emerged from the FoE and AQIP Examiner programs, including the FYE project.

Figure 5.6: Credit term-to-term retention, fall 2006 to fall 2012

	Term-to-term retention									
	Fall 2006 to spring 2007		Fall 2007 to spring 2008		Fall 2008 to spring 2009		Fall 2009 to spring 2010		Fall 2010 to spring 2011	
Wright College	N	%	N	%	N	%	N	%	N	%
	6,752	65.70%	6,826	67.00%	7,405	69.40%	8,342	72.00%	8,546	71.10%

The college continues to seek input from many internal stakeholders and uses this information to decide upon further AQIP action projects and other improvements. For example:

Math On Demand (MOD) is one of the college's new AQIP action projects. While developmental math student performance results fell short of expectations in the fall 2010 semester, faculty leaders redesigned MOD developmental math courses, based on student and faculty feedback, to improve performance and retention (7R1).

Website redesign is one improvement. With District 508, the college redesigned its website to increase communication among internal and external stakeholders. A District 508 technology advisory committee was formed from recommendations received from the faculty council executive committee. The committee includes college faculty and staff who recommend upgrades and participate in cross-functional committee discussions to improve online communication.

GradesFirst advising system is another enhancement. College research on retention and student success indicates that early intervention leads to student success. To increase communication about students' engagement in support services and active pursuit of their courses, software that sends early alert emails from faculty to academic advisors has been installed and training on its use is in progress.

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5I2 Students, faculty, and staff participate in shared governance through committees and advisory positions; this collaboration is key to the college's culture of continuous improvement in leadership and communication.

The college's prior involvement in the FoE project, the preparation of its last accreditation monitoring report, participation in and graduation from the HLC Assessment Academy, and membership as an AQIP institution has created a culture of and commitment to assessment and continuous improvement, of which leading and communicating are important components. These projects have led to the expansion of faculty and staff involvement in addressing specific problems students face while working toward course completions, certifications, graduation, and transfer. Assessment projects taking place within academic departments (1R2, 7P1) help the college to identify improvement opportunities and meet targets that faculty and staff establish.

The college maintains a culture that encourages academic debate and sharing. College leadership is open to all ideas and points of view, as the institution embraces change as a group to move forward. Faculty members have generated programs such as the Great Books program, Latino studies, and global studies. These groups create scholarly groups within the institution that develop ways to improve student learning. In addition, progressive faculty leadership has resulted in the further development of service learning and learning communities activities, which have produced positive outcomes.

6P1 The college uses student focus groups and student usage data to identify and develop key support services. The college regularly administers the CCSSE and other local surveys. The Foundations of Excellence (FoE) focus groups, which included student, staff, and faculty representation, helped to determine student needs (1R6, 5R2). Figures 6.1a and 6.2b identify the college's key support processes and their key performance indicators.

Figure 6.1a: Key student support processes

Key student support services processes	Key operational requirements	Key processes to identify needs	Measures
Admissions	Accurate admission application with relevant student information	Placement testing, online admission application	Surveys, annual evaluation: see student services
Athletics	Variety, access, equity	Student and departmental feedback	Satisfaction, facility resources and student participation
Bookstore	Affordable, accessible, friendly, reliable	Meetings with department chairs, focus groups	Sales figures, student satisfaction surveys, response to needs
Business services	Service oriented, student accounting, purchasing, supplies warehousing	CCC service excellence goals, SGA and student club requests, all invoices	CCSSE, financial obligations to vendors and employees are processed from assigned accounts
Career planning and placement	Quality staff, professional network, access, computer and community support	Shared process, occupational programs generate needs, resume assistance volume	CCSSE, volume of students in need
Financial aid	Service oriented, accurate, efficient service, easy access	Financial management, see business services	CCSSE, use of E-Advisor
Gateway (advising)	Friendly, accurate information, easy access, adequate number of trained personnel	New student orientation and transfer workshops/information sessions	CCSSE, student success, secure orientation, student awareness of degree requirements
Library	Library instruction, reference service, circulation and reserve, faculty and student development and outreach	Student support services that support academic achievement, survey and evaluations	Satisfaction survey, all class textbooks are available, essential library services maintained
Math lab	Quality, access, trained and experienced staff, tutors available	Analysis of student classroom success, student requests, retention data, student survey	Grade distribution of students who used the centers, accelerated learning, retention, satisfaction
Media services	Variety of selections, service oriented, access, trained staff	Request forms, academic support criteria	Daily log of completions, student engagement using technology
Registration	Friendly service, accurate, efficiency, easy access	District-wide student registration survey and satisfaction survey	CCSSE, schedules suited to academic level and time frame
Student life: dining, clubs, SGA (government)	Variety, service oriented, access	Student generated interest, shared faculty and staff process	Satisfaction, other key indicators
Student services	Reliable, responsive, friendly, trained staff	Listening and learning, managed by responsive supervisor	CCSSE, student welfare in all respects possible are met
Tutoring, writing center	Quality, access, trained and experienced staff	Analysis of student classroom success, student requests	Grade distribution of students who used the centers, satisfaction
Technology support: computer labs	Quality, access, trained and experienced staff	Analysis of student classroom success including hybrid classes	Volume of computer lab usage
Wellness (counseling) center	Quality, access, trained and experienced staff	Voluntary, referral	Tracking utilization of services and satisfaction.

All events reports and statistics required by law are shared through a brochure available on campus and on the college's website. The security department also has developed an all-hazards plan and reports in accordance with the Clery Act, which is approved by District 508 and the U.S. Department of Education. The security force manages evacuation and protection operations on regularly updated risk assessments that include health issues, guest protection (visiting guests have included a president, the Chicago mayor, congressional representatives, and aldermen), and local crime (Figure 6.2). The security office uses email communication to warn of these and other issues, such as weather alerts and emergencies, changes in public transportation services (CTA, taxicabs), and city-wide crime issues, including domestic and gang-related events. A new public address system was installed in spring 2012 to facilitate general announcements on campus.

Figure 6.2: Clery Act campus crime statistics

Crime	Main campus						Humboldt Park					
	2007	*	2008	*	2009	*	2007	*	2008	*	2009	*
Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sexual offenses	0	0	0	0	0	0	0	0	0	0	0	0
Murder	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated assault and battery	0	1	0	0	0	16	0	2	0	1	0	2
Burglary	0	0	0	0	0	0	0	0	0	2	0	0
Motor vehicle theft	1	6	1	2	0	1	0	3	0	0	1	1
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	2	1	0	0	1	0	1	0	5	0	4
Hate crimes	0	0	0	0	0	0	0	0	0	0	0	0
Arrests	**2007**	*	**2008**	*	**2009**	*	**2007**	*	**2008**	*	**2009**	*
Liquor law violations	0	1	0	0	0	0	0	0	0	0	0	0
Drug violations	0	3	1	4	0	0	0	3	0	13	0	17
Weapons violations	0	0	0	0	0	0	0	1	0	0	0	0

*off campus incidents in the neighboring communities

Communication is a critical element of effective campus security. Regular presentations scheduled for part- and full-time students and employees occur early in each semester. *The Wright Times* school newspaper is also a vehicle to communicate with students, faculty, and staff. For instance, the newspaper ran a front-page story on the defacement of two hallway maps that were vandalized by cutting or scratching out the word "Israel." The global studies program collaborated with multiple campus departments and organizations to produce a deliberate response. The campus-wide response began with security sharing information and strategizing with the global studies committee and *The Wright Times.* As a result, a Middle East forum was held that semester and featured presentations from the head of security, a student, a humanities professor, and an English professor. Additional professors from biology, history, and humanities also participated and 150 students attended. The defaced maps remain, but an 8.5 x 11 sign calls attention to the defacement and to resources to learn about the global debate.

6P4 Service request forms, daily logs and schedule boards, and budgeting obligations are among the support service processes used to ensure that the daily needs of the college are addressed. For example, computer service requests are formally submitted to the learning resource center to provide timely access to IT professionals; faculty requiring computer labs for their classes submit their requests to the learning resource center to ensure that lab access is equitably distributed among faculty.

The writing center collects data from student encounter reports, which include student identification numbers. The center's management team uses the college's software system to track student progress within and be-

yond the semester of the actual visit(s). The result is that the writing center's leadership determines how to staff the center in subsequent semesters. Since 2008, student services asks students to complete a short survey toward the end of the registration process, allowing the admissions/advising office to tailor processes to better meet students' needs. Academic departments use CAAP data, CCSSE results, and NCCBP comparative results to determine focus plans for student tutoring needs. The physical science lab uses sign-up sheets in the department's office hallways to help students looking for assistance, and the student center bulletin board connects students to study groups with fellow classmates, tutors, and instructors.

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6P5 The college's support offices use paper, web-based, and electronic formats to collect final service reports. Print and online publications include the student handbook, faculty handbook, the adjunct faculty handbook, other employee handbooks, and the admissions/advising manual for students and employees.
Support services produce their own brochures, circulars, and fliers to promote their services. In compliance with the Clery Act, the security office distributes relevant and recent crime data that is available at the security desk and the college's website. The district's email administrators regularly communicate information to all students and employees regarding weekly activities, updates, and emergency procedures.

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6R1 Each office collects and analyzes measures for success related to its own key performance indicators. The final column in Figure 6.1a and 6.1b lists these measures for each support service. For example, the writing center measures its success through student use and academic performance. The student center and counseling center also track student visits. Examples of larger, institution-wide measures and results that are shared across departments include the credit student satisfaction surveys, NCCBP, CCSSE, CCFSSE, AQIP Examiner, and CAAP reports.

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6R2 The 2008 AQIP Examiner results are evidence of effective processes concerning student support services. The college's mean scores are higher than other institutions (Figure 6.3). The college's mean score of 3.49 in identifying the needs of students for support services and 3.4 in providing and managing support services that meet the needs of students compare favorably to other institutions' averages of 3.36 and 3.37, respectively.

Figure 6.3: 2008 AQIP Examiner results concerning student support services

Student support services results	Wright College		Other organizations	
5 = Very effective process, 1 = Very ineffective process	Mean	S.D.	Mean	S.D.
Identifying the needs of students for support services	3.49	1.17	3.36	1.08
Providing and managing support services that meet the needs of students	3.4	1.17	3.37	1.09

The writing center regularly analyzes data and has found that students who visit the writing center (Figure 6.4) tend to outperform the general student population 82% vs. 61% in course success rates and 94% vs. 82% in retention rates (Figures 6.5 and 6.6). Figure 6.7 illustrates how writing across the curriculum initiatives have taken hold at the college through the writing center.

Figure 6.4 Number of writing center unduplicated visitors, fall 2006 – fall 2011
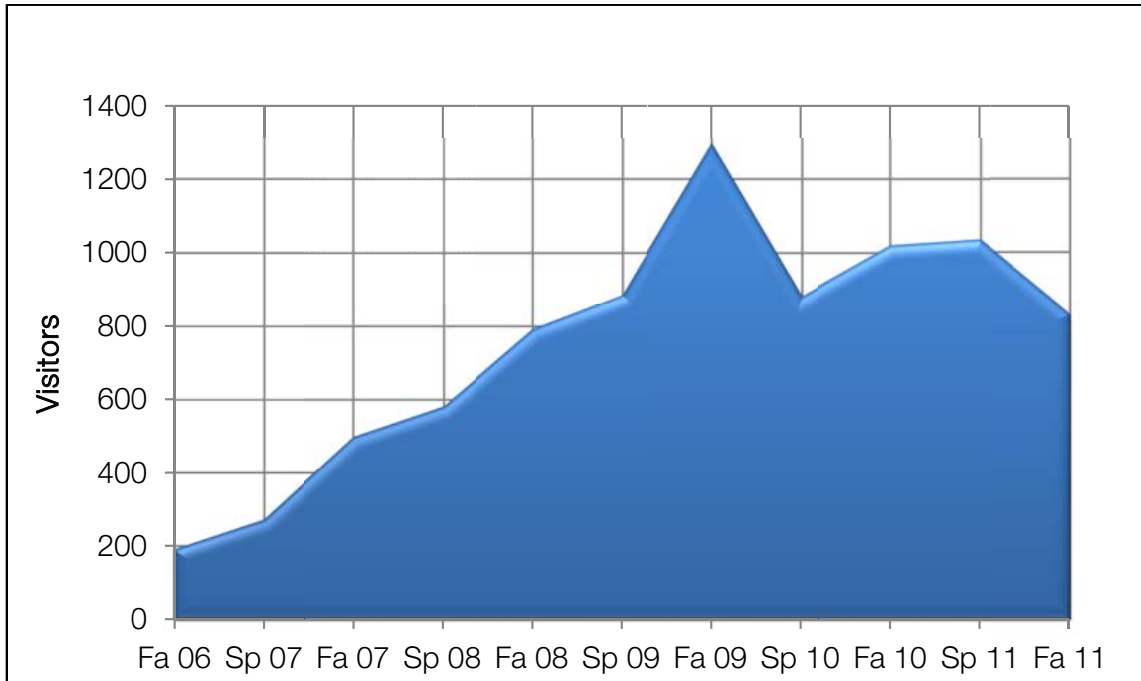
Figure 6.5: Grade comparison of writing center visitors versus all students in selected courses
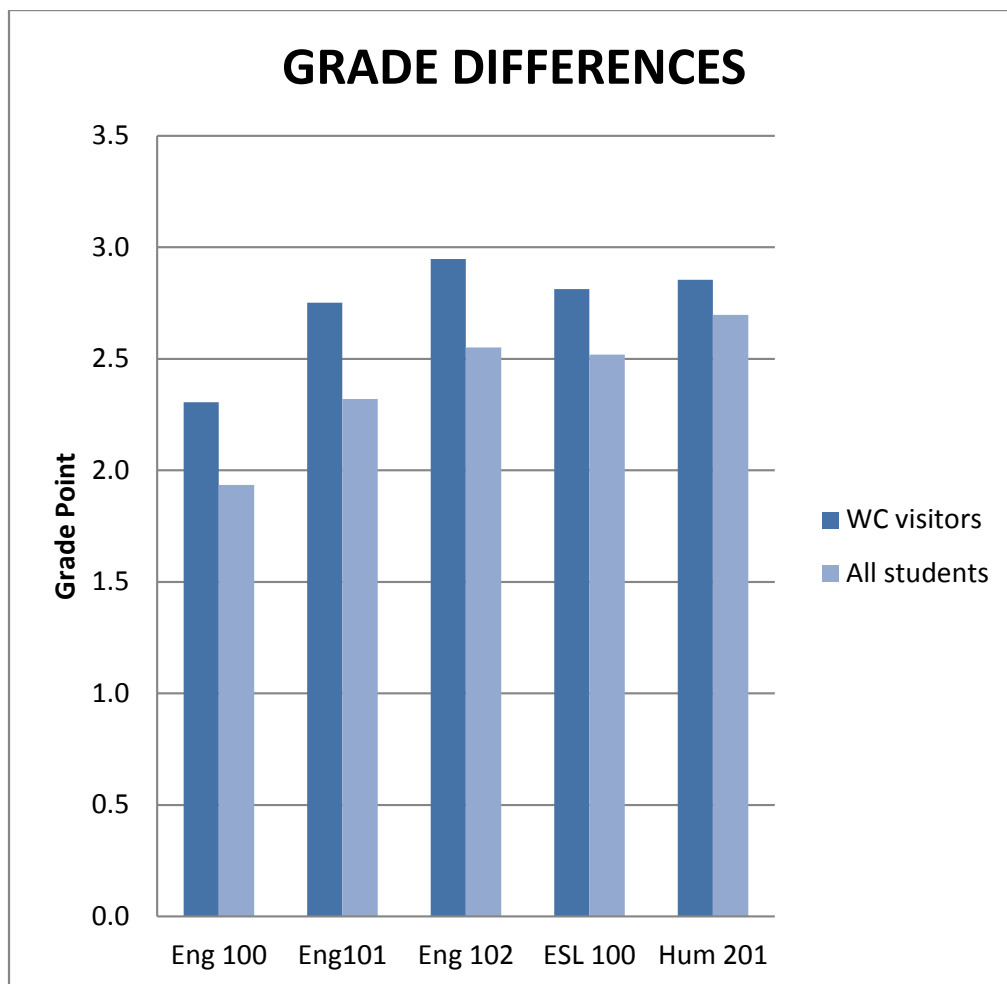
Figure 6.6 Retention and course success rates between writing center visitors and all students

SUCCESS & RETENTION
Spring 2010
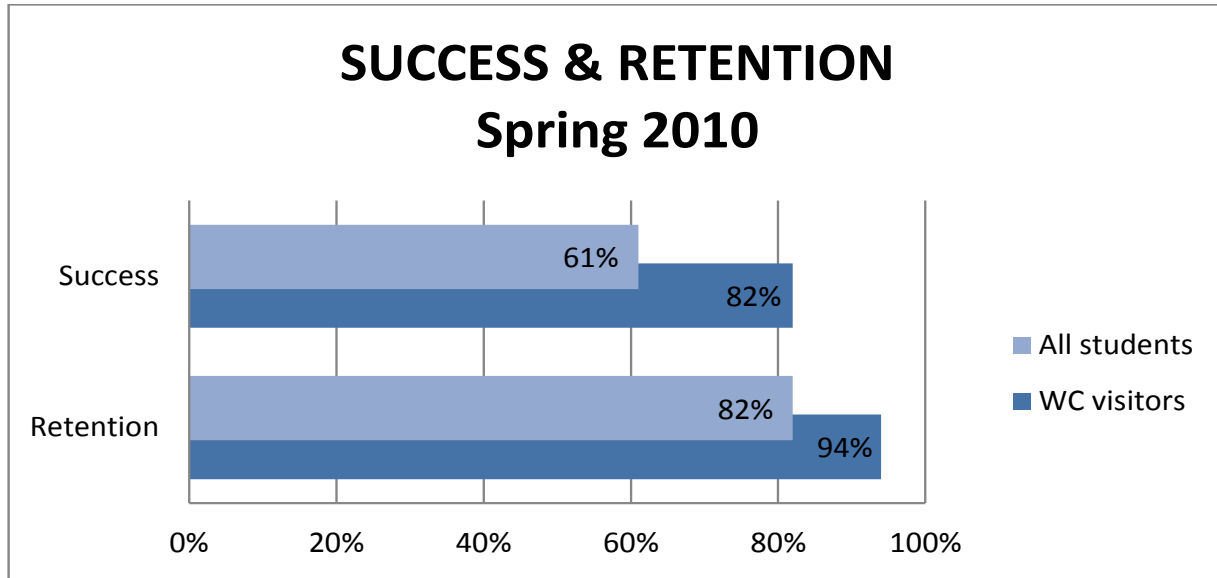
Figure 6.7 Cross-disciplinary nature of the writing center in fall 2011
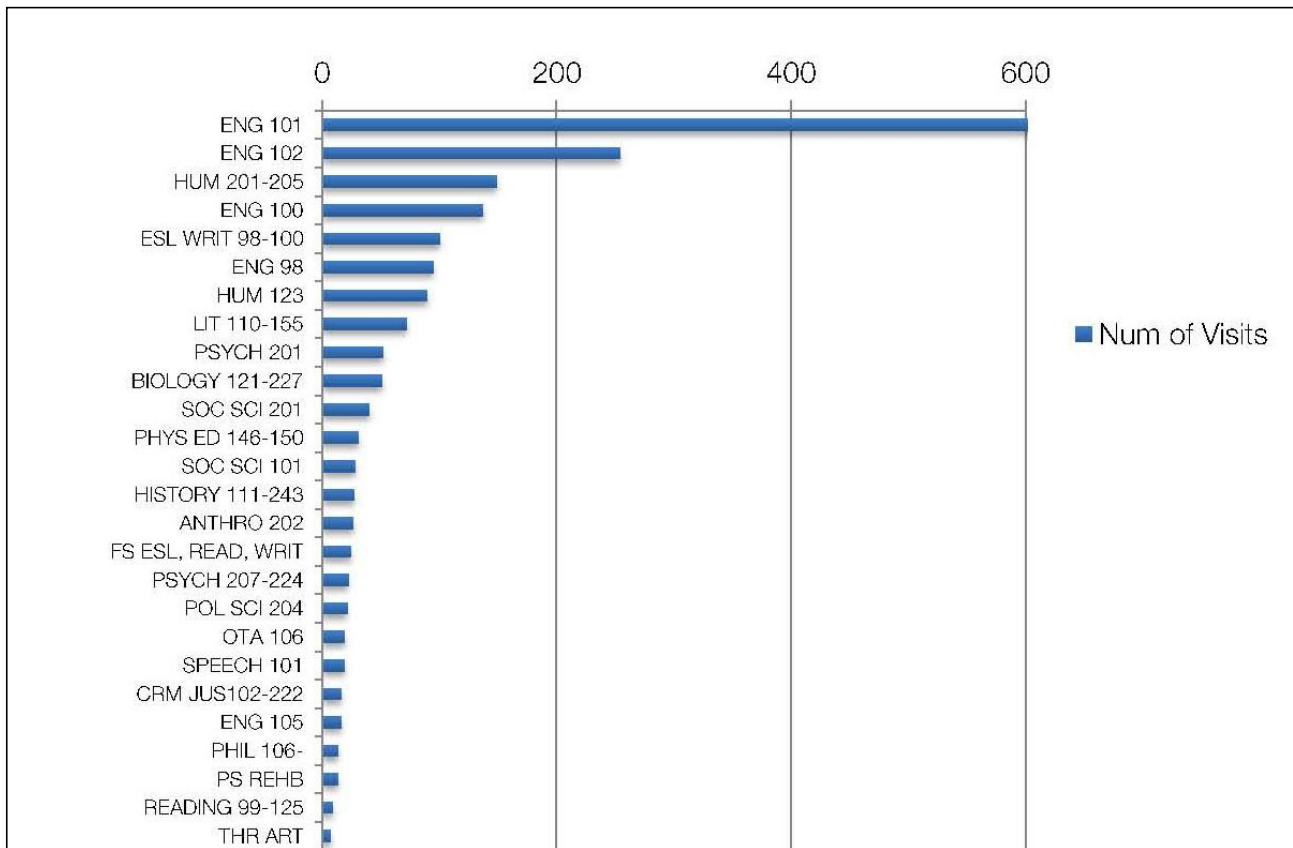
Although Figure 6.8 illustrates that CCSSE data in regard to support for learners, 2005-2011, are comparable to other institutions, data from the credit student satisfaction surveys identified support services in which the college can improve (Figure 6.9). Subsequently, the college has implemented two AQIP action projects to improve registration, advising, and the financial aid process (1R6).

Figure 6.8 presents the college's level of student perception of support for learners compared to CCSSE's average score of 50 and consortia of Hispanic Serving Institutions (HSIs) and Illinois community colleges.

Figure 6.8: CCSSE 2005-2011 data on support for learners
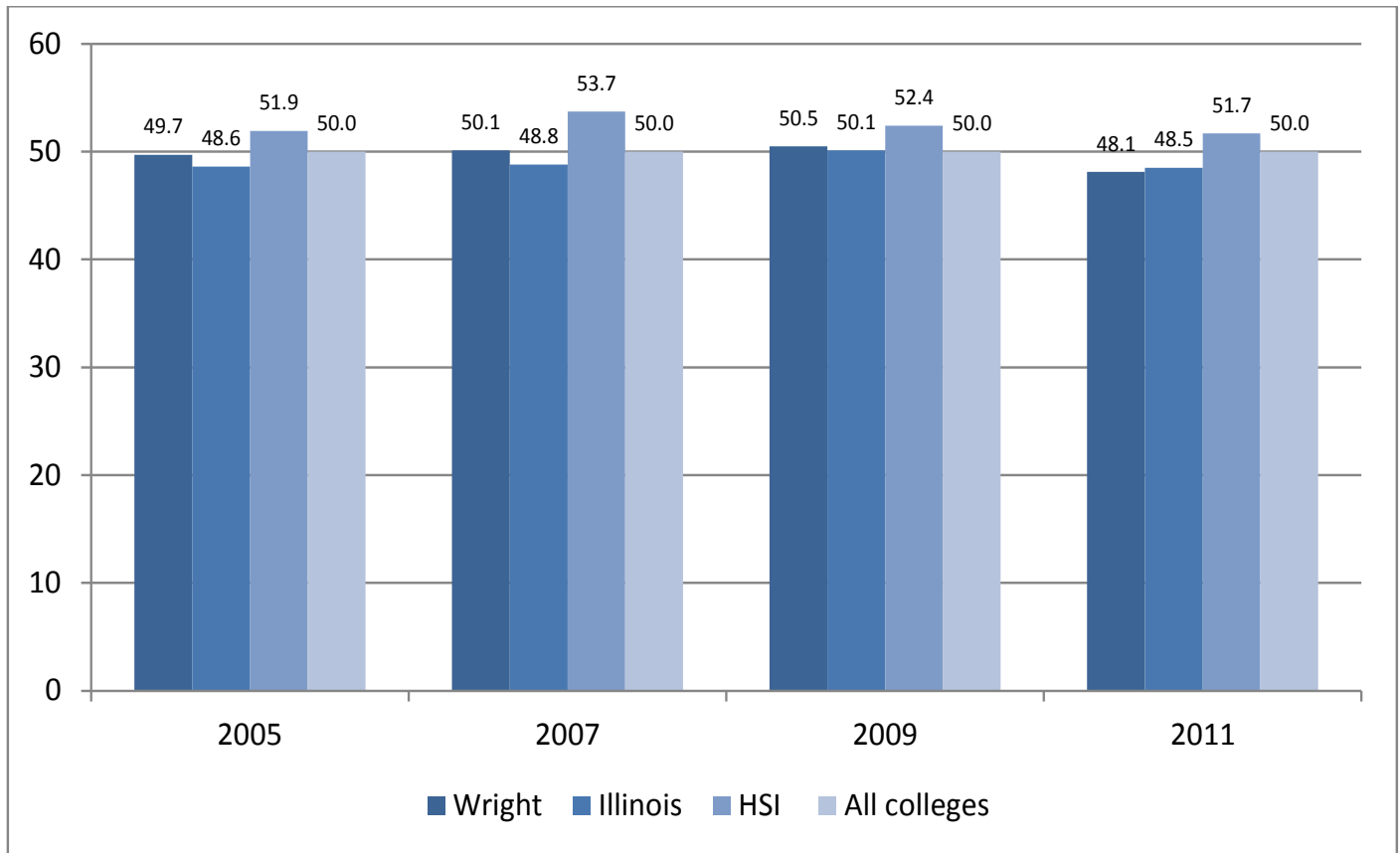
Figure 6.9: Credit student satisfaction survey results

Wright College	Spring 2000 % satisfied or very satisfied	Spring 2002 % satisfied or very satisfied	Spring 2003 % satisfied or very satisfied	Spring 2006 % satisfied or very satisfied	Spring 2008 % satisfied or very satisfied
Counseling/ advising services	69%	71%	NA	59%	66%
Library/learning resource services	79%	75%	75%	75%	78%
Learning support services	72%	63%	59%	59%	67%

6R3 The administration, academic affairs, and local faculty council members meet annually to examine college priorities, share faculty-recommended activities, and to jointly plan and execute the fall professional development week. This process increases engagement, learning, cross-disciplinary discussion, and strengthens community as faculty and administrators attend workshops, presentations, and participate in break-out sessions.

The 2008 AQIP Examiner results show that the college's mean scores are higher than other institutions (Figure 6.10). The college has a mean score of 3 in identifying faculty and staff needs, 2.98 in providing and managing support services that meet faculty and staff needs, and 2.95 in regularly evaluating how well student and administrative support services work, as compared to the respective scores of 2.88, 2.9, and 2.77 for other institutions.

Figure 6.10: 2008 AQIP Examiner results concerning administrative support services

Administrative support services results	Wright College		Other organizations	
5 = Very effective process, 1 = Very ineffective process	Mean	S.D.	Mean	S.D.
Identifying the support service needs of faculty, staff, and administrators	3	1.26	2.88	1.13
Providing and managing support services that meet the needs of faculty, staff, administrators	2.98	1.23	2.9	1.12
Regularly evaluating how well student and administrative support services work	2.95	1.25	2.77	1.114

6R4   The AQIP steering committee meets monthly and continues to promote the college's service agencies. Student, administrative, and organizational support offices use the information they collect (Figure 6.1a and 6.1b) to understand the needs of key stakeholders, the effectiveness of the services provided, and to responsibly budget college resources. For instance, the writing center uses data collection to identify its need for increased funding and staffing. The college uses measures of student success, including in-semester retention rates, course success rates, term-to-term retention rates, and course persistence (6R2) to indirectly track the usefulness of student support services.

6R5   The college's results for supporting its organizational operations compare favorably with other institutions of higher education. The college uses data that compares its activities and results to other districts, local and state colleges and universities, similar cohorts (Hispanic Serving Institutions, for example), and the nation. The college uses institution-wide surveys and analyses, including CCSSE, CCFSE, and NCCBP. An example of a support service that uses comparable data is the writing center. It uses data published by the International Writing Centers Association and data gathered from informal conversations with other college writing centers, such as College of Du Page, Joliet Junior College, Oakton Community College, and other District 508 colleges (Figure 6.11).

Figure 6.11: Selected Illinois community colleges' credit enrollments and writing center visits

Selected Illinois community colleges	Number of writing center visits and total credit student enrollment, fall 2011
Wright College	2,039/9,204
Harold Washington College	2,000/8,949
College of DuPage	2,100/26,206
Joliet Junior College	1,062/15,322
Oakton Community College	2,244/11,175
Triton College	2,074/14,403

The AQIP category six committee, along with college leadership, uses the IPEDS data feedback report to analyze staff and expenses to identify its budget parameters and constraints (Figures 6.12, 6.13).

Figure 6.12: Fall 2009 IPEDS data feedback report: number of staff*

Instruction/research/public service: Wright College 210, Comparison group median (N=25) 288
Executive/administrative/managerial: Wright College 26, Comparison group median (N=25) 33
Other professional (support/service): Wright College 61, Comparison group median (N=25) 99
Non-professional: Wright College 152, Comparison group median (N=25) 154
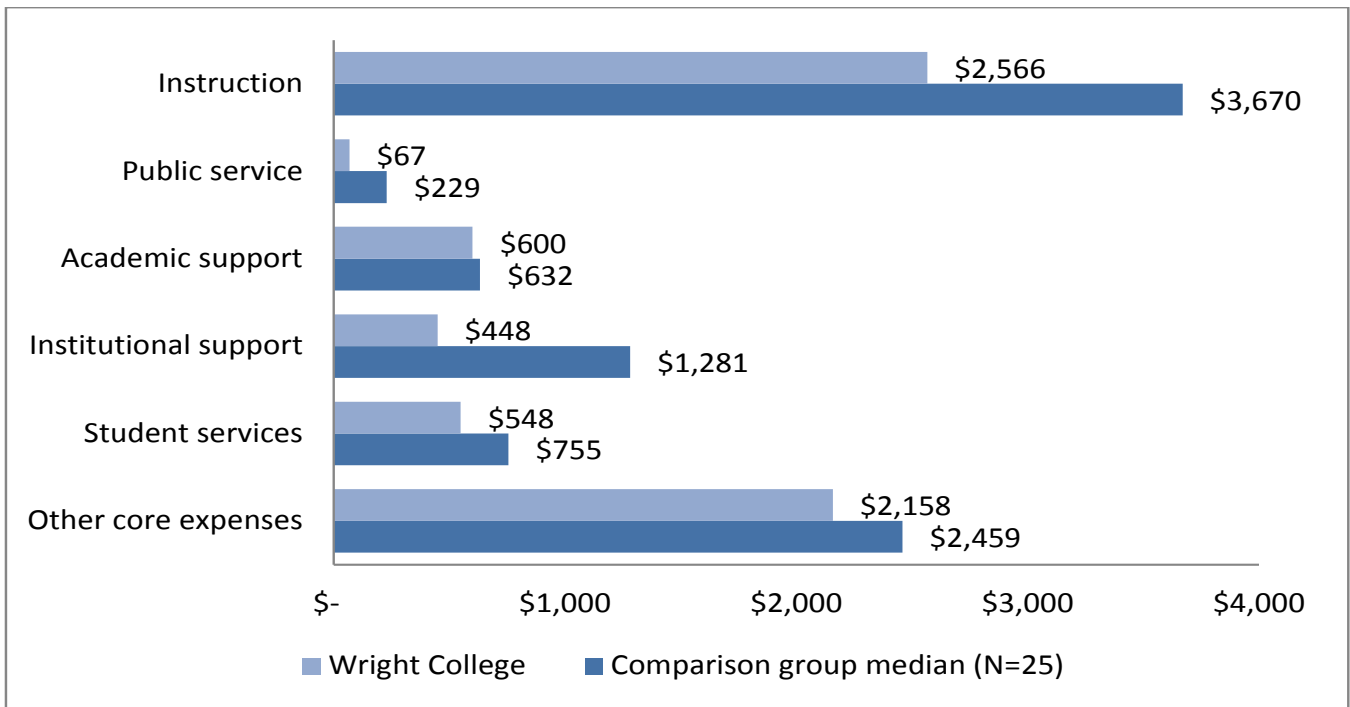
■ Wright College   ■ Comparison group median (N=25)

*Full-time equivalent staff, by assigned position: fall 2009. Source: IPEDS data feedback report

Figure 6.13: Fall 2009 IPEDS data feedback report: expense function

Instruction: Wright College $2,566, Comparison group median (N=25) $3,670
Public service: Wright College $67, Comparison group median (N=25) $229
Academic support: Wright College $600, Comparison group median (N=25) $632
Institutional support: Wright College $448, Comparison group median (N=25) $1,281
Student services: Wright College $548, Comparison group median (N=25) $755
Other core expenses: Wright College $2,158, Comparison group median (N=25) $2,459

■ Wright College   ■ Comparison group median (N=25)

*Core expense per FTE (full-time equivalent) enrollment, by function: Fiscal year 2009. Source: IPEDS data feedback report

As the IPEDS data suggest, the college performs with fewer staff and resources than an average of the other 25 institutions in the study. College staff members believe that satisfaction and performance of organizational support processes for students and staff may be improved if additional human resources are allocated. As a result of these comparisons, the college has hired eight new academic advisors (six at the main campus; two at HPVEC) in the past year. Subsequently, the academic advisor to credit student ratio has been reduced from 1:750 to 1:450.

6I1 One area in which the college strives to improve is writing across the curriculum. Data drives decision making, as college student scores for essay writing were two points below the national average when the college first administered CAAP in 2004. In 2010, students scored at the national mean for that category for the third consecutive year. That increase can be attributed, in part, to the increase in student engagement with writing and, in particular, the writing center. The college has also improved the language arts curriculum through a redesign of SLOs. More non-composition instructors report that they require extensive writing, and composition instructors now identify the writing center as a resource in their course syllabi. Also, college departments used the 2008 AQIP Examiner report and the 2000-2008 credit student satisfaction survey to determine areas for improvement as the college began its AQIP journey.

In addition to increasing the number of academic advisors, the college has addressed low satisfaction levels in financial aid and services regarding transfer (3R1) by hiring five full-time financial aid advisors during the past year to better assist students. The college has also hired a full-time transfer specialist. The college will continue to build longitudinal data sets (AQIP Examiner and credit student satisfaction survey) to track and reflect on the impact of these new enhancements.

6I2 Extracting data from the student administration system has been challenging. District 508 has planned to purchase a new business intelligence tool to facilitate data sharing. This new tool may allow the college to conduct more systematic assessment and evaluation of processes with respect to future organizational support.

Cooperative efforts among support service employees, support service advisory committees, and administrative leaders identified current satisfaction levels and best practice information during the second college-wide AQIP retreat. At that time, college stakeholders collectively selected three new action projects for 2013. One of the new action projects highlights college completion. Emphasis on college completion for students encourages faculty to invigorate their roles in this culture, increasing efforts to improve student processes and supports that lead to higher rates of student completion.

Improvement priorities focus on student success and instructional needs. Many innovative academic strategies such as cooperative learning, team teaching, and online course support are encouraged through professional development and included in course programming. Targeted academic support services (such as early intervention, the student center, the writing center, and tutoring center) combine with faculty and student learning initiatives to improve results in the classroom. Faculty and staff insights and improvements have inspired the creation of new academic support functions and have driven improvements within those functions. For instance, the success of the writing center since 2006 led to the creation of the physical sciences lab in 2009 and the math lab in 2010. Recognizing the success of students who use support services, the college has increased effort to provide more student support. The anticipated demand has led the college to hire a coordinator that unifies the efforts of all tutoring labs. A fall 2012 opening of a renovated math lab promises to further facilitate active and collaborative learning and teaching through state of the art technology and design.

7P1 The college uses multiple advisory committees, academic departments, student organizations, administrators, external stakeholders, and individuals to analyze data and information with a commitment to understanding the needs, trends, and performance of students. Faculty use data and performance indicators to assess wide sets of issues within the design and presentation of curricula. Academic departments use exit exam results, portfolio reviews, and national tests to track student success in course and department student learning outcomes. Faculty members also use data that benchmarks the college against institutions of similar size, diversity, and location.

The college-wide assessment committee drives many of the college's assessment efforts. This group is composed of department chairpersons, departmental assessment coordinators, interested full- and part-time faculty members, and college administrators who serve as ex-officio members. Each academic department designates an assessment coordinator who reports on the department's assessment projects as well as the

department's specific plans for enhancing student learning in the classroom. Figure 7.1 illustrates the assessment project form distributed by the assessment committee and supported by the office of instruction. Each academic department undertakes at least one project per school year. The assessment committee reviews departmental projects from initial plans through project completion and has traditionally published the results on the college's assessment webpage.

The assessment committee selects assessment strategies for the institution based on the data gathered. The most recent focus for the college's assessment committee has been to improve student achievement on the CAAP critical thinking examination, and this decision stems from the committee's analysis of the 2004, 2006, 2008, and 2010 CAAP results (1P18).

Figure 7.1: The assessment project form distributed to academic departments by the assessment committee

<div style="border:1px solid black; padding:10px">

Initial assessment plan

Area of focus:

Your department efforts are to improve learning in what topic/area? Define the project's relation the college and the program's mission.

Evidence:

What past results have led your department to conclude that this is an area needing attention?

Course(s) of interest:

What courses will be involved in your plan?

List each relevant SLO that pertains to this project.

List the instructor(s) participating in the assessment process for each outcome listed above.

Assessment process

Address the following questions:

What approach will be used?

Why was this process selected?

How will student learning be measured?

When will data collection be completed?

Who will analyze the results?

Mid-year update

Completely describe all actions that have occurred since this past August with respect to your department's assessment plan.

Attach any relative documents (rubrics, surveys, other assessment tools).

Are there any obstacles to the implementation of the plan that the assessment committee should know about or can assist with?

Attach any relative documents (rubrics, surveys, other assessment tools).

Final report

Summary of results and analysis of data collected

What were the results of the assessment process?

What was learned from the results?

Action plan based on results and analysis

Based on what was learned, what additional steps will be taken to improve student learning?

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The college uses internal and national assessment and benchmarking data to measure the engagement and academic achievement of its students. At the institutional level, the college uses internal survey data from student satisfaction surveys and issue-specific surveys as needed. The college also participates in the CCSSE and CCFSSE to assess academic challenge, active and collaborative learning, student-faculty interaction, student effort, and support for learners. In addition to overall CCSSE results, the college participates in the Illinois Community College and Hispanic Serving Institutions (HSIs) consortia of CCSSE, which provide additional benchmark data. The college also participates in the CAAP in even-numbered years to measure student learning and has participated in the NCCBP for the past three years (though it will be participating in alternating years in the future) to gauge its performance against other community colleges.

In addition to the methods of sharing analyzed data relating to overall performance as described in 7P4, the college distributes data and information through the following programs and services:

- The college holds an annual faculty in-service week and an adjunct instructor orientation during which data is presented to the faculty in presentations and seminars.
- The assessment committee website houses content related to assessment practices and initiatives at http://wright.ccc.edu/department/assessment/index.asp.
- Academic department faculty representatives share performance results with the assessment committee.
- The assessment newsletter summarizes assessment and accreditation-related activities and initiatives.
- The AQIP wiki is a semi-public site that is open to college faculty and staff interested in following the AQIP systems portfolio development process. It is also a repository for college reports and data. The site contains work spaces for each of the nine AQIP category subcommittees, a comprehensive resource library that contains college, District 508, state, and federal reports, as well as research studies applicable to the college's activities. The library includes current and historical CCSSE and CCFSSE reports, CAAP analyses, enrollment and completion reports, IPEDS data feedback reports, and reports relating to student needs and satisfaction, as well as national and state trends concerning community colleges.
- The college's website was redesigned in fall 2011 to showcase the college's programs and services and communicate college-wide events to students and other external stakeholders.

7P2 The college receives data from stakeholders, departments, college-wide surveys, and District 508 to support planning and improvement efforts. Institution-wide initiatives are selected as a result of surveys and discussions among students, faculty, and staff. A typical process for developing improvement strategies involves the cooperation of the college's assessment committee in the following manner:

- Project sponsors for an initiative gather data by creating and executing a formal or informal study or requesting internal data.
- Sponsors analyze data with members of the assessment committee and key students, faculty, and staff.
- A team, which includes project sponsors and the assessment committee, selects specific areas needing improvement.
- The team develops implementation plans for projects or initiatives.
- Members of the college community not serving on the assessment committee review materials and are invited to participate in planning processes.
- The projects or recommended courses of action are implemented. Project/initiative sponsors and advisory committee members measure, report on, and share insights and evaluations of the effectiveness of the project with the assessment committee and the college community.

Many of the college's assessment activities follow this structure and process, such as the biology department and the Math On Demand (MOD) program. Academic departments communicate their assessment projects in this manner. This process also guides teams as they define and implement AQIP action projects and other institution-wide initiatives aimed at improving learning.

The college also conducts a review of its instructional programs and student support services on a five-year

rotational cycle in accordance with ICCB policies. The ICCB program review is designed to assess continuing need, improve program quality, ensure cost effectiveness, highlight best practices and exemplary innovations, and discontinue programs where there is no longer a need or program quality and/or cost effectiveness cannot be maintained. Individual reports are written by academic departments and support service managers and compiled into a larger report shared with faculty and staff, District 508, ICCB, and other interested parties upon request.

The college shares this and all other data through monthly academic chairs meetings, assessment committee newsletters, all-campus retreats, in-service presentations, the president's newsletters, and state of the college addresses. Data is also shared via the AQIP wiki.

7P3 As each discipline has its own specific set of conditions, missions, and goals, the college uses multiple paths to determine departmental needs for collection, storage, and accessibility of data and performance information. Typically, individual departments, which select assessment leaders to manage their creation and maintenance of data, initiate the identification of documents related to student learning outcomes (SLOs), best practices, and innovative strategies that they need. The math department, for instance, began a focused study of hybrid courses once those half-classroom/half-online course sections were piloted and expanded. After reviewing data that compared the retention rates of students in hybrid intermediate algebra classes to overall intermediate algebra retention rates, the department decided to limit hybrid sections to terminal courses like General Education math.

Figure 7.2 includes a portion of the data that was used in the decision to limit hybrid courses to higher-level math courses.

Figure 7.2: Retention rates for intermediate algebra in spring 2007 and fall 2007

Semester	Average retention rate for online/hybrid classes	Average retention rate for regular classes
Spring 2007	69.1%	83.0%
Fall 2007	77.2%	82.7%
Average	73.8%	82.8%

Data collection and analysis plays a role in the activities of the college's constituencies. Academic departments store their information and share it with the assessment committee, the AQIP steering committee, and the larger college community when requested. The AQIP steering committee and category subcommittees, local faculty council, and various administrative offices, including the office of instruction, also request and store data and performance analyses. If data is not available or accessible on campus, a request process has been established whereby the college's office of research and planning requests the data from District 508's office of research and evaluation or its office of information technology (OIT). The full-time faculty union newsletter also collects and shares vital statistics and key insights with faculty, and the college's zero-based budgeting process allows each department and unit to represent its needs and to identify and track key performance indicators.

Not every constituency is completely satisfied with the systems for data collection and analysis. Faculty and staff have expressed concern with the current student administration, human resources, and financial management system. The system does not have adequate tools for extracting data about student performance, and the ability to extract data is limited and requires users to go through an inefficient request process which slows the college's work. In response, a district-wide initiative involving OIT, the District 508's office of research and evaluation, and all colleges is under way.

Key data are shared with faculty and staff by individual departments and units, the office of research and planning, and District 508's office of research and evaluation. Data and reports are also shared with faculty

and staff on the college's wiki. Shared data include placement scores, discipline and course entrance exams, national standardized test scores, campus-wide surveys, benchmarking data, and all AQIP-related data. The college also provides discipline-specific data for program-level accreditations, though this data is not necessarily shared via the wiki due to its specificity and limited use beyond the individual discipline.

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7P4 College-wide data analysis happens primarily in the office of research and planning. The office of research and planning provides trend analyses using IPEDS data, analyses of current and past results of the CAAP and the CCSSE/CCFSE surveys, and the results of the NCCBP. The office also coordinates completion of District 508 surveys that gauge satisfaction with the college and its programs and services. The college regularly surveys alumni six months after their departure in accordance with the ICCB policies, conducts an annual program review in compliance with ICCB requirements, and provides an annual report to ICCB, highlighting programs and services impacting traditionally underrepresented/underserved populations.

The college shares these analyses with both internal and external stakeholders, such as faculty council, the president's advisory council, and members of program advisory boards. Reports and survey results are also shared with faculty during the annual faculty development week. This event, held shortly before the start of each fall term, addresses organizational performance review and strategic planning. Faculty and administration also share and discuss insights and strategies for improvement through monthly meetings with academic department chairs and through monthly meetings of the college's administrative team. Information is also shared through the president's state of the college address and other college-wide meetings. College administrators share reports and data with the college's faculty council and academic affairs committee, and results of all surveys and reports are made available upon request to faculty and staff by the office of research and planning. The college's survey results and reports are also made available to the community at large by District 508's office of communications. The college also makes reports available via the CCC intranet.

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7P5 The college determines the needs and priorities for comparative data by engaging in studies and projects designed to compare students' needs against those of students in other institutions, track performance in comparison to community colleges of similar sizes and in similar markets, track employment needs in the labor market, and track student achievement compared to national benchmarks. IPEDS, CCSSE and its associated consortia results, NCCBP, and CAAP are all parts of the college's multi-tiered approach to selecting comparative data. Figure 7.3 identifies the uses of comparative data on an organizational level.

Figure 7.3: Use of comparative data

Source	Scope	Purpose
CAAP	National, approximately 250 participating two-year public institutions	To assess academic achievement in general education, generally at the end of the sophomore year
CCSSE/CCFSSE	National, approximately 700 participating community colleges	To provide data on student engagement from both student and faculty viewpoints
IPEDS	National, cohort of similar regional community colleges selected	To generate institution-level data on students (including enrollment and graduation rates), student charges, program completions, faculty, staff, and finances
NCCBP	National, 280 participating community colleges in 2011	To provide information on students and measure student outcomes, provide measures of institutional effectiveness, provide measures of community and workforce development
ICCB	Statewide, all Illinois community colleges	To generate institution-level data on students (including enrollment and graduation rates), student charges, program completions, faculty, staff, and finances

7P6 The quality check process through which an assessment project passes ensures that it aligns with organizational goals for instructional and non-instructional programs. This process requires that an academic department or an individual develops a project proposal in which one indicates the purpose of the project and the methodology by which data is collected and analyzed. Once the proposal is complete, it is presented to the appropriate committee for feedback and suggestions. If a committee approves a project, the department or individual conducting the research is required to provide update reports to the approving committee as well as a final report. The office of research and planning will provide support to departments and individuals developing proposals and implementing projects, as will the offices of instruction and business services. These offices will also review final reports upon request if they do not have representatives on the approving committee. With few exceptions and some variations, this process is used for all new projects utilizing the college's data resources.

Process variations stem from the difference between instructional and non-instructional programs. In regard to instructional programs, approving committees largely consist of full-time faculty from academic departments with college administrators participating upon request. For non-instructional programs, approving committees consist of faculty, staff, and administrators. Departmental assessments plans are developed by the department's assessment coordinator and are then submitted for approval to a committee of full-time faculty within the department. From there, approved assessment proposals are submitted to the college's assessment committee for approval. If approved, the assessment coordinator then is required to provide update reports to the assessment committee.

All analyses are shared at college-wide meetings, at administrator meetings, in assessment newsletters, and at department chairs' meetings. The college also shares results via its webpage and is also in the process of converting its AQIP resource library into a repository that will be accessible to all college faculty and staff. As a public institution, the college is subject to the Freedom of Information Act (FOIA) and will provide data not found on the college's website to the public though District 508's office of marketing and communications upon request and within the limitations of the Family Educational Right to Privacy Act (FERPA) (Figure 7.4).

Figure 7.4: Analyses the college uses to align with its organizational goals

| Organizational areas	Tools/data used to address the issue
Necessary guidelines in gathering/aligning data:	Freedom of Information Act
	Family Educational Right to Privacy Act
	ICCB regulations
Teaching and learning:	Exit exams
	ACS exam
	CAAP
	CCSSE, CCFSSE
	Student Evaluation of Instruction Questionnaire (SEIQ)
	IPEDS
	NCCBP
	KPI (key performance indicators)

Organizational areas	Tools/data used to address the issue
Learning technique modification driven by data:	Assessment of teaching, learning by in-person meeting
	Assessment of teaching, learning by written report
	Assessment of teaching, learning by email
	Web dashboard
	Class retention
	Student success
	Student feedback
	Evaluation of adjunct faculty
	Evaluation of non-tenured faculty
	Evaluation of tenured faculty
	Student learning outcomes
	Department vision and mission

7P7 The office of information technology (OIT) manages all processes related to network reliability and security. In 2011, the college integrated its IT infrastructure with District 508's infrastructure, which included centralizing help desk services. OIT has formally established a comprehensive change control process by which the colleges formally document and approve any changes to the student administration system. This process helps to ensure system availability as well as security. The college segments its network into virtual local area networks to appropriately segment network traffic. The college also segments its wireless connectivity. This ensures security by making sure that certain networks cannot see other networks. The college also allows guest internet access, but it is completely separate from the District 508 operational network. Both the college and District 508 ensure that all access to student and employee data and records in the student administration system is approved by an appropriate senior manager.

The college's student, financial, and human resource administration system provides the college with both real-time and static data. In most instances, data is readily available to be queried and generate reports. There are instances however, where some data needs require the support of the district's office of information technology, which can slow the college's processes (7P3).

7R1 The college uses faculty development week, adjunct orientations, AQIP retreats, and other regular college-wide meetings to evaluate data that has been collected and analyzed by the office of research and planning, the AQIP steering committee, and the assessment committee. Each reporting committee or department uploads and verifies the data and information on the college's website. Each academic department reviews organizational level data and its own generated data to review and make recommendations, and the voting on these recommendations by the department's members constitutes the completion of a feedback loop.

Improvements made within the Math On Demand (MOD) developmental math course syllabus and instruction method reveal a specific example of a feedback loop. During a review of assessment and evaluation results from the MOD classes in fall 2010, the Math On Demand (MOD) committee determined that all students who completed ten hours of work per week in the modules placed at least into next-level math courses, while approximately one-third of those who did fewer than ten hours of work per week in the modules did not place into next levels. The committee decided to make ten hours per week a goal in the student syllabus. Figure 7.5 describes the communication flow within this feedback loop. The MOD committee systematically recommends strategies every semester based on the previous semester's results.

Figure 7.5: Math On Demand (MOD) assessment feedback loop
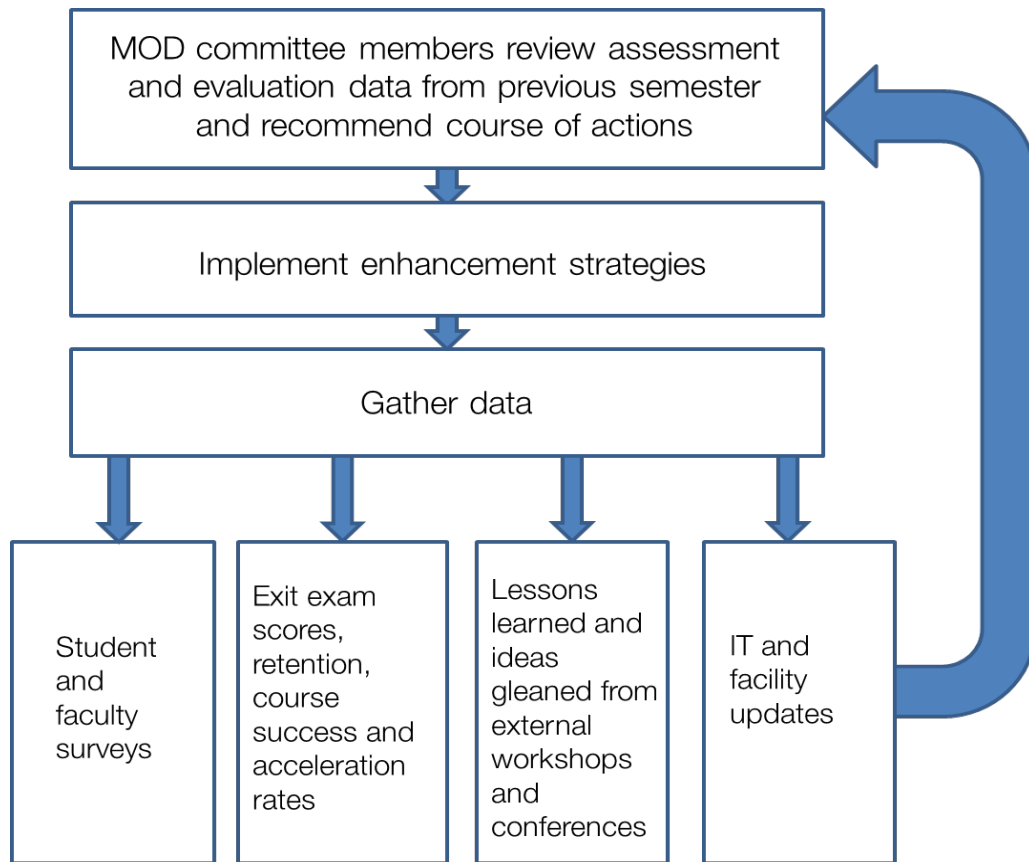
7R2 The college uses data and information to make decisions that provide identifiable benefits in course scheduling, curriculum, faculty hiring, student activities, instructional support, and community outreach. The following results illustrate significant data that supported key decisions or resulted from such decisions:

- Student success rates in English composition classes and performance on the CAAP essay test were used as primary evidence of the need for a writing center, which has since been shown to contribute to increased student success rates in the college's English composition classes.
- The college continually makes changes to its registration processes based on feedback from registration surveys conducted each term as well as student satisfaction survey data. However, results indicate little change in student satisfaction with the overall registration process as changes have not alleviated lines and wait times that students experience, particularly during the final two weeks of registration.
- The low number of students successfully completing intermediate algebra led to the development of the Math on Demand (MOD) program. Improved course success and retention rates were realized in its initial piloting but there have been mixed results in what has proven to be an overly ambitious expansion schedule.

The college has focused on increasing its peer analyses since 2006. Previously, the college relied heavily on the use of IPEDS data, CAAP results, and the results of the CCSSE/CCFSSE. The college has since begun participating in the NCCBP, which provides college data on course success and retention rates, student success in transitioning from developmental to college-level courses, market penetration, and faculty and staff development not available in other benchmark tools.

7R3 Regional and national survey data is the primary mechanism for comparative performance data on an institutional level. Figure 7.6 illustrates one example of comparative data relative to other higher education institutions. As the results for the college's last two administrations of the CCSSE indicate, the college performs at levels similar to other Illinois community colleges as well as Hispanic Serving Institutions (HSIs).

Figure 7.6: CCSSE benchmark score comparison for 2009 and 2011

	2009				2011			
	Wright	Illinois consortium	HSI consortium	All colleges	Wright	Illinois consortium	HSI consortium	All colleges
Active and collaborative learning	49.5	48.6 0.9	50.4 -0.9	50.0 -0.5	48.1	48.3 -0.2	50.4 -2.2	50.0 -1.9
Student effort	52.8	49.6 3.3	51.2 1.5	50.0 2.8	51.5	48.7 2.8	50.4 1.1	50.0 1.5
Academic challenge	52.2	49.7 2.6	49.8 2.5	50.0 2.2	51.1	48.3 2.9	49.9 1.2	50.0 1.1
Student-faculty interaction	50.1	49.4 0.8	48.6 1.5	50.0 0.1	48.5	48.2 0.3	49.1 -0.5	50.0 -1.5
Support for learners	50.5	50.1 0.4	52.4 -1.9	50.0 0.5	48.1	48.5 -0.5	51.7 -3.6	50.0 -1.9

Data from the NCCBP has been particularly valuable to the college as it allows the college to benchmark against other institutions on variables that are not found in IPEDS data or state-level reports. Of particular importance to the college has bas been the ability to benchmark itself against other institutions when considering its course retention rates in English composition courses, college math, and developmental and remedial courses. Figure 7.7 represents only a portion of one set of analyses that was conducted in 2009, which compared the college to other urban Hispanic Serving Institutions (HSIs).

Figure 7.7: Developmental course retention rates compared to other HSIs

Developmental writing: retention rate		Developmental reading: retention rate		Developmental math: retention rate	
Institution	Value	Institution	Value	Institution	Value
A	91%	A	96%	A	88%
Wright College	88%	Wright College	91%	B	87%
C	87%	C	91%	C	84%
D	86%	D	90%	Wright College	84%
E	86%	E	90%	E	83%
F	84%	F	88%	F	81%
G	82%	G	86%	G	77%
H	80%	H	86%	H	75%
I	80%	I	85%	I	75%
J	78%	J	84%	J	73%

The college has also used comparative data as part of its AQIP action projects. A current project focused on learning communities has utilized survey data from the Washington Center for improving the quality of under-graduate education. The college has participated in the Center's online survey of communities for three terms and has found that its students have learning community experiences similar to those of students at other institutions.

7I1 The college and District 508 report increased use of data and information for measuring success at the college. The college often makes improvements as a result of input by students, faculty, and staff as well as sister colleges. Some improvements in process are as follows:

- A district-wide technology task force has been created to address data integrity, instructional technology, and non-instructional student support technology.
- Requests for proposals are being written to improve data extraction processes for the student administration system.
- Processes are under way to upgrade and implement new technologies that will allow the college to serve students better. These include a degree audit system, improved online registration, and case management software to be used in advising.
- Beginning in spring 2011, all faculty members have been required to upload template-based syllabi to the Blackboard course management system in order to maintain and develop accessibility for students.
- College faculty and administrators worked with District 508 staff and faculty and staff from other colleges to develop an initial set of key performance indicators (KPIs) (7I2).
- Faculty members are now required to enter final grades into the student administration system to increase the timeliness, accuracy, and reliability of the institution's information system.

Campus improvements have been made in an effort to maintain the highest possible educational experience. The college's decision to enter AQIP is one indicator of that commitment. A number of the initiatives result directly from the college's participation in the program, while others support its broad assessment efforts. They include:

- Among the current AQIP action projects is the college student center, which aims to provide students with an information distribution center for college events, services, and resources. The student center occupies a physical space on campus as well as a virtual space on Facebook. Usage of the center is recorded in the student management system so that meaningful data can be extracted.
- For the learning communities action project, the college uses the National Learning Community survey to help plan new and continuing learning community courses.
- The MOD developmental math program action project uses survey instruments to monitor program results and analyze data concerning retention and pass/fail rates.
- An action project focused on improving the financial aid process strives to encourage students to complete the process sooner so that problems can be addressed prior to registration.
- The college manages its AQIP assessment efforts through the AQIP wiki, which acts as an online data depository. Local materials, such as the math department's internal reviews of student tracking, and national data like the CAAP, CCSSE, and CCFSSE instruments all serve to drive decision making among the departments and the college as a whole.

7I2 The college's use of performance information empowers students, faculty, and staff to become leaders and stakeholders. Students, faculty, and staff are able to manage instruments for measuring success, as well as the processes by which those measures are collected, analyzed, and distributed among committees, process managers, academic departments, and individuals.

In fall 2011, the college and District 508 began work on a new set of KPIs, which will address both a new performance-based funding initiative in Illinois and the mayor of Chicago's expectations that all city agencies post performance data online. The KPIs will be used by faculty, staff, and external stakeholders to meet the requirements of the state's performance-based funding initiative plans, as well as the college's and District 508's own internal goals.

8P1 In response to changing economic conditions and a nationwide effort to increase community college graduation rates, the college, in collaboration with District 508 and sister colleges, adopted four strategic Reinvention goals in summer 2010. The four goals aim to 1) increase the number of students earning college credentials of economic value, 2) increase the rate of transfer to bachelor's degree programs following CCC graduation, 3) improve outcomes for students requiring remediation, and 4) increase the number and share of Adult Basic Education/General Educational Development (ABE/GED)/English as a Second Language (ESL) students who advance to and succeed in college-level courses.

The college also contributed to the development of seven task forces comprised of students, faculty, and staff from throughout the district to address objectives for the four goals. Since work began on these task forces, significant proposals have been made, including revamping the tenure process to ensure faculty quality. In fall 2011, faculty and staff worked to define and develop key performance indicators (KPIs) to measure progress. Wright aligns its AQIP action projects to meet the District 508 Reinvention goals and the KPIs, allowing the selection of the college's annual AQIP projects to meet all requirements while ensuring quality improvements are made (Figure 8.1). One example is the Math On Demand (MOD) action project, which aims to improve outcomes for students requiring remediation, and meet the goals of the college, the Reinvention initiative, and the related KPI project.

Figure 8.1: Alignment of AQIP action projects with Reinvention goals and KPIs
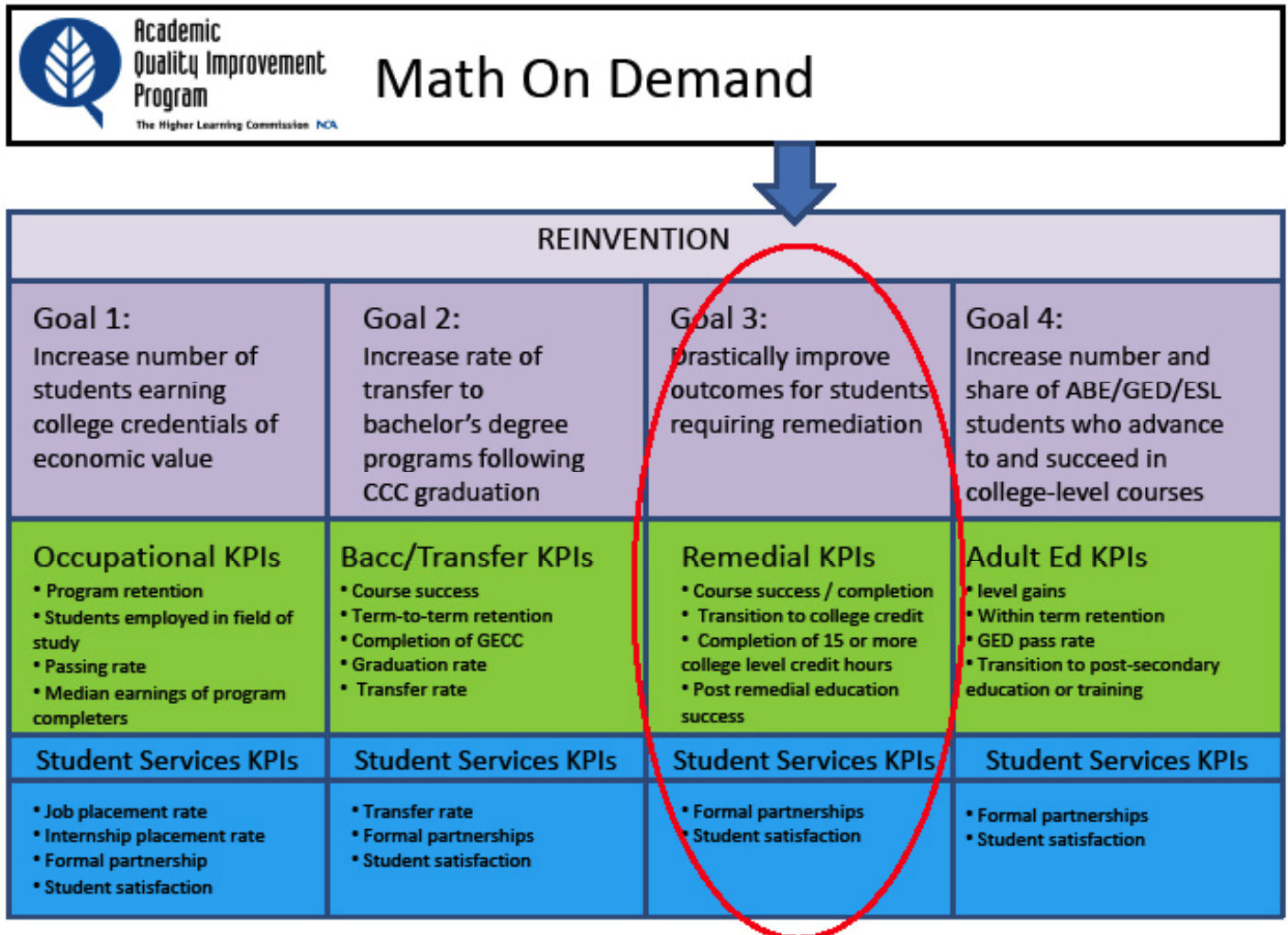
Within college academic departments, academic chairs and assessment coordinators use various key planning processes. For example, the assessment committee, AQIP steering committee, and each academic department use CAAP results (1R2) to continue to focus on ways to improve critical thinking across all disciplines. As a result, the assessment committee collaborates with each academic department to focus on these concerns in their respective assessment projects. In addition, academic departments use their own student term retention rates and student success rates as indicators to guide future changes to course offerings.

Outside of academics, the college's security department uses key planning processes to prepare for events occurring on campus, crime conditions, and emergencies, such as power failures or weather-related incidents. In 2010, the college updated its emergency contact system to allow for rapid communication to all students, faculty, and staff. This response system was successful in preparing the college for a record-breaking snow storm in February 2011. In addition, in March 2012, the college installed an intercom system for campus announcements.

8P2 The college designs short-term strategies to correspond with the immediate needs of its students, and the college designs long-term strategies to proactively and continuously create an institution with high standards. For example, in the math department, both short- and long-term strategies evolve from detailed record keeping. Math faculty members determine short-term and long-term strategies by examining student achievement of learning outcomes at the course level. Strategies include objectives to increase student proficiency in future math and math-related classes. The short- and long-term strategies often coincide. As a benefit of this detailed record keeping, the math department can determine the effects of certain strategies, especially those that might not have been clear in the short term but became more apparent in the long term. Recent changes brought about from these strategic analyses include redesigning the curricular path, recognizing challenges with hybrid courses, and continuous changes to the MOD program (7R1).

Planning for additional full-time faculty hires is another key improvement initiative. The college analyzes the ratio of courses taught by full-time to part-time instructors – and the potential for this ratio to change – to plan and prepare for the hiring of both full-time and adjunct faculty. These analyses allow the college to propose new hires. The request for new hires begins at the department level, based on data collected and conclusions drawn about immediate and future needs. These needs are communicated to local administration, specifically the vice president's office, which helps to integrate these requests in the budget proposal for the following fiscal year. These requests are then considered by District 508. Both the college administration and the district office have committed to hire more full-time faculty and staff.

8P3 Key action plans are developed and communicated through departmental meetings, chairpersons meetings, and district-wide discipline-specific meetings, in which college representatives are involved. For example, five potential AQIP action projects were identified for FY2013, and faculty and staff selected three by referendum. In academic departments, the members seek consensus on academic issues. If the department members cannot reach consensus, decisions are made through a democratic voting process whereby the majority vote is honored.

8P4 Effective coordination and aligning of processes and strategies begins with communication. At the academic department level, this communication begins with departmental meetings. Communication includes not only full-time and part-time faculty, but also relevant staff, such as administrative assistants and laboratory technicians. Once a department makes a decision, the department communicates to the local administration. In addition, as the District 508 Reinvention initiative proceeds, quantitative and qualitative data will continue to be collected as to the success of this initiative. These data will then be coordinated and shared among District 508, the seven colleges, and internal and external constituents. The goal is to have a planning process that will take place annually and for it to be much more comprehensive and quantitative by 2012, giving individual colleges more ways to align their processes. All data will be tracked in a single system that will be posted on a District 508 website. As a result, the college will have its own set of metrics that can be communicated not only internally but also externally.

Lastly, academic decisions and changes, such as new academic programs and new courses, are initiated by faculty within their departments. After approval from the department, the proposed changes go to the college's local academic affairs committee, then to the college's local faculty council. Once approval is achieved at the college, the proposals go to the district academic affairs committee and district faculty council. Approval must then be received from academic vice presidents and the provost. Then, approved courses go to ICCB for approval at the state level. New programs are reviewed by the District 508 board of trustees for approval before being presented to ICCB.

8P5 The college continuously analyzes student attainment of SLOs to define objectives, select measures, and set performance targets for college-wide strategies and action plans.

Within academic departments, faculty determine departmental and course objectives by measuring student learning outcomes, which the departments gauge by nationally standardized and/or nationally recognized performance measures such as the CCSSE and CAAP; specialized exams such as those provided by the American Chemical Society (ACS); department-generated course specific examinations; and portfolio reviews. The direct measure for general education attainment is CAAP and the indirect measure is CCSSE. In addition, General Education curriculum SLOs are determined by the college's involvement in the Illinois Articulation Initiative (IAI). IAI is a collaboration among ICCB, IBHE, and their constituent community colleges and universities. IAI-approved courses normally transfer from the college to any participating four-year institution in Illinois, making course transferability more reliable. The alignment of SLOs across colleges also ensures transferability for students.

Faculty and administration also use national studies when considering the addition of new course components. For example, in fall 2010, a service learning component was implemented within a collection of courses across disciplines. Specifically, the biology department selected three courses in which to include service learning components. National evidence suggests that students who participate in high quality, community-based service learning initiatives are likely to benefit in a number of ways. Benefits immediately visible to the program's advisory committee include: 1) an increased sense of self-efficacy as students learn that they can impact real social challenges, problems, and needs; 2) higher student academic achievement and interest in furthering their education; 3) enhanced student problem-solving skills, ability to work in teams, and planning abilities, and; 4) enhanced civic engagement attitudes, skills, and behaviors. In addition, in fall 2010, the college hired a service learning coordinator to assist faculty in implementing service learning components in their courses.

8P6 Students, faculty, and staff present strategies for the use of current resources and the future needs of the college. Requests for resources must be tied to the college's and District 508's goals and linked to improvement of service or educational opportunities. Each year, department chairpersons evaluate personnel in regard to the ratio of full-time faculty to adjuncts. Further, chairpersons evaluate physical resources, such as technology, equipment, and space, a constant resource issue for any initiative in the college's strategy selections. The number of credit classes, continuing education classes, and adult education classes offered continues to be seriously impacted by space limitations (departments, such as biology and physical sciences, cannot grow without additional laboratory space, yet both departments offer key courses and programs for baccalaureate transfer/graduating students). The local administration then communicates current and future needs to District 508. Ultimately, both the budget and other resources allocated to each college are dependent on decisions made at the district office.

8P7 The college uses a model of continuous improvement that coordinates the college's planning processes and management in a way that minimizes risk. In addition, a district-wide committee comprised of ten staff persons exists to assess and prioritize risk, and it is operations driven. This committee deals with issues that range from chemical safety in laboratories to the emergency response system. Risk analysis involves deter-

mining whether operations continue during a facilities emergency, equipment failure, weather-related issues, computer-related issues, or other events that may affect the normal operations of the college. Further, each functional group of the college reports to the district office regarding any risks associated with each division. For example, on the side of student affairs, risks such as financial aid debt are examined.

8P8 Academic department chairpersons meet monthly with key academic administrators to share information, have discussions, and set future action plans. Full-time faculty members have regular department meetings and adjunct faculty members are invited to attend. Administrators meet monthly with local leadership to evaluate their respective divisions in the college. Top leadership (academic vice presidents and deans) meet monthly with the leadership from the other District 508 colleges and district office.

Faculty members engage in continual professional development. At the beginning of each academic year, faculty members come together for a week-long series of discussions, collaborations, and seminars. When new plans are enacted that require new skills, faculty complete the appropriate training. For example, faculty members are trained regularly on changing policies regarding student advising and registration. Faculty were trained in 2010 to enter grades online, bypassing submission of physical grade sheets and decreasing the waiting time for students to receive their final grades. Also, course reevaluation occurs at the end of every semester in most academic departments. All tenured, non-tenured, and adjunct faculty members are evaluated on a regular cycle per their collective bargaining agreements. The administrative staff is evaluated annually. These evaluations give faculty and staff an opportunity to receive constructive criticism and make improvements (4P3).

In addition, opportunities exist for faculty to chair committees that give them a chance to lead and learn about District 508 policies and procedures. Department chairs' involvement in program review, in which they critically examine their departments on the basis of demand, outcomes, and costs, provides some experience in what administrators do at a larger level at the college. Any full-time faculty member can run for department chair.

8R1 The college's planning processes are related to improving student retention, successful course completion, and, ultimately, students earning credentials of economic value. The data that the college examines, on the short-term basis, are course retention to end of term, successful course completion, and term-to-term persistence (5I1). These three factors need to improve if the ultimate goal of credential attainment is to be realized.

Academic departments look at course retention rates and successful credit ratios, and then track students through course sequences. The math department tracks student performance in prerequisite courses as a comparative measure against future performance in subsequent courses. Student success rates in successive courses are collected and analyzed.

Institutionally collected data includes the CAAP tests, CCSSE surveys, enrollment trends, student success rates, course retention rates, and student evaluations of instructors. College academic departments regularly assess faculty and pedagogical practices via classroom observations and evaluation of course materials. Moreover, departments collect and analyze data to facilitate continuous improvement through departmental assessment projects, exit exams (English, reading, math), portfolio reviews, and evaluations of teaching effectiveness.

8R2 The college's results on the CAAP, CCSSE, and discipline-specific tests such as the American Chemical Society exams are compared externally to local and national cohorts to gauge effectiveness. Some academic departments compare enrollment trends externally to other departments in District 508 to gauge effectiveness. Student success rates, student evaluations of instructors, exit exams, and evaluations of teaching effectiveness are also compared internally to identify potential areas of improvement across the college. The college

uses data from the CCSSE and the NCCBP to measure itself with other institutions of higher learning. Overall, CCSSE results indicate that students describe the overall college academic experience at Wright College to be more challenging and require more effort than the average college.

Figure 8.2 represents Wright's students' perception of academic challenge compared to CCSSE's average score of 50 and the consortia of Hispanic Serving Institutions (HSIs) and Illinois community colleges.

Figure 8.2: Academic challenge compared with other institutions

Academic challenge

	2005	2007	2009	2011
Wright	53.9	53.7	52.2	51.1
Illinois	49.4	49.7	49.7	48.3
HSI	50.6	51.8	49.8	49.9
All Colleges	50.0	50.0	50.0	50.0
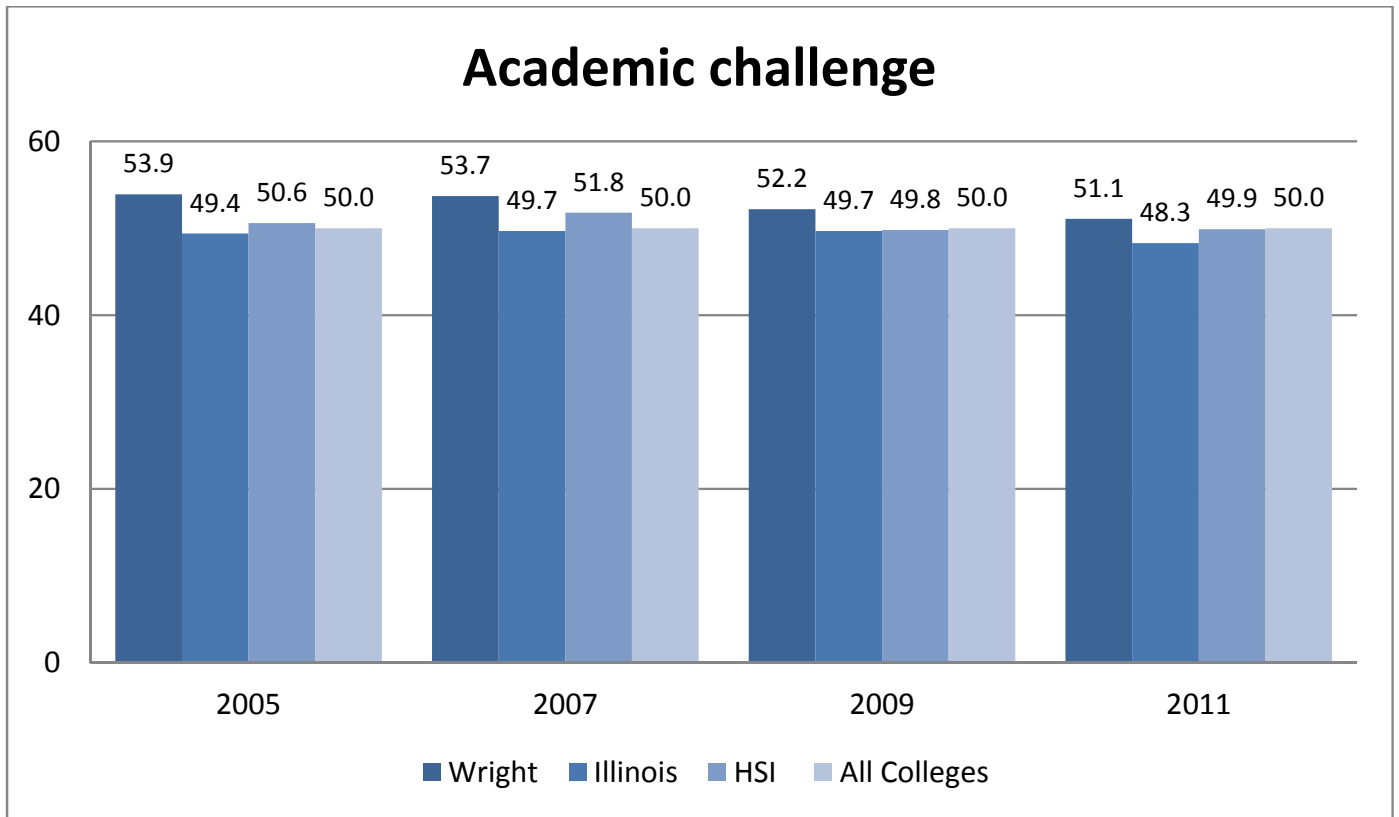
Survey questions related to determining the student effort score include:

- Frequency: peer or other tutoring
- Frequency: skill labs (writing, math, etc.) and computer labs
- Prepared two or more drafts of a paper or assignment before submission
- Worked on a paper or project that required integrating ideas or information from various sources
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities)

8R3 The college strives to not only meet but also exceed its performance targets with respect to student learning, student success, and student retention by implementing new strategies or enhancing existing efforts with club-sponsored tutoring services, learning communities, and service learning. The college analyzes qualitative and quantitative data to project results for action plans. Figure 8.3 states baseline numbers and performance targets for the college's course success and retention rates for 2012-2014. These targets were set by the college and agreed upon by college presidents throughout District 508 as steps toward achieving District 508 Reinvention goals.

Figure 8.3: Baseline numbers and performance targets for course success and retention rates

Student enrolled in:	Course success baseline and goals							Fall to spring retention baseline and goals						
	Fall 2010 (baseline)	Fall 2011		Fall 2012		Fall 2013		Fall 2010-spring 2011 (baseline)	Fall 2011 - spring 2012		Fall 2012 - spring 2013		Fall 2013 - spring 2014	
Transfer programs	67%	Min:	68%	Min:	69%	Min:	71%	71%	Min:	72%	Min:	73%	Min:	74%
		High:	70%	High:	72%	High:	74%		High:	74%	High:	76%	High:	76%
Occupational/ workforce programs	75%	Min:	76%	Min:	77%	Min:	78%	56%	Min:	58%	Min:	59%	Min:	60%
		High:	80%	High:	82%	High:	84%		High:	62%	High:	64%	High:	66%
Remedial credit courses	63%	Min:	64%	Min:	65%	Min:	66%	76%	Min:	76%	Min:	77%	Min:	79%
		High:	66%	High:	68%	High:	70%		High:	79%	High:	80%	High:	82%
Remedial pre-credit courses	64%	Min:	65%	Min:	66%	Min:	68%	75%	Min:	75%	Min:	76%	Min:	77%
		High:	70%	High:	72%	High:	74%		High:	78%	High:	79%	High:	80%

8R4 Wright College IPEDS graduation rates are among the lowest in Illinois. However, the college continues to make efforts to significantly improve its completion rates. The college recognizes the challenge for students who require significant remediation to graduate within two years (1P5). Steps are being taken to understand how best to increase completion rates by accelerating developmental education. District 508 strategic goals and the college's current action projects address these issues by focusing on improvement as a component toward completion and graduation. For example, the college developed the Math On Demand (MOD) program to address the fact that, of students entering the college, 84% place at one of three levels of developmental math. This percentage includes roughly 42% of the total who place in pre-credit (elementary school level) math.

The college's focus on its mission as a learning-centered institution has driven planning for continuous improvement, and CCSSE results indicate that the college compares favorably with higher education organizations in creating a learning-centered institution. The college uses CCSSE and NCCBP data to benchmark itself with other institutions of higher learning. Overall, CCSSE results indicate that the college's students describe the overall academic experience to be more challenging and requiring more effort than the average college reporting.

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8R5 The college has implemented various systems and processes to measure effectiveness, such as gathering and analyzing term retention and success rates. The college also tracks student success after the completion of developmental education. These data lead to discussions within academic departments offering developmental courses on how student outcomes integrate from level to level and how students achieve these learning outcomes. The discussion includes the establishment of department-based academic standards. Several academic departments, for example, use individual course committees to develop, align, and assess SLOs. Faculty meet regularly to share ideas and innovations in their particular disciplines and discuss ways to best serve the college's unique population.

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8I1 The college is continuously developing and refining AQIP action projects.

- The student center, developed as a student resource center and access point to learning and support services, opened in the fall 2011 semester with more than 150 visitors in the first week. Capital improvements on this facility will begin in fall 2012
- The financial aid action project focuses on improving the overall financial aid process for new students by decreasing checklist errors, streamlining the verification on the spot process, and decreasing the number of students who receive non-grade designations such as No Show Withdrawal (NSW) and Administrative Withdrawal (ADW). The task force team first focused on mapping the financial

aid process for new students. As a result, the team identified gaps in the process and areas that required improvements
- Learning communities, piloted in spring 2010, link two or more courses around an interdisciplinary theme to build interest, leverage peer support, and create mentoring opportunities to foster student success. In fall 2010, six learning community cohorts were offered in humanities, mathematics, social sciences, English, and the physical sciences, enrolling an estimated 180 students. In fall 2012, eight learning communities are scheduled to be offered
- The Math On Demand (MOD) program faculty refined modules based on exit tests. When examining the exit tests, faculty studied areas where students struggled. The faculty used those data to redesign the learning activities. During this constant mode of pre-test to post-test data analysis, the college has realized that MOD is an evolving work in progress

In its role as an AQIP institution, the college has created an AQIP steering committee to initiate action projects, lead reaccreditation efforts, and support all improvement initiatives, including the expansion of discipline-based tutoring labs for writing, physical sciences, and math; the completion of building infrastructure improvements in the redesign of the advising/admissions office; the expansion of the bookstore; and the development of an undergraduate research and service learning programs. The AQIP steering committee is a college-wide, over-arching, cross-sectional team of internal stakeholders that includes students, faculty members, instructional and student support administrators, professional and clerical staff member, and the chief engineer.

8I2 The philosophy of continuous quality improvement and data-driven decision making is embedded in all operations of the college. District 508's strategic vision focuses on improving results for students, including higher transfer and graduation rates, more effective remediation, and greater completion and transition to credit courses for ABE/GED and ESL completers. The college seeks first to achieve a graduation rate equivalent to the average of its IPEDs peer group, with a long-term goal to have the highest graduation rate among its IPEDS peer institutions.

Participation in the Foundations of Ecellence (FoE) has allowed the college to develop plans and activities designed to improve student success at all levels and build the basis for achieving the strategic vision of District 508 and reaching the college's short- and long-term completion goals. These plans and activities capitalize on the college's culture, infrastructure, and partnerships. In addition, to further a culture of collaboration and improvement, academic departments and programs cultivate an open-door policy with horizontal leadership that fosters collaboration, transparency, and equity. This structure is the foundation on which the college develops and implements positive changes that address and improve student success.

9P1 Student support services, academic departments, the adult education program, and the office of instruction work collaboratively with local high schools, community-based organizations, and other two- and four-year schools to create, prioritize, and build relationships. Priority is given based on historical enrollment numbers and distance from the college. Before students enroll, the admissions/advising office staff members host campus visits for local high schools. These visits include tours, faculty presentations, learning skills and placement test workshops, and breakfast and lunch conversations with academic advisors, faculty, and staff. During the 2010-11 school year, 237 prospective students and their parents attended such events.

The college's admissions/advising office tracks student academic and work histories to identify recruitment opportunities. For example, 106 prospective students attended the 2011 annual spring open house. Figure 9.1 presents the fall 2011 recruiter visits to local high schools and the number of students currently enrolled in the college from those schools.

Figure 9.1: Dates of recent high school visits and their graduate fall 2011 enrollments

Off- campus visit date	Top feeder high schools	Number of students enrolled in fall 2011
9/20/2011	Resurrection High School	113
10/3/2011	St. Patrick High School	133
10/5/2011	Lakeview High School	198
10/17/2011	Steinmetz High School	300
10/19/2011	Wells High School	67
10/20/2011	Von Steuben High School	200
10/26/2011	Taft High School	471
11/2/2011	Mather High School	182

College advisors communicate with the principal feeder schools. The number of enrollees in fall 2011 from each of these schools is as follows: Lane Tech (554), Schurz (353), Roosevelt (270), Foreman (259), Prosser (234), Kelvyn Park (194), Amundsen (181), Roberto Clemente (181), Youth Connection (121), Guerin Prep (115), Lincoln Park (114), and Gordon Tech (100).

As a recruitment strategy, the college's dual enrollment program provides a more defined college pathway to Chicago Public School (CPS) students. The dual enrollment program saw an increase of dual enrollments from 46 in FY2011 to 146 in FY2012 (1P12).

The admissions/advising office fosters relationships with GEAR UP and the ASPIRA Association to assist students matriculating into the college. The Chicago GEAR UP Alliance is funded through a grant from the U.S. Department of Education. Its program objectives aim to increase the academic performance and preparation for post-secondary education, increase the rate of high school graduation and participation in post-secondary education, and to increase GEAR UP students and their families' knowledge of post-secondary education options, preparation, and financing. The college's GEAR UP partnership hosted 278 students who participated in the GEAR UP college visit program during the 2010-11 school year. The ASPIRA Association, a 501(C)(3) organization, is the only national Hispanic organization dedicated exclusively to developing the educational and leadership capacity of Hispanic youth. The college has hosted the annual ASPIRA Youth Conference for the last 12 years. The conference brings 450 high school students to the college to learn about options for education after high school.

The college's Humboldt Park Vocational Education Center partners with community-based organizations (CBOs) to identify qualified students for participation in Carreras en Salud (Careers in Health). Students are interviewed by the CBOs and recommended to the college for admission into the related allied health programs. Traditionally, 25% of the seats in the college's basic nursing assistant and licensed practical nursing programs are held by Carreras en Salud students.

9P2 All career programs have advisory boards that connect the college to employers to create, prioritize, and build relationships. These advisory boards meet a minimum of twice per year. Through career program advisory boards, such as those for the paralegal and occupational therapy assistant (OTA) programs, college faculty and staff maintain dialogue with area employers about workforce needs, alignment to industry standards, and expectations regarding program offerings. As another example, the radiography program has strong ongoing relationships with several key hospitals that employ program graduates, including Advocate Lutheran General, Resurrection, and Rush-Presbyterian-St. Luke's.

Priority is given to building partnerships for programs that require clinical or internship components for students to earn their certificates or degrees. For non-nursing allied health and social-related programs, clinical sites help educate students at no cost to the college.

The college has numerous mechanisms to create relationships with public and private four-year institutions in Illinois. General education course articulation is done on a statewide basis through the IAI. Each general education area has a panel of faculty members consisting of representatives from community colleges and four-

year universities who review course syllabi and learning objectives to determine if a course qualifies as general education. It should be noted that community colleges and public universities in Illinois have equivalent general education course requirements. IAI guarantees general education course transferability. Elective courses are articulated separately with syllabi being submitted directly to individual universities for review. In articulating elective courses, the college targets and gives priority to the four-year public institutions to which most of the college's students transfer, such as the University of Illinois at Chicago, Northeastern Illinois University, Northern Illinois University, and Illinois State University.

The college has developed specific partnerships for degree completion, such as the DePaul School for New Learning-Wright adult bridge program and the Middle School Teacher Quality Enhancement (MSTQE) program with Northeastern Illinois University (1P12). These programs co-enroll students in courses at the college and the participating university so that students are simultaneously working toward their associate and bachelor degrees. Recently, the college has been working on a similar program that would allow associate degree nursing students to complete a bachelor degree program at Northern Illinois University.

In the 2009-2011 school years, 1,458 college graduates or course completers have enrolled in up to 618 different two-year, four-year, and technical institutions nationwide. The most common transfer choices (with the number of students transferring) are: Northeastern Illinois University (251), the University of Illinois at Chicago (193), DePaul University (74), and the University of Illinois at Urbana-Champaign (61). These institutions have developed articulation agreements with the college that extend beyond IAI-based commitments to ensure transferability of the credits earned at the college. As such, transfer guides are a key feature of the agreements provided by the four-year institutions and distributed by the advising office to students. These guides promote simplified transfers by outlining the courses students should take to transfer to their intended four-year institutions. College fairs and transfer days throughout the semester also promote transfer opportunities for students. Academic advisors also encourage students to use the online tool iTransfer.org/uselect.edu that spells out transfer requirements within participating Illinois institutions.

9P3 Many companies and agencies that provide key services to students have longstanding relationships with the college. Follett Higher Education Group (college bookstore), Compass (cafeteria food service), and the Chicago Transit Authority (CTA) serve as vendors of services to students. The Chicago Department of Health annually provides free vaccinations to students and the community. The SGA Café is a student-run coffee house, selling pastries and coffee donated by Eli's Cheesecake and Stewart's Private Blend coffee to fund scholarships.

The college, in cooperation with District 508, selected both the Follett and Compass companies through competitive bidding processes. Follett has been the college's bookstore provider since 1956. To strengthen the relationship with Follett, the college included two bookstore spaces when the new college opened at its current location in 1993. In 2011, the college consolidated the bookstore into one area. Follett works with the financial aid office to allow students to directly use their financial aid book vouchers to purchase or rent textbooks. The bookstore also purchases used texts from students and provides reserve copies of each textbook to the college library. Compass also has a longstanding relationship with District 508 to provide food service to all colleges. Compass uses surveys and comment cards to modify offerings. The district has also contracted with the CTA to provide U-Pass transit cards to all full-time students, which provide unlimited public transportation during the semester.

In 2005, the college partnered with community-based organizations Association House, Instituto del Progreso Latino, and the National Council of La Raza to establish Carreras en Salud (Careers in Health), a nationally-recognized comprehensive pathway program to nursing careers located at the college's HPVEC. As partners in the program, Instituto del Progreso Latino provides program students with short-term pathways to employment through contextualized math and English instruction; Association House provides contextualized educational services to students with limited English proficiency in the areas of allied health programs; and the National Council of La Raza serves as the fiscal agent of a Department of Labor grant that helped to fund and grow the program.

9P4 Since 2009, District 508 and the City of Chicago have revised the vendor process to ensure ethical conduct and to streamline requirements. The vendor form is on the district website at http://www.ccc.edu/services/Pages/Become-a-Vendor.aspx. The district's procurement services department maintains a master database of all qualified vendors by classification and commodity code. To further ensure a fair process, any bids that are over $10,000 require sealed bidding. The college sorts these expenditures by type: supplies include books, software, and medical supplies; services include printing, equipment rental, and mailing; and travel includes conferences, professional memberships, and local activities. District 508 also promotes doing business with minority and women vendors and maintains a list of approved minority business enterprise (MBE) and women's business enterprise (WBE) vendors from which the college solicits bids.

Using a district-wide faculty committee, the colleges selected ACT products as those that should be used for course placement to determine entry-level student placement. Currently, the college uses COMPASS to place students in English, reading, and math. Local college faculty selected CAAP as the best choice to measure overall general education outcomes. CAAP is administered in alternate years to sophomore-level students.

The college also was invited to enter a research partnership agreement with ACT. The organization provides discounted assessment tools and external evaluations for the college's multiple existing projects, such as the Classroom Individualization Project and Passport to Careers, a 2013 AQIP action project, which will focus on career readiness skills and certifications.

9P5 The college is a participating member of statewide organizations related to community colleges, such as the Illinois Community College Trustees Association, the Illinois Community College Presidents' Council, the Illinois Community College Academic Officers Association, and other similar organizations.

Many college faculty also are members of specific, discipline-oriented organizations, such as the Two-Year College English Association and the American Chemical Society. Faculty can use professional development funds to join such professional organizations. At times, members of the faculty and staff have served as officers of some of these organizations. Currently, a college representative serves on the ICCB developmental education advisory committee (DEAC), the Illinois Mathematics Association for Community Colleges (IMACC), and regularly shares state updates concerning developmental education with faculty members. Faculty members also serve on the IAI steering panel and discipline-specific general education panels, allowing the college to remain current with statewide initiatives.

Faculty also determine needs and services required from educational organizations, book publishers, and professional affiliations, such as the Modern Language Association, the Great Books Foundation, the Associated Collegiate Press, the Consortium of Illinois Learning Communities, the Community College Humanities Association, and local non-profit organizations such as Casa Central and Bethesda Homes. International and national grants support faculty, the Great Books curriculum, a First Amendment conference, and undergraduate research programs.

The college's partnership with ACT also informs the college's focus on psycho-social skills and the college's early intervention system. As stated in 9P4, the college is also working with ACT on an AQIP action project for 2013 (Passport to Careers) that will offer students opportunities to earn National Career Readiness Certificates (NCRCs), strengthen soft skills to ensure successful internship experiences, and obtain gainful employment after graduation. For the post-completion level, the college's career program coordinators define needs for specific certificates, degrees, and job classifications.

The college continuously seeks partnerships with Chicago's cultural institutions to foster student learning. For example, in spring 2012, the biology department partnered with the Field Museum of Natural History, which obtained a grant from the National Science Foundation (NSF) with the aim of re-evaluating the taxonomy and systems of plants in the genus Frullania. Since 2010, the department has also partnered with Garfield Park Conservatory on Chicago's near West Side to provide service learning opportunities to students.

The college is a member of the Portage Park Chamber of Commerce and participates in its activities. The chamber brings together local business and community organizations and serves as a voice for the community. The college also partners with the community and community businesses to operate a farmers' market and an annual Father's Day bike ride.

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9P6 The college directly communicates with its partners to ensure that needs are met. The college makes it a point to reach out and communicate to partners that they are valued. Attendance at regular meetings of career program advisory groups, the president's advisory council, and other groups is monitored as a measure of the strength of the partnerships. Absent members receive the information shared at the meeting and are advised of the next meeting date. College personnel meet regularly with the managers of the cafeteria and bookstore to address needs and concerns.

The Consortium for Illinois Learning Communities (CILC) assisted the college in 2009 to implement its learning community program by providing professional development opportunities and workshops for faculty members. Since then, faculty members have served on the consortium as committee members. Recently, the college hosted the best practices symposium for CILC's annual meeting in April 2012, furthering the works of CILC and the college's learning communities program.

The college maintains a research partnership with ACT to address its joint "Classroom Individualization" project. In this effort, ACT sponsored the college's implementation of an early alert system in 2008 by providing the ENGAGE student readiness inventory, COMPASS diagnostics tools, and research expertise. The college has used these tools to address students' needs beyond academic preparedness to intervene with students who may need extra help in their non-cognitive, psycho-social skills (3P3). Through this research partnership, the college received the Innovation Award in 2009 from the Illinois Council of Community College Administrators (ICCCA). ACT and college staff members are preparing a manuscript to highlight the critical importance of considering psycho-social skills and classroom behavior when predicting success in developmental education.

Career program coordinators and chairpersons use student and employer feedback processes to identify needs and opportunities for the college's certificate and associate in applied sciences degree programs (1P3). As an example, during the American Bar Association (ABA) approval process of the paralegal program, the program coordinator worked closely with the paralegal program advisory board to obtain feedback and input.

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9P7 The college uses its department chair structure, faculty participation on committees, and student-centered mission to build and create relationships between and among departments and units within its organization (5P7). College stakeholders hold regular meetings on topics of common interest. These interactions have led to the formation of the Great Books program, the Latino studies program, and the global studies program. Each of these programs is an interdisciplinary educational partnership established by faculty.

Faculty-led initiatives have also resulted in the formation of service learning opportunities in several academic departments and the creation of learning communities. Learning communities link two or more courses from different disciplines around common themes.

The college embraces a writing across the curriculum pedagogy that recognizes that writing is essential to all disciplines. The college writing center was established in 2006 to bolster writing across the curriculum efforts and help students develop their writing skills. Employing adjunct instructors from multiple disciplines as writing consultants and allowing students to bring writing assignments from any of their classes illustrates that writing is an essential component to student success and is not solely the work of the English department. This infrastructure continues to promote and build relationships between and among departments and units within the college.

9R1 The college regularly holds internal and external meetings with new and existing partners. Attendance at these meetings are documented and tracked. Partners are invited to participate in college activities and they take advantage of these opportunities to further connect with the college.

Recent efforts in the dual enrollment program have prompted frequent visits to the college's top feeder high schools. The college uses dual enrollment student numbers to measure the level of collaboration between the college and its partnering high schools. These recent high school visits and renewed partnership developments have increased the number of dual enrollment students from 46 in FY 2011 to 146 in FY 2012, representing more than a 200% increase in one year (9P1).

The length of these relationships also demonstrates that both the college and its partners see the value of working together for the benefit of students. Many of these partnerships have lasted for decades. Wright College is Follett's longest continuous partner, starting in 1954. Follett is both a service provider and a collaborator. Bookstore staff members collaborate with the college on how to best provide services to students. Follett's willingness to work with college personnel to serve students has helped sustain the partnership and collaboration for more than fifty years. Another successful collaboration is the ASPIRA sponsorship of the annual student conference that has been held at the college for the past twelve years.

9R2 Collaborative efforts among the college and its program advisory committees have resulted in the ABA approval of the paralegal program in February 2011 and the National Institute of Metalworking Skills (NIMS) certification of its manufacturing programs in January 2012. These program recognitions could not have been achieved without the advice of representatives from the respective business partners. Advisory committees also play key roles in the programmatic accreditation of allied health and other career programs.

HPVEC's Carreras en Salud (Careers in Health) program received multiple national recognitions and awards, including the 2010 Excelencia (Excellence) award for associate degree level programs from Excelencia en Educacion (Excellence in Education) (http://www.edexcelencia.org/programs/carreras-en-salud-careers-health). The program also was awarded a grant and was identified as a model program by the Aspen Institute's Workforce Strategies Initiative–Course to Employment Project (http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/C2E.pdf).

In FY2012, through college partnerships with Eli's Cheesecake and Stewart's Private Blend Coffee, the SGA Café generated $5,322.00 in revenue that went to student scholarships. The SGA Café employs three students who work an average of approximately 20 hours per week. Since the inception of the SGA Café in April 2007, the college has awarded 20 students with the SGA Café Scholarship as a result of their work, combined with the generous donations from Eli's Cheesecake and Stewart's Private Blend Coffee.

Partnerships have also resulted in employment opportunities for students. The results of the ICCB-mandated completer follow-up survey for 2009 graduates show that the highest median annual earnings by award type were associate in applied science: $45,816; advanced certificate: $35,537; associate in science: $34,255; associate in arts: $27,345; and basic certificate: $25,091. Four program clusters saw the following median annual earnings exceed $30,000: information technology/computer networking: $36,512; manufacturing, engineering, and applied technology: $35,293; business, marketing, and management: $34,600; and health: $33,195.

HPVEC maintains Carreras en Salud success indicators (Figure 9.2a) and records credentials and job placement statistics for each of its certificate programs (Figures 9.2b and 9.2c). In 2012, program completers' licensing certification rates ranged from 90% to 100%. Job placement rates ranged from 88% to 100%.

Figure 9.2a: HPVEC results: Carreras en Salud success indicators in 2010

Pathway level	Enrollment	Graduation/course completion and completion rate	Licensing certification and rate	Job placement rate
Registered Nursing	60	38 (63%)	38 (100%)	100%
Practical Nursing (PN)	353	321 (91%)	295 (92%)	100%
Prerequisite courses	259	188 (73%)	NA	NA
Pre-PN	420	361 (86%)	NA	NA
Certified Nursing Assistant (CNA)	308	264 (86%)	238 (90%)	88%
Pre-CNA	489	415 (85%)	NA	NA
Contextualized ESL for health career programs	229	219 (96%)	NA	NA
Medical assistant preparation courses*	33	30 (91%)	--	--
Duplicated/unduplicated totals	2,151/1,259	1,836 (85%)	571 (94%)	94%

*New program for 2010

Figure 9.2b: HPVEC results: NIMS credentials earned

Credential	2008-2009	2009-2010	2010-2011
Measurement, materials & safety	14	21	17
CNC operator–milling	0	12	3
CNC operator–lathe (turning)	0	17	17
CNC programming, setup & op--milling	12	5	1
CNC programming, setup & op--lathe (turning)	11	3	12
CNC milling skills– Level II	0	0	1

Figure 9.2c: HPVEC results: Job placement statistics of CNC completers

Year	Numbers of completers	Number of NIMS credentials earned*	Number placed in jobs/ placement rates
2008 - 2009	19	37	19 (100%)
2009 - 2010	20	48	18 (90%)
2011 - 2012	34	51	--

*Students may earn up to 6 NIMS credentials while enrolled in the program.

Given the earnings and job placement data summarized above, there is evidence that the college continues to play a critical role in sustaining the economic vitality of the city and region.

9R3 In the 2009 AQIP Examiner report, the college recorded high scores in Building Collaborative Relation-ships compared with other AQIP institutions.

Student certification and pass rates in allied health exceed state averages and indicate the college's efforts to build strong clinical partnerships. This development has a positive effect on the educational attainment of allied health students. The Aspen Institute identified the Carreras en Salud partnership as a national best practice for the establishment of an educational partnership between a community college and community-based organiza-

tions. The partnership was also nominated and selected as a finalist for two Bellwether awards and received recognition from the U.S. Department of Labor.

In obtaining NIMS certification, Wright College became the third community college in Illinois and the only community college in the northern region to achieve this recognition for its manufacturing programs.

9I1 The president's advisory council and the HPVEC advisory board are composed of students, aldermen, community business leaders, elementary and high school principals, and representatives from neighborhood chambers of commerce, community organizations, hospitals, and banks. These advisory groups meet to discuss college enrollment, graduates and completions, educational initiatives, events, concerts, plays, and related school programs. Input from these advisory groups and other community stakeholders has resulted in the following improvements that positively affect student achievement and community life:

- Wright has expanded the Carreras en Salud model to manufacturing programs, such as computerized numerical control (CNC) with Manufacturing Works, a division of Instituto del Progreso Latino, and electric/electronic industrial maintenance (EEIM) with Erie Neighborhood House of Chicago
- Learning communities, one of the college's AQIP action projects, continue to build connections among full- and part-time faculty across academic disciplines. In April 2012, the college hosted the best practices symposium of the Consortium of Illinois Learning Communities (CILC) with faculty participation from eight higher education institutions
- The Middle School Teacher Quality Enhancement (MSTQE) partnership program with Northeastern Illinois University, which has run successfully since 2002, has become a distinct transfer opportunity for students interested in teaching math and science at the middle school level. Through strategic collaboration with the Future Teachers Organization, the college makes students more aware of the career opportunities in education available through this program
- Started as a pilot partnership program with GEAR UP in 2011, the summer bridge math program works with high school graduates whose test scores fall below college level to bring them up to college level by their first classes in each fall semester. 100% of the participating math students demonstrated test gains at the end of the 6-week program. 61% of the participating students skipped either one or two levels of developmental math courses. 21% tested out of developmental math courses entirely and placed into credit math courses in fall 2011. In aggregate, cohort students were able to skip 23 semesters of developmental math or the collective equivalent to 12 years of remediation. This also calculates to a total savings of $7,300 for the cohort students
- GEAR UP students who were enrolled in the summer bridge math program in summer 2011 continued to demonstrate better outcomes than their counterparts. Gear Up students who took part in the 2011 summer bridge program had a retention rate of 85% and a course success rate of 56% from fall 2011, whereas other developmental math students who did not take part in the 2011 summer bridge program yielded 84% retention and 51% course success, respectively
- The college works with DePaul University's School for New Learning to offer adult bridge courses for students 24 and older. The program enrolls both the college's and DePaul's students and aims to ease the transition from community college to the university. All classes are team taught by a college profes sor and a DePaul professor, who work collaboratively in the classroom
- As part of a state grant, twenty-four ASPIRA high school students enrolled in the continuing education A+ certified computer technician program at HPVEC in fall 2011 and spring 2012 and the students are currently refurbishing 100 computers for community use
- In 2009, the college provided assistance to the city of Chicago's Department of Health in its administration of approximately 20,000 flu vaccinations
- In March 2012, the college hosted a First Amendment conference on campus in the student center that was attended by 368 students and college visitors. The conference was funded by a $5,000 McCormick Foundation grant as part of a nationwide initiative called 1 For All

9I2 The college's openness to new ideas makes it a leader in developing partnerships that enhance educational opportunities and the quality of life for the surrounding community. Some relevant examples are highlighted below:

- Farmers' Market – in collaboration with Eli's Cheesecake, the Chicago High School for Agricultural Sciences, and Vaughn High School, the college has sponsored a Farmers' Market every Thursday from June through October in the college's campus business park for 12 consecutive years. The market supports a wide range of high school student projects, including assisting students with special needs and incorporating food, agriculture, and related science topics in high school projects and assignments (http://www.elicheesecake.com/eventscalendar.aspx)

- Chicago Humanities Festival Events – the college has hosted five events as part of the Chicago Humanities Festival. One of the featured events, "Leadership Lessons from Apollo to Discovery," was led by NASA astronaut Eileen M. Collins, a community college graduate, who talked about her experiences as a woman in the air force, public perceptions of her role, NASA's lessons from the Columbia accident, and her personal space travel experiences (http://www.chicagohumanities.org/Genres/Science-And-Technology/Eileen-Collins-Leadership-Lessons-from-Apollo-to-Discovery.aspx). This event encouraged current STEM students and students interested in STEM to develop their goals

- American English concerts - since fall 2008, Beatles tribute band American English has performed to large crowds in the fall and spring semesters on the roof of the college's parking lot as part of an SGA-supported history club fundraising drive. The club uses the concert proceeds to attend a week-long tour of Washington D.C. and Civil War battle sites at the end of the spring semester

Wright College's collaboration with existing partners uses the AQIP philosophy of collecting and reviewing data to develop and improve community programs and services.

Wright College

Academic Quality Improvement Program

AQIP Systems Portfolio Index

June 2012

**Index to the Location of Evidence
relating to the Commission's Criteria for Accreditation found in
Wright College's Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.
- Wright College articulates its commitments in its mission statement and makes the mission statement available to the public on its website, particularly to prospective and enrolled students. [IO, http://www.ccc.edu/colleges/wright/menu/Pages/Mission.aspx]
- The college expects its employees to learn the mission statement. [4P4]
- The college reviews and reaffirms program learning objectives that are reflective of its mission. [Figure 1.8, 1R4, 1I2, 2P2, 5P1]
- The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly defines the organization's mission. [IO, 5P1]
- The City Colleges of Chicago's mission statement, reviewed and reaffirmed annually, amplifies the college's mission statement. [IO, 5P1, http://www.ccc.edu/menu/Pages/Mission.aspx]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- The college recognizes the diversity of learning styles and needs within its student body. [1P5, 1P8, 1P9, 3P3]
- The college's non-instructional programs recognize the varied needs and interests of its community. [2P1, 2P2, 2P4, 2R2, 2R4]
- Programs proposed by the college's constituencies adhere to its mission. [IO, 2P1, 2P2, 3P5]
- The college has recognized demographic shifts and is now a Hispanic Serving Institution. [IO, 1R5, 3R5, 3I1]
- The mission statement provides a basis for the college to recognize and embrace diversity. [IO, 3I1, 4P1]

Core Component 1c. Understanding of and support for the mission pervade the organization.
- College faculty endorse and work to fulfill the mission. [1P3, 1P6, 1P7, 1P8, 1P11, 1P12]
- The college mission aligns with District 508's mission and goals. [5P1, 8P1, 8P4]
- The college aligns its strategic planning and budgeting with its mission, goals, and priorities. [IO, 5P2, 8P2, 8P6]
- College assessment efforts seek to improve learning and teaching consistent with and reflective of its mission. [1P18, Figure 1.5, 5P6, 7P1, Figure 7.1, 7P2, 8R4]
- The goals of the administrative and academic sub-units of the organization are congruent with the organization's mission. [IO, 5P1, 5P8, 7P6, Figure 7.4]

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The college's leadership aligns its mission to the mission of District 508. [5P2, http://www.ccc.edu/menu/Pages/Mission.aspx]
- Employees collaborate within and across departments to fulfill the mission. [1P13, 1P14, 4P6, 5P5, 5R2, 5I2]
- Career programs collaborate with the college's stakeholders to align program offerings with industry standards. [1P2, 1P4, 1P5, 9P2]
- Non-instructional programs flourish as a result of the college's collaboration with its community. [2P1, 2P2, 2R1, 2R2, 2R3, 2R4]
- The college assesses and evaluates its structures and processes regularly and strengthens them as needed. [IR1, 1R2, 1R3, 1R4, 1R5, IR6, 1I1, 1I2, 7R1, 7R2, 7R3, 7I1, 7I2, 8R1, 8R2, 8R3, 8R4, 8R5]

Core component 1e. The organization upholds and protects its integrity.

- The college acts with integrity as it places, educates, and retains students. [1P1, 1P5, 1P8, 1P15, 1P17, 4P7, 5I1]
- The college academically challenges its students and sets targets to meet that challenge. [1R1, 1R2, 1R6,1I1, 3I2, 8P2, 8P3, 8R3]
- The college serves students as well the local economy, and acts ethically in the hiring and training of its employees. [1P4, 4P2, 4P8, 4P9]
- The college has revised procedures in the vendor selection process to ensure ethical conduct. [9P4, http://www.ccc.edu/services/Pages/Become-a-Vendor.aspx]
- Grievances of students or employees of the college are handled fairly and in a timely manner. [3P6, 4P3, 4R1, 4R4]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college elicits input from students, local business and industry, community partners, and other institutions of higher learning as it develops programs. [1P3, 1P4, 1P13, 3P4, 3P5]
- The college is responding to challenging economic times as it designs its programs. [1P4, 3P5, 8P1]
- The college analyzes the changing needs of its stakeholders as it develops and improves its programs. [3P3, 3P5, 3I1]
- The college's planning processes consider short- and long-term societal, economic, and demographic trends. [4P5, 5P2, 8P2, 8P1, 8P3, 8P5, 8R1, 8I1]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The college collects data to assist in the allocation of resources. [IO, 5P2, Figure 6.1a. Figure 6.1b, 6R4]
- The college performs with fewer budgetary resources than many Illinois colleges. [Figure 6.13]
- The college's partnerships with local business contribute to its resource base. [9P3, 9R1, 9R2]
- Grants help the college maximize its resources and maintain programs. [IO, 1I1, 2R4, 4R3, 5P4, 9P5, 9R2, 9I1]
- Resource allocation is tied to the college's and District 508's goals. [2P2, 5P2, Figure 6.1a, Figure 6.1b, 8P6]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The college's assessment procedure, involving college-wide assessment committees and an assessment coordinator for each department, informs strategic decisions. [7P1, 7P2, 7P6, Figure 7.4]
- The college's faculty meets regularly to evaluate performance and inform improvements. [1P18, 1R2, 8P8]
- The college uses student focus groups and usage data to develop services. [6P1, 6P2, 6P3]
- The college shares survey data with departments, departments share survey data with other departments, and that data is used to plan changes. [1P15, 8P1, 8P2, 8P3, 8P4, 8P5]
- The college maintains effective systems for collecting, analyzing, and using organizational information. [IO, Figure 1.5, 1R1, 1R2, 7P1, 7P2, 7P3, 7P4, 7P5, Figure 7.3, 7P6, 7P7, 7R1, 7R2, 7R3]
- Appropriate data and feedback loops are available to support continuous improvement. [IO, Figure 7.5, 8P1, 8P2, 8P3, 8P4, 8P5, 8P6, 8P7, 8P8, 8R1, 8R2, 8R3, 8R4, 8R5, 8I1, 8I2]
- 5-year comprehensive program reviews contribute to continuous quality improvement efforts. [IP13, 5P2, 7P2]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The college's planning maintains its focus on being a learning-centered institution. [5P4, 5P5, 5P6, 8R4]
- The college's AQIP action projects seek to drive institutional improvements while addressing District 508's priorities and goals. [8P1, 8P2, 8R3, 8R4]
- New faculty members participate in activities that reinforce their understanding of the mission. [4P4, 4P6, 4P8, 4P9]
- Planning processes involve internal constituents and, where appropriate, external constituents. [4R2, 4I1, 4I2, 5P2, 5P3, 5P5, 5P6, 5P7, 5R2, 5I2, 6P1, 6R4, 7P1, 7R1, 7R2, 7I1, 7I2, 8P1, 9P1, 9P2, 9P3, 9P6, 9P7, 9R1, 9R2, 9R3, 9I1, 9I2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- Each department creates student learning outcomes (SLOs) for all of its courses and publishes them, in syllabi, on the college's course management system. [1P1, 1P2, 1R1, 1P6]
- The college's English and math departments collect SLO data and use it to improve academic outcomes. [1P18, IR3, Figure 1.9, Figure 1.10a, Figure 1.10b, 6I1]
- The college analyzes student achievement of SLOs to review and refine objectives. [1R1, 6I1, 8P5]
- Assessment of student learning provides evidence at multiple levels: course, program, and institutional. [1P18, Figure 1.5, 1R1, 8P5]
- Faculty are involved in defining student learning outcomes and creating strategies to determine whether outcomes are achieved. [1P1, 1P2, 1P6, 1P8, 1P12, 1R1, 8P5, 8R5]

Core component 3b. The organization values and supports effective teaching.
- The college values effective teaching and evaluates instruction regularly. [1P11, 1P13, 4P10, Figure 7.4, 8R1, 8R2]
- Awards encourage effective teaching, and professional development opportunities facilitate effective teaching. [4P7, 4P8, 4P9, 4P11, 4P12]
- The college is committed to communicating effective practices from leadership to instructor or vice-versa. [5P7, 5P8, 5P9, 7P6]
- The college realizes that writing is essential to all disciplines and promotes the effective teaching of writing across the curriculum. [IO, Figure 1.2, 1P15, Figure 6.3, 6I1, 9P7]
- The college is placing special emphasis on first-year student success and developmental education. [IO, 1P8, 3P3, Figure 3.2, 5P10, 5R1, 5I1, 7R1, 8R5, 9P5, 9P6]

Core component 3c. The organization creates effective learning environments.
- The college has developed and continues to maintain multiple areas where students can receive tutoring or related help. [IO, 3P3, 6P1, 6I2]
- The learning resource center, which hosts the writing center, the Math on Demand (MOD) computer lab, is valued by the students it serves. [1P14, 1P15, 1R5, Figure 3.1]
- The college respects students' diversity of backgrounds, skills, and learning styles. [1P8, 1P9, 1P10]
- The college focuses on students' needs and feedback. [3P1, 3P2, 3P6, 3R1]
- Employment of new technologies enhances effective learning environments for students. [6I2, 7I1, 7R1, "Assessment Aspects of the Math On Demand Program," http://www.ccc.edu/colleges/wright/departments/Documents/AQIP-Newsletter-Summer2011.pdf]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Budgeting priorities reflect that improvement in teaching and learning is a core value of the college. [2P1, 4R4, 4I1, 5P2, 5P4, 5P6, 6I2, 7I2, 9P5]
- The college's multiple tutoring labs assist students up to six days a week. [1P8, 5P3, 5P6]
- The college's systems and structures encourage partnerships and innovations that enhance student learning and strengthen teaching effectiveness. [3I1, 9P2, 9P3, 9P6, 9P7]
- The college fosters partnerships that enhance student learning. [IO, 1P12, 3I1, 9P2, 9P5, 9R3]
- The college is actively and effectively addressing students in developmental levels, including those who might otherwise earn no credits during the first semester. [5R2, 7R3]
- Evaluation of students' current skill levels combined with attention to their career needs and interests and attention to their learning styles contributes to student success. [1P5, 1P7, 1P9]
- The college ensures access to resources (e.g., math lab and writing center) necessary to support learning and teaching. [IO, 1P15, 5P2, 5P3, 5P4, 6P2, 6I1]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning

- The college demonstrates a commitment to lifelong learning by collaborating with secondary education partners and 4-year institutions. [1P12, 9P1, 9P2, 9R1, 9I1]
- The college understands that students' involvement with higher education will not end when they leave, and solicits alumni feedback. [IO, 1R4, 2P3, 3P1, 7P4]
- Administrators, faculty and staff take advantage of professional development opportunities. [4P7, 4P8, 4P9, 5P5, 5P9, 9P6]
- Acting with input from advisory boards and other community stakeholders, the college makes changes that improve student achievement. [1P3, 5P2, 5P3, 9P6, 9R2, 9I1]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- General education requirements and career program requirements help students develop skills necessary for work and lifelong learning. [1P1,1P2, 1P4, 1P7, 1R4]
- Student support services assist students in acquiring writing, critical thinking, and study skills essential for writing across the curriculum. [1P8, 1P15, 6R2, 6I1, 9P7]
- Students appreciate the academic challenge the college poses. [4R3, 7R3, 8R2]
- The college establishes linkages between curricular and co-curricular activities that promote intellectual curiosity, leadership skills, and civic engagement. [1P16, 2P1, 2P3, 2R2, 3P2]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The college assesses its curricula to verify that it will serve a student body that is diverse in experience, culture, or ability. [1P2, 1P3, 5P4]
- Non-instructional business programs allow students to practice skills and service to the community. [2R2, 2R4, 2I1, 2I2, 3P2]
- The college offers strong baccalaureate transfer programs as well as many certificate programs accredited by professional associations or industry-recognized entities. [IO, 1P3, 1R4, 1I1]
- The college has adjusted its educational and service offerings according to social, demographic, and economic shifts. [1P4, 3P5, 3I1, 8P1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Academic and student support programs contribute to development of student skills and attitudes fundamental to responsible use of knowledge. [1P1, 1P6, 1P7, 1P8]
- Faculty and staff have multiple options to share best practices. [1P11, 1P13, 7P2, 9P6, 9I1]
- New-hire faculty are given multiple levels of support to ensure they acquire, discover, and apply knowledge. [4P4, 4P6, 4P7, 4P8, 4P9, 4I2, 5P8]
- The college sustains a culture of evidence and shares data regarding student and institutional performance [1P5, 1P11, 1R1, 1R2, 1R3, 1R6, 1I2, 7P3, 7R2]
- The college promotes real-world knowledge application through the service learning program. [1P7, 1P12, 2R4, Figure 3.1, 3P3, 5I2, 8P5]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The college learns from the students it serves through college-wide and departmental testing and surveying and uses those lessons to adjust its programs, notably course redesign in developmental math. [1R1, 1R2, 1R4, 3P3]
- The college regularly solicits and uses student satisfaction data. [IO, 1P5, 1R5, Figure 1.14, 3R1, 3R2, 3R4]
- Outreach initiatives respond to identified community needs. [IO, 1P12, 3P2, 3P5, 3I1, 9P1, 9R1, 9I1]
- The college analyzes input from its constituencies. [IO, 3R6, 3I1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The college communicates expectation to its constituencies. [1P6, 3P1, 3P2]
- The college engages students and its community with cultural and economic programs. [Figure. 2.1, 2P2, 2I1, 9I2]
- The college seeks information from internal stakeholders and uses that information to drive AQIP action projects. [5R2, 5R3, 5R4, 5R5, 5R6, 6I2]
- The college promotes community engagement through the service learning program. [1P7, 1P12, 2R4, Figure 3.1, 3P3, 5I2, 8P5]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The college seeks community feedback through advisory boards and a director of community relations. [2I1, 3P4, 9P6, 9I1]
- The college supports non-instructional objectives through analysis of feedback. [2P6, 6P3, 6P4, 6R1, 6R4]
- The college works with community-based organizations to strengthen career programs and non-instructional activities. [3P5, 3R5, 2P2, 9P3, 9P5, 9P6, 9R2]
- The college collaborates with local feeder high schools to strengthen students' academic and career pathways. [IP12, 3P2, 3P5, 9P1, 9R1]
- The college publicizes cultural events. [2P3, 7I1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The college serves as a viable cultural center that is valued by students, staff, and community stakeholders. [2P1, 2P2, 2P3, 2R1, 2R2, 2R4, 2I2]
- The college's innovative programs are valued by its employees and the organizations who partner with it. [4R2, 4R3, 9P3, 9R1, 9R2]
- Prospective students use and value the college's promotion and orientation. [3P1, 3P2, 5P6, 9P1]
- The college partners with local cultural organizations and is a member of the local chamber of commerce. [3P4, 9P5]