AQIP Systems Portfolio
June 2016

CITY COLLEGES of CHICAGO
Wilbur Wright
Education that Works

Wright College would like to acknowledge the following individuals whose contributions and support were instrumental in the completion of the June 2016 AQIP Systems Portfolio:

Institutional Overview

Established in 1934, Wilbur Wright College is one of the seven separately accredited colleges that comprise Illinois Community College District 508, the City Colleges of Chicago. The 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 in response to a community-led effort to provide job training and educational opportunities in Chicago's Humboldt Park and West Town communities. The College also partners with community-based organizations to provide tuition-free Adult Education instruction, and area high schools to offer Dual Credit and Dual Enrollment programs.

As stated on the website, the College mission is as follows: 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. The College's value and focus on student learning is central to all continuous quality improvement initiatives within the institution, and aligns with District 508 Reinvention goals and the Five-Year Strategic Plan.

As of March 2016, of the 910 total College employees, 520 are full-time and part-time faculty, 390 are non-faculty, 69 are student employees, and 148 are work study. Of the faculty employed, 107 are full-time credit, 273 are adjunct faculty, and 90 are Adult Educators. Overall, 33.3% of College employees are part-time and 66.7% are full-time.

The College employs a diverse workforce, with employee demographics including 51.3% female, 19.45% Hispanic, 12.42% black, and 7.03% Asian. The College's student demographics are likewise diverse. Of the students enrolled in Fall 2015 and Spring 2016, approximately 57% were female, 57% were Hispanic, 8% were black, and 6% were Asian.

The College serves more than 21,000 students annually. Of the students enrolled in FY 2015, 13.9% were categorized as Credit Career, 26.4% were Adult Education, 0.6% were Skills (i.e. clock hour programs), and 15.3% were Personal and Professional Development (formerly known as Continuing Education). Credit Career students include students pursuing certificates, pursuing two-year degrees, and intending to transfer to four-year institutions.

To meet the needs of its diverse student population, the College offers Associate Degrees in Arts, Science, Applied Science, General Studies, Engineering Science, and Fine Arts, as well as Advanced and Basic Certificates in a variety of career areas, such as Business, Manufacturing, and Information Technology. The College also supports distance learners through online and hybrid course offerings. Students may enroll in both hybrid and online courses, although online courses are specifically offered through a consortium agreement with Harold Washington College, another District 508 institution.

The College first joined the AQIP accreditation pathway in 2008. In response to feedback from the 2012 Systems Appraisal and Quality Check-Up Visit, as well as other data and information sources, the College has implemented several initiatives and projects. From Spring 2013 through Spring 2014, faculty in each academic department and program mapped all course-level SLOs to their corresponding department- and program-level SLOs, which were in turn mapped to the College's cross-curricular General Education SLOs. This enhanced the alignment of the College's offerings with its mission and laid the foundation for the subsequent College-wide assessment process of the General Education SLOs, beginning in Fall 2014. The SLO mapping and assessment initiative was in part driven by feedback indicating that

the College may benefit from centralizing and systematizing its assessment processes. Similarly, feedback also revealed a need to more explicitly define learning outcomes of co-curricular offerings. Consequently, co-curricular groups have mapped their statements of purpose to the College's General Education SLOs, where applicable. While assessment has become a more systematized process since 2012, variable levels of maturity still exist in departmental and programmatic assessment processes and use of results to drive improvement initiatives.

The First Year Experience (FYE) Action Project was introduced in response to feedback that indicated a need to enhance and systematize assessment processes and improvement initiatives for non-academic areas, including student support. In relation to feedback suggesting that students may not be fully supported in selecting programs of study, the Advising and Transfer Center has implemented several improvements since 2012, including modifications to New Student Orientation and, in collaboration with the FYE Action Project, development of enhanced assessment processes. Additionally, the College implemented SmartPlanner, which contributes to degree completion by guiding students to courses needed for graduation, and Guided Pathways to Success (GPS), which connects students to their majors and transfer institutions early on, helping students stay on track for degree completions and transfers.

The Improvements in Communications Action Project began as a result of 2012 feedback indicating that communication processes at the College appeared ad hoc and sporadic. This project seeks to identify and assess current communications practices across all College departments, particularly those to students utilizing stand-alone or integrated technology platforms.

Established in 2013 as an outcome of College participation in an AQIP Strategy Forum, the Center for Teaching and Learning (CTL) provides informational and instructional sessions designed by and for faculty and staff that are available to all College employees. The CTL's mission is to empower participants to excel in teaching, learning, and leading in a collaborative College environment.

Other AQIP Action Projects initiated since the 2012 Quality Check-Up Visit include the Skills Connection, College Completion, and Student Equity and Access. The Skills Connection program supports Career and Technical Education (CTE) curricula by assessing and developing soft skills and employability skills. The College Completion Action Project seeks to establish and develop a completion and transfer culture, ensure all student service touch points are rooted in case management (i.e. early advising, early alert, degree audits), and to develop and refine academic programs to enhance retention and early completion. The College implemented the following CQI initiatives in relation to this Action Project: Extended Orientation, block enrollment, co-requisite offerings, Peer Mentoring, Embedded Tutoring, meet and greet advisor sessions, and development of webpages for student support services and College Completion. These and other initiatives have contributed to the College consistently exceeding its annual targets for IPEDS completion rate, total awards, total degrees, and student transfers within two years of degree completion. The goal the Student Equity and Access Action Project is to positively impact student recruitment, instruction, retention, course success, and college completion rates associated with first-generation students, low-income students, and students of color.

Additional examples of quality improvement initiatives implemented since the 2012 Quality Check-Up Visit include the redesign of the Proposed Academic Curriculum Change (PACC) process, revamping of the Tenure Assistance Program (TAP), and creation of an Honors Program.

Category 1 Introduction

Feedback from the 2012 Systems Appraisal and Quality Check-Up Visit has helped to identify areas for improvement related to student learning, academic support, and assessment. Of particular note are comments that indicated a need to enhance assessment processes of both academic and student support areas by making them more comprehensive and systematic, and by taking steps to ensure that assessment data and results are used to drive improvement initiatives.

This feedback, in conjunction with best practices learned by the Assessment Committee at the Fall 2012 IUPUI Assessment Institute, led to a Spring 2013 College-wide project in which faculty in all academic departments and programs mapped department- and program-level SLOs to the College's common, cross-curricular, General Education SLOs. From Fall 2013 through Spring 2014, faculty mapped all course-level SLOs to corresponding department- or program-level SLOs, while making revisions to improve SLOs as needed. The SLO mapping project served two primary purposes: 1) to enhance and ensure the alignment of the College's curriculum, and 2) to serve as a tool to guide College-wide assessment of common outcomes. The subsequent College-wide assessment of the General Education SLOs began in Fall 2014 and follows a five-year cycle wherein, each academic year, the College assesses one of its five College-wide outcomes. Improvement initiatives based on the SLO assessment data are to be implemented and assessed by the following academic year.

Although the SLO mapping project and five-year assessment cycle have established an aligned curriculum and College-wide assessment process, the varied quality of the assessment reports generated indicate that assessment in individual departments and programs ranges from reactive to aligned. To address this issue, the Assessment Committee, in collaboration with the AQIP Steering Committee, began developing in Spring 2016 a rubric through which academic departments and programs can evaluate the quality of their assessment processes, results, and improvements.

College faculty also led the revision of the Proposed Academic Curriculum Change (PACC) process, through which all new and modified courses and programs must be approved. Revisions to the PACC process have streamlined the approval procedure while making it more collaborative in nature. Newly designed or revised courses and programs must also connect with the SLO map, thereby ensuring continual curricular alignment.

The First Year Experience (FYE) Action Project was initiated in Spring 2015 to help student support areas that were identified as having a significant impact on first-year students develop and/or improve their assessment processes and use of assessment data. Other recently implemented projects and initiatives that function to enhance student learning and support include the College Completion Action Project, the Student Equity and Access Action Project, and the redesign of pre-college level English curriculum and the College Success course. Many Action Projects that were described in the 2012 Systems Portfolio have evolved into sustainable initiatives that continue to yield positive impacts on student learning, such as Math on Demand (MOD), Learning Communities (LCs), Impacting Registration through the Enhancement of the Financial Aid Process, the Wright in Your Corner (WiYC) student center, Service Learning, and Skills Connection. Category 6 describes all AQIP Action Projects in more detail.

Category One: Helping Students Learn

Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Subcategory One: Common Learning Outcomes

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

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)
The College mission is as follows: 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. Connecting with this mission are the five College-wide, cross-curricular, General Education Student Learning Outcomes (SLOs). These common SLOs shared by all departments and programs state that students will:

1) Think and read critically so that they can solve problems using appropriate information recourses and reasoning processes.
2) Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.
3) Demonstrate quantitative and technological literacy, especially computer literacy, for interpreting data, reasoning, and problem solving.
4) Develop and demonstrate an understanding of ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.
5) Develop and demonstrate an understanding and appreciation of diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society.

From Spring 2013 through Spring 2014, the College, through the work of the Assessment Committee, engaged in a curriculum mapping process. Through this process, faculty in each department and program identified how its department- and program-level SLOs correspond, or map, to the College's five General Education SLOs. Next, each department and program, for each of its courses, mapped course-level SLOs to the corresponding department- and program-level SLOs. The process of building this SLO map led to the refinement of department, program, and course SLOs as needed. The map demonstrates the alignment of learning outcomes of the College's educational offerings to the College-wide SLOs and the College mission.

College-wide General Education SLOs, department and program SLOs, and course SLOs are reviewed each academic year by faculty as part of an on-going assessment cycle of the five General Education SLOs (please see 1P1 *assessing common learning outcomes*). Outcomes at these levels will remain internally aligned through this regular review and assessment cycle. External processes of review that contribute to the continued alignment of SLOs include review of programs and courses by the Illinois Community College Board (ICCB) (please see 1P2 *aligning program learning outcomes*) and courses approved for transfer to four-year universities in Illinois through the Illinois Articulation Initiative (IAI) panel (please see 1P2 *assessing program learning outcomes*).

Degree levels and their requirements, which are determined by ICCB, align with the College's learning outcomes. The General Education areas determined by ICCB have also been mapped to the College's General Education SLOs to ensure the alignment of the College's SLOs to state-mandated General Education requirements.

New programs and courses, as well as the modification of programs and courses, are aligned to the College mission, degree, and course offerings through the Proposed Academic Curriculum Change (PACC) process. This process is discussed in detail in 1P3: *developing and improving responsive programming* (please also see 1P2 *determining program outcomes*).

Determining common outcomes (3.B.2, 4.B.4)
The five College-wide SLOs were originally developed by faculty in 1993. They were designed to align with the College mission and General Education curriculum determined by ICCB (please see 1P1 *aligning common outcomes*).

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
The College mission and College-wide SLOs are publicly displayed on the College website.

Assessment data on student achievement of these outcomes are articulated via the following: departmental and programmatic assessment reports that are posted on an annual basis on the College website; annual presentations by the Assessment Committee, Office of Research and Planning, and Office of Instruction during Faculty Development Week (held prior to the start of each fall term); the Assessment Committee newsletter (*AQIPment*, a physical copy of which is distributed to all employees, in addition to being made available electronically on the College website); Assessment Committee meetings which all faculty and staff are invited to attend; College-wide emails from the Assessment Committee, Office of Research and Planning, and Office of Instruction; and within academic disciplines during departmental meetings.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
The SLO map demonstrates exact ways in which curriculum (i.e. course- and program-level SLOs) align with the College-wide SLOs, and how the College-wide SLOs connect with the six ICCB General Education areas required for each degree, thus illustrating the specific means by which all students are presented with the opportunity to achieve the common outcomes (please see 1P1 *aligning common outcomes* and *determining common outcomes*, and 1P5).

The College provides all students the opportunity to achieve the common outcomes through its aligned curriculum and makes efforts to enhance student achievement of the outcomes through programming and support embedded in the curriculum. Such curriculum-embedded measures include the College Success Seminar (CSS), Math on Demand (MOD), Learning Communities (LC), Service Learning, the Embedded Tutoring program, and the Skills Connection program. College Success is described below, while the other initiatives are discussed in detail in Category 6.

The College Success Seminar (CSS) is an introduction for new students intended to help students hone skills that foster success. Cognitive and non-cognitive skills are reinforced in this course, including critical thinking, reading, and writing, study skills, time and stress management, use of student support services, use of technology for communication and research, as well as academic and career exploration and planning. The course SLOs and topics are organized into three areas: academic skills, soft-skills and student support services, and career exploration. Since Spring 2014, CSS has been offered as an option to students within block courses and as a single course. Since assessment data from students and instructors indicate students may need only one or two of the three areas, three new mini-term variants of CSS were created during the Fall 2015 term. These mini-term variants, along with the original full-term course, will be implemented in Fall 2016.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
The College ensures that College-wide General Education SLOs remain relevant and aligned through the College's five-year General Education assessment cycle, during which departments and programs review learning outcomes at all levels (please see 1P1 *aligning common outcomes*). Additional mechanisms to ensure the relevancy and alignment of outcomes with student, workplace, and societal needs are described in detail in 1P2: *aligning program outcomes* and 1P2: *ensuring outcomes remain relevant.*

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
The College offers a variety of co-curricular activities to support learning and achievement of the General Education outcomes, including student organizations and undergraduate research. Student organizations are coordinated and led primarily by the Student Government Association (SGA) and the Student Activities Office.

Recognized student clubs, groups, and organizations require formal approval by the SGA, which consists of students and staff members. Students interested in designing new co-curricular organizations or serving as officers must meet certain criteria,

including a minimum GPA. Each organization is required to have at least one faculty member serve as a sponsor and advisor, and each has to develop a constitution that includes a statement of purpose.

Many student organizations have identified connections with the College's cross-curricular General Education SLOs with their statements of purpose. Table 1.1 indicates the alignment of student organizations to the College's SLOs (please see 1P1 *aligning common outcomes*).

Table 1.1: Alignment of Student Organizations to College SLOs

Organization	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
American Chemical Society	D	I	D		
Anime Club		I			D
Architecture Club	D	I	I		
Business Club	D	D	I	D	I
Compass Bible Study Club	I	D		D	I
Contagious Rhythm Club					D
Environmental Club	D	I	I	D	I
Filipino American Club					D
Gamers Club					I
Great Books Society	D	D	I	D	D
Latin American Students Organization					D
Phi Theta Kappa	D	D	D	D	I
Pre-Nursing Club	D	D	D	D	I
Pre-Pharmacy Association	D	D	D	D	I
Wright Side Student Club	D	D	D	D	D

A "D" indicates a strong/direct connection to the SLO.
An "I" indicates an indirect connection.

Community service is an ongoing co-curricular activity integrated into the core functions of several student organizations, including the Pre-Pharmacy Association, American Chemical Society, Environmental Club, and Phi Theta Kappa.

WiYC is also an active provider of co-curricular activities. WiYC staff members collaborate with SGA and the Office of Student Services, as well as academic and career programs and departments, to provide co-curricular programing that supports student success. WiYC integrates learning goals, students' career needs, and employment readiness in its programming. In Fall 2013, WiYC staff members surveyed students to determine top choices for career program presentations and the results were used to prepare a Spotlight on Careers workshop that featured Healthcare, Information Technology, and Business programs (please also see 1P2 *designing, aligning, and delivering co-curricular activities*).

Notable accomplishments of the College's co-curricular programs are described in 6R2.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)
College-wide SLOs are assessed primarily at two levels: College-wide and department and program. Each involves different assessment tools and methods.

For the College-wide assessment, the College has selected the Collegiate Assessment of Academic Proficiency (CAAP). CAAP is used to review and make benchmark comparisons to community colleges across the US, in six areas: reading, writing skills, essay writing, critical thinking, mathematics, and science. CAAP was selected by the Assessment Committee in 2003 because the six areas CAAP assesses more closely aligned with the College-wide SLOs than other nationally normed exams.

At the department- and program-level, each department and program selects the tool(s) deemed most appropriate for the assessment of College-wide SLOs in the context of their disciplines. The selection of assessment tools and methods is informed by ICCB and IAI standards, industry standards established by professional accrediting and certifying agencies, Higher Learning Commission (HLC) Criteria and Assumed Practices, and faculty committees, including the Assessment Committee (please see 1P2 *selecting tools*). The SLO map demonstrates which course-, department-, and program-level outcomes align or correspond to each of the five General Education outcomes, and thus serves as a guide for departments and programs when selecting the most appropriate assessment methods and tools (please see 1P1 *aligning common outcomes*).

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)
College-wide SLOs are assessed primarily at two levels: college-wide and department and program. Each of these levels involves different methods and timelines (please see 1P1 *selecting tools*).

CAAP was administered for the sixth time in FY 2015 and is otherwise administered every two years. The results from these assessments are reviewed by the Assessment Committee, the AQIP Steering Committee, and academic departments and programs to identify gaps in learning and developmental expectations, and determine needed revisions in curriculum.

As a result of the SLO mapping process, connections between assessments on course and departmental/programmatic SLOs to the General Education SLOs have been identified. Consequently, all College assessment processes contribute to the assessment of General Education SLOs.

The assessment of College-wide SLOs at the department- and program-levels follows a five-year cyclical process that was initiated in Fall 2014. Each academic year, during the Fall Semester, all academic departments and programs assess one of the five College-wide SLOs. Data collected during the Fall is then analyzed during the Spring, at which point intervention strategies and tools to make improvements in student achievement of the SLO are selected by each department and program. Improvement interventions are implemented during the subsequent Fall Semester, the same term in which assessment of the next College-wide SLO occurs. Assessments of the impact of interventions are made on an on-going basis after implementation, as departments and programs are encouraged to develop interventions that are sustainable. Reporting of the assessment of interventions to the Assessment Committee and the College follows the five-year General Education assessment cycle.

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

Outcomes/measures tracked and tools utilized
At the College-wide level, CAAP measures student skills in science, critical thinking, reading, mathematics, writing, and essay writing, which closely align with the College's five General Education SLOs. At the program- and department-level, assessment tools selected by faculty, and the specific course- and department- and program-level outcomes selected to assess as they map with the College-wide SLOs, are included in annual assessment reports (please see 1P1 *selecting tools*).

Table 1.2 summarizes selected department- and program-level outcomes assessed and the tools utilized for the assessment of the College-wide General Education SLO #1: Think and read critically so that they can solve problems using appropriate information recourses and reasoning processes. All department and program assessment reports are posted on the College website.

Table 1.2: Department and Program Outcomes and Assessment Tools

Department or Program	Outcomes aligned with General Education Outcome #1: Critical Thinking	Assessment tool/mechanism
Biology	Department SLO: Students will demonstrate reasoning skills by interpreting Biological data and solving Biological problems. Corresponding Course SLOs: Biology 114: all SLOs Biology 121: all SLOs Biology 226 and 227: Form conclusions and make predictions using scientific data and case studies.	Biology critical thinking assessment exam administered 12th week of class.

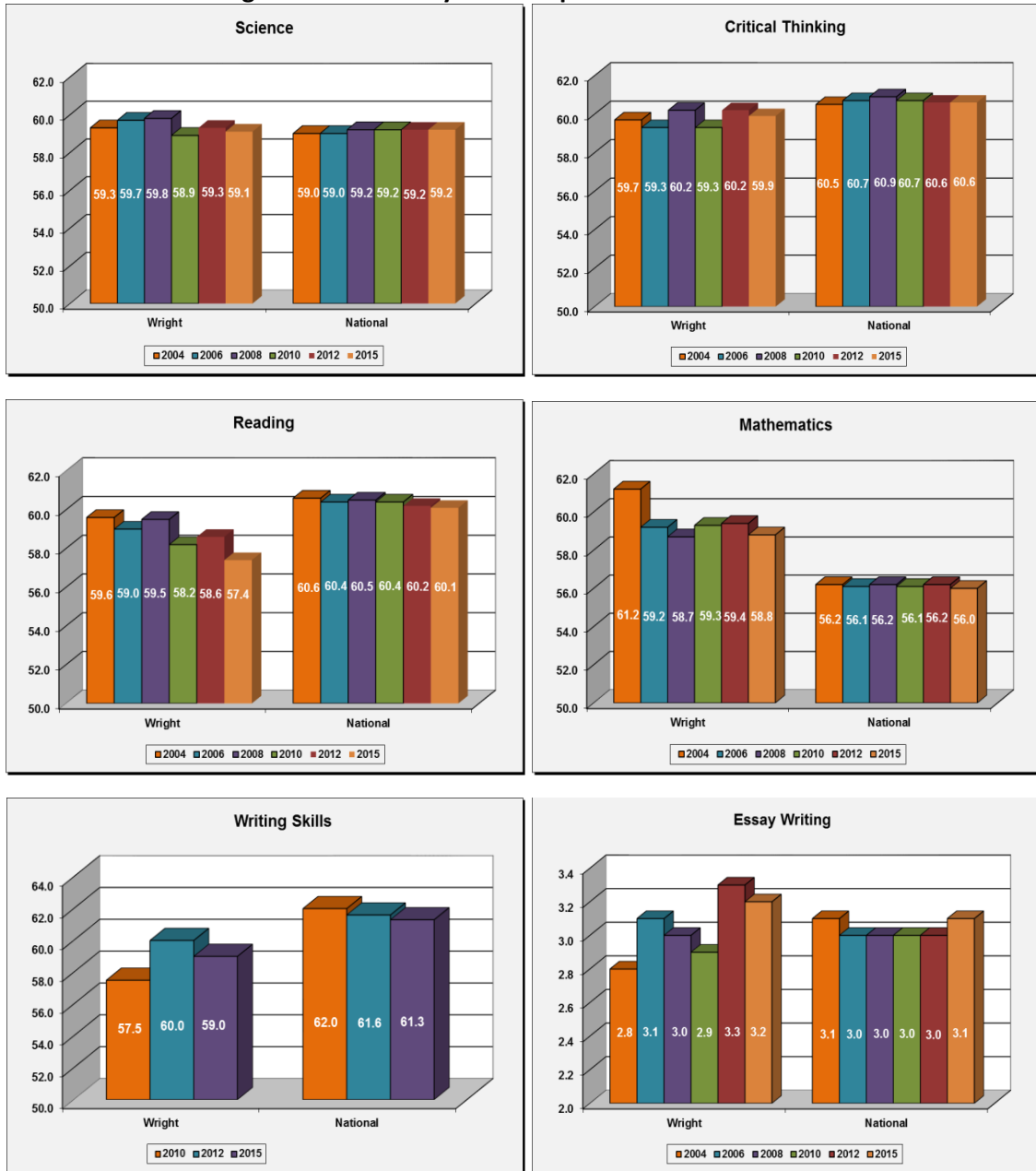**Table 1.2: Department and Program Outcomes and Assessment Tools**

Department or Program	Outcomes aligned with General Education Outcome #1: Critical Thinking	Assessment tool/mechanism
English, Literature, and Reading	Department SLO: Students will be able to write effectively in a variety of genres. Students will be able to formulate topics, think critically about topics, analyze their audience, conduct necessary research, and produce finished work that meets good editorial standards. Corresponding Course SLO for English 101: Purpose and Audience Exposition and Argument Organization and Development	Summative critical essay.
Mathematics	Department SLOs: Use formulas, graphs, and/or tables from which to draw inferences, make predictions, and illustrate mathematical situations. Process mathematical information symbolically, visually, numerically, and verbally. Apply mathematics (arithmetic, geometry, trigonometry, calculus or statistics) to solve real world problems encountered in their future. Use current technology as support for learning or doing mathematics. Corresponding Course SLOs: please see the Results table, below.	Analysis of student performance on final exams in Math 118, Math 125, and Math 40. Each question of each final exam is mapped to its corresponding course-level SLO, and, through the SLO map, to its corresponding department-level SLO. All department-level SLOs map to General Education SLO#1.
Occupational Therapy Assistant (OTA)	Program SLOs: Students will engage in the safe and effective application of OT process to OT consumers and special populations. Students will possess the knowledge and skills needed to practice as an OTA in a variety of health care delivery models, systems and settings. Corresponding Course SLOs for OTA-215 and OTA-216: Engage in the safe and effective application of the occupational therapy process to occupational therapy consumers and special populations.	Analysis of grades from exit practicum completers and clinical courses. Feedback from students following the completion of two capstone clinical courses Student Surveys. Analysis of supplemental and remedial skill building effects on exit practicum performance.
Physical Sciences and Engineering	Department SLO: Students will demonstrate an understanding of the basic principles in the physical sciences to evaluate and solve qualitative and quantitative problems using appropriate scientific models and/or mathematical manipulations. Corresponding course SLOs: Astronomy 201: Classify stars according to their luminosity and temperature. Chemistry 201: Students should apply the principles of thermochemistry to study calorimetry, specific heat, standard enthalpies of formation and change in enthalpy for endothermic and exothermic reactions.	Pre- and post- long-answer assessments: The first covered information the students are expected to understand when they come into the course, and the second assessment covered information they have been taught in that course. Assessments were given to students in 3 course sections of Astronomy 201 and Chemistry 201. Rubrics were created that categorizes student performance with regard to "Evidence" (ability to exclude irrelevant data), "Analysis" (ability to collect and organize data), "Evaluation" (ability to relate and interpret data), and "Synthesis" (ability to make logical conclusions). The rubrics with percentage of students who A) did not meet expectations, B) partially met expectations, or C) met expectations are given below.
Social Science: Anthropology	Department SLO: Explain how various social science theories and approaches help to understand social phenomena. Corresponding Course SLO for Anthropology 202: Define the concept of culture and correctly use basic anthropological concepts and vocabulary in analyzing and discussing a variety of situations	In an essay, students were to identify how at least four of the characteristics of culture covered in class are illustrated in a documentary, describing clearly how each is illustrated. (graded on a 25 point scale)

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
The College's CAAP target is to have students perform at levels equal to or above CAAP's benchmark scores. Figure 1.3 summarizes CAAP results for science, critical thinking, reading, math, writing skills, and essay writing, for the six administrations, starting with 2004.

Figure 1.3: Summary and Comparison of CAAP Results

Science

	2004	2006	2008	2010	2012	2015
Wright	59.3	59.7	59.8	58.9	59.3	59.1
National	59.0	59.0	59.2	59.2	59.2	59.2

Critical Thinking

	2004	2006	2008	2010	2012	2015
Wright	59.7	59.3	60.2	59.3	60.2	59.9
National	60.5	60.7	60.9	60.7	60.6	60.6

Reading

	2004	2006	2008	2010	2012	2015
Wright	59.6	59.0	59.5	58.2	58.6	57.4
National	60.6	60.4	60.5	60.4	60.2	60.1

Mathematics

	2004	2006	2008	2010	2012	2015
Wright	61.2	59.2	58.7	59.3	59.4	58.8
National	56.2	56.1	56.2	56.1	56.2	56.0

Writing Skills

	2010	2012	2015
Wright	57.5	60.0	59.0
National	62.0	61.6	61.3

Essay Writing

	2004	2006	2008	2010	2012	2015
Wright	2.8	3.1	3.0	2.9	3.3	3.2
National	3.1	3.0	3.0	3.0	3.0	3.1

Regarding assessment results at the department- and program-level, comparisons of results occur within each department or program, as the results are specific to each discipline. Table 1.4 summarizes results of the Fall 2014 assessment of General Education SLO #1 for selected departments and programs and, when possible, provides comparative data.

Table 1.4: Department and Program Summary and Comparison of Results

Department or program	Summary of Results and Comparisons to Internal Targets
Biology	A total of 37 classes and 929 students participated in this initial critical thinking assessment in Fall 2014, and in Spring 2015 a total of 37 classes and 704 students participated. Across the department 53% of students passed the assessment with an 80% or above in both semesters. When considering specific classes, a majority of students in Biology 114 failed the assessment in the Fall Semester (62.5% failed vs. 37.5% passed) and the Spring Semester (58% vs. 42%). In Biology 121 50.6% passed in the Fall and 49.2% passed in the Spring, in Biology 226 58.5% passed in the Fall and 55.4% passed in the Spring, and in Biology 227 60.1% of students passed the assessment in the Fall and 57.9% passed in the Spring.

Table 1.4: Department and Program Summary and Comparison of Results

Department or program	Summary of Results and Comparisons to Internal Targets
English, Literature, and Reading	The majority of students are performing at the competency level of "Beginning Apprentice" or above in all three critical thinking-associated criteria (88% in Spring 2015 and 90% in Fall 2015) with a large proportion of students performing at the level of "Advanced Apprentice" or higher (60% in Spring 2015 and 68% in Fall 2015). In Spring 2015, students performed within the following categories: 25% at the level of "Emerging Scholar"; 30% at "Advanced Apprentice"; and, 32% at the level of "Beginning Apprentice." This resulted in a total of 87% of students performing at the level of "Beginning Apprentice" or above. In Fall 2015, students performed in the following categories: 22% at the level of "Emerging Scholar"; and 39% at "Advanced Apprentice"; and 33% at the level of "Beginning Apprentice." This resulted in a total of 94% of students performing at the level of "Beginning Apprentice" of above. There is a strong correlation (rates of competency are similar) between "Critical Thinking" and the two other critical thinking-associated criteria across all competencies, which affirmed the original supposition that these three areas are interrelated in college-level writing. Note: "Emerging scholar" is equivalent to excellent to very good competency in performance of the skills associated with each criterion; "advanced apprentice" is very good to good competency; "beginning apprentice" is good to satisfactory competency; and, "novice" is low or poor competency.
Mathematics	The data below summarize the percentage of students that answered final exam questions correct for each of the listed SLOs. Math 118 (n=293): Apply permutations to application problems: 3%. Apply addition rule of probability to real-life problems: 45%. Apply multiplication rule of probability to real-life problems: 46%. Apply binomial probability formula to solve application problems: 26%. Apply principles of normal distribution to real-life problems: 32%. Note: students scored >50% on all other problems. Math 125 (n=127): Interpret data in graphical form such as a histogram, stem and leaf plot or box and whisker plot: 20%. Demonstrate proper use of the rules of probability: 49%. Demonstrate knowledge of terms related to interval estimation: 32%. Compute a confidence interval or sample size needed for population mean or population proportion: 45%. Note: students scored >50% on all other problems. Math 140 (n=39): All students scored correctly on > 50% of all problems.
Occupational Therapy Assistant (OTA)	100% of the students completed the exit practicum on their first attempt. This is something that has not happened since the practicum has been initiated. This means that no students required remediation for critical thinking skills to successfully pass the exit practicum. The average score of the practicum was a 91%. Students must pass their practicum at an 80% to be able to go onto Level II Fieldwork. In terms of fieldwork performance, 92% of the OTA Program students passed fieldwork on their first attempt. The average score of fieldwork for these students was an 86%. 8% or two students did not pass Fieldwork on their first attempt for reasons of professional behavior/stress management and documentation expectations. Following remediation, these two students successfully passed fieldwork to complete the program with an average score of 92%. 83% of the students (20/24) related that the experience of the exit practicum assist them with the critical thinking skills needed to successfully complete their Level II Fieldwork. The rating they offered was a 5/5 on the Likert scale survey indicating highest value in the use of this practicum. 17% of the students (4/24) rated the practicum as helpful to their success in building critical thinking skills needed to succeed at Level II Fieldwork. The rating they offered was a 4/5 on the Likert scale survey indicating an above average rating in the use of this practicum. There were no ratings offered for "average" (3/5), "below average" (2/5) or "no value" (1/5) for the use of this practicum in facilitating critical thinking skills. In other words, all results indicated a positive value in enhancing critical thinking skills needed for successful completion of Level II Fieldwork. Students offered many positive and helpful comments about the experience in the open comment section. 92% of OTA students participated in at least one supplemental session. 33% participated in at least 2 supplemental sessions. 13% participated in at least 3 supplemental sessions. 25% participated in at all 5 supplemental sessions. 2/24 students did not participate in supplemental sessions and of these two one did not pass Level II Fieldwork but did pass the exit practicum. 1/24 students participated in all 5 supplemental sessions but did not pass Level II Fieldwork but did pass the exit practicum. Students did identify the different methods of practicing for practicum in the survey (group, classroom supplemental sessions, individual session supports, etc.) and all (24/24) students related that practice was important to the success of passing the practicum.
Physical Sciences and Engineering	Astronomy 201: The student performance was similar between assessments except in the "Evidence" objective, where they did significantly worse in the second assessment (nearly 20% increase in students who do not meet expectations). They only did slightly better in "Analysis" and "Evaluation", and did slightly worse in "Synthesis". The use of irrelevant information lowered the percentage of students who were able to deduce the relationships between stars. Since the "Synthesis" objective was not significantly worse, this showed the students performed better in other parts of the assessment. In the second assessment, students were more likely to try to answer the questions by using concepts they had learned in class. This showed they were trying to use memorized facts to reason through the problems rather than critical thinking. Chemistry 201: The student performance was similar in the "Analysis" objective, but somewhat worse in the "Evidence" objective (9% increase in student who do not meet expectations, respectively). However, the students did significantly better in the "Synthesis" and "Evaluation" objectives (13% and 18% decrease in students who do not meet expectations, respectively).
Social Science: Anthropology	38 out of 88, or 43%, got the full 25 points, indicating that they applied critical thinking satisfactorily for each of the four characteristics. 20, or 23%, earned 21 points, which generally meant they applied critical thinking appropriately for three of the four characteristics, and stated clearly how they were attempting to do so. 13, or 15%, earned 17 points, which generally meant they applied critical thinking appropriately and clearly for two of the characteristics. Summing these three categories plus 8 other individuals that fell between 17 and 25, means that 79 out of 88, or 90% were able to demonstrate success in critical thinking on at least half of the four measures. This is a fairly substantial proportion. And the 43% that earned full credit also indicates a meaningful rate of success.

Interpretation of results and insights gained

Overall, CAAP results indicate that students perform at levels that are not significantly different statistically from other two-year institutions. However, critical thinking, reading, and writing skills have not achieved the College's goal of students performing at or above the benchmark levels.

Table 1.5 summarizes the interpretation of results and insights gained for assessment of General Education SLO #1 at the department and program levels.

Table 1.5: Department and Program Interpretation of Results and Insights Gained

Department or program	Interpretation of results and insights gained
Biology	Students in non-majors Biology courses did not perform as well as majors courses. Additionally, informal faculty feedback indicated a preference to determine a method for assessing Gen Ed SLOs that did not detract from available class time.
English, Literature, and Reading	At the end of the first semester of a two-semester course sequence in first-year composition, students are *at least* satisfactorily (but more often than not well or very well) prepared to think critically within the context of academic discourse.
Mathematics	In General Education Math (Math 118), a majority of students were able to answer correctly all but five of the SLOs. In one of the questions instructors felt the wording of the question and the instructions needed clarity. The other four involved solving probability situations and applying the normal distribution. In Introductory Statistics (Math 125), a majority of students were able to answer correctly all but four of the SLOs. One question involved knowing definitions which teachers were asked to give more focus to. The other three again involved normal distribution. In College Algebra (Math 140), a majority of students were able to answer correctly all of the SLOs.
Occupational Therapy Assistant (OTA)	A 100% pass rate on an exit practicum is an exceptional outcome. The outcome for fieldwork was positive, but not unanimous. The two students who did not pass fieldwork despite an 80% or greater pass rate on the exit practicum relate more to professional behaviors than to critical thinking upon review. Suggestions from previous student cohorts related that the practicum experience should be used every semester to build skills and confidence for fieldwork. This group of students did benefit from having a more comprehensive practicum each semester. This group of students also participated in supplemental practice sessions that were held to facilitate critical thinking during the practicums. Overall, students indicated that the exit practicum assists them in developing the critical thinking skills necessary to complete Level II Fieldwork. It is difficult to precisely correlate participation in supplemental skill building sessions and success in practicum and fieldwork but what is recognized by the results is that the students value practice as a path to success. It is an intuitive and practical consideration.
Physical Sciences and Engineering	Astronomy 201: Along with the fact that students were less likely to exclude irrelevant information, this assessment indicates that more time is needed to teach the students to think critically about the relationships between stars rather than to try to memorize relationships. Chemistry 201: Comparison between the first and second assessment indicates students have improved their ability to formulate logical conclusions based on the data given.
Social Science: Anthropology	These results indicate an overall positive rate of success in critical thinking on this assignment. Still of concern are those who did not achieve the full 25 points. Particularly of concern are those 9 students who did not manage to illustrate even one of the characteristics listed. Those of most concern are the 5 who apparently managed none of them, since their totals were 9 points or fewer.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

CAAP results that indicate students consistently perform below benchmark levels in critical thinking, reading, and writing skills contributed to the design of the College's five-year assessment cycle of the General Education SLOs, with a focus on the assessment of critical thinking skills for Fall 2014, and the assessment of reading and writing skills for Fall 2015.

In Fall 2015, faculty raised the issue of whether CAAP is still the best tool for the College to use as part of the assessment program. While the College is scheduled to administer CAAP again in Spring 2018, it plans to also consider viable alternatives to CAAP.

Improvements related to department- and program-level assessment data are varied and specific to each academic discipline, and are included in the annual assessment reports. Table 1.6 summarizes the results and insights gained at the department and program levels:

Table 1.6: Department and Program Improvements Planned and/or Implemented

Department and program	Improvements Planned and/or Implemented
Biology	Final exam questions are being mapped to course SLOs so that final exams can serve as summative course, department, and Gen Ed SLO assessment tools in a sustainable fashion, without detracting from available class time.

Table 1.6: Department and Program Improvements Planned and/or Implemented

Department and program	Improvements Planned and/or Implemented
English, Literature, and Reading	The English department assessment committee has developed (spring 2016) and will deploy (fall 2016) the following supportive interventions: update rubric to include the teaching of strategies to avoid plagiarism as integral to critical thinking within the context of academic discourse; three curricular modules with texts, assignments and other assessments aligned with the critical essay rubric and designed to support student learning in all learning outcomes for English 101, including critical thinking; streamlined and adaptable formative assessment rubrics designed to enable instructors to track and communicate student development in sub-criteria associated with critical thinking and other learning outcomes for English 101 as well as reflect upon the impact of teaching choices/practices on student learning relative to the achievement of course learning outcomes; and, a guiding document, which will enable the instructor cohorts that assess the critical essay in English 101 to more effectively contextualize and articulate the meaning of the data derived from departmental assessment activities.
Mathematics	As a way to help students improve, the Math department will include more questions related to probability and normal distribution on the course review packet. The department has shared review materials with the Academic Support Center. Course instructors will provide review workshops prior to the end of the semester. WiYC has offered statistics workshops. Students are encouraged to seek tutoring in the new Math Emporium, which opened Fall 2015 and offers a centrally located, attractive, high tech environment to get either one on one or group tutoring.
Occupational Therapy Assistant (OTA)	In examining the results of this aspect of the assessment project, the OTA faculty will continue offering formative practicums each semester and will offer additional practice sessions for building critical thinking skills. The OTA program will continue to use the exit and other formative practicums to advance critical thinking skills for clinical education. The OTA program will also consider continuing to survey the students' opinions of the experience. OTA will seek support for obtaining more assessment tools so that students can borrow these for practice at home and will work with the Nursing program to respectfully use their lab classroom for practicum taping and practice sessions. In an effort to maintain the success of passing the practicum, supplemental skill building sessions will continue to be offered to OTA students in the second year of the program as they progress to Level II Fieldwork. Tracking of these efforts will continue as well.
Physical Sciences and Engineering	Astronomy 201: While in-class activities that have students reason through these types of problems already, the results indicate that more emphasis needs to be put on these conceptual problems, specifically in understanding when information is relevant and knowing when to exclude irrelevant information. Chemistry 201: This assessment suggests that more emphasis can be made in teaching students to exclude relevant information when analyzing questions. This may be done by including irrelevant information in questions or activities given to students in order to teach them to exclude this information in their analysis.
Social Science: Anthropology	Anthropology faculty will give further attention to finding ways to better convey critical thinking ideas to those who have done less well. In particular, more attention will be given to a briefer activity of a similar nature that prior to one described in this report.

Although the SLO mapping project and implementation of the five-year General Education assessment cycle have systematized the College's assessment processes and aligned them with the College mission and cross-curricular outcomes, the culture of assessment is not yet fully integrated. To address this area, the Assessment Committee has been developing a rubric to assess the quality of the academic assessment reports themselves. The rubric will allow academic departments and programs to better self-evaluate the efficacy of their own assessment process, tools, and intervention strategies, thus working toward a more integrated culture of assessment characterized by more robust and sustainable assessment tools, practices, and interventions.

Subcategory Two: Program Learning Outcomes

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

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)
Within the institution there are three levels of SLOs: college, program and department, and course. Program SLOs are influenced by the College mission, the College-wide SLOs, and specific program requirements.

The College-wide SLO mapping initiative has helped to structure program level design and assessment of outcomes. The process has provided the institution with a broad overview of program outcomes and demonstrates the alignment of SLOs at the program level to the College-wide General Education SLOs, course offerings, and degree levels (please see 1P1 *aligning common outcomes*).

Changes to learning outcomes at the program and course levels are conducted through the Proposed Academic Curriculum Change (PACC) process. Refinements in the PACC process have established a more rigorous process to ensure program outcome alignments (please see 1P3 *developing and improving responsive programming*). Through the PACC process, SLOs of new courses are written to align with existing department- and program-level SLOs, and are linked to the existing SLO map accordingly. The SLO map serves as a tool to review SLOs of new courses and programs across disciplines and against the five General Education cross-curricular SLOs (please see 1P1 *aligning common outcomes*).

Determining program outcomes (4.B.4)
Faculty members serve as the primary advocates for determining program and department learning outcomes. Outcomes of both academic disciplines and Career and Technical Education (CTE) programs must map to the College's General Education SLOs. The development of outcomes is informed by a number of external sources, including the Illinois Board of Higher Education (IBHE), ICCB, and IAI requirements, as well as the HLC Assumed Practices and Criteria for Teaching and Learning. CTE program SLOs are also informed by industry needs and market studies, and must meet the requirements of the appropriate accrediting organizations, professional organizations, and program advisory boards, which are composed of internal faculty, faculty from transfer institutions, professionals in the field, community-based organization representatives, representatives of other government agencies, and program graduates.

Within programs and departments, course-level outcomes are determined by faculty and align with program- and department-level outcomes. Creation of new and the revision of existing SLOs follows the PACC process, along with ICCB and IAI guidelines (please see 1P3 *developing and improving responsive programming*).

Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)
The College communicates program and department learning outcomes publicly through the College website, along with descriptions of the academic disciplines' content and scope. Course-level outcomes are communicated through course syllabi, which are posted on the College's Blackboard site. Outcomes at all levels are also articulated via the SLO map (please see 1P1 *aligning common outcomes*). Program, department, and course outcomes, as well as the level of achievement of the outcomes, are also articulated via the annual assessment reports collected by the Assessment Committee and are disseminated throughout the College through various means (please see 1P1 *articulating the purposes, content, and level of achievement of the outcomes*).

The College communicates program learning outcomes, preparation requirements, and other expectations to students directly through the admissions and advising staff, the College website, printed materials, and other forms of direct communication. The New Student Orientation (NSO) and Extended Orientation, currently being piloted through WiYC, are additional modalities for relaying to students program learning outcomes and other expectations. Other events promoting the College's educational offerings include early advising, open houses, and registration events. Career program coordinators also meet regularly with students to explain program requirements and prerequisites, and to review student progress towards meeting those requirements. This process also creates a familiarity with individual students and provides an opportunity to determine whether student transfer and career goals align with program SLOs.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
Outcomes of specific career programs and courses remain relevant and aligned, in part, through regular reviews by specialized accrediting bodies. Like all academic programs and courses, career programs must also undergo regular five-year review by ICCB. Career program faculty and advisory boards also engage industry and community partners and use labor demand data to inform program development and to ensure that curricula remain technically current and relevant (please see 1P3 *reviewing the viability of courses and programs*).

CTE program graduates are also surveyed annually to determine post-graduate employment rates, average annual salaries, job satisfaction, satisfaction with College program courses, and satisfaction with College services. In addition to the graduate survey, in July 2013, a District 508 Electronic Employment Form (EEF) was created and piloted. In October 2013, the EEF was

officially launched to track all student job placements, with specific interest in College to Careers (C2C) employment opportunities. As part of the District 508 C2C initiative, C2C placements are defined as part-time employment, full-time employment, or internships in the student field of study that occur within three terms of program completion. The EEF was intended to supplement other mechanisms used to report employment placements, such as the graduate follow-up survey. Please see 2R1 and 2I1for Career Planning and Placement Center data and improvements, respectively.

As one of District 508's initiatives, Reinvention teams reviewed program clusters using qualitative (e.g. employer surveys, faculty interviews, focus groups) and quantitative data (e.g. labor market demand, occupational projections). The College was designated as the Information Technology (IT) hub, and faculty and staff have engaged industry partners to inform revisions to curricula in Computer Science, Web Development, and Networking (please see 6P1 for more information).

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1., 4.B.2)
Co-curricular activities that align to and support the achievement of program and department learning outcomes include some specific student organizations, activities, and events coordinated by WiYC and the Skills Connection program.

The design and alignment of student organizations are described in detail in 1P1. Certain student organizations, while aligning with and supporting the achievement of the College's General Education SLOs, also align with SLOs of their affiliated academic disciplines, and, consequently, support learning in their respective fields (i.e. American Chemical Society, Architecture Club, Environmental Club, Great Books Society, Paralegal Club, Pre-Nursing Club, and Pre-Pharmacy Club) (please see 1P1 *designing, aligning, and delivering co-curricular activities*).

WiYC provides a variety of program- and discipline-specific workshops, lectures, and other events to help students achieve program-, department-, and course-level learning outcomes. Each semester, the Skills Connection coordinator hosts workshops on organizational skills, time management, teamwork, conflict resolution, goal setting, self-confidence, communication, constructive criticism, and motivation (please see 1P1*: incorporating into the curriculum*, and 6P1). Other workshops led by faculty members, tutors, and/or other support staff include how to study for Biology courses, how to improve critical writing in English courses, and how to think critically in Philosophy and other Humanities courses (please see 1P1 *designing, aligning, and delivering co-curricular activities*).

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)
The selection of assessment tools and methods at the program and department levels is driven by faculty and is informed by higher education standards identified by ICCB and IAI, industry standards established by professional accrediting and certifying agencies, HLC Criteria and Assumed Practices, and faculty committees, including the Assessment Committee. Assessment tools and methods are proposed by assessment coordinators to departmental faculty for their review and input, followed by Assessment Committee review. Tools, methods and instruments used for program learning outcome assessment include rubrics utilized for analysis of student portfolios, itemized analysis of departmental assessment exams, and student inquiry surveys.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)
As described in 1P1, the College engaged in an SLO mapping process from Spring 2013 to Spring 2014 in preparation for initiation of the five-year assessment cycle of the College's General Education SLOs. During this time period, the College temporarily suspended its requirement for each department and program to regularly submit assessment reports to the Assessment Committee.

In addition to the five-year assessment cycle of the College's General Education SLOs initiated in Fall 2014, many programs and departments continue other assessment processes, reporting on their assessment methods, results, and improvements on an annual basis. As an example, the Business department examined the utility of Dynamic Study Modules as a learning tool in Fall 2015 (please see 1R2).

Assessment reports, once reviewed by the Assessment Committee, are posted on the College website. Assessment processes and data are also reported to ICCB in accordance with the ICCB Program Review schedule (please see 1P2 *ensuring the outcomes remain relevant* and 1P3 *reviewing the viability of courses and programs*). In addition to participating in the assessment practices already described, many CTE programs also routinely engage in assessments required by their respective accrediting agencies (please see 1P4 *selecting, implementing, and maintaining specialized accreditations*). As one example, assessment in the Radiography program is summarized in 1R2.

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

Outcomes/measures tracked and tools utilized
The outcomes tracked and tools utilized for the assessment of General Education SLO #1 at the program and department levels are described in detail in 1R1. As described in 1R1, all assessments of departmental and programmatic outcomes, through the SLO map, contribute to the assessment of General Education outcomes. Some departments and programs also engage in additional assessment processes. Additionally, the College tracks course retention and success via OpenBook, District 508's business intelligence tool. Another indicator of the student knowledge, skills, and abilities expected are the Skills Connection program's Work Keys assessments which measure competencies in Applied Mathematics, Locating Information, and Reading for Information. Students in these programs are able to earn National Career Readiness Certificates (NCRC), indicating that they attained requisite career readiness and cognitive skills.

Table 1.7 summarizes two examples of other department- and program-level SLO assessments besides those that contributed to the assessment of General Education SLO#1.

Table 1.7: Department and Program Outcomes/Measures and Assessments Tools

Department or Program	Outcome/Measures Tracked	Assessment Tool/Mechanism
Business	Effect of Dynamic Study Modules (DSM) on exit exam pass rate in Business 182	Exit exam results of two sections of Business 182, in which DSMs were implemented as a learning tool. Student survey administered at the end of the term to gather feedback on utility of DSMs.
Radiography	All Program SLOs	Fall 2014 and 2015: final exams, educational guarantee usage, case studies, professional skill evaluations, and AART certification exam results.

Overall levels of deployment of assessment processes within the institution
The Assessment Committee is responsible for the coordination of assessment efforts by departments and programs, as well as the review of assessment reports. Each academic department and many CTE programs are represented on the Assessment Committee through a department identified assessment coordinator. Each assessment coordinator is responsible for working with faculty within their respective area(s) to ensure the quality of assessment methods, aid with the interpretation of assessment results, formulate appropriate improvements based on the results, and maintain the expected annual reporting timeline.

Summary results of assessments (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Summary and comparisons of results of program-level SLOs assessed in relation to the College-wide assessment of the common General Education SLOs are summarized in 1R1.

Table 1.8 provides summary and comparison of results for other department- and program-level assessments.

Table 1.8: Department and Program Summary and Comparison of Results

Department or Program	Summary and Comparison of Results
Business	Results of the F-test on the impact of DSMs on Exit Exam failed to yield a statistically significant difference between Fall 2015 and Spring 2015. The observed F statistic was 0.95. The critical F statistic is 1.68 with 45 degrees of freedom in the numerator and 39 degrees[*] Given the Critical F of 1.68 the value we observed does not fall in into the rejection region of a significant difference between the scores of pre-post DSM exposure in preparation for the Exit Exam. [*] Exact critical value of F-statistic retrieved on 02-02-2016 from: <http://www.danielsoper.com/statcalc3/calc.aspx?id=4> Survey responses to Question 1, indicate that more than 60 percent of students spent at least 2 or more hours per work at My Accounting Lab (MAL). In addition 89.37 percent of respondents indicated they agreed or strongly agrees with the following statement: "My understanding of the course material increased as a result of using MyAccountinglab [sic]." Question 5 of the survey directly related to DSMs had 91.29 percent of respondents Agree or Strongly Agree with the statement "The test-review-retest pattern of the Dynamic Study Modules helped me to learn and remember chapter content."
Radiography	Final exam results (averages): The average final exam score in Radiology 208 was 93% in 2014 and 89% in 2015. While the average score in 2015 was slightly lower than in 2014, it remained above the program's stated goal of 85% or better. In both 2014 and 2015, no students accepted the education guarantee which provides additional instruction to students. In 2014, students had an average score of 97% on the Professional Skills Evaluation on section 9 of Radiography 242 (the first of three clinical courses). In 2015, students had an average score of 87%, notably lower than the prior year, but still in line with the program's goal of an average score of 85%. In 2014 and 2015, students had an average score of 99% on the Professional Skills Evaluation on section 9 of Radiography 244 (the third of three clinical courses). The average score in both years was well above the program's stated average score of 90%. In 2014, students had an average score of 95% on a case study measuring oral and written communications skills. In 2015, students had an average score of 98% which exceeded the program's stated goal of an average of 80% or higher. The program has a stated goal that 85% of graduates will pass the AART certification exam on the first attempt within six months of graduation. In 2014, 100% of the programs graduates successfully passed the certification exam on the first attempt. In 2015, 79% passed on the first attempt.

Table 1.9 below provides summary and comparative data on course success, retention*, and withdrawal rates for selected courses.

Table 1.9: Selected Course Success, Withdrawal, and Retention Rates

Course	Fall 2014			Fall 2015		
	Course Success Rate	Course Withdrawal Rate	Course Retention Rate	Course Success Rate	Course Withdrawal Rate	Course Retention Rate
Anthropology 205	-	-	-	63.6%	36.4%	63.6%
Biology 120	58.5%	23.4%	76.6%	33.4%	23.2%	45.0%
Biology 121	67.5%	16.5%	83.5%	38.3%	12.9%	49.8%
Biology 226	65.7%	22.5%	77.5%	37.4%	18.8%	43.0%
Business 111	66.5%	16.9%	83.1%	46.0%	17.3%	52.8%
Chemistry 121	73.9%	12.7%	87.3%	34.1%	10.2%	41.2%
Chemistry 201	73.7%	17.1%	82.9%	45.1%	14.1%	51.5%
CIS 120	66.5%	17.7%	82.3%	50.1%	10.0%	58.5%
English 101	65.1%	16.6%	83.4%	37.7%	14.7%	47.4%
English 102	63.8%	21.5%	78.5%	32.5%	20.7%	40.6%
English 98	62.5%	15.4%	84.6%	-	-	-
FS Math 3004	72.3%	11.3%	88.7%	48.0%	13.6%	58.8%
Humanities 123	72.1%	12.2%	87.8%	39.8%	13.0%	50.9%
Math 118	66.0%	12.2%	87.8%	39.1%	12.9%	47.7%
Math 125-1	64.2%	18.0%	82.0%	43.2%	12.6%	51.8%
Math 143	73.1%	15.7%	84.3%	29.0%	12.2%	36.8%
Math 99	57.1%	18.1%	81.9%	35.2%	23.5%	51.9%
Psychology 201	64.7%	16.6%	83.4%	35.8%	18.0%	44.8%
Reading 125	71.7%	10.9%	89.1%	87.9%	0.0%	100.0%
Sociology 201	66.0%	16.5%	83.5%	36.5%	16.6%	44.7%

*Note: retention does not include students earning a grade of F

Table 1.10 summarizes College results for WorkKeys examinations, beginning with FY 2013.

Table 1.10: WorkKeys Results

Year	Number of Students Tested	Number of Students who Earned the NCRC	% Success Rate
2013	160	148	93%
2014	73	69	95%
2015	37	33	89%

Interpretation of assessment results and insights gained

Interpretations of results of program-level SLOs assessed in relation to the College-wide assessment of the common General Education SLOs are summarized in 1R1.

Table 1.11 summarizes other department- and program-level assessments beyond those that address General Education SLO #1.

Table 1.11: Department and Program Interpretation of Results and Insights Gained

Department and Program	Interpretation of Assessment Results and Insights Gained
Business	The survey provided strong support among students in the added-value of DSMs to their understanding of the material.
Radiography	Students perform at or above benchmarks, though the program noted that 2015 was the first time the students did not achieve a 100% pass rate on the AART on the first try. The program is looking at new review techniques to use with students completing the program to prepare them for the AART certification exam since prior year students had indicated that the existing exit test system did not help students.

The College routinely examines course success, retention, and withdrawal rates as a means of identifying courses in which students struggle the most. Table 1.9 lists courses with poor performance in one or more of these categories.

The tests for the NCRC have gone down because the program was on hold May 2014-March 2015 and the tests for the NCRC take approximately 3.5 hours, and many professors are understandably reluctant to give up that much class time.

1I2 Based on IR2, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Improvements based on the results of program-level SLOs assessed in relation to the College-wide assessment of the common General Education SLOs are summarized in 1R1.

Table 1.12 below summarizes other department- and program-level improvements beyond those that address General Education SLO #1.

Table 1.12: Department and Program Improvements Planned and/or Implemented

Department and Program	Improvements Planned and/or Implemented
Business	Business faculty are planning on running statistical tests comparing unit levels exams – groups of chapters – to determine if impacts can be observed at that level of granularity. Exams from previous versions of BUS 182 will be given to students and the results will be examined using the F-test.
Radiography	For 2015, students below the College's benchmark but are expected to be within acceptable range by 12 months for JRCERT. AART results are below Wright benchmark but above for JRCERT. Several changes have been implemented to correct this issue.

The College has identified courses with high enrollment (i.e. at least 250 students) and poor success, retention, withdrawal, and/or persistence rates for targeted improvements, such as the Peer Mentor program. As part of the College Completion AQIP Action Project, information on the Peer Mentor program is found in 6P1.

A new course, Accelerated Reading and Composition (ARC), was developed to enhance and accelerate student transition into college-level English courses, and replace the existing developmental education pathways. This initiative was based on data that indicate that only 40% of District 508 students who test into developmental English progress to college-level instruction. The course was developed in conjunction with the Student Experience Project (SEP) and offers integrated reading, writing,

embedded student services. A total of forty-three ARC sections were piloted in Fall 2015 and Spring 2016. In comparison to traditional developmental courses, Fall 2015 ARC data suggests that course success is higher, while retention is not significantly different. The College will continue to examine course success and retention to determine success of ARC.

<div align="center">

Subcategory Three: Academic Program Design

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

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
Student stakeholder groups are identified through recruitment and admissions processes, as well as placement assessments, academic performance, and other related processes. Please see 2P1 for details concerning how recruitment and admissions processes determine student groups, as well as how student groups with distinctive needs are identified and supported. Please see 1P5 for details concerning how placement testing and academic performance are used to determine underprepared and at-risk student groups. Other means of identifying student stakeholder groups are described below.

The District 508 Strategy and Institutional Intelligence Office disaggregates the College's student population by gender, ethnicity, types of degrees pursued, focus areas, etc. and publishes its findings in the annually released Statistical Digest. Approximately 52% of the College's student population is Hispanic, qualifying the College as an Hispanic Serving Institution (HSI). In 2012, the College was awarded a Department of Education Title V grant to enhance student services and programs. Student satisfaction with services is assessed on an annual basis through multiple modalities and also informs the College of students' educational needs. Grant activities and initiatives include active learning, collaborative learning, first-year student success, helping at-risk students succeed, Learning Communities, the movement of students through developmental education, supporting Hispanic first-year students, tutoring, and writing. Additionally, the College's recently implemented Student Equity and Access AQIP Action Project, described in detail in 6P1, is designed to help determine and address the needs of first-generation students, low-income students, and students of color.

The College participates in the Community College Survey of Student Engagement's (CCSSE's) Hispanic Student Success consortium to compare its results to those of other HSIs. Similarly, the College participates in the Illinois Consortium, which also provides student engagement data from other Illinois community colleges. To further focus the assessment of student engagement and determine educational needs, the College assisted in the creation of a Northeastern Illinois Consortium as part of its Spring 2014 CCSSE participation. This Consortium compares student engagement to and identifies differences among all Illinois community colleges and those in the northeast region of the state.

As reported in the [Statistical Digest](#), of the 21,543 students enrolled in the College in FY 2015, 13,002 were categorized as Credit Career, 5,679 were Adult Education, 139 were Skills (i.e. clock hour programs), and 3,293 were Continuing Education. Credit Career students include students pursuing certificates, pursuing two-year degrees, and intending to transfer to four-year institutions.

To meet the educational needs of the College's student stakeholder groups, the College offers associate degrees in Arts, Science, Applied Science, General Studies, Engineering Science, and Fine Arts, as well as advanced and basic certificates. Upon declaring intent, students are assigned to specific academic advisors who specialize in areas of study. On an on-going basis, academic advisors work with students to further clarify educational needs and provide necessary assistance and guidance.

The College offers a Dual Credit/Dual Enrollment program for high school students interested in taking college-level courses prior to completing high school. Students and their parents are introduced to these programs by College recruiters, by attending open house events, and/or through referral by participants. High school students may enroll in credit-level introductory General Education courses at the College or at their high schools if they meet minimum placement criteria and course pre-requisites. In addition to its current twenty-seven area high school partnerships, the College also maintains

partnerships with community-based organizations that prepare students for entrance into the College. As examples, Erie Neighborhood House and Instituto del Progreso Latino provide bridge programs for successful entry into the College's healthcare and manufacturing pathways.

Identifying other key stakeholder groups and determining their needs (1.C1, 1.C.2)
Please see 2P3 for descriptions of how the College identifies and determines the needs of other key stakeholders.

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
The College designs courses and programs that address stakeholder needs in collaboration with internal and external advisory boards, in alignment with industry requirements, other community colleges, and four-year institutions with respect to ICCB and IAI guidelines. Faculty members serve as principal advocates for course and program development. The Proposed Academic Curriculum Change (PACC) process is a multi-step course and program development and approval process. At the College level, principal advocates collaborate with departments, the College curriculum facilitator, academic administrators, and the Academic Affairs curriculum review committee to refine courses and programs, advancing them to the District 508 Joint Curriculum Development Council (JCDC) for additional review. Upon approval, course and/or program transferability is sought from four-year public institutions through the Form 13 (course) or Form 20 (program) completion forms. After a minimum of three transferability verifications are received, courses and programs are submitted to ICCB. Once approved, courses are submitted to IAI to ensure transferability to other Illinois public colleges and universities.

Career faculty, chairpersons, program coordinators, and/or program directors who propose new CTE programs are also responsible for completing market studies to determine program viability, including tracking local and national job markets, existing programs at regional institutions, and employment prospects. These analyses are reviewed by the District 508 Workforce Office. External sources include potential program employers; local chambers of commerce; occupational outlook guides; trade news; the Illinois Department of Employment Security (IDES); national, state and local organizations; and advisory boards. College advising that aligns student interest with potential career goals also helps to inform College decisions to create programs that meet student needs.

Modifications to improve current courses and programs require resubmission via the PACC process. Modifications are based on faculty input, course and program assessment data, evolving trends in educational best practices, changes and updates in science and technology, student feedback, etc. Recent examples include changes to Medical Terminology, Human Structure and Function, and College Success courses (please see 1P1 *incorporating into the curriculum opportunities for all students to achieve the outcomes* for information on College Success). Based on faculty input and course success data, Medical Terminology was recently modified to include eligibility for English 101 as a prerequisite. SLOs and course objectives of Human Structure and Function I and II were modified based on faculty input, student feedback, and scientific advancements in the understanding of the human body.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs
Several internal and external tools, methods, and instruments are used to assess the currency and effectiveness of academic programs and departments were already described in 1P1 and 1P2: *selecting tools used to assess*.

The College also assesses student learning and development as well as the currency and effectiveness of academic programs through collection and analysis of a drop/withdrawal/fail (DWF) report and retention and course completion rates in comparison to prior semesters. Retention and course completion rates are also measured per class section. Individual placement scores are compared to exit scores to measure gains. Longitudinal tracking is used to measure student persistence. Graduates are also surveyed annually to determine perception of program relevancy and quality.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)
The cyclical ICCB Program Review and the IAI course review processes are used to determine needed program and course revisions. Within the ICCB Program Review process, programs are identified as continuing with minor improvements,

continuing with major improvements, inactivated, or withdrawn. The IAI course review process requires faculty to review master and course syllabi, and revise or withdraw courses as needed.

Table 1.13 summarizes the ICCB review schedule for all academic disciplines, CTE programs, cross-disciplinary curricula, and support services.

Table 1.13: Wilbur Wright College ICCB Five-Year Program Review Schedule

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Career and Technical Programs	CAD Technology/ Architectural CAD/ Architectural Drafting Computerized Numerical Control Homeland Security/ Incident Command/ Emergency Preparedness Dental Assistance Radiography Information Processing	Library Technical Assistant Communications Art – Photography Accelerated Phlebotomy Accounting Professional Bank Teller Management/Marketing	Building Energy Technologies Environmental Technology Emergency Management Practical Nursing Nurse Assistant Associate Degree In Nursing Emergency Medical Technician (EMT)	Gerontology Aide Gerontology Specialist Property Management/ Desk Clerk Property Management/ Leasing Specialist Industrial Maintenance Occupational Therapy Assistant Medical Assistant	Computer Information Systems Computer Literacy Paralegal Criminal Justice/Public Police Services Computer Security and Forensic Investigation A+ Certified Computer Technician Nursing Home Administration Basic Medical Coding Medical Transcription Program
Academic Disciplines	Mathematics	Physical and Life Sciences	Humanities and Fine Arts	Social and Behavioral Sciences	Written and Oral Communications
Cross-Disciplinary Curricula	Adult Education and English as a Second Language	Remedial/Developmental	Vocational Skills	Transfer Functions and Programs including the AA, AS, AES, AFA, and AGS degrees	General Education (All Transfer)
Student and Academic Support Services	Learning and Tutoring Center; Career Centers/Job Placement	Financial Aid	Disability Services; Counseling; Advising; Library	Business Services; Athletics; Student Activities	Admission/Recruitment; Registration/Records

As described in 6P1, the College has been designated the IT hub of District 508, and IT courses and programs are currently in the process of curriculum revision. Several of the College's career programs in other career clusters are currently in the process of being withdrawn. It is expected that staff and resources will be transferred to hub campuses for those career clusters. These programs currently include Addictions Studies and Allied Health programs (e.g. Basic Nurse Assistant, Dental Assistant, Emergency Medical Technician, Medical Assistant, Nursing, Pharmacy Technician, Phlebotomy, Occupational Therapy Assistant, and Radiography).

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

Outcomes/measures tracked and tools utilized
At the program and department levels, many of the outcomes tracked and tools used are described in detail in 1R1 and 1R2. Additional mechanisms used to determine if programs are current and meet stakeholders' needs include ICCB review, career program specialized accreditations and approvals, graduation and exit surveys, one-year graduate follow-up surveys, and IAI course approval rates. Please see 1R4 for graduation and exit survey data and graduate follow-up survey data.

ICCB program reviews assess the need, quality, and cost of programs, primarily through enrollment and completion trends. For career programs, ICCB specifically measures technical skills attainment, credentials awarded, student retention, and non-traditional student participation and completion as components of Perkins grant legislation, funding, and performance.

Summary results of assessments (include tables and figures when possible)

Comparison of results with internal targets and external benchmarks

Some of the assessment results that are used to gauge program currency and efficacy have been described in previous sections. Please see 1R1 for a summary of CAAP data and department- and program- level General Education SLO assessment data. Please see 1R2 for a summary of department- and program -level SLO assessment data. Tables 1.14, 1.15, and 1.16 below provide summary results of assessments as well as comparisons to internal and external targets.

Table 1.14 summarizes the College's FY 2013 overall career program results from the Perkins Online Data System (PODS).

Table 1.14: Career Program Results

Performance Measure	State Target	Wright Total	Amount Performance Exceeded State Target Goal
Technical Skills Attainment	76.77%	86.31%	+9.54%
Credential, Certificate, or Degree Awarded	62.22%	75.29%	+13.07%
Student Placement (FY13 Figure Used by ICCB)	67.96%	74.97%	+7.01%
Student Retention or Transfer	46.16%	49.5%	+3.33%
Non-Traditional Student Participation	18.94%	22.89%	+3.95%
Non-Traditional Student Completions	14.53%	18.74%	+4.21%

Tables 1.15 and 1.16 summarize enrollment by academic career and C2C focus area, respectively.

Table 1.15: Headcount Enrollment Trend by Career

FY 2011-2015 Headcount Enrollment Trend by Career					
	2011	2012	2013	2014	2015
Credit Career	12,652	12,725	12,773	13,019	13,002
Adult Education	6,271	5,864	6,495	5,771	5,679
Skills	223	180	153	182	139
Continuing Education	5,503	4,982	4,598	4,076	3,293
Total Unduplicated	**23,710**	**23,076**	**23,313**	**22,399**	**21,543**

Table 1.16: C2C Focus Area Enrollment

FY 2015 C2C Focus Area Enrollment		
	Total	Percent
Advanced Manufacturing	151	1%
Business and Professional Services	981	5%
Construction Technology	153	1%
Culinary Arts and Hospitality	61	0%
Education	572	3%
Healthcare	3,300	15%
Human Sciences (Liberal Arts)	4,652	22%
Information Technology	487	2%
Natural Sciences	1,538	7%
Trans Distribution and Logistics	33	0%
C2C Enrollment	**11,928**	**55%**
Total (Unduplicated)	**21,543**	

Table 1.17 summarizes the number of IAI approved courses that undergo regular review, as well as the number of newly-submitted and approved IAI courses for Fall 2012 through Fall 2015. The College presently has 154 total IAI approved courses.

Table 1.17: IAI Course Approvals

Wilbur Wright College IAI Course Approvals				
	IAI General Education Courses		IAI Major Courses	
Semester	Ongoing Review	Newly-Submitted	Ongoing Review	Newly-Submitted
FA 2012 (5)	*2*	*3*	*-*	*-*
SP 2013 (16)	*3*	*7*	*5*	*1*
FA 2013 (12)	*4*	*4*	*2*	*2*
SP 2014 (5)	*2*	*2*	*-*	*1*
FA 2014 (9)	*-*	*5*	*3*	*1*
SP 2015 (9)	*2*	*2*	*5*	*-*
FA 2015 (4)	*1*	*-*	*3*	*-*
Total	*14*	*23*	*18*	*5*

Interpretation of results and insights gained
As indicated in table 1.14, the College's CTE programs, overall, perform at levels significantly higher than state targets.

As indicated in tables 1.15 and 1.16, there has been a gradual decline in total enrollment since 2013. This slight decline tracks with current trends at the state and national levels. Despite this decrease, the College's enrollment numbers are still robust, suggesting that there is demand for the College's programs.

The number of IAI approved General Education and Majors courses in table 1.17 also indicates that the needs of the College's transfer students and transfer institution partners are being met. The regular on-going review of IAI approved courses ensures their currency and serves as a quality review check.

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

Improvements implemented and planned pertaining to CAAP, program and department level General Education SLO assessment, and program and department level SLO assessment were described in detail in previous sections (please see 1I1 and 1I2).

In FY 2015, the College implemented an additional forty-nine Nursing program information sessions, which included marketing strategies to encourage NTO enrollments (male students), and expanded Radiography laboratory and tutorial hours to improve its Non-Traditional Occupation (NTO) participation and completion performance.

In part due to the enrollment trends illustrated by the statistical digest, Skills programs were converted to college credit in FY 2016. Through this conversion, students in these programs became eligible for financial aid and can earn credits toward transfer. Programs are also aligned to fit within the College's stackable credentials model.

Curriculum development and review underwent major changes in August 2014. These changes reflect a shift to enhanced collaboration between faculty and administrators, with clearly defined rubrics and reduced steps. Transparency is partly achieved through an automated system: all new programs and courses move through the SharePoint Curriculum Site, which tracks the progress of the proposals, automates the rubric tabulations through the use of scorecards, and archives the curriculum changes. Professional development workshops are also provided in alignment with the College's Center for Teaching and Learning and the Assessment Committee, along with the addition of a tenured faculty member who serves as Curriculum Facilitator to assist in the development and approval of proposals.

<p style="text-align:center">Subcategory Four: Academic Program Quality</p>

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

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)
The revised PACC process is used to establish courses and career programs with corresponding pre-requisites and SLOs, and therefore plays a role in determining the preparation required for specific programs and courses (please see 1P3 *developing and improving responsive programming*).

The College communicates program preparation requirements and course prerequisites through a number of different mechanisms. The College and District 508 publish electronic catalogs that include course offerings, prerequisites, IAI transferability information, and degree requirements. Each department and program displays SLOs on the College website. The College requires individual course syllabi to include clearly stated SLOs and instructors to post syllabi on Blackboard. Other events promoting educational offerings include early advising, open houses, registration, and orientation events. The admissions and advising staff systematically assess new students' goals, needs, and academic preparedness to advise with

respect to academic programs and their requirements. Students' educational plans developed with advisors outline academic goals, required coursework, and pathways towards goals, including transfer.

Implemented in Fall 2015, the SmartPlanner online enrollment tool is used to help students achieve educational goals by listing courses needed each semester to complete pathways. To assist with this process, the College provides recommended class schedules. With the guidance of College advisors, students have options to register for alternative courses if they choose. College advisors also discuss transfer and post-associate degree educational opportunities and share transfer guides from local four-year institutions, including DePaul University, the University of Illinois at Chicago, and Northeastern Illinois University. CTE coordinators meet regularly with students to explain program requirements and prerequisites, and to review student progress towards meeting those requirements. Faculty and advisors communicate program and course expectations and requirements to students via CCC email. Recruiters also provide students and their parents with information on the College's academic programs and requirements, as well as share information on how to finance college, scholarship opportunities, early college initiatives, Adult Education opportunities (i.e. ABE/GED, ESL, Citizenship, Literacy, and Gateway/Bridge), and on-campus student resources (please see 2P1).

Be FIRST (Be Focused Individuals Ready to Start Today) is a half-day event, scheduled the week before classes formally begin, in which participants learn the expectations of college students by meeting with professors and attending simulated classes. Participants are required to register in advance and select classes they would like to preview. Be FIRST begins with a brief presentation on such topics as the function of a syllabus, college students' increased responsibility in comparison to high school, the importance of checking email, and how to respectfully email a professor. The participants then attend two, forty-minute simulated classes. Biology, Astronomy, Sociology, Humanities, and Economics classes have been offered in this format. Faculty conduct sessions to demonstrate the pace, structure, rigor, and style of college courses. Participants are also given assignments that reflect the ratio of class time to assignment time. While participants are not expected to complete the assignments, the amount of time to budget for college work is communicated. Participants who attend Be FIRST sessions also engage in conversation with one other after the activity, internalizing their simulated College experience. As a mechanism that provides academic support for students beginning college, data pertaining to Be FIRST are summarized in 1R5.

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

Modalities of academic programs offered by the College are face-to-face (i.e. on site at the College campus, the HPVEC satellite campus, and other off-campus facilities), online, and hybrid. The College also offers Dual Credit and Dual Enrollment programs. Program rigor is ensured in part through regular assessment processes already described. Internal processes that ensure program rigor include the SLO mapping project, the recently revised and enhanced PACC process, on-going assessments embedded in courses and at the program and department levels, as well as analysis of course retention and success rates. Faculty and staff also regularly review and refine student placement and prerequisite courses to ensure that these are reliable indicators for course entry and successful course completion. External processes include review and evaluation by ICCB, IAI, and other specialized accrediting agencies (please see 1P1, 1R1, 1P2, 1R2, 1P3, and 1R3).

In Spring 2014, a full-time Early College coordinator position was established. The coordinator ensures alignment of all early college efforts, including Dual Credit and Dual Enrollment programs. The Early College coordinator builds upon relationships with the College's top feeder high schools to communicate expectations and support college readiness. Dual Credit classes are offered in high schools by instructors who meet College credential guidelines and for students who meet required course prerequisites. Dual Credit instructors work with College staff to advise students and complete instructional evaluations using the same criteria and process for the College's adjunct faculty. To enroll in the Dual Credit and/or Dual Enrollment programs, students must have a minimum GPA of 3.0 and 90% attendance rates. Students enrolled in Dual Credit and/or Dual Enrollment classes must also meet College standards and expectations.

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

Students transferring credit to the College are required to submit official transcripts that document all credits earned at other regionally accredited institutions previously attended. Courses completed with grades of "C" or better are evaluated for consideration. If accepted as satisfying degree requirements, transfer credits are counted towards graduation. Students must complete a minimum of fifteen credit hours of residency (credit hours earned in District 508 classes) for degree conferment to occur. Transfer credit is not included in GPA calculations. However, transfer credit hours do count toward Satisfactory Academic Progress (SAP) requirements. Approved transfer hours are posted to degree-seeking students' academic records by the Records Office. There is no limitation to the number of transfer credit hours which may be evaluated and posted to a student's academic record.

Eligible transfer hours, including college credits earned at foreign institutions, are awarded based upon the number of credits earned at the transfer institution. Transfer credit hours earned at quarter system institutions are converted to the College's semester hour equivalent. College credits earned at foreign institutions are evaluated by an approved transcript evaluation service.

College credit may be granted for armed forces, military service, and armed forces schooling (military credit). The College follows recommendations from the American Council on Education (ACE) to equate military credit to its courses. Decisions concerning acceptance of military credit as equivalent to a College course are reviewed and approved by faculty responsible for instruction in the relevant academic discipline. Articulation decisions are recorded in the College's student administration system to ensure consistent evaluation for all veterans. Factors such as the currency of course content are considered when making or updating articulation decisions. Credit is awarded only after the student completes a mandatory military transfer advising session to determine whether the acceptance of the articulated military credit serves the student's educational goals. Each veteran is required to acknowledge in writing the decisions made in the mandatory military transfer advising session, and that acknowledgement becomes part of the student's academic record. The director of the Veterans Services Center works with the Records Office to ensure that military credit is posted to the student's academic record. Military credit cannot exceed 67% of the total credits required for an academic program or plan in which the veteran student enrolls. Student recipients of military credit are required to fulfill all graduation requirements, including residency requirements, for their academic programs.

College credit may be granted for specialized courses, General Education courses, or elective courses through the evaluation of appropriate prior learning experiences. A student may request evaluation for credit for life experiences, on-the-job training, development courses, and courses taken at non-collegiate institutions. Evaluation processes include articulation agreements with other institutions, portfolio evaluation, and standardized credit final exams.

A student can also earn college credit by successfully completing one or more of the following examinations: College-Level Examination Program (CLEP) general examinations, CLEP Foreign Language examinations (French or Spanish), American Council on the Teaching of Foreign Languages (ACTFL) Foreign Language examinations (Arabic, Chinese, Italian, Japanese, or Polish), and the DANTES (Defense Activity for Non-Traditional Education Support) examination.

High school students completing advanced placement courses and receiving scores of 3 (Qualified), 4 (Well Qualified), or 5 (Extremely Well Qualified) on the College Board Advanced Placement examinations are awarded transfer credit for equivalent College credit courses.

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

In addition to institutional accreditation, the College, with input from advisory committees, has earned specialized accreditations through the Accreditation Council for Business Schools and Programs, the Accreditation Council for Occupational Therapy Education, the Illinois Alcohol and Other Drug Abuse Professional Certification Association, and the

Joint Review Committee on Education in Radiologic Technology. The Paralegal program has also received formal approval from the American Bar Association. Relationships with other accrediting institutions include the Commission of Accreditation for Allied Health Education Programs and the Council on Occupational Education. These guiding agencies, professional accrediting organizations, and advisory groups support the development of program objectives based on a wide range of input.

Table 1.18 summarizes the College's CTE program accrediting, licensing, and/or approval bodies.

Table 1.18: Career and Technical Education Accrediting, Licensing, and/or Approval Bodies

Career Program	Awards	Professional Accrediting Agency/Licensing Agency	Accreditation/Licensing Approved Through:
Accounting	AAS	Accreditation Council for Business Schools and Programs (ACBSP)	Reaffirmed on May 3, 2012 for 10 years
Addictions Studies	BC	Illinois Alcohol and Other Drug Abuse Certification Association (IAODAPCA)	September 20, 2014
Basic Nurse Assistant	BC	Illinois Department of Public Health (IDPH)	License Renewed Bi-Annually
Building Energy Technologies	BC	Midwest Energy Efficiency Alliance (MEEA)	Renewed Annually (July 1)
Computer Information Systems	AAS	Accreditation Council for Business Schools and Programs (ACBSP)	Reaffirmed on May 3, 2012 for 10 years
Computerized Numerical Control	AC	National Institute for Metalworking Skills (NIMS)	October 13, 2016
Emergency Management	BC, AAS	International Association of Emergency Managers; Illinois Emergency Management Agency	Renewed upon request
Management/Marketing	AAS	Accreditation Council for Business Schools and Programs (ACBSP)	Reaffirmed on May 3, 2012 for 10 years
Nursing (RN Completion)	AAS	Illinois Department of Professional Regulation	Approved Until Further Notice
Nursing Home Administration	BC	Illinois Department of Financial and Professional Regulations (IDFPR)	November 30, 2015
Occupational Therapy Assistant	AAS	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	Accreditation Visit Held November, 2013; Plan of Correction Submitted February 14, 2014
Paralegal*	AAS	American Bar Association (ABA) Approval*	February 28, 2018
Psychiatric Rehabilitation	AC	Illinois Department of Human Services (IDHS)	Ongoing
Radiography	AAS	Joint Review Committee on Education in Radiologic Technology (JRCERT)	November 1, 2016

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
The assessment of outcomes is described in detail in 1P1, 1P2, and 1P3. The College and District 508 conduct one-year graduate follow-up surveys as mandated by ICCB. The graduate follow-up survey is administered to students one year after they have completed their programs of study. This survey collects information regarding employment and/or transfer to other institutions, and satisfaction data regarding students' programs of study and various College services. Three-year follow-up surveys are also periodically conducted to collect data on additional education and current employment. The College and District have also begun using Illinois Department of Economic Security (IDES) data to gather information on student earnings that will be used to determine success in meeting performance metrics.

Selecting the tools/methods/instruments used to assess program rigor across all modalities
To assess program rigor, the College utilizes CAAP and various faculty-selected assessment tools (please see 1P1 *selecting tools*).

In addition to faculty-selected assessment methods and tools, many CTE programs have specific, structured exit policies and assessments required by their specialized accrediting agencies. Examples include the Environmental Technology Level I Building Operator Certification, the National Institute for Metalworking Skills (NIMS) certification examination for the Computerized Numerical Control program, the Occupational Therapy Assistant (OTA) Program exit practicum, and the Radiography exit exam. Additionally, some CTE programs, such as Radiography, also regularly measure job placement rates, and graduate and employer satisfaction, as part of their accreditations.

To evaluate gaps in learning and developmental expectations and to benchmark the College against other comparable institutions, CCSSE was selected as an assessment instrument as a result of the HLC visit in 2000. CCSSE was first administered in Spring 2005, and every two years thereafter. It was last administered in 2014.

The graduation/exit survey is administered at the end of each term to students who are completing degree and certificate programs. This survey gauges student satisfaction with courses in and outside of their areas of study, as well as various College services such as advising, tutoring, and financial aid. The graduate follow-up survey is administered to students one year after they have completed their programs of study. This survey collects information regarding employment and/or transfer to another institution, and satisfaction data regarding students' programs of study and various College services. The satisfaction results for both surveys are combined to create an annual graduate follow-up survey report. The results of both surveys are also used to satisfy ICCB reporting requirements for CTE program review.

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

Outcomes/measures tracked and tools utilized
In addition to the outcomes/measures tracked and tools utilized described in detail in 1R1, 1R2, and 1R3, the College also uses graduate surveys, CCSSE, and CTE program licensure pass rates (please see the preceding section).

Summary results of assessments (include tables and figures when possible)
Please see Comparison of results with internal targets and external benchmarks.

Comparison of results with internal targets and external benchmarks
Graduates of some of the College's CTE programs are required to pass state licensure exams. As examples, tables 1.19 and 1.20 summarize licensure pass rates for the College's Registered Nurse, Radiography, and Emergency Medical Technician programs, including comparisons to the other District 508 colleges and statewide totals.

Table 1.19: FY 2013 Licensure Pass Rates by College and Program

Fiscal Year 2013 Licensure Pass Rates by College and Program									
Fiscal Year 2013									
	RN			Radiography			EMT		
College	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate
Chicago Kennedy-King	3	0	0.0%	-	-	-	-	-	-
Chicago Washington	-	-	-	-	-	-	-	-	-
Chicago Malcolm X	83	50	60.2%	28	23	82.1%	31	31	100.0%
Chicago Truman	185	152	82.2%	-	-	-	-	-	-
Chicago Olive-Harvey	3	1	33.3%	-	-	-	25	23	92.0%
Chicago Daley	99	54	54.5%	-	-	-	-	-	-
Chicago Wright	**87**	**69**	**79.3%**	**19**	**19**	**100.0%**	**73**	**70**	**95.9%**
Statewide Totals	**2981**	**2493**	**83.6%**	**413**	**376**	**91.0%**	**1140**	**1009**	**88.5%**

Table 1.20: FY 2014 Licensure Pass Rates by College and Program

Fiscal Year 2014 Licensure Pass Rates by College and Program									
Fiscal Year 2014									
	RN			Radiography			EMT		
College	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate	Tested	Passed	Pass Rate
Chicago Kennedy-King	1	1	100.0%	-	-	-	-	-	-
Chicago Washington	-	-	-	-	-	-	-	-	-
Chicago Malcolm X	361	284	78.7%	18	14	77.8%	6	5	83.3%
Chicago Truman	-	-	-	-	-	-	-	-	-
Chicago Olive-Harvey	-	-	-	-	-	-	22	16	72.7%
Chicago Daley	-	-	-	-	-	-	-	-	-
Chicago Wright	**-**	**-**	**-**	**20**	**20**	**100.0%**	**83**	**81**	**97.6%**
Statewide Totals	**2783**	**2333**	**83.8%**	**341**	**319**	**93.5%**	**1331**	**1140**	**85.6%**

Figures 1.21 and 1.22 summarize CCSSE results for students' perception of academic challenge and effort. Additional CCSSE data is also available on the College website.

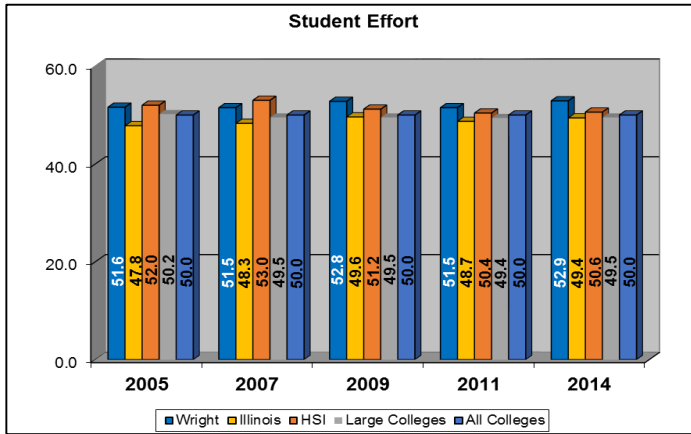**Figure 1.21: CCSSE Student Effort**
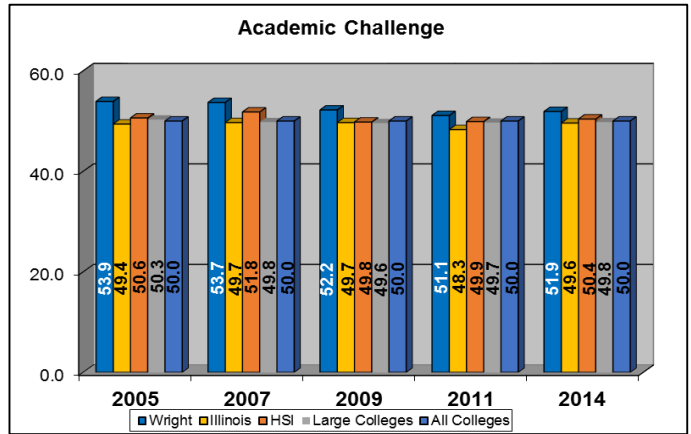

Figure 1.22: CCSSE Academic Challenge

Table 1.23 below summarizes selected combined results from the graduate follow-up survey and graduation/exit survey.

Table 1.23: Graduate Follow-Up and Exit Survey Results

Item	FY 2010	FY 2011	FY 2012	FY 2013	FY2014
Number of Completers	1,191	1,240	1,390	1,490	1,674
Number of Survey Respondents	351	774	390	370	477
Response Rate	29.5%	62.4%	28.1%	24.8%	28.5%
Total Graduates Employed or Pursuing Education	93.2%	93.3%	89.2%	93.2%	94.0%
Percent Employed	77.8%	67.8%	72.5%	74.4%	77.5%
Employed Full-Time	50.0%	43.0%	45.6%	50.2%	50.9%
Employed Part-Time	27.8%	24.8%	26.9%	24.2%	26.5%
Unemployed, Seeking Employment	13.3%	19.4%	16.8%	19.3%	11.2%
Not in Workforce, Not Seeking Employment	8.9%	12.8%	10.7%	6.3%	11.4%
Employed in Related Field of Study	55.7%	52.7%	55.0%	56.6%	56.2%
Employed In-District	66.9%	66.1%	67.5%	70.9%	66.9%
Employed Outside of District, but in Illinois	31.9%	31.5%	30.6%	23.0%	30.3%
Average Hourly (Working FT)	$20.09	$19.25	$18.58	$18.12	$18.08
Average Hourly (Working PT)	$14.94	$11.78	$14.94	$13.13	$18.08
Average Hourly (Overall)	$18.22	$16.28	$17.25	$16.56	$14.64
Job Satisfaction	85.9%	80.6%	80.6%	80.0%	87.2%
Percent Continuing Education	55.1%	65.5%	52.0%	56.6%	65.4%
Satisfaction with Program	89.1%	93.9%	84.8%	86.4%	87.9%
Satisfaction with Colleges Services	85.6%	88.2%	82.8%	83.4%	86.7%
% Based on Number of Survey Respondents					
% Based on Number of Respondents who were employed					

Interpretation of results and insights gained

The College's overall state licensure exam pass rates regularly surpass state totals. The lower pass rate on the Nursing licensure exam in 2013 correlates to an alleged cheating incident involving several students (please see 1R6 for more information). As part of the migration of medical programs away from the College, pass rate information for the RN program is now reported through Malcolm X college, another District 508 institution, which has been designated the health care program hub. For more information on the designation of the College as the District 508 IT hub, please see 6P1.

With respect to CCSSE results, the College's scores for academic challenge are consistently higher than the overall benchmark. The College's scores are also higher when compared to three other groups: the Hispanic Student Success consortium, the Illinois Community Colleges, and CCSSE's Large College category. Scores for student effort have also been higher than the overall CCSSE benchmark. In comparison to the consortia and Large Colleges category, the College has had higher scores, with few exceptions.

The graduate follow-up survey and graduation/exit survey results consistently indicate that graduates express a high degree of satisfaction with the College's programs. Survey respondents indicate that approximately 90% are employed and/or pursing further education.

Please see 1R1, 1R2, and 1R3 for all other interpretations that pertain to academic program quality.

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

In relation to the comparatively high student perception of academic challenge and effort, various improvements to student support services have been implemented. Please see 1I5 and 2I1 for more information. Please see 1R1, 1R2, and 1R3 for descriptions of all other improvements that relate to the quality of academic programs.

<div align="center">

Subcategory Five: Academic Student Support

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

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
Underprepared and at-risk students are identified through registration processes, placement testing, GradesFirst, academic performance, and the Disability Access Center (DAC).

The College has processes to determine students' academic preparedness. In addition to review of incoming students' prior college transcripts, ACT and SAT exam results, and other relevant academic history, the College uses entrance exams to place students into appropriate courses. In selected courses, based on department policies, faculty administer initial assessment questionnaires to ensure that students meet course prerequisites and are adequately prepared.

In the Fall 2014 semester, only 16% of new students were eligible for college-level Math and 41% were eligible for college-level English. With large numbers of students placing into developmental education courses, the College and District 508 decided that a more accurate placement tool was needed. In Fall 2015, placement instruments for English and Math were revamped in a joint collaboration among faculty and staff to improve placement, provide more guidance, and support student success. The English department introduced human grading and the Math department transitioned from a standardized placement exam (COMPASS) to an online tutoring and assessment tool (ALEKS - Assessment and Learning in Knowledge Spaces [McGraw-Hill]). Students who place below college-level can complete assignments to improve skills and retest to place in higher level courses.

Students must be English 101 (college-level composition and rhetoric) eligible to enroll in most General Education courses. In Fall 2012, the English department implemented a comprehensive exit portfolio initiative to ensure that students have attained the writing proficiency needed to pass English 101 and transition to higher level courses in English and other disciplines. Beginning in Fall 2013, the Critical Reading Test (CRT), an English faculty-developed Reading 125 (developmental reading) exit test, was introduced to ensure that students have the requisite reading skills for English 101. Level-appropriate versions of the CRT, which include a writing assessment, are used as exit assessments in the newly developed Accelerated Reading and Composition (ARC) course (please see 1I2).

GradesFirst, a web-based communication medium for students, faculty, advisors, and tutors, is another tool that is used to identify needs and supports in a collaborative manner. Through GradesFirst, faculty may communicate simultaneously with students and their advisors. All students are also required to schedule appointments with advisors, which can also be facilitated with this tool. GradesFirst is also used by faculty as part of an early alert system, beginning the second week of classes, to inform advisors of students struggling in identified courses.

Faculty include statements of active pursuit on course syllabi and regularly review measures of active pursuit, including attendance and participation, completion of examinations and quizzes, and timely submission of papers and other assignments. These measures are then communicated to advisors via GradesFirst to assist in identifying and recommending academic supports for at-risk students.

With respect to federal guidelines, tracking of GPA and credit hours attempted versus credit hours completed are also strategies used for identifying at-risk students and their needs. A GPA below 2.0 is deemed at-risk, as is having successfully completed less than 66% of credit hours attempted. As with the early alert system, advisors reach out to at-risk students to determine learning needs and provide appropriate support. At-risk students are placed on Satisfactory Academic Progress (SAP) holds, which impact registration and financial aid eligibility.

In accordance with the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act of 1973, the College makes efforts to identify and support learning needs of students with disabilities. Based on documented student needs, DAC provides reasonable accommodations. For more information, please see 2P1.

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
Table 1.24 below lists student academic support services. These services are recommended to all students based on specific academic support needs. Students who are identified as at-risk may be required to utilize one or more of these services. For programs identified as serving at-risk students, such as developmental education courses, support services are part of the curriculum and thus are not optional.

Table 1.24: Student Academic Support Services

Academic Support Services	
Service	**Description**
Academic Support Center (Tutoring Center, including Writing Center and Math Center)	Tutoring services assist students in achieving academic success. Tutors are available in a wide variety of subjects to assist students through one-on-one sessions, workshops, and tutor-lead study groups.
Advising and Transfer Center	The Gateway Advising and Transfer Center offers both academic and non-academic support services. College advisors meet with students to help determine academic and career plans, identify academic and non-academic needs, and direct students to appropriate support services. Please see Category 2 for more information.
Extended Orientation	The Extended Orientation (EO) program connects students to resources and services relevant to personal goals and objectives. Please see 6P1 for more information.
Learning Resource Center (LRC)	Librarians provide information literacy instruction to students, an overview of how to use the library's electronic resources to retrieve information to support their studies, and assist students in person, via email, and by phone. The LRC holds research workshops, book discussions, and other events to enrich student learning.
Peer Mentor Program	The Peer Mentor Program promotes college success, builds relationships between new and experienced students, helps students navigate the College campus, and take advantage of College resources. Please see 6P1 for more information.
Wright in Your Corner (WiYC)	WiYC coordinates with faculty and other support services staff to provide both academic and non-academic supports to students. WiYC staff members also oversee the Extended Orientation and Peer Mentor programs.

Additional academic support services include the Bridge programs, the Gateway Scholars Program, and the Embedded Tutoring program. The Bridge and Gateway Scholars programs are described below. As part of the College Completion AQIP Action Project, the Embedded Tutoring and Peer Mentor programs are described in detail in 6P1.

For the past six Summer Semesters, from 2011 through 2016, the College has offered tuition-free, computer-based reading, writing, and math review bridge courses for high school graduates through its GEAR UP, Level Up, and Math Summer Bridge programs. These six-week refresher courses prepare students to test out of and/or bypass remedial coursework.

The Adult Education Healthcare Bridge Program is designed to prepare students academically for further study in the healthcare field. Students receive contextualized instruction in language arts and math to help prepare for the GED and higher levels of course work. The intensive 32-week, 20 hours per week program culminates in a capstone college-level course. Students then can apply for the Gateway program to continue receiving academic and financial support as they pursue degrees or advanced certifications in the healthcare field. With the designation of each District 508 college as a hub for a particular field of study, the Healthcare Bridge Program is projected to migrate from the College to Malcolm X College in 2016. As the IT hub, the College is presently designing an IT bridge program. Please see 6P1 for more information.

To promote success and college readiness, the Gateway Scholars Program provides Adult Education students with opportunities to continue their College studies by taking credit courses at a reduced cost. The Adult Education transition specialist position was created in 2012 to assist these students in enrolling in customized College Success courses and accessing financial, academic, and transitional support.

Ensuring faculty are available for student inquiry (3.C.5)
Full-time faculty are required to schedule a minimum of seven office hours per week, and adjunct faculty members must schedule one office hour per class taught. Office hours must be scheduled outside of classrooms for student conference and academic advisement. Faculty office hours are scheduled at times that are convenient for students. All faculty members are provided with College email addresses, which they use to respond to and address student inquiries. Faculty also use Blackboard to host study sessions, discussion boards, chat rooms, and post class handouts, course syllabi, and other learning resources. Many faculty serve as advisors for student clubs and organizations, and offer presentations, workshops, and other activities through WiYC.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
In addition to the process described in 1P5 *identifying underprepared and at-risk students*, the College also determines and addresses student and faculty learning support needs via surveys and other mechanisms. Each area that provides academic support (please see 1P5 *deploying academic support services*) conducts its own assessments to determine learning needs of its students. Various methods of assessment employed are described in 1R5.

Tutoring services are offered in tutoring centers and embedded in classrooms for developmental education courses and when requested by faculty. Beginning in Fall 2015, the Wright Emporium opened and began offering tutoring in adjoining spaces for writing, math, physics, and CIS. Tutoring services for other subjects, career programs, and Adult Education are provided in the Academic Support Center. The Humboldt Park Vocational Education Center offers writing and math tutoring, in additional to embedded tutoring for the CNC Manufacturing and Nursing programs.

The Gateway Advising and Transfer Center is responsible for providing students with academic and transfer advising, and registration services. These services are essential to ensure student retention, success, and completion. The Gateway Advising and Transfer Center provides a venue for students to meet and connect with assigned advisors. College advisors help students determine certificate or degree programs and develop education and transfer plans to ensure completion. Since 2011, fourteen additional advisors have been hired to implement an advising caseload management model that allowed for an improved student-to-advisor ratio of 450:1.

The Learning Resource Center (LRC), the College's library, provides students, faculty, and staff with learning resources such as print periodicals, books, electronic databases, and eBooks. A variety of services are offered, including copying, scanning, course reserve textbooks, interlibrary loan, and a circulating collection composed of 74,892 volumes, 206 electronic databases, and 540 audio visual materials. The LRC facilitates learning by providing bibliographic and information literacy

instruction and research and reference services, which promote critical thinking, lifelong learning, career advancement, and personal growth. Outreach activities and events are held throughout the academic year, which promote collaboration between the College community and the surrounding community. Academic programs are supported by continuous development of the LRC's print and electronic resources to support student success, professional development, and general knowledge. Outreach efforts and collaboration with the Student Activities Office, student clubs, faculty, and students have increased participation in LRC events, including book discussions. The LRC has implemented the use of mobile technology into information literacy instruction by bringing mobile devices to the classroom and teaching students how to search electronic resources.

WiYC piloted the Extended Orientation program in Fall 2014, and implemented the program in Spring 2015 in conjunction with the Success Navigator (SN) assessment. Using student results from SN, WiYC developed individualized student plans to ensure strategic alignment between student needs and College services and resources. The individualized student plans are rooted in growth mindset philosophy: students are encouraged to engage in campus activities that will have the greatest positive impact on their academic skills, commitment to the College, self-management, and social support. WiYC collaborates with faculty who teach courses with high percentages of new students (e.g. English, Reading, and Math). These faculty often require students to meet with WiYC staff and incorporate reflective assignments to promote engagement in the Extended Orientation plan within their classrooms.

To address learning support needs of full-time and adjunct faculty, surveys are regularly conducted in relation to Faculty Development Week (FDW) and Adjunct Faculty Orientation, the results of which shape the types of activities and breakout sessions that are later offered. Faculty also communicate learning support needs and resources to their respective department chairpersons and program coordinators. Chairpersons and coordinators are responsible for prioritizing the purchase of resources to support students, faculty, and students (e.g. lab equipment, teaching tools/aids, etc.) (please see 5P2). Full-time faculty are also allocated professional development funds each academic year through their collective bargaining agreement. Full-time faculty and staff may also apply to use grant funds (e.g. Title V) to pursue professional development opportunities that align with grant goals (please see 3P3).

The College also promotes and supports research activities which facilitate the attainment of doctoral degrees, grants, and the development of specialized knowledge which will benefit students and the institution. While most research projects are initiated by faculty, students seeking to conduct research may initiate projects by identifying faculty who have expertise and are willing to serve.

Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)
Academic Support Center staff members include student tutors, professional tutors, and Writing Center consultants. To qualify for a student tutor position, students must earn a minimum GPA of 3.0 and must have received letter grades of 'A' in the course(s) they wish to tutor. Professional tutors are required to possess bachelor's or master's degrees in assigned content areas, and Writing Center consultants must have master's degrees in subject areas that focus on writing and the English language. All Academic Support Center staff must also provide transcripts and letters of recommendation.

Tutor orientations are held at the beginning of terms and focus on teaching/tutoring pedagogy, strategies for working with students, professionalism, and logistical operations of tutoring spaces. Tutors are also provided with opportunities to attend tuition-free National Tutor Association training sessions to obtain tutor certification at three levels: basic, intermediate, and advanced. Throughout the academic year, tutors have opportunities to meet with supervisors to discuss strengths and areas for improvement. At that time, action plans are established to guide the professional development of each tutor. Tutors are also supported with supplies and are encouraged to make suggestions for additional materials and technology that would improve the tutoring services provided.

Full-time librarians are required to hold a minimum of a master's degree in library science. Since librarians have faculty status, they are oriented and trained through the Tenure Assistance Program (TAP), and provided the same professional development opportunities as classroom faculty. Please see Category 3 for more information.

The WiYC coordinator is a CCCTU Local 1600 professional staff member, whose qualifications, training, and support are therefore the same as non-academic support staff. Please see 2P1 for more information.

Communicating the availability of academic support services (3.D.2)
Students are informed about academic support services during New Student Orientation and throughout the semester in several ways. At the beginning of each semester, tutors visit more than 100 class sections, prioritizing courses with low retention and success rates, and provide brief presentations about the services offered. During visits, tutors respond to student questions and distribute bookmarks that have tutoring center information (e.g. locations, hours of operation, focus areas). Flyers posted throughout the campus also display this information. Service availability is reinforced throughout the semester via email reminders. Students who have been identified as at-risk through the GradesFirst early alert system and/or by having non-passing midterm grades receive additional email communications about academic support services through the Academic Support Center and assigned advisors. Additionally, all course syllabi are required to list the College's academic resources and provide relevant contact information.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services
Each support service is responsible for the selection of its assessment tools and methods. The College Assessment Committee, AQIP Steering Committee, and Office of Research and Planning are often contacted as resources when assessment methods are formulated and appropriate instruments are selected. Please see 1R5 for a detailed description of each academic support service's assessment tools and methods.

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

Outcomes/measures tracked and tools utilized
The Academic Support Center measures course retention and success rates, student satisfaction and other feedback, and the number of student visits and unique students served. Student visits and unique students served are tracked via GradesFirst. Course retention and success rates, tracked via OpenBook, are currently specific to Math courses. The Academic Support Center director, hired in Fall 2015, is working to expand this tracking to other disciplines, with a focus on courses with low retention and success rates.

The LRC records the number of information literacy sessions held, as well as student attendance; the number of requests for reference and research services; and student satisfaction, feedback, and usage of library services. DeskTracker, an online statistical tracker, is used for recording results pertaining to information literacy sessions and reference and research services requests. Student feedback is gathered via a bi-annual survey.

Measures of the quality and efficacy of the half-day Be FIRST event include the GPAs and credit hours earned for student participants versus non-participants. The efficacy of Summer Bridge courses is assessed through the measurement of course retention and success. WiYC began recording the number and types of events hosted, as well as student attendance, in Spring 2015. WiYC also coordinates the Peer Mentor and Extended Orientation programs, the results of which, as components of the College Completion AQIP Action Project, are summarized in 6R1. Other data pertaining to WiYC, including number of events hosted and students served, are described in 2R1.

Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)
Comparison of results with internal targets and external benchmarks (4.C.4)
Tables 1.25 and 1.26 summarize the effect of tutoring services on course success and retention in Math for Fall 2013 through Fall 2015.

Table 1.25: Course Success of Students Who Visited Academic Support Center

Math Success			
Term	Tutored	Non-Tutored	Difference
Fall 2013	74%	62%	12%
Spring 2014	71%	56%	15%
Fall 2014	71%	63%	8%
Spring 2015	69%	64%	5%
Fall 2015	70%	63%	7%

Table 1.26: Course Retention of Students Who Visited Academic Support Center

Math Retention			
Term	Tutored	Non-Tutored	Difference
Fall 2013	85%	83%	2%
Spring 2014	88%	80%	8%
Fall 2014	85%	84%	1%
Spring 2015	84%	84%	0%
Fall 2015	84%	82%	2%

Effective Fall 2015, student satisfaction and feedback is collected monthly via surveys. Table 1.27 summarizes the aggregate results.

Table 1.27: Academic Support Center Student Survey Results

Did your visit help you understand the material better?		Would you recommend tutoring to a friend and/or classmate?		Would you return for another visit?	
Yes (73)	74%	Yes (81)	83%	Yes (86)	88%
Maybe (20)	20%	Maybe (13)	13%	Maybe(8)	8%
No (5)	5%	No (4)	4%	No (4)	4%

Table 1.28 summarizes the number of visits to and unique students served by the Academic Support Center for Fall 2013 through Fall 2015.

Table 1.28: Academic Support Center Utilization

Utilization				
Term	Visits	Unique Students	Total Credit Enrollment	% of Students Visited
Fall 2013	2062	507	9,305	5.4%
Spring 2014	2266	549	8,744	6.3%
Fall 2014	2853	600	9,216	6.5%
Spring 2015	2868	521	8,508	6.1%
Fall 2015	2855	477	8,358	5.7%

Table 1.29 summarizes the relationship participation in Be FIRST on GPA and number of credits earned, beginning with its implementation in Fall 2014.

Table 1.29: Be FIRST Longitudinal Participant Data

August 2014	Number of Students	Students GPA > 2.0	Enrolled Spring 2016	>30 Earned Credits
Be FIRST Attendees	48	39 (81%)	27 (56%)	17 (35%)
New Credit Students	2392	1369 (57%)	969 (40%)	476 (20%)

January 2015	Number of Students	Students GPA > 2.0	Enrolled Spring 2016	>30 Earned Credits
Be FIRST Attendees	19	14 (74%)	11 (58%)	9 (47%)
New Credit Students	995	570 (57%)	392 (39%)	165 (17%)

August 2015	Number of Students	Students GPA > 2.0	Enrolled Spring 2016	>10 Earned Credits
Be FIRST Attendees	98	75 (77%)	85 (87%)	66 (67%)
New Credit Students	1867	1054 (56%)	1333 (71%)	774 (41%)

Table 1.30 below summarizes the results and comparisons of the LRC's information literacy sessions, requests for reference and research services, and the bi-annual library services survey for FY 2014 and 2015.

Table 1.30: Learning Resource Center Results, Interpretations, and Improvements

Outcomes/ Measures Tracked	Summary and Comparison of Results	Interpretation of Results	Improvements implement or will be implemented based on results
Information Literacy Sessions	In FY14, the LRC held 127 information literacy sessions for 2,709 students, and in FY15 the LRC held 119 information literacy sessions to 2,308 students.	The decrease in sessions is a result of a fewer requests from faculty.	The LRC will increase outreach to faculty to promote information literacy instruction.
Requests for Reference and Research Services	In FY14 the LRC received 4,298 questions. In FY15 the LRC received 4,327 questions.	The LRC's outreach efforts via open houses, workshops, information literacy instruction, and email communication, have resulted in an increase for requests for research assistance.	The LRC will develop additional outreach programming for student clubs and faculty, as well as more opportunities for collaboration with other departments to promote reference and research services.
Bi-annual Library Services Survey	35% to 61% of respondents indicated they never used various LRC information resources.

106 surveys were completed; 44.3% of respondents visited the LRC more than once a week; 20.5% visited weekly; and 13.64% visited monthly.

Regarding satisfaction with LRC space, 13.6% were "very dissatisfied", 9.1% were "somewhat dissatisfied", 3.4% were "neutral", 20.5% were "somewhat satisfied", 45.5% were "very satisfied", and 8.0% "do not visit the library." | Survey data indicated that students do not use many of the resources available to them, such as electronic databases.

Just over 20% of respondents indicated they were "somewhat dissatisfied" to "very dissatisfied" with the spaces in the LRC. | The LRC continues to promote information resources through information literacy sessions, but additional workshops on how to use library databases and collections will increase awareness of the resources available to students.

The LRC space is 30 years old and needs renovation. Due to budget constraints, remodeling is on hold. |

Table 1.31 summarizes results from the Summer Bridge programs for 2014 and 2015. Success rate was calculated using students who skipped at least one level of developmental course work and retention rate is calculated using students who completed the program.

Table 1.31: Summer Bridge Program Results

Summer 2014			Summer 2015		
Students Enrolled	Retention	Success	Students Enrolled	Retention	Success
53	78.8%	59.1%	45	80.0%	64.4%

Interpretation of assessment results and insights gained (4.C.2)
The Academic Support Center's Math course retention and success data indicate tutoring services have a positive impact on academic performance. The student survey indicates an overall high degree of satisfaction with tutoring services. Despite the positive effect of tutoring on academic success and high satisfaction levels, a small fraction of the enrolled student body takes advantage of these services.

The results for the effect of participation in the half-day Be FIRST event illustrate a positive correlation on student GPA, as well as course success, as indicated by the comparison of the number of credit hours earned by participants to non-participants.

For interpretations of LRC results, please see table 1.30.

Among students that complete the Summer Bridge program, approximately 60% or more are able to skip at least one developmental education level.

1I5 Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

By Fall 2013, an additional forty-seven tutors had been hired to staff both the Tutoring and Math centers. Approximately twenty additional professional tutors staff the Writing Center. Embedded tutoring services have also been integrated into more than thirty courses across the academic disciplines (please see 6P1 and 6R1).

Additionally, the Academic Support Center has formulated the following improvement goals for FY 2016:
• Organize more tutor-lead student groups to promote collaboration and build rapport amongst students
• Create a welcoming environment to keep students on campus and utilizing tutoring areas
• Increase number of repeat visits
• Focus on student experience/customer service
• Expand distribution of student feedback surveys to all tutoring centers (i.e. Writing and Math centers)
• Unify tutoring centers through uniform data collection procedures, scheduling, and expectations
• Expand course retention and success rates analysis to all tutoring centers
• Pilot targeted workshops that will be immediately relevant to students by focusing on exam reviews for sections taught by specific instructors (free-standing workshops that were previously offered were not well attended).

No modifications are planned for the Be FIRST event, as assessment data does not indicate any areas in need of improvement.

For LRC improvements, please see table 1.30.

The College Summer Bridge program regularly examines student feedback to drive improvements. In 2015, the College implemented a Level-Up blog and, in 2016, lead instructors will pick their instructional partners, rather than partners being assigned. Improvements for 2017 will be based on feedback gathered in Summer 2016.

Other recent improvements that pertain to providing academic student support include:

• In FY 2014 and FY 2015, the College added thirty-two SMART classrooms – twenty-eight on campus and four at HPVEC to enhance instructional delivery.
• In Spring 2013, the College introduced a computer laptop loan policy that provides currently enrolled students with thirty days of free usage that may be renewed and extended.
• In Spring 2015, the College formed an interdisciplinary Digital Literacy Assessment Committee to develop SLOs to measure student readiness with information technology.
• The Visual and Performing Arts (VPA) department is developing a Makers Laboratory, featuring digital design software, 3D printers, laser cutters, milling machines, and vinyl cutters to complement its existing Architecture drafting and design programs.

<center>**Subcategory Six: Academic Integrity**</center>

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

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
The College's Academic Policy Manual describes policies of academic freedom and integrity for faculty. Document language includes the expectation that all faculty conduct themselves in a professional manner and that faculty research papers and projects are "expected to adhere to high standards of academic integrity." The District 508 Blackboard policy is referenced, stating that all syllabi must be posted on Blackboard and "all syllabi must include a standard statement on academic integrity."

The Student Policy Manual describes policies of academic freedom and integrity for students. Academic integrity is defined in relation to what constitutes academic dishonesty and the potential consequences for violations to policy. It also details student rights, including freedom of expression.

In Spring 2016, District 508 revised and combined these policy manuals into a single document, the Academic and Student Policy manual.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
The Academic and Student Policy manual is posted on the College website. All syllabi are required to include a statement on academic integrity, which includes a reference to the Academic and Student Policy manual, and are posted on the College's Blackboard site. Faculty are encouraged to incorporate additional standards on integrity and ethical behavior in their syllabi as warranted, and to review these policies with students in the classroom.

Many faculty require students to submit written work through TurnitIn. The English department requires the use of TurnitIn for all English 101 courses. All English courses also require a writing process that includes multiple drafts, with peer and teacher feedback. This practice serves as a deterrent to plagiarism in that faculty provide clarity and feedback concerning possible plagiarism through earlier drafts, and students, while engaging in peer review, practice identifying potentially plagiarized statements.

WiYC hosts workshops on how to properly cite sources, how to avoid plagiarism, and on other matters related to academic integrity. WiYC coordinates with LRC staff to provide workshops on MLA formatting, APA formatting, and research techniques. Workshops on academic integrity are also delivered in the Level Up Summer Bridge program and embedded student services presentations in Math On Demand and College Success courses.

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
The Academic and Student Policy manual describes all policies related to faculty integrity and ethics. It is posted on the College website and referenced during faculty orientation and training.

Faculty and staff are required to participate in online training sessions each Fall Semester for both Family Educational Rights and Privacy Act (FERPA) and the District 508 Ethics policy. Participation is tabulated, with any outstanding participation reported back to the given unit or department for follow-up (please see 4P4 for more information).

All faculty development processes ensure ethical learning and research practices. Examples include the tenure process (please see 3P1 and 3P3), post-tenure review (please see 3P2), applications for sabbatical (please see 3P3), and research (please see 1P5).

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity
Methods of evaluating the effectiveness and comprehensiveness of processes related to the support of academic integrity include review of course syllabi by department chairpersons and program coordinators, faculty participation in mandatory ethics training, faculty evaluation procedures, faculty surveys on orientation and training processes, and tracking of student disciplinary hearings.

Each department chairperson is responsible for reviewing individual course syllabi, which must build from a master syllabus approved by ICCB. Any absence of required information, including the statement on academic integrity, is noted and corrected.

Incidents of academic dishonesty are formally tracked if they rise to the level of being referred to the student disciplinary committee, under the auspices of the Office of Student Services. In those incidences, a faculty member provides a complaint and recommendation for discipline beyond a failing grade on an assignment and/or a failing grade in the course. Then, a student disciplinary committee is formed to conduct a hearing and make a recommendation to the College president

regarding a finding and disciplinary recommendation. The Office of Student Services tracks the number, reason for, and outcomes of the hearings.

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

Outcomes/measures tracked and tools utilized
Results summarized below focus on student academic integrity and therefore are limited to the number of student disciplinary hearings related to academic dishonesty. Information regarding academic integrity of faculty and staff is described in Category 4. Faculty evaluation processes and employee surveys of orientation and training processes are described in Category 3. Employee completion rates for the annual mandatory ethics and FERPA trainings are summarized in 4R4.

Summary results of measures (include tables and figures where appropriate)
Comparison of results with internal targets and external benchmarks
Table 1.32 below summarizes the results of student disciplinary hearings related to academic dishonesty, per academic year, since submission of the first AQIP Systems Portfolio.

Table 1.32: Student Disciplinary Results

Academic Dishonesty	2012	2013	2014	2015
Results of hearings	NA	Disciplinary Warnings: 9 Deleted from Class: 1 Received grade of "F" for Class: 1 Grades for all Fall Classes changed to "F": 1	Received grade of "F" for Class: 1 Dismissed from College: 1	0

Interpretation of results and insights gained
The higher number of student disciplinary hearings related to academic dishonesty in 2013 correlates to a group of Nursing students who were accused of cheating. A series of hearings were conducted for each student who was identified as having participated in the alleged cheating incidents.

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

As a result of the above described hearings, the dean of Student Services recommended that a new policy be established to address revocation of a certificate and/or degree and the policy was added to the Student Policy Manual in 2013.

Additionally, District 508 Institutional Review Board (IRB) policies and procedures are presently being reviewed and revised to enhance and support undergraduate research and to ensure that student research conducted by faculty is conducted ethically and in ways consistent with the College and District 508 mission.

Category 2 Introduction

Many of the College's areas in non-academic student support have made improvements since the 2012 Systems Portfolio. Changes to the onboarding process have been implemented to decrease the length of time involved from admittance to enrollment, while providing more guidance and advisement. Modifications to outreach efforts have improved student participation and satisfaction feedback. An upgrade to the District 508 student administration system has facilitated the segmentation and corresponding support of student subgroups. In collaboration with the First Year Experience (FYE) Action Project, non-academic student support areas are developing and/or enhancing measurable outcomes, assessment processes, and use of results to inform improvement initiatives.

The College's graduation rate has steadily increased since 2012, surpassing its annual targets each year. This increase correlates to several ongoing initiatives related to student support, including those described above, as well as implementation of Campus Solutions 9.0 (CS9), OpenBook, SmartPlanner, Guided Pathways to Success (GPS), and other projects and strategic initiatives. Various changes have also been implemented to support and gather feedback from College graduates. Improvements to the Alumni Association include changes to the Alumni Directory, increased communication and outreach events, and additional graduate support events, focusing on areas such as career development.

The College maintains six distinct types of external partnerships: Adult Education off-campus site community partnerships, high schools, CTE program advisory councils, transfer four-year higher education partners, community collaborators/not-for-profit service providers, and employers. Each type of partnership category is characterized by unique functions, goals, and methods used to measure their efficacy. Of particular note since the 2012 Systems appraisal are increased outreach and communication efforts with high school partners, and new transfer four-year higher education partners, community collaborators, and employer partners. Because each category of external partnership is unique, the College continues to be challenged in developing a more systematic and regular method of collective partner feedback and assessing the efficacy of its partnerships.

The 2012 Systems Appraisal stated that the College may benefit by "Developing widely understood processes by which complaints from all sources are tracked and evaluated...." In Fall 2013, District 508 established a centralized Call Center to receive and disseminate complaint information to the appropriate College areas. In FY 2014, the District 508 Call Center, as well as the Equal Employment Opportunity (EEO) Office, began tracking the number of and areas related to complaints received. In Spring 2016, the College added a webpage displaying comprehensive complaint procedures that encompass how complaints are received, addressed, and resolved.

Category Two: Meeting Student and Other Key Stakeholder Needs

Meeting Student and Other Key Stakeholder Needs focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

Subcategory One: Current and Prospective Student Need

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

Identifying key student groups
The College identifies key student groups through recruiting, the admissions process, and, once students are enrolled in classes, via GradesFirst.

The College identifies prospective student groups via College recruiters. Recruiters collaborate with College Community Relations staff to identify prospective students, strategic community partnerships, and organizations to promote the College and assist with the college readiness process. Effective Summer 2012, District 508 adopted a centralized student recruitment model. Fourteen recruiters were hired district-wide to build relationships with the 203 Chicagoland high schools and community organizations serving prospective students. Two of the fourteen recruiters focus on the Northwest Chicago region surrounding the College.

College applicants are identified as degree or certificate seeking, or as course takers or visiting students. Further segmentation is completed by a predefined set of "Admit Types". The "Admit Types" clarify types of applicants: first-year college student, transfer student, reverse transfer student, international student, or re-admit student. Identifying these key student groups helps to plan, manage, and track admissions activities. The identification of underprepared and at-risk student subgroups is described in detail in 1P5. Through the recruitment and admissions process, students also identify their areas of study, or focus areas, at the point of application. The selection of focus areas helps to further segment students.

The College provides comprehensive academic and transfer advising in a case management model, in which students are assigned to advisors at the time of matriculation. Once assignments take place, advisors utilize GradesFirst, a web-based tool to communicate with students and faculty to further identify and tailor communications to the various key student groups.

In addition to reverse transfer, the District 508 Office of Transfer and Articulation introduced a Reverse Transfer of Credit (RTC) process in Spring 2014. This Office identifies students eligible for RTC as those who complete a minimum of fifteen District 508 credits without completing a degree and subsequently transfer to four-year institutions. Upon their consent, qualifying students are awarded District 508 Associate Degrees. Participating four-year institutions include Columbia College, Concordia University, DePaul University, Eastern Illinois University, Governors State University, Illinois State University, Lewis University, National-Louis University, Northern Illinois University, Roosevelt University, Saint Xavier University, University of Illinois at Chicago, and Western Illinois University.

Determining new student groups to target for educational offerings and services
New student groups emerge as a result of changing societal, workplace, and community needs, as well as shifts in demographics. Additional methods of determining new student groups include input from employer and community partners.

To illustrate, the College demographic data indicates that the student population is getting younger over time, many of which also place below college level in reading, writing, and math. Consequently, many initiatives for new course offerings and services are aligned to serve the specific needs of these students. The College's student demographic data also indicates that over half of the student population is Hispanic, thus formally qualifying the College as a Hispanic Serving Institution (HSI). The HSI designation allowed the College to pursue a Title V grant which was awarded and, from this, many new initiatives and programs have been implemented.

Another example of new student group identification involves market studies that indicate high demand for IT-related skills and positions. This observation informed the decision to designate the College as the District 508 IT hub, which has led to enhancement and expansion of IT-related facilities and curriculum (please see 6P1).

Another newly identified student subgroup is the Star Scholars. The Star Scholarship program provides Chicago Public High School graduates who achieved a minimum 3.0 GPA and who test at the credit level in English and math with the opportunity to earn associate degrees at no cost after first applying for and utilizing any financial aid eligibility. In Fall 2015, the College enrolled 312 Star Scholars of the 900 recipients throughout District 508. To expand and enhance these students' academic opportunities, District 508 has also reached an agreement with twelve Chicagoland area four-year institutions in which these institutions will offer additional scholarship opportunities for College graduates upon graduation.

Meeting changing student needs
In addition to the mechanisms and examples described in the preceding sections, the College utilizes surveys and internal processes to collect information about student needs. Surveys utilized include the Community College Survey of Student Engagement (CCSSE), as well as local surveys specific to and administered by the College's various student support services. Other internal processes that are used to collect information on student needs include meetings of the Student Government Association (SGA), president's meetings with students, and vice chancellors' meetings with students.

The College works continuously to address changing needs of students as new student groups and needs are identified. Numerous College initiatives that target both current and changing student needs are described throughout Category 1 and Category 6.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
In addition to the mechanisms used to identify and support student groups already described, the College also identifies and supports the following subgroups: seniors, commuters, distance learners, military veterans, athletes, and low-income students.

Although discontinued in Spring 2016 for financial reasons, the Golden Age Club, offered through the Professional and Personal Development Office (formerly Continuing Education), invited seniors to engage in classes that provide a safe and supportive environment to reenter the educational arena. Invitations were annually mailed out to encourage seniors to participate in a holiday celebration and classes for the coming year. Professional and Personal Development recruited from local senior centers to provide opportunities to build community with other seniors and to participate in intergenerational classes. The College's Golden Age Club seniors audited credit classes or re-entered the college system through certificate or credit programs. Through the club, the College allowed seniors to enroll in one tuition-free credit class per term.

As a commuter institution, the College provides support for students using public transportation. Students who enroll on a full-time basis (twelve credit hours or more) qualify for the Ventra U-Pass, which provides unlimited rides on Chicago Transit Authority (CTA) buses or trains during the academic term. Students regain access to the Ventra U-Pass once they enroll on a full-time basis for the next semester. Without duplicating CTA services, District 508 introduced the CCC Shuttle Bus Service in Fall 2014. There are four shuttle routes connecting District 508 locations with high cross-registration. The College's assigned shuttle route connects the main campus with the Humboldt Park Vocational Education Center (HPVEC) satellite campus, with additional stops at CTA train stops. Results of the usage of the shuttle service use are described in 2R1.

The College supports distance learners through online and hybrid course offerings. Each hybrid course is divided into online and in-person components. Students may enroll in both hybrid and online courses, although online courses are specifically offered through a consortial agreement with Harold Washington College, another District 508 institution. In online courses, students complete course work using Blackboard and utilize online learning student services, such as a distance learning readiness quiz, an online learning orientation for new students, and a frequently asked questions (FAQ) document. Students may also enroll in online courses offered through a contractual agreement with the University of Illinois at

Urbana/Champaign (UIUC). These courses are offered at the District 508 tuition rate, but are taught by UIUC professors, using Blackboard.

Veteran students are identified via the admissions application. A "Military Status" category appears on the admissions application and each applicant must select from the following: "No military status", "Veteran", "Active Duty", or "Spouse of Veteran". Further segmentation takes place with veteran students as they are assigned to specific College advisors who, along with the Veterans Services Center, provide academic and other forms of support to meet students' specific needs.

For student athletes, benefits of participation are initially communicated in the recruitment and open tryout processes. The Athletics department, along with coaches and College advisors, monitors academic progress to determine eligibility to participate and to introduce intervention strategies, such as advising and tutoring services.

The College's Service Learning Committee, in partnership with the Greater Chicago Food Depository, implemented a Mobile Food Pantry Program, the Healthy Student Market, in October 2014 for low-income students and community residents. The Committee initially identified this need through anecdotal evidence from faculty and staff who observed student need in this area. The Committee also had discussions with SGA leaders and analyzed student income distributions that confirmed this need. Faculty and staff voluntarily supply much of the labor needed for logistics and food distribution.

Identifying and supporting Dual Credit and Dual Enrollment students, as well as Adult Education Gateway Scholars, are described in 1P3 and 1P5, respectively.

In addition to the above described student subgroups, the 2016 Student Equity and Access AQIP Action Project is developing enhanced methods for identifying and supporting first-generation, low-income, and students of color. Please see 6P1 for more information.

Deploying non-academic support services to help students be successful (3.D.2)
Table 2.1 below describes the College's non-academic support services.

Table 2.1: Non-Academic Support Services

Non-Academic Support Services	
Service	**Description**
Advising and Transfer Center	The Gateway Advising and Transfer Center offers both academic and non-academic support services. College advisors meet with students to help determine academic and career plans, identify academic and non-academic needs, and direct students to appropriate support services.
Career Planning and Placement Center	The Career Planning and Placement Center provides quality services to students, alumni, and community residents. Services and programs include career planning and counseling; full-time, part-time, and Work Study job search assistance; on-campus recruiting; interview coaching; career/self-assessments (MBTI); TRA/TAA verification; resume and cover letter writing; and job search correspondence.
Disability Access Center	The Disability Access Center (DAC) provides support services to students with documented disabilities. Based on documentation received and student needs, reasonable accommodations are determined. Accommodations ensure that each student who is otherwise qualified receives equal access to all College programs and services. The DAC provides students with letters for faculty, specifying the types of services the student should receive. The DAC also assists faculty and staff with ADA compliance-related information.
Financial Aid Office	Students are able to secure financial assistance and receive guidance on alternative funding options via the Financial Aid department. The department has 3 forms of communicating: phone, email, and in-person contacts. The department assists students with developing personalized financial plans to finance their education.
Veterans Services Center	The Veterans Services Center provides a welcoming environment where veterans can meet, network with other veterans, relax, and/or study. The Center aids in the transition from the military lifestyle to the civilian sector. New students are oriented to the registration, financial, and VA benefits processes.
Wellness Center	The Wellness Center provides free and confidential mental health and other social services to support the personal well-being of students and staff. Services include individual counseling; support groups; evaluation of learning disabilities; referrals to community-based resources, medical care, and legal services; and emergency childcare.
Wright in Your Corner (WiYC)	WiYC coordinates with faculty and other support services staff to provide both academic and non-academic support to students.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)
Required skills and credentials vary by position and some are specified within collective bargaining agreements. Minimum qualifications for professional staff, based on higher education best practices, are specified in the Cook County College Teachers Union (CCCTU), Local 1600 collective bargaining agreement. Minimal qualifications for most non-bargained for employee positions include master's level degrees and related experience.

The College determines training needs when implementing initiatives, policies, changes, or updates to the student administration system, employee orientation/onboarding and training, professional development, and other internal training requests. All departments and offices train staff in their respective policies and procedures, including technology, system updates, soft skills, and leadership development. To ensure that student needs are met by the limited number of staff, the College's HPVEC staff cross-train in admissions, registration, and advising, and Records Office staff cross-train in the areas of transcript services, transcript evaluation, graduation audits, and degree posting.

To provide support to staff in non-academic student support services, the Office of Student Services conducts three meetings a year with personnel and academic support areas, prior to peak registration periods, to ensure that all staff members receive updates and information relevant to serving new and current students. Please see 3P1 for more information on non-academic support staff qualifications and training.

Communicating the availability of non-academic support services (3.D.2)
Information about non-academic support services is available on the College website, on plasma screens throughout the College, on flyers posted in classrooms and throughout designated bulletin boards, through student email, and in specific departments, such as the Academic Support Center, Disability Access Center, Admissions Office, and the Gateway and Transfer Center. Course syllabi are required to list non-academic and academic support services, and relevant contact information. All course syllabi are posted on Blackboard. The College also consolidates information about non-academic support services in one Student Resources Quick Guide Sheet. This document is shared with students during New Student Orientation and by each student service department. Additionally, individual support service offices conduct various forms of outreach, such as classroom presentations and events coordinated through the Wright in Your Corner (WiYC) student center. College advisors contact their assigned students via emails and text messages to provide them with information about non-academic support services.

Selecting tools/methods/instruments to assess student needs
The College evaluates outreach events for prospective students to record students' feedback and suggestions about the events, and to assess their needs. Each student service area selects tools and methods to assess specific student needs that relate to that area. The metrics and assessment methods identified are influenced by the annual strategic and planning process. Specific goals and metrics are aligned with College goals, and they are assessed to determine the extent to which student support services and related initiatives are helping to meet students' needs (please see 2R1 *outcomes/measures tracked and tools utilized*).

CCSSE is also used to evaluate current student needs and to benchmark the College against other comparable institutions. CCSSE was selected as an assessment instrument as a result of the HLC visit in 2000. CCSSE was first administered in Spring 2005, and it is administered every two to three years thereafter. It was last administered in 2014 (please see 1P4 *selecting the tools*).

Assessing the degree to which student needs are met
Each non-academic support area is responsible for determining its own assessment methods, intervention and improvement plans, and assessment timelines. Assessment of the degree to which students' needs are met is described in detail in 2R1. Assessment of academic support areas is described in detail in 1R5.

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

Outcomes/measures tracked and tools utilized
As a commuter institution, the College tracks use of the District 508 shuttle service, which is available to all full-time and part-time students.

Efficacy of College recruiters is measured by the number of prospective students contacted through College fairs, classroom visits, application workshops, and report card pick up events.

Table 2.2 below indicates the types of Admissions Office outreach events for prospective students, the outcomes tracked, and the corresponding assessment methods and tools.

Table 2.2: Admissions Office Outreach Events, Measures Tracked, and Assessment Tools

Activity/Event	Description of Event	Outcomes/Measures Tracked	Assessment Tool
Open House	Open House events are designed to provide prospective students and their parents with an opportunity to engage with faculty, staff, and students, and learn about programs and offerings.	Gauge student satisfaction and compile qualitative data on the likelihood prospective students will attend the College	A survey is disseminated to each participant.
		Attendance	Sign-in roster
"A Day at Wright"	High school students are invited to the College during a non-attendance high school day and receive information about Dual Credit, Dual Enrollment, and other programs and offerings.	Gauge student satisfaction and compile qualitative data on the likelihood prospective students will attend the College	A survey was conducted using the Qualtrics survey tool for FY 2014 and FY 2015.
		Attendance	Sign-in roster
Admissions Information Sessions and Campus Tours	Designed for prospective students and applicants who wish to gain a better understanding of the admissions and financial aid processes.	Gauge student satisfaction and compile qualitative data on the likelihood prospective students will attend the College	A survey is disseminated to each participant.
		Attendance	Sign-in roster

Table 2.3 below summarizes the assessment tools, methods, and metrics for current students.

Table 2.3: Assessment Tools and Metrics for Current Students

Department and/or Responsible Area	Tools/Methods/Instruments to Assess Student Needs	Metrics Assessed
Admissions Office	Admissions Satisfaction and Knowledge Survey (Fall 2014 only)	Level of satisfaction with admissions services and gauge student understanding of programs and offerings
Advising and Transfer Center	GradesFirst	Number of appointments scheduled
	STAR Scholars Knowledge Quiz	Assess student knowledge from presentations
	STAR Scholars Satisfaction Survey	Student satisfaction with the session
	New Student Orientation Survey	Student satisfaction with the orientation
	OpenBook	Course retention and success rates for students that make appointments with advisors, Student transfer rates
Career Planning and Placement Center	Please see table 2.4	Please see table 2.4
Disability Access Center	Student Success Workshop Evaluation/Satisfaction Survey	Student satisfaction with Student Success Workshops
	CS9 reports and In-house database	Number of students receiving accommodations
	One-on-one services survey	Satisfaction with note-taking and sign language interpreting services
Financial Aid Office	Monthly Student Tally	Number of students served
	Quarterly SALT Summary	Financial literacy: New registrations on SALT website
Office of Research and Planning	CCSSE Survey	Use and satisfaction with the various areas of student services
	Graduate Follow-Up Survey	Survey includes satisfaction of College services
President's Office	"Tell Us Tuesdays" Email Survey	Monthly survey of current students to collect student feedback on various initiatives and topics (beginning Fall 2015).
Veterans Services Center	Daily Headcounts via Sign-In Sheet	Number of students served
Wellness Center	Wellness Center Survey	Gauge quality of counseling services provided.
Wright in Your Corner	In-house database	Number of events hosted and number of students served

Table 2.4 below indicates the outcomes/measures tracked and tools utilized for the Career Planning and Placement Center.

Table 2.4: Career Planning and Placement Center Measures Tracked and Tools Utilized

Outcomes/Measures Tracked	Tools/Methods Utilized
Appointments	GradesFirst
Approved Resumes	CareerNetwork
Employer/Career Information Sessions	GradesFirst
Job Fairs/Hiring Events	GradesFirst
Mock Interviews	GradesFirst
Open Houses	GradesFirst
Walk-Ins/Resource Room	GradesFirst
Workshops	GradesFirst
Job Placements	CampusSolutions9 Electronic Employment Form

Summary results of measures (include tables and figures when possible)

Figure 2.5 summarizes CCC shuttle service usage to and from the College, beginning in with its implementation in Fall 2014.

Figure 2.5: CCC Shuttle Service Usage
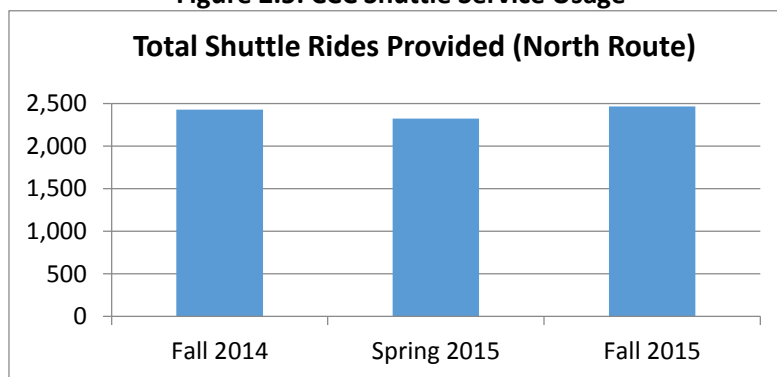
Table 2.6 below summarizes and compares results of College recruiters, beginning with Spring 2013.

Table 2.6: Longitudinal College Recruiters Data

	2013			2014			2015		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Number of Students Contacted	872	5	2,015	933	219	859	733	0	959

Table 2.7 summarizes the results for outreach events for prospective students.

Table 2.7: Admissions Office Outreach Results

Activity/ Event	Number of Participants FY 2014	Number of Participants FY 2015	Feedback Provided by Students
Open House	272	276	FY 2014 survey results: 88% of students indicated an "excellent" rating of the overall program. FY 2015 survey results: 89% of students indicated a "very satisfied" or "satisfied" rating of the overall program (The rating scale was revised from "excellent", "satisfactory" and "poor" to "very satisfied" through "very dissatisfied").
"A Day at Wright"	75 (FY 2012 – FY 2013)	77	FY 2013 survey results: 100% of the participants indicated an "excellent" to "satisfactory" rating to all components of the "A Day at Wright" program. FY 2015 survey results: Response rate was 5% and the data was inconclusive.
Admissions Information Sessions and Campus Tours	433	514	FY 2014 survey results: 95% "of students indicated an "excellent" to "satisfactory" rating of the overall program. FY 2015 survey results: 97% of students indicted an "excellent" to "satisfactory" rating of the overall program. Of those students who provided written comments, most indicated a high interest in attending the College.

Table 2.8 below summarizes the results of assessments of current student needs.

Table 2.8: Assessment Results of Current Student Needs

Department and/or Responsible Area	Tools/Methods/Instruments to Assess Student Needs	Results
Admissions Office	Admissions Survey	Results indicated that 58% of new students knew "nothing" about the Guided Pathways to Success (GPS) – Semester by Semester maps.
Advising and Transfer Center	GradesFirst	Please see table 2.14..
	STAR Scholars Knowledge Quiz	94% of Knowledge Quiz completers are aware of academic support services available and know how to prepare to transfer.
	STAR Scholars Satisfaction Survey	90% of survey completers felt the information conveyed at the event was communicated clearly. 90% felt the event/reception was interesting and engaging. 95% felt the event helped them to understand the expectations of being a STAR Scholar. 90% felt the event/reception offered valuable and relevant information.
	New Student Orientation Survey	513 students attended NSO in Summer 2015. Of the 315 evaluations completed: over 85% agreed that the information in the NSO was conveyed clearly and effectively. 80% agreed and strongly agreed that the NSO was interesting and engaging. 88% agreed and strongly agreed that the NSO increased their understanding of the College and its policies.
	OpenBook	68% of Fall 2015 students were retained to Spring 2016. The College tracked transfer metrics for FY 2014 and FY 2015 via the National Clearinghouse in OpenBook. 445 of the 865 (51%) of FY 2013 completers transferred to a college/university within 2 years.
Career Planning and Placement Center	Please see table 2.4	Please see table 2.10
Disability Access Center	Student Success Workshop Evaluation/Satisfaction Survey	During Spring 2015, 67% of students indicated they were "very satisfied" with workshop topics, while 33% chose "satisfied" as their response.
	CS9 Reports and In-House Database	162 students with disabilities self-identified to register and receive accommodations from the DAC in Fall 2015.
	One-on-One Services Survey	100% of students surveyed in Summer 2014 expressed satisfaction with DAC staff's help in addressing concerns, making appropriate referrals, and accommodations that helped to improve academic performance. The top 3 requested and approved accommodations included testing accommodations, recorded lectures, and other miscellaneous assistive services.
Financial Aid Office	Monthly Student Tally	Q1: 10,643 Q2: 6,455 Q3: 5,210 Q4: 5,093
	Quarterly SALT Summary	7% of the student population registered on the SALT website.
Office of Research and Evaluation	CCSSE Survey	Please see table 2.11f.
	Graduate Follow-Up Survey	Please see 1R4.
President's Office	"Tell Us Tuesday" Survey	Of the respondents: 62% indicated satisfaction with the registration process. 65% indicated they did not use tutoring services in Fall 2015. 62% indicated awareness of the Career Planning and Placement Center.
Veterans Services Center	Daily Headcounts via Sign-in Sheets	FY 2015: 4,030 total
Wellness Center	Wellness Center Survey (Fall 2015 n=18)	83% of respondents stated they "strongly agreed" that their counselors helped them to feel comfortable to express what they were thinking and feeling. 100% of respondents indicated they "strongly agreed" or "agreed" to the statement: "My counseling meeting(s) helped me to address my problems." 94% of respondents indicated they "strongly agreed" or "agreed" to the statement: "My counselor was skillful in helping me to address my concerns." 88% of respondents indicated they "strongly agreed" or "agreed" that they were overall satisfied with services received. 88% of respondents indicated they "strongly agreed" that they would recommend the Wellness Center to other students. Qualitative response received: A student recommended "A little more privacy when waiting to see someone."
Wright in Your Corner	In-House Database	Spring 2015: Total number of events: 145 and total number of students served: 1,001 Fall 2015: Total number of events: 147 and total number of students served: 991

Table 2.9 summarizes the numbers of students served through advising sessions, orientations, and the development of education plans.

Table 2.9: Students Served Through the Gateway Advising and Transfer Center

Activity	SP12	SU12	FA12	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15
Walk-Ins	6,140	8,256	2,471	427	3,611	2,632	5,482	3,981	5,975	4,510	3,014
Scheduled Appointments	650	N/A	3,246	2,955	230	3,599	4,222	1,293	3,701	1,955	1,864
New Student Orientation	765	1,469	1,055	1,497	2,173	1,278	998	2,598	1,325	2,257	542
Education Plans	N/A	N/A	1,770	2,138	500	2,205	3,840	1,457	2,232	1,645	332

Table 2.10 below summarizes and compares results for the Career Planning and Placement Center, as well as interpretations of and improvements based on the results.

Table 2.10: Career Planning and Placement Center Results, Interpretations, and Improvements

Outcomes/ Measures Tracked	Summary of Results (Number of Students)	Comparison of Results to Internal Targets	Interpretation of Results	Improvements
Appointments	^FY15=123 *FY16=12	-90%	Formal appointments were down, but less formal walk-ins were up.	Improve follow-up with walk-in appointments.
Approved Resumes	^FY15=74 *FY16=101	+36%	Resumes from Federal Work Study, Career Declared, and Graduates were up.	Increased marketing of CareerNetwork and job postings.
Employer/Career Information Sessions	^FY15=126 *FY16=921	+730%	Employer On-Campus Visits increased due to cancelled Job Fairs.	Increased marketing of CareerNetwork and employer visits.
Job Fairs/ Hiring Events	^FY15=400+ *FY16=0	Job Fairs Cancelled for FY16	Strategic Planning cancelled Job Fairs to accommodate Reinvention.	Increased marketing of CareerNetwork and employer visits.
Mock Interviews	^FY15=3 *FY16=3	No Change	On path with current services.	Increase marketing with student groups and graduating students.
Open Houses	^FY15=87 *FY16=99	+14%	On path with current services.	Increase marketing of career services.
Walk-Ins/ Resource Room	^FY15=2458 *FY16=3892	+63%	Office hours adjusted to accommodate morning and evening students.	Improve follow-up with walk-in appointments.
Workshops	^FY15=369 *FY16=195	-47%	Students prefer one-on-one appointments to group settings.	Increase marketing to faculty and Career Declared students.
Job Placements	^FY15=50 *FY16=77	+54%	Increased participation in on-campus recruitment and student reported employment.	Increase employer on-campus visits. Improve communication with students about current employment.

^FY15=July 1, 2014-February 24, 2015
*FY16=July 1, 2015-February 24, 2016

Table 2.11 below summarizes Fall 2014 CCSSE results for student service areas. College results are compared to other Hispanic Serving Institutions (HSIs) at the national level, other Illinois community colleges, and all other community colleges at the national level.

Table 2.11: Community College Survey of Student Engagement – Fall 2014

CCSSE Student Satisfaction with College Services 2014									
		Wright College		HSI		Illinois		2014 Cohort	
Item	Responses	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Academic Advising/Planning	N.A.	117	13.3	8,125	16.1	3,553	15.9	63,784	15.5
	Not at all	107	12.2	5,677	11.3	2,336	10.5	40,747	9.9
	Somewhat	403	45.7	22,016	43.7	9,711	43.5	175,700	42.7
	Very	254	28.9	14,570	28.9	6,728	30.1	131,571	32
	Total	882	100	50,389	100	22,328	100	411,801	100
Career Counseling	N.A.	352	40	17,707	35.5	9,022	40.9	167,892	41.2
	Not at all	121	13.8	7,055	14.1	2,931	13.3	53,035	13
	Somewhat	283	32.2	15,245	30.5	6,278	28.4	114,476	28.1
	Very	123	14	9,916	19.9	3,839	17.4	72,176	17.7
	Total	879	100	49,923	100	22,070	100	407,579	100

Table 2.11: Community College Survey of Student Engagement – Fall 2014

		CCSSE Student Satisfaction with College Services 2014							
		Wright College		HSI		Illinois		2014 Cohort	
Item	Responses	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Job Placement Assistance	N.A.	526	61.5	30,255	61.2	13,716	62.6	249,105	61.8
	Not at all	140	16.4	7,361	14.9	2,995	13.7	55,186	13.7
	Somewhat	136	15.9	8,102	16.4	3,568	16.3	66,216	16.4
	Very	53	6.2	3,678	7.4	1,619	7.4	32,551	8.1
	Total	855	100	49,396	100	21,898	100	403,058	100
Financial Aid Advising	N.A.	253	29.4	14,472	29.3	7,164	32.8	115,503	28.7
	Not at all	129	15.1	6,917	14	2,863	13.1	50,167	12.4
	Somewhat	248	28.9	13,994	28.3	5,766	26.4	114,575	28.4
	Very	228	26.6	14,023	28.4	6,062	27.7	122,858	30.5
	Total	858	100	49,405	100	21,855	100	403,102	100
Transfer Credit Assistance	N.A.	432	50.5	24,655	49.9	10,751	49.2	202,638	50.3
	Not at all	96	11.2	6,036	12.2	2,472	11.3	45,449	11.3
	Somewhat	206	24.1	11,295	22.9	5,107	23.4	90,463	22.5
	Very	122	14.2	7,401	15	3,511	16.1	64,114	15.9
	Total	855	100	49,387	100	21,841	100	402,664	100
Services to Students with Disabilities	N.A.	650	75.2	35,681	72.4	16,085	73.6	293,260	73
	Not at all	71	8.2	3,937	8	1,747	8	30,446	7.6
	Somewhat	84	9.7	4,957	10.1	2,045	9.4	40,076	10
	Very	59	6.8	4,703	9.5	1,965	9	37,888	9.4
	Total	863	100	49,278	100	21,843	100	401,669	100

Comparison of results with internal targets and external benchmarks

Prospective student outreach processes described in tables 2.2 and 2.7 have resulted in an increase in the yield rate for Fall 2013 through Fall 2014, with a comparative decrease in Fall 2015, as seen in table 2.12 below.

Table 2.12: Admissions Office Yield Rate Results

Term	Admits	Enrolled	Yield %	Targets
Fall 2013	3,487	1,600	46%	Baseline
Fall 2014	3,310	1,569	47%	46%
Fall 2015	4,891	2,064	42%	48%

Table 2.13 below summarizes the results for outreach events for prospective students.

Table 2.13: Admissions Office Comparison of Results

Activity/Event	Comparison of Results to Internal Targets
Open House	The goal was to increase attendance to the Open House events. The attendance numbers have not significantly changed. Survey results indicate consistently high satisfaction.
"A Day at Wright"	The goal was to increase attendance to "A Day at Wright" offered during the Fall Semester. The attendance numbers have not significantly changed, and a similar event was not held at other District 508 colleges. Because survey response rate was low, no comparison can be made.
Admissions Information Sessions and Campus Tours	The goal was to increase the number of students served through the Admissions Information Sessions. The number of participants increased by 16% from FY 2014 to FY 2015. Survey results indicate consistently high satisfaction.

As described in table 2.13, a variety of assessment tools and methods are implemented in relation to recruitment events. The resulting improvements have resulted in the College becoming the number one destination of Chicago Public School (CPS) high school graduates, receiving the largest number of CPS graduates enrolling in a two-year or four-year post-secondary institution (*source: CPS 2012 College Enrollment Summary and 2013 College Enrollment Summary Citywide*).

Table 2.14 summarizes the comparisons of results for meeting current student needs.

Table 2.14: Comparisons of Assessment Results of Current Student Needs

Department and/or Responsible Area	Tools/Methods/Instruments to Assess Student Needs	Comparison of Results to Internal and External Targets
Admissions Office	Admissions Survey	This survey was administered in FY 2015. The survey was not administered in FY 2016 as the onboarding process was restructured as part of the Student Experience Project.
Advising and Transfer Center	GradesFirst	The number of appointments made by students with their assigned College advisors increased by 24% when comparing the combined Summer and Fall data for FY 2013 and 2014.
	STAR Scholars Knowledge Quiz	The first STAR Scholars class was admitted in Fall 2015. This knowledge quiz was conducted for the first time for the Fall 2015 Reception.
	STAR Scholars Satisfaction Survey	The first STAR Scholars class was admitted in Fall 2015. This satisfaction survey was conducted for the first time for the Fall 2015 Reception.
	New Student Orientation Survey	The Fall 2015 NSO was revamped in relation to the Student Experience Project and no comparisons can presently be made.
	OpenBook	The College earned the highest retention rate from FA 2015 to SP 2016 when compared to its sister colleges. The College has exceeded the transfer metric for FY 2014 completers (those who transfer within two years of degree completion). The target was 48%, and the College achieved a 51% transfer rate and exceeded the target set for FY 2015 by 2%.
Career Planning and Placement Center	Please see table 2.10.	Please see table 2.10.
Disability Access Center	Student Success Workshop Evaluation and Satisfaction Survey	Fall 2014 results indicated 33% of respondents reported they were "very satisfied" with workshop topics, while 67% provided a "neutral" response. Spring 2015 rates of "very satisfied" and "satisfied" responses indicated improved satisfaction levels over Fall 2014 results.
	CS9 Reports and In-House Database	Compared to the number of students with disabilities served in Fall 2014, requests for accommodations decreased by 6.3% in Fall 2015.
	One-on-One Services Survey	Fall 2013 survey results indicate that 92% of students surveyed expressed satisfaction with DAC staff's help in addressing concerns, making appropriate referrals, and providing accommodations that improved academic performance, while 8% expressed dissatisfaction with the above. The top 3 requested and approved accommodations included testing accommodations, note taking, and reader services.
Financial Aid Office	Monthly Student Tally	Internal Target: Reduce the number of students serviced by 30%; result achieved: 52%.
	Quarterly SALT Summary	Internal Target: 10% of student population to register on SALT website; results were 3% below the target.
Office of Research and Evaluation	CCSSE Survey	Please see table 2.11.
	Graduate Follow-Up Survey	Since FY 2011, overall student satisfaction with support services has increased by almost 4%.
President's Office	"Tell Us Tuesdays" Survey	Because the survey was first implemented in Fall 2105, no comparative data is available at this time.
Veterans Services Center	Daily Headcounts via Sign-in Sheet	FY 2015 prior to midterm: 2,461 visits FY 2016 prior to midterm: 2,705 visits
Wellness Center	Wellness Center Survey (Spring 2013 n=33)	80% of respondents stated they "strongly agreed" that their counselors helped them to feel comfortable enough to express what they were thinking and feeling (2015 increased by 3%). 100% of respondents indicated they "strongly agreed" or "agreed" with the statement: "My counseling meeting(s) helped me to address my problems"; (no change). 100% of respondents indicated they "strongly agreed" or "agreed" to the statement: "My counselor was skillful in helping me to address my concerns"; (2015 decreased by 6%). 100% of respondents indicated they "strongly agreed" or "agreed" that they were satisfied overall with services received; (2015 decreased by 12%). 87% of respondents indicated they "strongly agreed" that they would recommend the Wellness Center to other students; (2015 increased by 1%).
Wright in Your Corner	In-House Database	From Spring 2015 to Fall 2015, the total number of events increased by 2 and the total number of students served decreased by 10.

Interpretation of results and insights gained

The decrease in the Fall 2015 yield rate correlates to the implementation of a new student administration system, changes to the active directory impacting students access to online services, a newly implemented tuition structure, and a newly introduced onboarding process.

Table 2.15 below summarizes the results for outreach events for prospective students.

Table 2.15: Admissions Office Interpretation of Results and Insights Gained

Activity/Event	Interpretation of Results and Insights Gained
Open House	Prospective students were satisfied with the Open House programs and they enjoyed learning about programs, offerings, and speaking to staff and current students.
"A Day at Wright"	Prospective students' 2014 feedback indicated a high level of satisfaction with this event.
Admissions Information Sessions and Campus Tours	Prospective students who participated in these sessions indicated high levels of satisfaction with the information provided. Based on the comments shared, they gained a better understanding of the benefits of attending the College, but would like more interaction with current students.

Table 2.16 below summaries the interpretations of results of assessments of current student needs.

Table 2.16: Interpretation of Results and Insights Gained of Current Student Needs

Department and/or Responsible Area	Tools/Methods/Instruments to Assess Student Needs	Interpretation of Results and Insights Gained
Admissions Office	Admissions Survey	Prospective students would benefit from additional information on the focus areas of interest.
Advising and Transfer Center	GradesFirst	Increases in student appointments with advisors correlates with increases in advising outreach efforts and the case load management model.
	STAR Scholars Knowledge Quiz	Based on the quiz results, STAR scholars who attended the event/reception benefited, indicating this should be an annual event for STAR Scholars.
	STAR Scholars Satisfaction Survey	STAR scholars who attended the event/reception benefited, indicating this should be an annual event for STAR Scholars.
	New Student Orientation Survey	The feedback captured in the evaluation indicates that students are satisfied with the level, value, and relevancy of information received during the New Student Orientation.
	OpenBook	Efforts and strategies for monitoring and tracking student success and retention have been enhanced by OpenBook, which is positively impacting retention. Outreach to transfer students positively impacts transfer KPIs.
District 508 Office of Enrollment Management	Registration Survey	Student satisfaction with the "overall registration experience" decreased from Spring 2015 to Summer 2015 and Fall 2015 by 23% when compared to the "did not meet" and "far below" answers received for these registration periods. There were significant changes made to the onboarding process and the student administration system for Summer 2015 and Fall 2015 that may have contributed to lower levels of satisfaction.
Career Planning and Placement Center	Please see table 2.11.	Please see table 2.10.
Disability Access Center	Student Success Workshop Evaluation and Satisfaction Survey	Results from Spring 2015 indicate that changes made to workshop topics and format after Fall 2014 were effective is raising student satisfaction.
	In-House database (Excel)	Results reflect state-wide trends observed in two-year community colleges. Possible causes are that a recovering economy leads to overall enrollment decline; financial aid limitations restrict those who consider enrolling, cuts in the Illinois state budget impact prospective students' ability to enroll, and possible shifts in demographics impact enrollment.
	One-on-One Services Survey	Results indicate the dynamic nature and range of disabilities served from semester to semester.
Financial Aid Office	Monthly Student Tally	The College exceeded the goal by 22%. Reinforcing the self-service features on the student portal and including financial aid information in the New Student Orientation led to a decrease in office visits.
	Quarterly SALT Summary	Results indicate a need to increase awareness via email, phone, text, and workshops.
Office of Research and Evaluation	CCSSE Survey	As indicated in the table above, student satisfaction with support services are comparable to the consortia to which the College is compared.
	Graduate Follow-Up Survey	Results correlate to various improvements made to the College's support services.
President's Office	"Tell Us Tuesdays" Survey	Results indicate that areas for improvement include the registration process, and Academic Support Center and Career Planning and Placement Center outreach efforts.
Veterans Services Center	Daily Headcounts via Sign-in Sheets	Increased usage of the Veterans Services Center may be due to increased spreading of information of the availability of services by veterans. Anecdotally, there appears to be good communication among participating veterans.
Wellness Center	Wellness Center Survey	Students who completed the survey reported overall high levels of satisfaction with the services provided. Qualitative responses indicated that more space would allow for enhanced privacy. Survey findings were relatively consistent across both surveys, although there was a slight decline in the percentage of students satisfied with services received. This finding may be due to a smaller sample size and length of time engaged in services, as the 2015 survey occurred early in the academic year.
Wright in Your Corner	In-House Database	The number of events hosted and students served does not significantly change from semester to semester.

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

Table 2.17 below summarizes the results for outreach events for prospective students.

Table 2.17: Admissions Office Students Outreach Improvements

Activity/Event	Improvements
Open House	Campus tours have been modified to lower the ratio of students to tour guides.
"A Day at Wright"	Though prospective students' feedback indicated high levels of satisfaction with this event, College staff have decided to shift resources to expand Open House offerings to include a Fall Semester Open House in lieu of "A Day at Wright", since the College experienced a 72% higher rate of participation with the Open House activity.
Admissions Information Sessions and Campus Tours	Starting in Fall 2015, the Admissions staff partnered with SGA to incorporate additional student interactions during these sessions.

Table 2.18 summaries improvements related current student needs.

Table 2.18: Improvements Related to Current Student Needs

Department and/or Responsible Area	Improvements
Admissions Office	Enhancements have been made to the onboarding process to deliver information about GPS with focus areas and semester by semester maps. In addition, the Admissions Office partnered with the Advising and Transfer Center to ensure students participated in the "Connect with Wright" sessions.
Advising and Transfer Center	Utilizing GradesFirst, the College will continue to conduct outreach by assigned advisors to respective caseloads. Based on the STAR Scholar Knowledge Quiz and Satisfaction Survey, the STAR Scholar orientation will become a foundational event for each incoming STAR class to communicate information regarding academic support services and opportunities. Due to feedback from NSO attendees, NSO has become a foundational event of the onboarding process. The College continues efforts to support transfer students. As an example, 414 students completing transfer degrees in Spring 2016 have received targeted outreach regarding transfer services.
Career Planning and Placement Center	Please see table 2.10.
Disability Access Center	Students are surveyed at the start of each semester to align their needs with workshop topics and activities. Staff work to improve outreach efforts and collaborate with CPS transition teams to encourage graduates with disabilities to enroll. Mid-semester surveys are used to better track student utilization of services, services efficacy, and student satisfaction. DAC staff are working to align District 508 surveys, College surveys, and department surveys for efficient data collection.
Financial Aid Office	The College has increased the frequency of communications focused on directing students to the portal (my.ccc.edu). The College reshaped the NSO message to include an introduction to the Financial Aid student portal to reduce office visits. The College facilitated a SALT Awareness day and disseminated flyers to all visitors. The Financial Aid Office will partner with the Admissions Office to ensure new students understand different pathways to finance their education during the intake process. The College will host events to educate and engage the student population through financial literacy fairs, town halls, FAFSA workshops, and scholarship workshops. The goal is to decrease the number of office visits by 25%. Reducing office visits by 25% will allow the Financial Aid Office to provide intrusive advising that will enable students to be responsible borrowers. The College will also seek to increase SALT registration by 10% each semester.
Office of Research and Evaluation	N/A
President's Office	The Student Experience Projects is continuing its work to enhance the registration process. The Career Planning and Placement Center and Academic Support Center are improving student outreach efforts.
Veterans Services Center	Surveys are being developed which will expand services and ensure current veteran needs are being met. The College is also awaiting CAEL survey results to further inform improvements to services offered.
Wellness Center	Improvements made since 2012 include the following: a receptionist position was created; an electronic medical record system was implemented; and reminder calls are now placed the day before scheduled appointments.
Wright in Your Corner	WiYC staff members regularly examine data to make improvements to its programming in an ongoing basis. For results of the Embedded Tutor and Peer Mentor programs, please see 6R1.

In FY 2016, the College transitioned from an online web application to an online job board to document student employment. The goal of the transition was to better track which employers have a history of hiring District 508 students. The data provides staff with an understanding of which employers to target in College hiring events and to obtain feedback about how the College can better prepare students for the workforce. Through Electronic Employment Form (EEF) tracking since November 2015, College faculty and staff have recorded 412 student job and internship placements.

In addition to the improvements described above, the College is enhancing its student tracking, recruitment, and admissions processes, and has begun participating in and supporting the recently implemented STAR Scholarship program. The College

also continues to track and monitor prospective students from the time of initial interest, contact, event attendance, and enrollment, with specific targeted communication and segmentation based on each applicant's admit type. In Spring 2015, the previous student administration system was upgraded to Campus Solutions 9.0 (CS9), in part due to CS9's Recruitment and Admissions module. This module allows for prospective students to submit online admissions applications and, based on a set of questions, each prospective student's application is placed into one of the "Admit Types" for further segmentation and assignment of appropriate checklists and communications.

The above work with prospective students is aligned with future improvements for current students. Through the implementation of CS9, the College has begun work to help students gain self-reliance during their academic endeavors. Through the Online Admissions Application, students identify a set of preferences and their areas of interest/focus areas, and this information is used to initiate the work with Whole Program Enrollment (WPE). The WPE provides students with the SmartPlanner option, which includes an automated degree audit, a more structured first semester, and a list of courses needed to graduate.

Additionally, the College, in collaboration with the Student Experience Project, implemented several changes to improve the student onboarding process in Fall 2015. Changes included online placement exams, modifications to orientation to make them more interactive, and creation of a Student Success Worksheet that outlines all of the components of successful onboarding through the first day of class.

Subcategory Two: Retention, Persistence, and Completion

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

Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)
To improve retention, completion, and persistence, the College uses an integrated data system to develop an understanding of student needs and performance.

In March 2015, District 508 upgraded PeopleSoft to CS9, the College's primary database for student information. All admissions, enrollment, grades, and completion information are entered into this system each term.

Table 2.19: Type of Information in CS9 Student Database by Department

Unit/Individual	Type of Information
Admissions	Verify information included on online applications prior to admitting students.
Registration and Advising	Students can self-register online or register in person with advisors who help them select courses. Registration staff enter course information for students registering in person.
Records	Records Office generates final registration schedules for students, updates student information in CS9 (e.g. name, address, phone number changes), and enters degree and certificate completions after conducting final degree audits. The Records Office also performs a final verification of midterm and final grades prior to posting.
Instructors	Instructors enter midterm and final grades for courses.

Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)
The College has defined goals for student retention, persistence, and completion that are aligned with national trends and the College's mission, student populations, and educational offerings. In collaboration with the College, District 508 helps establish KPIs and targets. During the College's annual strategic planning process, the Executive Council reviews KPIs and sets appropriate internal goals and related initiatives to facilitate meeting the KPIs, as well as metrics to gauge progress towards these targets (please see 4P2).

The College's KPIs and targets for persistence and completion are as follows: retention (persistence) of students from Fall to Spring Semesters: 72% by the end of FY 2016 and 76% by the end of FY 2018; IPEDS completion rates: 16% by the end of FY 2016 and 23% by the end of FY 2018; and the total number of degrees and certificates awarded: 1,764 by the end of FY 2016 and 2,004 by the end of FY 2018.

Analyzing information on student retention, persistence, and completion
The College's Completion Initiative, implemented in 2014 and housed in the College's Office of Strategic Initiatives and Office of Research and Planning, directs analysis of completion, retention, and persistence data. The data are reviewed to inform College initiatives in meeting targets for KPIs.

Meeting targets for retention, persistence, and completion (4.C.1)
District 508 officers (i.e. the chancellor, presidents, and vice chancellors) perform bi-annual reviews of persistence and completion data at the end of the Fall and Spring terms, which serve as checkpoints of the College's progress toward meeting its targets. Results that are off target are further analyzed to better inform strategies to meet the targets.

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)
End-of-term retention is measured by the number of students enrolled at the 10th day of class, less all students withdrawing during the term. Fall to Spring persistence is determined by determining students who registered in the Fall and subsequent Spring terms. Fall to Fall persistence is determined by the number of students registering in one Fall term who then register for the subsequent Fall term. Additionally, the College also examines differences in rates between new and returning students, full-time and part-time students, male and female students, and other student subgroups. For overall completions, the College uses IPEDS graduation rates. The College also tracks the number and types of degrees and certificates awarded.

CS9 is the College's primary database of student information. The College also uses OpenBook, which allows for download and analysis of data housed in CS9. Additional tools include Microsoft Excel and specialized software, such as SPSS. The College also uses the IPEDS online data center.

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

Outcomes/measures tracked and tools utilized
Please see the preceding section, 2P1 *Selecting tools/methods/instruments to assess retention, persistence, and completion*.

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Please see 4R2 for a summary of data and comparisons on overall persistence and completion, including IPEDS 150 completion rate, total awards, total degrees, and total certificates.

The College also disaggregates completion data by type of award.

Table 2.20 below summarizes and compares College completion results from FY 2011 to FY 2015 by type of award.

Table 2.20: College Completion Results (FY2011-2015)

Wright College Completions FY 2011 to FY 2015							
	Academic Year						
Award	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	5-Year % Change	1-Year % Change
AA	349	366	372	406	460	31.8%	13.3%
AAS	184	199	243	180	203	10.3%	12.8%
AES	11	4	7	19	9	-18.2%	-52.6%
AFA	2	-	1	2	1	-50.0%	-50.0%
AGS	74	126	163	334	234	216.2%	-29.9%
AS	57	64	89	96	167	193.0%	74.0%
Total	**677**	**759**	**875**	**1,037**	**1,074**	**58.6%**	**3.6%**
AC	172	262	246	213	190	10.5%	-10.8%
BC	559	539	549	544	550	-1.6%	1.1%
Total	**731**	**801**	**795**	**757**	**740**	**1.2%**	**-2.2%**
Grand Total	**1,408**	**1,560**	**1,670**	**1,794**	**1,814**	**28.8%**	**1.1%**

Interpretation of results and insights gained
The College has presently met and/or exceeded each of its graduation goals. Based on data trends presented in the above table and in 4R2, the College expects its graduation rate to continue to increase.

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

Improvements related to persistence, retention, and completion include the upgrade to CS9, the automation of degree audits, confirmation of programs to award degrees, and the implementation of SmartPlanner, which contributes to degree completion by guiding students to courses needed for graduation. The introduction of Guided Pathways to Success (GPS) connects students to their majors and transfer institutions early on, helping students stay on track for degree completions and transfers. Please see 4I2 for strategic initiatives improvements related to persistence, retention, and completion.

The Reverse Transfer of Credit process anticipates additional College completers in the coming years. The awarding of reverse transfer degrees will be streamlined with official transcript retrieval from local four-year institutions developed through negotiated agreements. Please also see 2P1.

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Subcategory Three: Key Stakeholder Needs

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

Determining key external stakeholder groups (e.g., alumni, employers, community)
External stakeholders are identified and invited to participate on the College's advisory boards through their community involvement and complementary interests in education, community and economic development, and sustainability and service initiatives. These boards are composed of appointed members from the external community, including business, educational, not-for-profit, and political leaders.

Career program faculty members, by virtue of their work experience in specific career areas, have industry colleagues and contacts who are recruited to serve in advisory and collaborative capacities. These external stakeholders are selected for their industry knowledge and expertise to inform curriculum, their ability to assist with articulation and transfer opportunities, and their interest in providing student internship opportunities.

The District 508 Workforce and Economic Development Department also helps to identify new employer stakeholders. The Workforce and Economic Development Department contains three divisions: College to Careers (C2C), Career Services, and Workforce Academy. Through these divisions, the College identifies new student and external stakeholder groups based on employer needs.

C2C responds directly to employer needs by actively seeking and enlisting local businesses as partners. As the IT hub, faculty and staff have identified employer partners based on IT program needs. IT industry partners include Cisco, Comptia, Google, IBM, Microsoft, and Motorola Solutions. These companies work with the College directly by communicating student skill sets they desire, which informs curriculum development. Please see 2P5 for more information on career program advisory boards and external partners and 6P1 for more information regarding the College's designation as the District 508 IT hub.

In January 2014, the Career Planning and Placement Center began using the [College CareerNetwork database](#) to collect, maintain, and update employer information. The Career Planning and Placement Center utilizes this system to engage employers and exchange information through job postings, job fair invitations, surveys, evaluations, job placement records, and career-related events.

The District 508 [Workforce Academy](#) partners with Chicago companies, providing competitive, efficient, and innovative training tailored to business partner needs. Through targeted, specialized training, the Workforce Academy aims to enhance employees' knowledge, increase their skills, and give them a path to life-long learning by providing a broad range of quality,

affordable non-credit courses, programs, and services that prepare them for success in a technologically advanced and increasingly interdependent global society.

Both the Professional and Personal Development (PPD) Office (i.e. Continuing Education) and the Visual and Performing Arts department contact area high schools and senior centers to promote courses, programs, and events, and then distribute surveys to review satisfaction and interest. Faculty, through their discipline experience and contacts, reach out to established partners to research and develop new partnerships. The PPD Office distributes class schedules to area zip codes that comprise the College community and participates in community events (e.g. community fairs, farmers' markets). Through these community contacts, feedback is collected regarding program interests. The College also provides training in specific technical fields to local businesses and organizations. Stage Wright, the College's theatrical group, has its own budget allocation and is a member of the Kennedy Center American Theater Festival and Illinois Theater Association. Community members and students comprise the Northwest Chicago Symphony Orchestra, which receives funding from the Cultural Events Committee. Academic departments, through their Service Learning initiatives, establish community partnerships relevant to their disciplines.

Wellness Center staff members collaborate with community-based partners to connect students and community residents to resources and services. Agencies and organizations that have partnered with the Center over the past two years include the Chicago Department of Public Health, Enroll America, Erasing the Distance (mental health), the Heartland Alliance, Illinois Healthy Women, the Illinois Hunger Coalition, Mental Health America of Illinois, the National Kidney Foundation of Illinois, PrimeCare Community Health, and Project Vida (HIV/STI screenings).

Student members and faculty advisors of student organizations research and contact prospective community partners for consultation on relevant issues to provide supplemental experiential learning, community service, and career networking opportunities. Partnerships are initiated by a mutually beneficial need to seek out pertinent resources from one another. Under the director of Student Activities' supervision, student leaders are encouraged to identify community members to develop these partnerships.

In May 2014, the District 508 Alumni Association centralized and expanded efforts through the hiring of an executive director of Alumni Relations. The Alumni Association, founded in 2011, was created to serve the needs of College alumni by reconnecting former classmates, faculty, and staff to participate in its benefits.

Please see 2P1 *identifying key student groups*, 2P1 *determining new student groups,* and 2P5 for additional descriptions of how employer and community stakeholder groups are determined.

Determining new stakeholders to target for services or partnership
Please see the response above.

Meeting the changing needs of key stakeholders
Within program advisory boards and other iterations of stakeholder feedback, the College identifies the changing needs of its stakeholders and responds and makes changes as appropriate.

Selecting tools/methods/instruments to assess key stakeholder needs
College alumni are assessed through the graduate/exit survey and the graduate follow-up survey, results of which are described in 1R4. Assessment of IT employer partners is described in 6P1. Additionally, all CTE programs have advisory boards, which include employer partners and potential employers. For more information on CTE advisory boards, as well as assessment of community partners, please see 2R5.

Assessing the degree to which key stakeholder needs are met
The input and feedback of advisory boards is collected in meetings and considered in program implementation and decision making. The longevity and lack of turnover in advisory board membership are indicators of the College's healthy relationships with its educational, business, industry, and community partners.

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

Outcomes/measures tracked and tools utilized
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
No formal assessment mechanism of stakeholder needs exists for advisory boards or other iterations of partner feedback. However, the longevity and consistency of the College's partnerships are indicative of their reciprocal benefit. Additionally, some CTE programs, such as Radiography, conduct employer surveys to gather feedback on the College's alumni.

Table 2.21 below summarizes employer satisfaction for the College's Radiography program, rated on a four-point scale.

Table 2.21: Radiography Employer Satisfaction

Radiography Program Employer Satisfaction					
Graduating Class Of:	2010	2011	2012	2013	2014
Employer Satisfaction	3.67	3.75	3.83	3	3.75

Interpretation of results and insights gained
As indicated by the table above, employers of the Radiography program's alumni are overall satisfied with the College's graduates.

2I3 Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

To enhance the Alumni Directory, District 508 has contracted Harris Connect to contact alumni by phone, email, direct mail, and an option that allows for an update to the alumni profile from a secure website. This project is scheduled to be completed in 2016. Efforts in the past year have increased registered Alumni Association membership and enhanced communication with alumni. There are several outreach initiatives and strategies presently being pursued.

Table 2.22 summarizes upcoming Alumni Association strategies and outreach activities.

Table 2.22: Alumni Association Outreach Activities

Increase Registered Membership in the Alumni Association	• Send one mailing/brochure to all alumni on record with information about the Alumni Association • Post Facebook and LinkedIn requests to join the Alumni Association • Attend a faculty meeting on each campus to increase awareness of the Alumni Association • Encourage graduate candidates to register for the Alumni Association
Enhance Alumni Communication	• Send an e-newsletter to alumni • Create and send a direct mail piece to new graduates and certificate completers to welcome them into the Alumni Association • Send holiday e-cards • Review and refresh Facebook and LinkedIn social media platforms • Review/refresh webpages
Host Events and Provide Benefits	• Promote career/professional development programs to alumni • Host a professional development event each semester • Partner with athletics to host pre-game and post-game events • Partner with campuses to host a theater event • Introduce students to alumni during Welcome Week and Graduation Week by hosting an information table and providing gifts for graduates
Directory	• Produce a directory with updated information for all alumni of record

Subcategory Four: Complaint Processes

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

Collecting complaint information from students
Complaint information related to students is collected through the following: student evaluations of faculty and staff; SGA; faculty; department chairpersons; the Office of Instruction; the Office of Student Services; the Office of Safety and Security; the Equal Employment Opportunity (EEO) Office; College president; and the District 508 Call Center. Once complaint information is collected, the complainant is then directed to the appropriate staff, office, or department for further assessment and resolution.

Collecting complaint information from other key stakeholders
Table 2.23 below summarizes the mechanisms by which complaint information is collected for other key stakeholders.

Table 2.23: Mechanisms to Collect Complaint Information

Complainant	Collector of Complaint Information
Employee	Collective Bargaining Units, Human Resources Department, Office of Instruction, Office of Student Services, EEO Office, College president, Facilities, Departments, District 508 Call Center, Office of Safety and Security
Community Member	Office of Safety and Security, College administrators, EEO Office, Facilities Department
Event Planner	Office of Safety and Security, College administrators, Facilities Department

Learning from complaint information and determining actions
District 508 negotiates complaint processes with unions in their respective collective bargaining agreements.

The Academic and Student Policy Manual details policies and procedures regarding student complaints and student misconduct. Complaints may be resolved by the appropriate faculty member, department chairperson, dean, vice president, president, or other designated staff member. As described in the manual, if certain criteria are met, complaints may require further action to determine resolutions, including disciplinary hearings, EEO Office investigations, and grade appeal review by the Office of Instruction. Issues regarding academic dishonesty are first addressed by faculty and may be escalated to student disciplinary hearings through the Office of Student Services.

The following details the procedure for student disciplinary hearings:

Informal Hearing (suspensions of up to 5 days): If, based upon existing evidence, the College president or designee determines that the alleged student misconduct warrants proactive intervention, College representatives are authorized to conduct an informal hearing with a student to address the infraction.

Formal Hearing (suspensions of 6 or more days or expulsion): If evidence and circumstances suggest that discipline of a suspension of six or more academic days, College dismissal, or District 508 expulsion is appropriate, the College president or designee will convene a formal disciplinary hearing.

Remote Hearing Participation: In situations where the accused student's presence at the College constitutes a substantial threat of harm to members of the College community, the president, in consultation with the College's Supportive Intervention Team (SIT), can order that the student participate in the disciplinary hearing remotely via telephone, videophone, video-conference, or by other means determined by the College.

Disciplinary Hearings Involving Allegations of Harassment: The District 508 EEO Office collects and investigates complaints regarding sexual harassment and Title VII (e.g. race, gender, religion, national origin, disability, sexual orientation, marital status, parental status). Sexual harassment is defined to occur when an individual is subjected to unwelcome sexual advances, requests for sexual favors, and other expressive or physical conduct of a sexual nature. In cases where a student is alleged to have engaged in sexual harassment, the EEO Office investigates the complaint pursuant to its Equal Opportunity Policy and

Complaint Procedures ("Equal Opportunity Policy"). The EEO Office may modify academic or working situations while an investigation is pending if the EEO Office believes there is a threat of imminent harm. Both the accused student and the complaining party have opportunities to present evidence and witnesses to the EEO Office during its investigation, in accordance with the Equal Opportunity Policy. The preponderance of the evidence standard is used by the EEO Office when reviewing evidence to reach its finding. Both the accused student and the complaining party shall be notified in writing of the final outcome.

The following details the procedure for student grade and academic dishonesty appeals:

A student who wishes to appeal a final grade or finding of academic dishonesty must first meet with the faculty member to review the criteria applied in assigning that grade or evidence supporting a finding of academic dishonesty. The faculty member shall respond to the appeal by meeting with the student and rendering a written decision within seven calendar days after receipt of the appeal.

If after this initial review the student is not satisfied, the student may next appeal in writing to the department chairperson within fourteen calendar days of the conclusion of discussions with the faculty member. If the faculty member is the department chairperson, the appeal must be submitted to the dean of Instruction or designee. The chairperson or dean shall investigate the matter and communicate the outcome of the investigation by issuing a decision to the student in writing within fourteen days after receipt of the appeal. The investigation shall include a meeting with the faculty member to review the criteria applied to the student's performance and a meeting with the student to hear the basis of the grievance.

If the student does not agree with the department chairperson's decision, the student may appeal in writing to the dean of Instruction within seven calendar days of receipt of the department chairperson's decision. The dean of Instruction shall review the matter and issue a decision in writing within seven calendar days after receipt of the appeal. If the student does not agree with the dean's decision, the student may appeal in writing to the vice president within seven calendar days of receipt of the dean's decision. The vice president shall review the matter and issue a decision in writing within seven calendar days after receipt of the appeal. If the student does not agree with the vice president's decision, the student may appeal in writing to the College president within seven calendar days of receipt of the vice president's decision. The decision rendered by the College president is final.

Communicating actions to students and other key stakeholders
Actions are communicated to students and other stakeholders by the appropriate designee, as determined by the nature of the complaint. The relevant department chairperson, the appropriate dean, vice president, or president is responsible for communicating actions in most cases. If the District 508 EEO Office makes a finding that the EEO Policy has been violated, it will provide its findings and recommendation of discipline to the dean of Student Services to provide to the College president. Upon request, District 508 will disclose disciplinary proceeding results about a student who is the alleged perpetrator of a crime of violence or non-forcible sex offense to the alleged victim or the next of kin, if the victim is deceased.

Selecting tools/methods/instruments to evaluate complaint resolution
Methods used to evaluate complaints and reach resolutions are described in the above section on *learning from complaint information and determining actions*.

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

Outcomes/measures tracked and tools utilized
The District 508 Call Center tracks the number of complaints it receives and the areas to which the complaints are directed. The District EEO Office tracks the number of complaints it receives. The Office of Instruction tracks the number of formal grade appeals. The Office of Student Services tracks the number and nature of disciplinary hearings, which are summarized in

1R6. The Office of Safety and Security tracks the number and types of incident reports. The Supportive Intervention Team (SIT) tracks the number of Persons of Concern reports. Complaints related to these areas are summarized in detail in 5R3.

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
The Call Center began tracking the number of complaints and the areas related to the complaints in 2014. Table 2.24 and 2.25 below summarize the number of complaints collected by the District 508 Call Center.

Table 2.24: Complaints by Service Area

Area	Count of Complaint Service Area
Academic	23
Financial Aid	14
Business Services	5
Student Services	1
Admissions	3
Security	1
Advising	1
Website	1
Grand Total	49

Table 2.25: Complaints by Fiscal Year

Fiscal Year	Number of Complaints
2016	33
2015	14
2014	2
Grand Total	49

The EEO Office began tracking the number of complaints in FY 2014. Table 2.26 provides a summary, comparison, and interpretation of results of complaints directed to the EEO Office.

Table 2.26: Complaints Directed to the EEO Office

Unit/Department	Summary of Results	Comparison of Results	Interpretation of Results
EEO Office	A total of 14 complaints for Academic Year 2014-2015 through 2015-2016 (in progress).	Academic Year 2014-2015: A total of 6 complaints were filed; 4 were not sustained. Academic Year 2015-2016: A total of 8 complaints were filed; 3 were sustained and 5 are currently under investigation.	There has been an increase in the number of complaints from Academic Year 2014-2015 when compared to Academic Year 2015-2016 (in progress). This may be attributed to EEO awareness campaigns and trainings that have occurred.

Table 2.27 summarizes the number of grade appeals tracked by the Office of Instruction from Spring 2013 through Fall 2015.

Table 2.27: Longitudinal Grade Appeal Data

Semester	Number of Grade Appeals	Appeals Granted
Spring 2013	20	6
Fall 2013	15	4
Spring 2014	9	1
Summer 2014	3	1
Fall 2014	8	3
Spring 2015	13	3
Summer 2015	3	1
Fall 2015	16	6

Interpretation of results and insights gained
As indicated in table 2.25, the number of complaints that the District 508 Call Center receives has increased each year since 2014. This may be due to increased student awareness of the Call Center since its inception in 2013.

Please see table 2.26 for interpretation of EEO Office results.

As indicated in table 2.27, the number of grade appeals varies from term to term, with Fall and Spring terms remaining somewhat similar for a given academic year. Summer terms consistently have fewer total complaints, likely due to lower total enrollment.

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

In Fall 2013, District 508 established a centralized Call Center to receive and disseminate complaint information to the appropriate College areas. In FY 2014, the District 508 Call Center, as well as the EEO Office, began tracking the number of and areas related to complaints received. In 2015, a Title IX District 508 director was hired for the EEO Office. This has allowed for additional awareness campaigns and trainings to occur, including a bystander training that was offered in Spring 2016. In Spring 2016, the College added a webpage displaying comprehensive complaint procedures that encompass how complaints are received, addressed, and resolved.

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Subcategory Five: Building Collaborations and Partnerships

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

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
College partners include community organizations, social service agencies, civic organizations, high schools, colleges, professional organizations, accreditation agencies, grant funders, regulatory agencies, and industry. College partnerships are selected to meet student and community needs, enhance student experiences, and extend services to students that the College may not otherwise be able to provide. Please also see 2P3 for information on the selection of community and employer partners.

A variety of processes are used when selecting partnerships, which include recommendations from existing partners; networking with professional organizations through meetings, conferences, continuing education presentations; review of organizations mission statements; position descriptions and willingness to create internship, work study, and graduate employment opportunities; recommendations from faculty and staff; licensure and contractual agreements that match the College mission; and complementary program interests. Processes utilized for selecting and maintaining collaborations are based on the types of partnerships established. There are presently six primary partnership categories that are described below.

1) Adult Education Off-Campus Site Community Partnerships: The College partners with community-based organizations to provide tuition-free instruction in Adult Basic Education (ABE), General Education Development (GED), and/or English as a Second Language (ESL). The College presently has twenty-three active off-campus site partnerships. The College uses an Adult Education off-campus site partnership evaluation process which incorporates census data to determine identified high-need neighborhoods, as well as qualitative research conducted through meetings with candidate partners. The formal process to establish an Adult Education off-campus site partnership involves the following: the Community Affairs liaison identifies potential partner sites; the Community Affairs liaison evaluates the potential site to determine if it is suitable for instruction and completes a formal site evaluation form; if approved, a contract between the College and the off-campus site agency is executed; and the Community Affairs liaison is tasked with supporting the partnership.

2) High School Partnerships: Since 2014, the College president and vice president have conducted meetings with high school principals to strengthen partnerships. The College has formal Dual Credit and Dual Enrollment partnerships with Chicago Public high schools that are managed by the Early College coordinator. In the Dual Credit Program, high school students are able to enroll in College classes at their high school locations. In these classes, students receive college and high school credit at the same time. To enroll, students must meet the pre-requisites for the respective courses. For the Dual Enrollment Program, high school students may enroll in courses at the College. Each term (Spring, Summer, and Fall), 100 seats are set aside for participating high school students. To enroll, students must meet the pre-requisites for the respective courses. The

Early College coordinator establishes contractual partnerships with high schools to support the formal Dual Credit agreements, in addition to supplementing the recruitment efforts of the College recruiters. The CS9 student administration system's Recruitment and Admissions module allows the Early College coordinator and College recruiters to better track these enrollment and recruitment efforts.

3) CTE Program Advisory Councils: Advisory council partners include representatives from high schools, two-year colleges, four-year institutions, industry, social service agencies, and governmental organizations. The College meets with industry leaders to help inform and align curricula with employers' expectations in growing fields. Industry partners also interview students for potential clinical, fieldwork, internship, practicum, and employment opportunities. Academic institutions provide input on secondary and post-secondary curriculum alignment.

External stakeholders are identified and invited to participate on the advisory boards based on their specific expertise, commitment to education, and sustainability. In addition, partners for CTE advisory boards are selected for their ability to advise on curriculum and assist with articulation, and their interest in providing internships, practicum fieldwork, education sessions, classroom speakers, and graduate employment. The following criteria are also used in the selection of external stakeholders to participate in CTE advisory boards: knowledge of regional and national research on middle skills jobs that may be met with College certificate and/or degree completion; knowledge of academic pathway skill requirements that map to existing College course SLOs; and four-year institution curriculum tracks that help guide the creation and alignment of new courses and programs leading to employment or transfer.

4) Transfer Four-Year Higher Education Partners: The College currently partners with more than 80 four-year institutions through the Illinois Articulation Initiative (IAI), special partnerships, pathway partnerships, and Reverse Transfer initiatives. Partners include in-state, public, and private four-year institutions. The general purpose of these partnerships is to facilitate transfer from the College to four-year institutions, thereby increasing the rate of transfer to baccalaureate institutions following College associate degree completions, as well as facilitating the process of reverse transfer for students who transfer to the respective four-year institution prior to completing the College's associate degree program. Under the IAI compact agreement, students transferring to ten out of the twelve Illinois state universities with an associate in arts or associate in science degree will be considered to have met General Education requirements of the receiving four-year institutions and will be granted junior status.

Special transfer partnerships include the Guaranteed Admissions Transfer (GAT) program with the University of Illinois at Chicago, which provides students who maintain a 3.0 College GPA in their first two years of college-level coursework with guaranteed admission and additional advising support from the four-year partner; the DePaul University Admissions Partnership Program (DAPP), which provides guaranteed admission, locked-in degree requirements, and additional advising support for transferring students; and the Middle School Teacher Quality Enhancement (MSTQE) program with Northeastern Illinois University and the Shimer College Dual Enrollment program, which both allow students to take courses at these four-year institutions at the current District 508 tuition rate, and to transfer these courses back toward completion of their associate degrees. In addition, the College participates in dual and guaranteed admissions programs with Dominican University, Governors State University, Northeastern Illinois University, and Roosevelt University.
In Fall 2015, the College initiated a new partnership with the Engineering Pathways Program at the University of Illinois at Urbana-Champaign, which guarantees admission to the University of Illinois' College of Engineering for students who maintain a 3.6 GPA or higher while enrolled in their first two years at the College.

All transfer agreements are reviewed by the District 508 Office of Transfer and Articulation. Agreements must be sustainable for a minimum of three years or include explanations for shorter agreements. All partners must agree to share data about admission applications, enrollment, student success, and be willing to participate in Reverse Transfer. Agreements are negotiated to require students to earn associate degrees before transfer, and explicitly state the granting of junior status, thereby ensuring a 2-year articulated path to a bachelor's degree after transfer. All course work should also transfer under the terms of agreement, with exceptions explained.

5) Community Collaborators/Not-for-Profit Service Providers: The Community Affairs liaison meets regularly with community collaborators to maintain presence and communication. With a focus in the Northwest Side of Chicago, the liaison leads efforts to create partnerships by sharing the College's mission and offerings with community organizations, presenting College information to participants and staff at neighborhood community organizations, investigating specific organizations' missions and services, and identifying community resources to bring to the College. Regional Community Collaborators meetings are held quarterly to provide updates on the College's offerings. Additionally, not-for-profit service providers work with the College Wellness Center director to provide direct services to students which the College may not be able to provide. These partnerships are maintained by the Wellness Center in collaboration with the Office of Student Services.

6) Employers: The Career Planning and Placement Center works with more than 100 local employers to identify employment opportunities for current students and alumni. These partners provide job postings, and participate in job fairs and on-campus recruiting activities. In addition, employer partners support the career development process by serving as speakers and presenters of career-related workshops.

Building and maintaining relationships with partners
Please see the preceding section for details concerning how the College builds and maintains relationships in six primary partnership categories. Please also see 2R5 for information regarding how relationships with partners are maintained and enhanced.

Selecting tools/methods/instruments to assess partnership effectiveness
Please see 2R5.

Evaluating the degree to which collaborations and partnerships are effective
Please see 2R5.

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

Outcomes/measures tracked and tools utilized
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
The College collects and analyzes multiple measures to determine the effectiveness of its partnerships. This analysis includes a variety of internal and external assessments, as determined by the individual programs. Outcomes, measures, assessment tools, summaries of results, comparisons of results with internal and external benchmarks, interpretation of results, and improvements based on the results are outlined according to the six distinct primary categories of partnerships discussed in the partnership processes.

1) Adult Education Off-Campus Site Community Partnerships: The number of Adult Education off-campus site partnerships continues to grow, expanding the College's community connections. Currently, the College has twenty-three off-campus site partners hosting Adult Education courses in strategic community locations. Increased partnerships have grown in alignment with identified high need neighborhoods, based on 2010 Census Data of identified neighborhoods with English-Language Learners (ELLs) and residents with less than a high school diploma. The Adult Education off-campus site partnerships reflect intentional efforts to build and maintain successful sites in high-need neighborhoods. The use of OpenBook student data also enables partnership tracking and monitoring of class sections held at each off-campus site location.

Table 2.28 lists the College's Adult Education FY 2016 Partners.

Table 2.28: Adult Education Partners - FY 2016

Avondale-Logandale School	Family Focus Nuestra Familia	Northwest Side Housing Center
Belmont-Cragin Elementary School	Fellowship Connection	Onward Neighborhood House
Chicago Academy Elementary School	Lloyd Elementary School	Providence Family Services
Chicago Public Library Austin-Irving Branch	Logan Square Neighborhood Association	Saint Peter Church
Roberto Clemente Community Academy	Lorca Elementary School	Salvation Army Clybourn Adult Rehabilitation Center
Christopher House	Bernhard Moos Elementary School	Stowe Elementary School
Darwin School	North-Grand High School	West Park Academy
Erie Neighborhood House	Northwest Community Church	

The College's Adult Education program has annual enrollment targets. Unfortunately, Adult Education enrollment has decreased over the last couple of years parallel to Illinois' overall Adult Education enrollment decreases. Despite the recent declining enrollment trends across Illinois and Chicago, the number of College off-campus site community partnerships and their respective enrollments have increased over the last three years. The Adult Education partnerships have allowed the College to respond to shifting demographics in surrounding neighborhoods and provide increased access to community members.

2) High Schools: The College tracks results of its high school partnerships and its Early College initiatives. Each semester, the College documents the number of students participating in Dual Credit courses in high schools and the number of students participating in Dual Enrollment courses. For the 2015-2016 academic year, the College presently has 606 students enrolled in Dual Credit courses at nine high schools. In the 2014-2015 academic year, the College had five Dual Credit high school partners and 543 Dual Credit students (duplicated headcount) were enrolled. The number of Dual Credit high school partnerships varies from term to term. The number of partnerships in Summer 2015 and in Fall 2015 were 26 and 25, respectively. During the Fall 2015 semester, the College enrolled approximately 100 students from various high schools in the Dual Enrollment program.

3) CTE Program Advisory Councils: Partners work with faculty and staff to design or revise curriculum, to create workplace learning opportunities, and to commit to interviewing or hiring students who successfully complete programs. Bi-annual meetings with the College's partners provide for the development and review of strategic objectives. In addition, some academic areas also engage in weekly process meetings with high school partners and quarterly meetings with four-year institution partners to inform curriculum and program alignment. Assessment mechanisms include the review of progress in relation to strategic goals, employer surveys, and employment results.

4) Transfer Four-Year Higher Education Partners: The number of IAI course approvals are an indicator of the effectiveness of the College's partnerships with four-year institutions. These results are summarized in 1R3. Another indicator of the effectiveness of these partnerships are the number of student transfers. This information is summarized in 2R3.

5) Community Collaborators/Not-for-Profit Service Providers: Partnerships with community-based organizations have resulted in tangible services for students. Two current partnerships that have provided support services to College students are the Greater Chicago Food Depository and Chicago Votes. Results indicate the high-volume impact these partnerships have provided to date.

Table 2.29 summarizes the number of households and individuals served through the Greater Chicago Food Depository - Food Pantry Distribution at the College.

Table 2.29: Individuals/Households Served Through the Food Pantry Distribution at the College

Fall 2015	Total # of Households Served	Total # of Individuals Served
Friday, September 4, 2015	180	825
Friday, October 2, 2015	239	967
Friday, November 6, 2015	238	1034
Spring 2015	Total # of Households Served	Total # of Individuals Served
Friday, March 20, 2015	126	519
Friday, April 17, 2015	141	589

Table 2.29: Individuals/Households Served Through the Food Pantry Distribution at the College

Fall 2014	Total # of Households Served	Total # of Individuals Served
Friday, October 17, 2014	227	910
Friday, November 21, 2014	351	1,467
Friday, December 19, 2014	269	1,035

Table 2.30 below summarizes the number of voter registrations completed in Fall 2015, as well as the zip codes served.

Table 2.30: Voter Registrations Completed in Fall 2015

Voter Registration Location: Wright College/September 22, 2015	
Registrations Completed	122
Zip Codes Served	60618, 60622, 60634, 60639, 60651

6) Employers: Please see the Career Planning and Placement Center Table in 2R1 for employment rate information. Please see 6P1 for information on employer partner feedback that has contributed to the redevelopment of the College's IT programs.

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

In addition to the improvements inherent to the results described above:

- A revised formal process to review Adult Education off-campus site partnerships, which includes an evaluation checklist and a contract process, has been established. Through the use of OpenBook, regular monitoring of off-campus site partnerships and enrollment in off-campus site classes has improved. Future improvement goals include the review of off-campus site staffing requirements.
- The creation of the full-time Early College coordinator position has allowed for better tracking of high school partnerships and better support of high school students who enroll.
- The hiring of two full-time College recruiters has increased presence and support communication at area high schools.
- The CS9 Recruitment and Admissions module has been implemented. While still in its infancy, the system potentially allows for better tracking and analysis of recruitment and admissions results.
- CTE program advisory boards provide data-driven feedback on career program curricula. As a result of industry feedback, the College's IT curriculum is being revised with specific tracks in Computer Science, Networking, and Web Development. In conjunction with the College's C2C IT focus, 2+2 agreements in Computer Science, Web Development, and Networking have been developed with DePaul University, the Illinois Institute of Technology, and Robert Morris University. Discussions are also in process with Northeastern Illinois University, Northern Illinois University, and Southern Illinois University to expand these transfer opportunities. Approximately 60 pathway partnerships have been completed and posted on the College website. Recommended course sequences are being incorporated into the degree audit and Smart Planner as students identify their intended majors and transfer institutions.
- A director of Workforce Partnerships has been identified to build relationships with local employers to establish internship and part-time and full-time employment opportunities.
- The Career Planning and Placement Center enhanced partnership tracking processes through the Career Network database.
- SharePoint is used to store transfer partnership documents and information and the College website is regularly updated to ensure that transfer partnership information is current, reliable, and readily available to students, faculty, and the public. Further, the College's Transfer director regularly maintains data regarding student participation in all transfer-related activities and partnerships.
- Twelve new transfer partnerships have been established through the Chicago Star Scholarship initiative with the Art Institute of Chicago, Columbia College, DePaul University, Governors State University, the Illinois Institute of Technology, Loyola University, National Louis University, Northeastern Illinois University, North Park University, Roosevelt University, the University of Chicago, and the University of Illinois at Chicago. In addition to these transfer partnerships, District 508 is also developing pathway partnerships with four-year institutions in the Chicagoland area. Approximately 150 to 200 pathway partnerships are being established and will provide students with recommended course sequences for their intended majors as specified by the transfer institutions that will lead to completion of associate and bachelor degrees upon transfer.

Category 3 Introduction

In 2013, District 508 transitioned to the Taleo online applicant tracking system (ATS) which directs applicants to create individual employment profiles, search for available opportunities, submit applications for posted positions, and upload pertinent documents such as resumes, transcripts, certifications, and licenses. The College uses several employment-based websites to advertise available positions. The College allocates resources during the annual strategic planning and budgeting processes to ensure that there are adequate numbers of faculty and staff relative to the student population.

All credentials for full-time and adjunct credit faculty are reviewed and approved by the vice president of Academic Affairs. Teaching disciplines have distinct credential requirements and credential guidelines are regularly reviewed by the vice president and the District 508 Academic Affairs Office. All Dual Credit instructors must meet the same credential guidelines as full-time and adjunct credit faculty. The District 508 Human Resources Compensation and Classification department manages the credentials necessary for staff, and the District 508 Human Resources Office observes and adheres to the requirements of the appropriate collective bargaining agreement for union-represented positions.

A revised tenure process for new full-time faculty was implemented in Fall 2013. This new process, the Tenure Assistance Program (TAP), begins with a Tenure Orientation Seminar during the week that precedes the start of the first semester, continues with online work during the first semester, and concludes with a face-to-face follow-up session in week ten of the first semester. TAP requires that new tenure-track faculty members meet with their department chairpersons to discuss individual department criteria for contract renewal recommendations and possible service on College committees throughout the three-year tenure process. TAP also provides new tenure track faculty with tenured faculty mentors from different academic departments. The efficacy of TAP is assessed through feedback by tenure-track faculty and department chairpersons. Overall, TAP provides more guidance and professional development than the previous tenure process, and is considered aligned.

The College continues to offer Faculty Development Weeks (FDWs) and Adjunct Faculty Orientations to provide College updates and professional development opportunities. The College collects feedback for both events via surveys, the results of which are used to improve event logistics and professional development sessions. Other mechanisms to provide professional development include collective bargaining agreement professional development funds, sabbatical opportunities, grant-funded opportunities, and the Center for Teaching and Learning (CTL). Established in 2013 as an outcome of College participation in an AQIP Strategy Forum, the CTL provides informational and instructional sessions designed by and for faculty and staff that are available to all College employees.

Regarding employee evaluations, formal performance review procedures are determined and outlined by collective bargaining agreements for union-represented employees. The annual, formal performance review for non-bargained for employees, including administrators and select non-academic employees, has been dormant since 2010 when District 508 Reinvention teams began reviewing alternative processes and instruments for implementation. During this review period, non-bargained for employee performance has continued to be supervised and directed by management staff. A new review process for this employee group is expected to be introduced in 2016. An evaluation system is also embedded in TAP, which provides formative feedback to tenure-track faculty. District 508 assesses the efficacy of the TAP evaluation system on an annual basis, with the College being found in compliance each year.

Category Three: Valuing Employees

Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Subcategory One: Hiring

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

Recruiting, hiring, and orienting employees
All available positions are posted on the District 508 website. In 2013, District 508 transitioned to the Taleo online applicant tracking system (ATS) which directs applicants to create individual employment profiles, search for available opportunities, submit applications for posted positions, and upload pertinent documents such as resumes, transcripts, certifications, and licenses. Additionally, the College uses local and national outlets, such as Inside Higher Ed, HigherEdJobs.com, The Chronicle of Higher Education, and other employment-based websites to advertise available positions. Discipline-specific positions may also be posted in professional journals and magazines, such as *Nursing Spectrum*, or on related websites.

The College expects new employees to learn the College's mission, values, and history, which are posted on the College website and are available in print. New employees must complete a two-hour online orientation session that provides information about the College and District 508. New staff members tour the campus and participate in various discipline-specific and/or College-wide training sessions.

All new tenure track faculty are enrolled in the Tenure Assistance Program (TAP) as part of the new tenure process, which began with the faculty cohort hired in Fall 2013. TAP begins with a three-session Tenure Orientation Seminar during the week that precedes the start of the faculty member's first semester, continues with online work during the first semester, and concludes with a face-to-face follow-up session in week ten of the first semester. The process also requires that new tenure track faculty members meet with their department chairpersons to discuss individual department criteria for contract renewal recommendations and possible service on College committees. TAP was partially modeled on the Valencia College tenure process.

The Tenure Orientation Seminar introduces faculty to the Talents of Teaching intended to guide faculty development, course design, and assessment, while providing a foundation for faculty peer evaluation [Tenure Manual of the City Colleges of Chicago](#). The Talents of Teaching are defined as Teaching and Learning; Measuring Learning; Diversity, Inclusion, Respect, and Student Support; Academic Citizenship, Shared Governance, and Leadership; and Content Expertise and Lifelong Learning. The seminar is composed of three parts: the first part is a three-day face-to-face seminar that prepares faculty to complete two of the Semester 1 Portfolio documents: the Syllabus with Explanation and the Assessment with Explanation. The second part consists of a ten-week discussion of the book, *What the Best College Teachers Do*, via Blackboard. The third part is a one-day follow-up session focused on the two aforementioned portfolio documents, as well as the Comprehensive Self-Reflection.

In addition to orientation, TAP provides new tenure track faculty with tenured faculty mentors from different academic departments. At a minimum, this mentor-mentee relationship involves the following: the two parties sign an agreement to keep their communication with each other confidential, the mentor visits the tenure track faculty member's class twice, and the tenure track faculty member visits one of the mentor's classes once. Beyond the confidentiality agreement and the class visits, the parameters of the mentor-mentee relationship are defined by the mentor and mentee.

A tenured faculty member is assigned as the College's TAP Leader, who acts as an adviser for all TAP faculty members, facilitates various parts of the process including Tenure Orientation Seminar and the mentor program, and works with the College and District 508 Academic Affairs offices to ensure quality control.

The College's Office of Instruction coordinates an Adjunct Faculty Orientation in advance of both the Fall and Spring Semesters to provide faculty and staff with opportunities to receive updated adjunct faculty handbooks, announcements regarding term dates, and updates from the Office of Student Services, the Records Office, the Disability Access Center, the Wellness Center, Media Services, and the Office of Safety and Security, among other College areas. Additionally, the orientation covers new procedures and policies that have been introduced or changed since the start of the previous semester. This allows adjunct faculty to be informed of new responsibilities or duties that are incumbent upon them in the upcoming semester. The orientation also includes departmental meetings with chairpersons and breakout sessions on teaching strategies, use of instructional technology, and updates on other College programs and initiatives. Participation in the orientation is mandatory for new adjunct faculty, and optional for those who have previously taught. Some individual departments take additional measures to orient and train new adjunct faculty, ranging from one-on-one meetings with department chairpersons to assigning faculty to act as mentors.

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)
District 508 is an equal employment and affirmative action employer. For all full-time staff and administrator positions, the College president, Human Resources director, and the designated hiring manager form a committee of faculty and staff who recommend candidates to the president. Membership of the committee varies by position and department. However, all committee memberships are reviewed by the College's Human Resources director to ensure that committees include staff members who will regularly work with the candidate. Part-time staff members are also hired by a committee of staff with related positions.

Credentialing guidelines for staff are managed by the District 508 Human Resources Compensation and Classification department. For union-represented positions, the Human Resources Office observes and adheres to the requirements of the appropriate collective bargaining agreement. Professional and clerical staff, adult educators, engineering staff, and custodial staff have minimum qualifications detailed in job descriptions that are generated by the District 508 executive director of Compensation and Staffing, in alignment with the respective collective bargaining agreements. Exceptions may be made to minimum qualifications with District 508 approval.

District 508 outsources employment and educational verifications to verify credentials of all candidates pursuing employment. The College and District 508 follow standard practices such as criminal background checks, pre-employment drug screenings, and professional reference checks in advance of extending offers of employment.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)
All credentials for full-time and adjunct credit faculty are reviewed and approved by the vice president of Academic Affairs. Teaching disciplines have distinct credential requirements and credential guidelines are regularly reviewed by the vice president and the District 508 Academic Affairs Office. All Dual Credit instructors must meet the same credential guidelines as full-time and adjunct credit faculty. When teaching credentials are reviewed, the vice president solicits input from the department chairpersons, directors, and deans to ensure the integrity of credential requirements. When approved, a Credential Evaluation Form is completed and signed by the vice president and transcripts and the evaluation form are submitted to the District 508 Human Resources Office, along with the employee's hire packet. Additionally, District 508 employs an outside agency to verify academic credentials of all candidates pursuing employment.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
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 president, vice president, Human Resources director, and executive director of Business and Operational Services regularly analyze and determine budget and staffing needs based on enrollment data, with requests for new positions considered during the budget development

process. The budgeting review process includes an examination of unit and department workloads, including the percentage ratio of courses taught by full-time and adjunct faculty.

Ensuring the acquisition of sufficient numbers of staff to provide student support services
Departments provide data on the number of students served and seeking service, wait times to receive service, and student satisfaction survey results to support justifications for staffing that are submitted to the dean of Student Services and/or the dean of Instruction, depending on the department. Best practices provide additional guidance to managers as they consider staffing needs. In the annual budgeting process, the president, vice president, and executive director of Business and Operational Services consider department staffing requests in relation to the strategic plan and the available budget.

During the FY 2016 budget process, the College advocated for the use of staffing benchmarks across District 508. The number of students per advisor, students per full-time faculty member, and students per tutor were examined in this process.

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

Outcomes/measures tracked and tools utilized
Employee turnover rates are an indicator of the effectiveness of recruitment and hiring processes. Advisor-to-student and faculty-to-student ratios are two examples of indicators used to determine staffing needs. Effectiveness of orientation practices is measured through TAP surveys and adjunct faculty orientations. A FY 2014 external report of the TAP process was also provided by the director of the Teaching and Learning Academy at Valencia College.

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Tables 3.1 and 3.2 below summarize employee turnover rates and compares the College to other District 508 colleges.

Table 3.1: Full-Time Employee Turnover Rate

Full-Time Employee Groups	District-Wide	Daley	District Office	Harold Washington	Kennedy-King	Malcolm X	Olive-Harvey	Truman	Wright
FY15 FT Turnover	11.60%	11.56%	14.92%	8.01%	10.98%	13.41%	14.41%	10.91%	8.56%
FY14 FT Turnover	12.85%	9.43%	13.77%	12.70%	13.33%	13.10%	13.69%	13.79%	12.11%
FY13 FT Turnover	13.28%	8.98%	31.10%	11.89%	7.27%	4.80%	13.71%	13.37%	20.15%

Table 3.2: Part-Time Employee Turnover Rate

Part-Time Employee Groups	District-Wide	Daley	District Office	Harold Washington	Kennedy-King	Malcolm X	Olive-Harvey	Truman	Wright
FY15 PT Turnover	10.41%	13.76%	8.66%	11.67%	10.04%	8.07%	13.79%	9.64%	7.99%
FY14 PT Turnover	10.64%	11.06%	8.24%	8.66%	10.55%	11.85%	15.03%	10.46%	9.96%
FY13 PT Turnover	14.78%	9.98%	5.61%	24.06%	18.91%	12.89%	16.99%	13.01%	8.50%

Figures 3.3 and 3.4 summarize the number of students per advisor and students per full-time faculty member.

Figure 3.3: Number of Student per Advisor

FTE (Credit Students) to Advisor Ratios for Fall 2014 and FY 2015

Advisor and FTE Data

	DA	HW	KK	MX	OH	TR	WR
Advisors	21.0	25.0	17.0	16.0	12.0	24.0	23.0
FTE (Fall 14)	3,024	6,623	3,024	3,409	1,731	3,531	5,798
FTE (FY 2015)	6,605	14,193	6,230	7,160	3,651	7,712	12,166
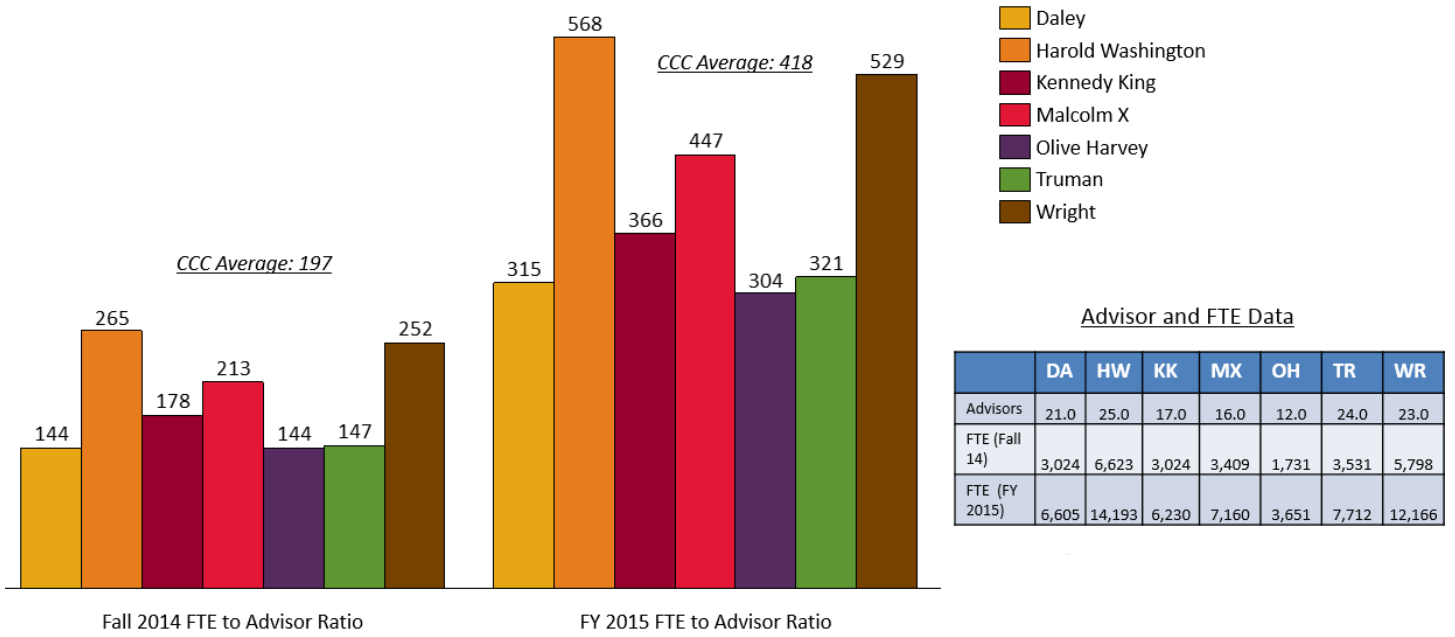
Figure 3.4: Number of Student per Full-Time Faculty

FTE (Credit Students) to Full-Time Faculty Ratios for Fall 2014 and FY 2015

Full Time Faculty and FTE Data

	DA	HW	KK	MX	OH	TR	WR
Full Time Faculty	61.0	116.0	70.0	85.0	54.0	86.0	105.0
FTE (Fall 14)	3,024	6,623	3,024	3,409	1,731	3,531	5,798
FTE (FY 2015)	6,605	14,193	6,230	7,160	3,651	7,712	12,166
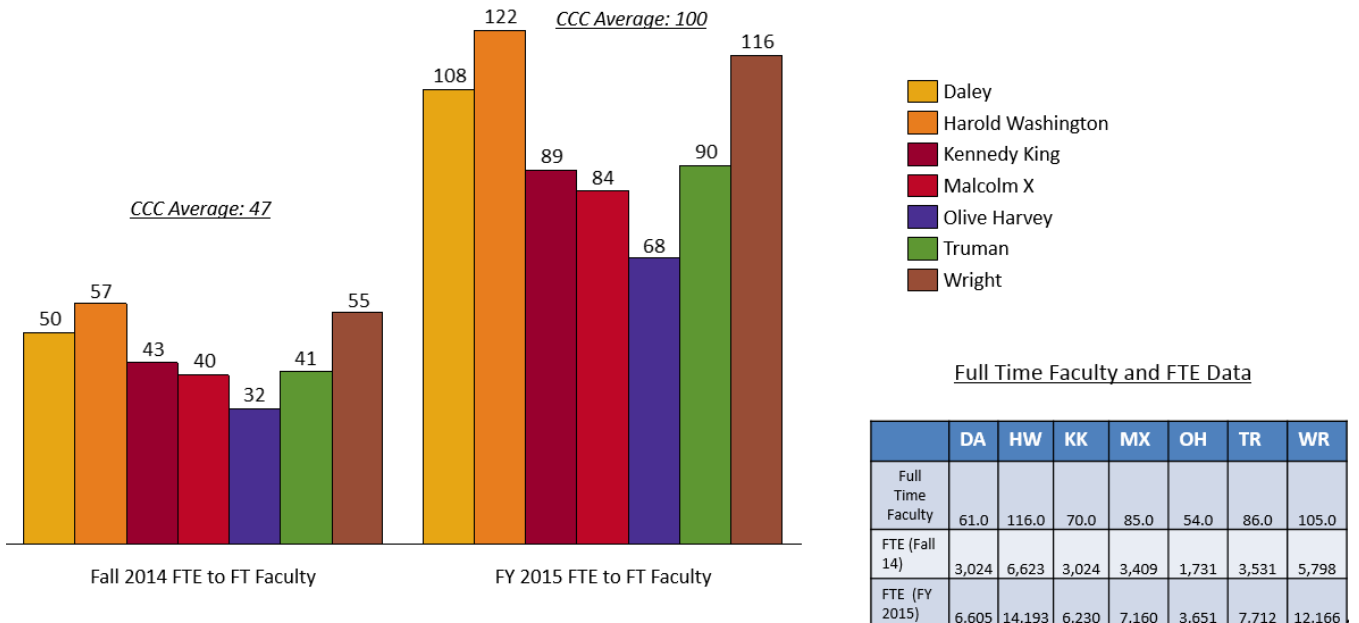
FY 2015 Tenure Orientation Seminar faculty survey results are summarized in Table 3.5 below.

Table 3.5: Tenure Orientation Seminar Survey Results

All Sessions	Goal >50%				Goal >=85%
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree/ Agree
The session provided me with new knowledge and/or skills.	53%	41%	7%	0%	93%
The session achieved the stated objective(s).	57%	42%	2%	0%	99%
The session incorporated "applied" and interactive activities.	57%	41%	2%	0%	98%
The session was collaborative and time well spent.	52%	42%	6%	0%	94%
I learned something I plan to implement immediately.	51%	38%	9%	2%	90%
The facilitator(s) were knowledgeable about the subject.	73%	25%	2%	0%	99%
The facilitator(s) were effective at communicating the subject.	72%	27%	2%	0%	99%
The facilitator(s) responded well to questions.	72%	28%	1%	0%	100%

In June 2014, the director of the Teaching and Learning Academy at Valencia College submitted an external evaluation report on the District 508 TAP process based on a review of TAP documents, assessment data from tenure-track faculty members, and interviews with candidates, administrators, and TAP leaders. The report concluded that tenure-track faculty viewed the Tenure Orientation Seminar, Reflection on Syllabus, and Assessment Reflection as "valuable, authentic and germane to their practice, helping them articulate their work in significant ways."

Table 3.6 below summarizes the overall results of the Adjunct Faculty Orientation surveys for Fall 2014 and Fall 2015.

Table 3.6: Adjunct Faculty Orientation Survey Results

Question	Fall 2015			Fall 2014		
	Agree	Disagree	Responses	Agree	Disagree	Responses
I found the adjunct orientation at Wright to be informative.	96.15%	3.85%	26	84.60%	15.40%	52
I found the adjunct orientation at Wright to be beneficial.	92.31%	7.69%	26	82.70%	17.30%	52
I found the handouts to be helpful.	76.92%	23.08%	26	86.50%	13.50%	52
The pace and timing of the various sessions were appropriate and manageable.	76.92%	23.08%	26	72.50%	27.50%	51
The facilities and accommodations were suitable and comfortable.	92.31%	7.69%	26	84.60%	15.40%	52
I will apply what I learned to my teaching and/or non-instructional responsibilities.	80.77%	11.54%	26	87.80%	12.20%	49

Interpretation of results and insights gained

Results of the Tenure Orientation Seminar survey indicate that tenure-track faculty perceive the tenure orientation process to be beneficial to them, and that the facilitators of the orientation were knowledgeable. Results of the Adjunct Faculty Orientation survey indicate that adjunct faculty find the orientation to be helpful.

The College's employee turnover rates for full-time and part-time employees has declined since 2012.

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

The Taleo applicant tracking system, implemented in Fall 2013, provides Human Resources staff and hiring managers with relevant applicant information throughout the hiring process. To improve recruitment, the Human Resources Office accesses online profiles to identify talent and create a pipeline of contacts, using LinkedIn, Glassdoor, and other social

media/internet sites. The Human Resources Office has also revised the recruitment process by implementing phone screens and behavioral and situational interview questions for candidates. Additionally, the College created a revised onboarding plan in Fall 2015 that includes training, development, and a systematic process to orient and integrate new hires.

After the first year of TAP implementation, the length of the Tenure Orientation Seminar was reduced by one day to provide tenure-track faculty with more time to prepare for the upcoming semester. An additional meeting was scheduled during the tenth week to provide more focused assistance with writing the Comprehensive Self-Reflection, one of the last components that tenure-track faculty are expected to write. In response to Fall 2015 tenure-track faculty feedback, the College TAP leader is now conducting orientations to acquaint faculty with essential College offices and operations.

Adjunct faculty orientation survey results inform improvements that have included the addition of breakout sessions on a number of requested topics and adjustments to the timeframe of certain orientation presentations.

<div align="center">Subcategory Two: Evaluation and Recognition</div>

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

Designing performance evaluation systems for all employees
Full-time and adjunct credit faculty, security staff, and adult educators have formal evaluation procedures defined in their collective bargaining agreements. The annual, formal performance review for non-bargained for employees, including administrators and non-bargained for non-academic employees, has been dormant since 2010 when District 508 Reinvention teams began reviewing alternative processes and instruments for implementation. During this review period, non-bargained for employee performance has continued to be supervised and directed by management staff. A new review process for this employee group is expected to be introduced in 2016 (please see 4I3).

Soliciting input from and communicating expectations to faculty, staff, and administrators
All College non-faculty positions have existing job descriptions that define position responsibilities and duties. Faculty responsibilities are outlined in the collective bargaining agreement.

TAP communicates expectations to faculty through the five Talents of Teaching (please see 3P1). Tenure Orientation Seminar learning outcomes require that faculty be able to explain basic components of the tenure process and Semester 1 portfolio requirements that must be completed for the president to recommend a contract extension to District 508.

During the second semester of TAP, tenure-track faculty must complete the Second Semester Seminar, in which faculty explore in greater depth each of the Talents of Teaching and formulate Individual Learning and Service Plans (ILSPs) that map each faculty member's improvement plan to each Talent. Improvement plans are presented to department chairpersons and designated administrative evaluators at the Second Semester Review meeting where plans are discussed and reviewed, and tenure-track faculty members, through oral interviews, demonstrate understanding of the Talents of Teaching. The bank of possible interview questions, along with the rubric used to evaluate faculty, are provided on the TAP website. Tenure portfolios also are evaluated using TAP rubrics. The Second Semester Review Report form is used to provide feedback on the tenure-track faculty member's ILSP and evaluate the faculty member's understanding of the Talents of Teaching after the Second Semester Seminar.

TAP mandates a variety of meetings among tenure-track faculty, department chairpersons, and administrators. These meetings are used to review department contract renewal recommendation criteria, course retention and success data, and current department needs to help inform the creation and development of the ILSP.

TAP input is solicited through tenure-track faculty and department chairperson surveys. Department chairpersons are surveyed annually. Tenure-track faculty are surveyed in the first semester, second semester, and at the end of the Tenure Orientation Seminar.

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

Evaluation systems for full-time faculty, non-tenure track faculty, and non-instructional staff are established with consideration to institutional mission, objectives, and performance targets. New full-time faculty are evaluated through TAP, which is designed to encourage positive institutional habits based on the following elements which align with the College's mission, values, and goals: effective and thoughtful use of data; clarity of roles in the decision-making process; use of research, theory, and best practices; transparency and meaningful feedback at all levels; the creation and maintenance of a spirit of support; and self-evaluation, reflection, and ongoing improvement at all levels.

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

Collective bargaining agreements determine the frequency of faculty evaluation. Student course evaluations are conducted in regular rotations, as well as classroom observations for adjunct, tenure-track, and tenured faculty.

Table 3.7 below documents the cyclical faculty evaluation processes, with possible actions for improvements.

Table 3.7: Faculty Evaluation Process

Faculty Members	Student Evaluations	Coaching/ Mentoring	Class Observations	Possible Actions
Adjunct Faculty	First two semesters and then every three years	Mentors offered as needed. English department provides each new adjunct faculty with a full-time faculty mentor.	First two semesters and then every three years	Additional observations if needed, meetings with department chairperson, improvement plans, fewer classes offered, not rehired, or continuing with possibility of applying for full-time position
Tenure-Track Faculty: TAP Process	Every semester of the 5-semester process	A mentor is appointed for the first two years. The Second Semester Seminar, as well as sessions in the Center for Teaching and Learning (CTL), provide additional support. Semesters 4, 5, and 6: Enacting ILSP and building argument for tenure.	Every fall semester of the 5-semester process	Revisions of portfolio required, additional mentoring offered, failure to achieve tenure or tenure granted
Tenured: Post-Tenure Review	Every four years, evaluations in all classes taught	Additional support or mentoring offered as needed, particularly for faculty who are on enhancement.	Every three years, observations by two peers and one administrator	Completion, Completion with Accommodation, Completion with enhancement (specific progress and tasks required to complete in advance of follow-up review the next year)

Evaluation of Tenured Faculty: Per the Cook County College Teachers Union/American Federation of Teachers (CCCTU/AFT) Local 1600 collective bargaining agreement, a maximum of 25% of full-time faculty in each department are to be evaluated each academic year. Post-tenure reviews are conducted on a four-year rotation cycle by the Department Evaluation Committee (DEC), which consists of the vice president or designee, the department chairperson, and two full-time faculty members selected by the academic department. The DEC considers the faculty member's self-evaluation and portfolio (prepared for the post-tenure review), along with classroom evaluations, student course evaluations, and the faculty member's attendance and record keeping performance in this evaluation process. Classroom observations are conducted by a Visitation Team consisting of the vice president or designee, the department chairperson, a full-time faculty member in the academic department, and one full-time faculty member from outside the department. The faculty member being evaluated is permitted to select one member of the Visitation Team.

Once all information is collected and reviewed, the DEC meets with the faculty member being evaluated to discuss findings and to comment on performance. Findings range from satisfactory completion, satisfactory completion with commendation, or completion with enhancement recommended, which results in the faculty member repeating the post-tenure process in the following year. Enhancement recommendations must be specific and include a timeline for remediation and completion. Post-tenure findings are signed by DEC members and the faculty member being evaluated. At the end of the process, completed forms are forwarded to the vice president for inclusion in the faculty member's personnel file and the self-evaluation and portfolio are returned to the faculty member.

Evaluation of Untenured full-time faculty: As of Fall 2013, all untenured full-time, tenure-track faculty participate in TAP. TAP is outlined in the CCCTU/AFT Local 1600 bargaining unit contract and in the District 508 Academic Policy Manual, with full process details found in the [Tenure Manual](#).

Each year, untenured faculty members submit their tenure portfolios to the president, along with letters from department chairpersons, recommending renewal or non-renewal of untenured faculty members' contracts. The president or designee evaluates portfolios and makes recommendations to the District 508 Board of Trustees regarding the contract renewals. A third renewal (i.e. each faculty member's fourth contract) awards tenure.

Tenure portfolio contents vary each year of the three-year process. Each portfolio includes a revised Curriculum Vitae, an annotated syllabus and assessment, classroom evaluations conducted by the department chairperson and a designated administrator, reflective responses to those evaluations by the tenure-track faculty member, and student course evaluation data. First-year and second-year portfolios also include comprehensive faculty self-reflections that address all input and feedback received in the tenure process that year and provides confirmation that the faculty member participated in the required faculty mentoring program. The second-year and third-year portfolios also include two additional classroom observations conducted by other full-time faculty, a contextualized data report completed by the department chairperson, and an update of the faculty member's progress with the ILSP that was approved in the second semester. TAP culminates with an Argument for Tenure that the tenure-track faculty member addresses to the president, discussing how identified areas for growth were addressed, offering evidence of competence in the Talents of Teaching, and providing future plans for growth.

Evaluation of Adjunct Faculty: Per the City Colleges Contingent Labor Organizing Committee/Illinois Education Association National Education Association (CCCLOC/IEA NEA) collective bargaining agreement, new adjunct faculty are evaluated within the first two semesters of teaching and, subsequently, every three years. The [adjunct evaluation](#) process includes: classroom observations conducted by department chairpersons and/or full-time faculty members; an adjunct faculty member portfolio containing a course syllabus, sample assignments, tests, quizzes, and other materials to demonstrate that SLOs have been met; and adjunct faculty Student Evaluation of Instruction Questionnaire (SEIQ) results. At the end of the semester, department chairpersons review evaluation results and recommend strategies for improvement as warranted. Department chairpersons also meet with the dean of Instruction and union representatives if additional issues need to be addressed and resolved.

Evaluation of Adult Educators: As stipulated by the American Federation of State, County, and Municipal Employees (AFSCME) 3506 collective bargaining agreement, adult educators complete performance reviews administered by Adult Education managers and deans. An Adult Education administrator first meets with the adult educator for a pre-evaluation meeting and then conducts a classroom evaluation. The administrator then meets with the adult educator to discuss the performance review, which includes a future professional development plan, a review of non-instructional responsibilities, and, if needed, a remediation plan. Rotation and frequency of evaluation is at the discretion of the Adult Education dean.

Evaluation of Clerical and Technical Staff: Per the local 1708 collective bargaining agreement, all part-time clerical and technical staff complete performance reviews at least one time per calendar year. The College may evaluate staff members in this bargaining unit more frequently as determined by supervisory staff. While there is no formal evaluation process for full-time 1708 employees, their performance is supervised and directed by management staff.

Evaluation of Professional Staff: Professional staff are evaluated at three points during their six-month probationary period (60 days, 120 days, and 6 months), as detailed in the CCCTU/AFT Local 1600 bargaining agreement for full-time and part-time professional employees. Afterward, their performance is supervised and directed by management staff.

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

Effective teaching practices are recognized during the Fall Semester FDW and Wright Appreciates, a Spring Semester faculty and staff reception. Awards of Distinguished Faculty, Distinguished Adjunct Faculty, Excellence in Teaching, and Outstanding Service Professor have formal criteria and guidelines stated in the Faculty Council constitution. Most recognition awards involve nomination and selection by students, peers, and supervisors in recognition of performance consistent with the College mission, goals, and objectives.

Student-initiated recognition awards include the Student Government Association (SGA) Appreciation award and Phi Theta Kappa (PTK) Honor Society awards, which include a faculty Golden Apple award, a clerical staff award, and a professional employee award. Additional recognition activities include Advisor Appreciation Week, in which students, faculty, and staff host several events designed to express appreciation to College advisors for their dedication and service.

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, and 403(b) and 457(b) investment plans. Effective January 1, 2014, short-term and long-term disability, voluntary life insurance, and critical illness plans were made available. All 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. Additionally, the Employee Assistance Program (EAP) is available for all full-time employees, which provides confidential consultation and support.

Promoting employee satisfaction and engagement

Faculty and staff are encouraged to take ownership of College initiatives such as AQIP, academic programs and curricula, assessment, and co-curricular activities. Tools used to evaluate employee engagement and satisfaction include the Employee Engagement Survey, the Adjunct Faculty Support Survey, and the Professional Development Survey.

The College and District 508 have numerous policies and processes to encourage employee engagement and satisfaction. Full-time faculty members and union-represented professional staff are encouraged to apply for conference leaves and tuition reimbursements to enhance skills. Lane advancement opportunities and promotion are available to full-time faculty who earn additional graduate credit hours. Adult educators and full-time professional staff members who complete master's degrees receive salary adjustments with respect to advanced degrees as well. Full-time faculty may also apply for sabbatical leaves for research opportunities as well as faculty training and renewal.

Recent facilities improvements that promote the health, well-being, and satisfaction of employees include the Learning Resource Center (LRC) facade and roof replacement and skylight addition, the installation of additional SMART classrooms with state-of-the-art IT equipment, the installation of an electric vehicle charging station in the parking lot, and the upgrading of classroom furniture to create leading edge classroom spaces with a universal design to meet the needs of a varied student body. The College plans to address lighting and window treatments in classrooms as well. Americans with Disability Act compliance review is also part of a five-year facilities improvement plan to enhance campus accessibility, which includes upgrading elevators and bathroom facilities.

College safety is a priority, with measures including security camera installation and monitoring throughout the campus, national incident management training for all College administrators, heightened visible presence of security personnel, as well as special training for the College Office of Safety and Security director and personnel on how to respond to active shooter incidents. Please see Category 5 for more information on College safety and security.

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

Outcomes/measures tracked and tools utilized

All formal evaluation processes are guided by collective bargaining agreements and reviewed with each contract renewal. As described in 3P2, a non-bargained for employee performance management system is planned for implementation in 2016.

TAP uses a Tenure Process Report, surveys, and external reports to determine whether it is effectively assessing faculty. The Tenure Process Report reviews the quality of TAP implementation, rather than reviewing individual faculty. Reports are written annually in two parts. Part one is completed by College administrators with input from the TAP leader and assesses Tenure Assistance and mentor program performance. Part two is completed by the District 508 Office of Strategy and Academic Governance, based on the submitted faculty portfolios. District 508 assesses the quality of the feedback that faculty receive from department chairpersons, classroom evaluators, and portfolio evaluators, as well as the congruence among portfolio evidence, the ratings assigned to faculty, and the president's decision to recommend renewal or non-renewal.

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks

The tenure process is reviewed annually by District 508. The College has been found to be in compliance with TAP each year.

Table 3.8 below summarizes the results of the Tenure Process Report for 2015, and compares the College to the other District 508 colleges.

Table 3.8: Tenure Process Report Results

College	Highest Possible Rating	DA	HW	KK	MX	OH	TR	WR
Process Report Part 2 Item								
Number of Portfolios Submitted		5	11	18	9	10	12	13
Inclusion of All Required Documents and Signatures	Yes	Yes	No	Yes	Yes	No	No	Yes
Classroom Observations	Commendable/ Exemplary	Borderline	Acceptable	Borderline	Acceptable	Acceptable	Acceptable/ Borderline	Borderline
Department Chair Letters and Contextualized Data Reports	Commendable/ Exemplary	Borderline/ Needs Improvement	Acceptable/ Borderline Acceptable/ Borderline	Borderline / Acceptable	Borderline/ Borderline	Acceptable/ Borderline	Borderline/ Acceptable	Borderline/ Borderline
Feedback on Rubrics Completed by College Administration	Commendable/ Exemplary	Borderline	Acceptable	Borderline	Borderline	Borderline	Acceptable	Acceptable
Congruence Between Portfolio Evidence and Feedback/Rubric Ratings	Acceptable	Acceptable	Borderline	Acceptable/ Borderline	Acceptable/ Borderline	Borderline	Acceptable	Acceptable
Congruence Between Portfolio Evidence and Feedback/Rubric Ratings and President's Decisions	Acceptable	Acceptable	Acceptable	Not Able to Assess	Acceptable	Needs Improvement	Acceptable	Acceptable
Action Plan Quality and Support	Commendable/ Exemplary	NA	NA	NA	NA	NA	NA	NA
Special Focus (when applicable)	Acceptable	Acceptable	NA	Acceptable/ Borderline	NA	Acceptable	Acceptable/ Borderline	NA
Compliance Determination	Commendable/ Exemplary	In Compliance with Additional Focus	In Compliance	In Compliance with Additional Focus	In Compliance with Additional Focus	In Compliance with Additional Focus	In Compliance	In Compliance

Interpretation of results and insights gained

Tenure Process Report results indicate that the College is in compliance with TAP. The quality of department chairperson letters and classroom observations were both rated as "Acceptable". There was no rating for Contextualized Data Reports since tenure-track faculty at that time were first-year faculty, and there was no information from previous semesters to use as a basis for this report. The congruence among the portfolio evidence, the feedback and rubric ratings, and the president's decision was rated as "Acceptable".

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

Through the Tenure Process Reports, identified areas of growth include the need to improve the quality of feedback that tenure-track faculty receive from chairpersons and administrative staff with respect to classroom observations, the Contextualized Data Report, and the department chairpersons letters to the president. In future reviews, the quality of feedback can be increased by posing reflective questions to tenure-track faculty to encourage and support more post-observation dialogue and reflection. Similarly, department chairperson letters must contain department vote results on whether to recommend contract renewal and specific references to tenure portfolio documents, including the syllabus with explanation and the assessment with explanation, as support for recommendations.

<div align="center">**Subcategory Three: Development**</div>

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

P*roviding and supporting regular professional development for all employees (3.C.4, 5.A.4)*
The College provides and supports a broad range of opportunities for employees to regularly pursue professional development activities.

Established in 2013 as an outcome of College participation in an AQIP Strategy Forum, the Center for Teaching and Learning (CTL) provides informational and instructional sessions designed by and for faculty and staff that are available to all College employees. The CTL's mission is to empower participants to excel in teaching, learning, and leading in a collaborative College environment. Examples of session topics include Situated Cognition and its Implication on Instruction, Flipping the Classroom, and Deep Learning and Contemplative Classroom Practices, as well as book and travel discussions.

As part of the CCCTU-AFT Local 1600 collective bargaining agreement, full-time faculty are annually eligible to receive $1,000.00 in course tuition reimbursement and $750.00 in professional development funds. 1600 professional staff similarly have access to development funds through their collective bargaining agreement, along with $1,200.00 available for tuition reimbursement, textbooks, and class materials, as well as professional memberships. An additional maximum of $750.00 is available for professional development conferences, trainings, and/or related travel.

In addition to the CTL and collective bargaining agreement funds, the College also provides and supports regular professional development of full-time faculty through TAP, FDW, and sabbatical.

In alignment with the identified Talents of Teaching, TAP is designed to help faculty plan courses to promote deep learning (Teaching and Learning); use assessment to further learning (Measuring Learning); use knowledge of affective factors to anticipate student challenges and plan for them (Diversity, Inclusion Respect and Student Support); understand the role of tenured faculty in shared governance (Academic Citizenship, Shared Governance, and Leadership); and continue to develop the habit of engaging in reflective practice with colleagues (Content Expertise and Lifelong Learning). The Argument for Tenure requires that tenure-track faculty explain how they will continue to develop in each Talent of Teaching after completing TAP.

FDW includes College policy and procedural updates and professional development sessions across disciplines. HPVEC staff members cross-train in admission, registration, and advising. Records Office staff members cross-train in transcript

services, transcript evaluations, graduation audits, and degree postings. All non-academic departments and offices train staff in their respective policies and procedures, and the agenda for those training sessions is determined by supervisors. Part-time faculty receive academic policy updates at the Adjunct Faculty Orientation.

A faculty member first becomes eligible to apply for sabbatical after six years of full-time service. The faculty member completes an online application, which includes a stated plan of study, research, travel, and other activities. Applications are reviewed by a joint union/management committee. The committee then makes a recommendation to the president within a two-month period. For reinstatement, the faculty member completes a final sabbatical report for the president's review and signature, which is then forwarded to the District 508 Office of Strategy and Academic Governance. Returning faculty are expected to share the knowledge they have gained during sabbatical with the College community by presenting in the CTL or through other modalities.

In addition to the CTL, the College also provides and supports regular professional development of adjunct faculty through Adjunct Faculty Orientation, held at the beginning of each semester. Although only required for newly hired adjunct faculty members, all adjunct faculty are encouraged to attend and are financially compensated for their participation. Please see 3P1 for more information.

Additional professional development opportunities are made available and supported through various funding means upon request, and are reviewed for approval by the appropriate supervisor. Participation in HLC and other conferences that are viewed as critical to the College mission and goals are supported in part through the College's operational funds. The Title V grant also supports conference attendance, course tuition, and acquisition of educational materials that relate to the goals of the grant in promoting active and collaborative learning, identifying and supporting at-risk students, and first-year instructional strategy. Adult educators have access to professional development funds to support conference attendance and tuition reimbursement through the Adult Education and Family Literacy grant. The Perkins grant, in combination with College operational funds, provides professional development funds that support conference attendance, curriculum development, and specialized professional accreditations for CTE students, faculty, and programs.

Additionally, College and District 508 trainings are arranged for faculty and staff to use CS9, enter grades, use GradesFirst, refer students to the Wellness Center, enter online textbook adoptions, and access the CCCWorks attendance system (for employees other than full-time faculty).

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
Professional development activities that include components related specifically to instructional disciplines and pedagogy include TAP, Adjunct Faculty Orientation, FDW, CTL, collective bargaining agreement professional development funds, grant funding, and sabbaticals, all of which are described above.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
Training and professional development activities provided for student support staff are described above, as well as in 2P1: *ensuring staff members who provide non-academic student support services are qualified, trained, and supported*.

Aligning employee professional development activities with institutional objectives
Professional development funds are allocated for activities deemed to be aligned with the College mission and goals. This includes identifying collective bargaining agreement professional development funds, grant funds, and College operational funds. The College uses an electronic workflow approval process that includes department heads, grant managers, the executive director of Business and Operational Services, the president, the appropriate District 508 vice chancellor, and/or designees. Other professional development activities and opportunities, such as TAP, CTL, and FDW, also align with the College's mission and goals.

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

Outcomes/measures tracked and tools utilized
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
The following descriptions include outcomes/measures tracked and tools utilized, and summaries, comparisons, and interpretations of results.

The College tracks Perkins grant expenditures that support faculty and staff participation in CTE professional development, which is a direct indicator of CTE faculty, staff, and program support, along with the specific professional development activities that faculty and staff participated in.

FY 2014 Perkins grant expenditures that supported faculty and staff participation in CTE professional development totaled $16,340.91. This included the CTE workshops and meetings (i.e. ICCB's Forum for Excellence, the Connections Conference) were attended by both the associate dean of Instruction and the Perkins Grant coordinator. The director of Environmental Technology administered the Agroecology Program of Study and attended Pathway to Results (PTR) sessions, a USDA curriculum planning workshop, and Academic Affairs and Faculty Council meetings related to formal course and program approvals. The Dual Credit/Dual Enrollment coordinator attended Early College workshops and the Connections Conference. The C2C dean attended ACTE'S Career Tech Vision 2013 to research CTE enrollment and retention strategies.

FY 2015 Perkins grant expenditures that supported faculty and staff participation in CTE professional development totaled $35,484.94. The associate dean of Instruction and Perkins Grant coordinator attended the Accessing and Analyzing Data for Perkins Accountability workshop, the Perkins Administrator Spring Cohort Meeting, and the New Edgar and Federal Grants Management Workshop. The C2C dean hosted an IT Showcase, with approximately ninety-seven prospective students from neighboring high schools in attendance. Events included a welcome from the College president, a campus tour, and four breakout sessions. Training for C2C IT development included onboarding training and in-house professional development.

Additionally, employees participated in conferences and workshops for the Gerontology, Addiction Studies, Basic Nurse Assistant Architecture/Drafting, and Occupational Therapy Programs. The Social Services program coordinator attended the Governor's Conference on Aging. The Basic Nurse Assistant Program coordinator and a faculty member attended the Certified Nurse Assistant Conference. The chairperson for the Computer-Aided Design (CAD) program attended The Coalition of Community Colleges Architecture programs (CCCAP). Two members from the College's Occupational Therapy Program attended the Association of Occupational Therapy Assistant (AOTA) conference. Students, faculty, and staff attended the Nursing Political Action Day. In both 2014 and 2015, all professional development activity goals were met.

The CTL team tracks the number of sessions and attendees per session, and conducts session surveys each semester since it was first established in Fall 2013.

During Fall 2013, eleven CTL sessions were offered, including presentations on improving teaching and learning through assessment and active learning. A total of 94 faculty and staff attended these sessions. In Spring 2014, nineteen CTL sessions were offered, including presentations on situated cognition and building mentoring programs. A total of 178 faculty and staff attended these sessions. During Fall 2014, a total of twenty CTL sessions were offered, including presentations on soft skills/employability skills and integration of non-cognitive interventions into classrooms. A total of 201 faculty and staff attended these sessions. Since its inception in Fall 2013, the number of CTL sessions and attendees has steadily increased.

Of the 272 faculty and staff (duplicated headcount) who participated in the 30 CTL offerings in FY 2014, 96.5% responded that the sessions were engaging and enjoyable and 89.3% agreed that the material presented was beneficial. A total of 93.5% responded that attending CTL sessions made them feel more connected to the College community. The CTL survey

has been modified to enhance its utility in capturing faculty feedback. Consequently, the current CTL survey cannot be compared to prior results.

Table 3.9 below summarizes results for the Fall 2015 CTL survey, aggregated for the entire term. As indicated, the vast majority of participants view the CTL sessions as beneficial.

Table 3.9: Center for Teaching and Learning Survey Results

Survey Question	Aggregate Responses (N=135)				
	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Missing
This session was engaging and enjoyable.	94.93%	2.90%	0%	0%	2.17%
I learned something from this session.	94.20%	3.62%	0%	0%	2.17%
The material presented will likely impact my thinking or practices in my work.	80.43and	15.22%	0.72%	0%	3.62%
The material presented will likely impact my thinking or practices in my personal life.	72.46%	21.01%	3.62%	0.72%	2.17%
Attending this session has made me feel more connected to my college community.	88.41%	8.70%	0%	0%	2.90%
I would attend another session offered by the CTL.	96.38%	1.45%	0%	0%	2.17%

The Employee Engagement Survey was first administered during the Spring 2013 AQIP Retreat. It was administered again during the AQIP Retreat in Fall 2014.

Tables 3.10 and 3.11 below summarize data from the Fall 2014 Employee Engagement survey. As indicated, a majority of faculty and staff believe that they have had opportunities to learn and grow at the College, and think that they have the support needed to do their jobs.

Table 3.10: Employee Engagement Survey – Employee Opportunities for Learning and Growth

Employee Status	This last year, I have had opportunities at work to learn and grow.								Total
	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	
Full-time Faculty	15	30.6%	30	61.2%	1	2.0%	3	6.1%	49
Full-time Staff	17	27.0%	28	44.4%	12	19.0%	6	9.5%	63
Part-time Faculty	16	20.3%	47	59.5%	11	13.9%	5	6.3%	79
Part-time Staff	3	12.5%	14	58.3%	3	12.5%	4	16.7%	24
Unknown	4	40.0%	4	40.0%	2	20.0%	0	0.0%	10
Total	55	24.4%	123	54.7%	29	12.9%	18	8.0%	225

Table 3.11: Employee Engagement Survey – Support of Employees

Employee Status	I have the support I need to do my job.								Total
	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	
Full-time Faculty	14	28.6%	17	34.7%	13	26.5%	5	10.2%	49
Full-time Staff	17	27.0%	28	44.4%	13	20.6%	5	7.9%	63
Part-time Faculty	24	30.4%	33	41.8%	19	24.1%	3	3.8%	79
Part-time Staff	3	12.5%	15	62.5%	4	16.7%	2	8.3%	24
Unknown	3	30.0%	5	50.0%	2	20.0%	0	0.0%	10
Total	61	27.1%	98	43.6%	51	22.7%	15	6.7%	225

Stakeholders in the TAP process are regularly surveyed. Tenure-track faculty complete surveys to evaluate the Tenure Orientation Seminar and the Second Semester Seminar and complete comprehensive surveys at the end of the first and second semesters. A summary of survey results from the Fall 2015 Tenure Orientation Seminar was included in 3R1.

Below are the end-of-semester survey results for the first and second semester of the TAP faculty cohort that started the process in Fall 2013 and Fall 2014, respectively. Direct comparison between terms is difficult because of small and differing sample sizes. While overall rates of agreement vary due to the small sample sizes, the number of respondents indicating

they strongly agreed or agreed with the statements appears similar. In both the first and second surveys, the majority of faculty felt confident in their knowledge of the tenure process and that the process helped to improve their teaching.

Table 3.12: Semester One Survey for Fall 2013 Cohort

Semester One Survey for Fall 2013 Cohort					
To what extent do you agree with the following statements?					
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
I'm confident in my understanding of the tenure process.	7	21	7	0	35
Participating in the tenure process has improved my teaching.	12	18	5	1	36
My time spent participating in the tenure process has been worthwhile.	11	19	6	0	36
Please feel free to elaborate on any of your responses.					17
answered question					36
skipped question					1

Table 3.13: Semester Two Survey for Fall 2013 Cohort

Semester Two Survey for Fall 2013 Cohort					
To what extent do you agree with the following statements?					
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
I'm confident in my understanding of the tenure process.	16	14	0	0	30
Participating in the tenure process has improved my teaching.	15	14	1	0	30
My time spent participating in the tenure process has been worthwhile.	12	16	2	0	30
answered question					30
skipped question					0

Table 3.14: Semester One Survey for Fall 2014 Cohort

Semester One Survey for Fall 2014 Cohort					
To what extent do you agree with the following statements?					
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
I'm confident in my understanding of the tenure process.	10	31	0	0	41
Participating in the tenure process has improved my teaching.	13	26	2	0	41
My time spent participating in the tenure process has been worthwhile.	13	25	2	1	41
Please feel free to elaborate on any of your responses.					10
answered question					41
skipped question					0

Table 3.15: Semester Two Survey for Fall 2014 Cohort

Semester Two Survey for Fall 2014 Cohort					
To what extent do you agree with the following statements?					
Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Count
I'm confident in my understanding of the tenure process.	14	13	1	0	28
Participating in the tenure process has improved my teaching.	12	14	3	0	29
My time spent participating in the tenure process has been worthwhile.	12	12	3	1	28
answered question					**29**
skipped question					**0**

A survey of FDW is administered to capture faculty feedback on the efficacy of the professional development content. Table 3.16 below summarizes the overall results for the Fall 2014 and Fall 2015 surveys. Faculty members consistently indicate a high level of satisfaction with FDW sessions.

Table 3.16: Faculty Development Week Survey Results

Question	Fall 2015				Fall 2014			
	Agree	Disagree	N/A	Responses	Agree	Disagree	N/A	Responses
I found the faculty development sessions at Wright to be informative	90.0%	6.7%	3.3%	30	92.90%	3.60%	3.60%	56
I found the faculty development sessions at Wright to be beneficial	86.7%	10.0%	3.3%	30	89.30%	7.10%	3.60%	56
I found the daily agendas and handouts to be helpful	86.7%	6.7%	6.7%	30	92.90%	5.40%	1.80%	56

As other indicators of support for employee professional development, the College also tracks usage of collective bargaining agreement professional development funds as well as the number of faculty approved for sabbatical.

Table 3.17: Union Funds Spent on Professional Development

Fiscal Year	Union Funds Spent
2012	10,859.49
2013	13.616.25
2014	17,009.07
2015	19,399.22
2016 (through March)	18,225.91

Table 3.18: Number of Sabbaticals Approved

Number of Sabbaticals Approved per Semester	
Spring 2012: 2	Fall 2012: 5
Spring 2013: 3	Fall 2013: 4
Spring 2014: 2	Fall 2014: 2
Spring 2015: 3	Fall 2015: 3
Spring 2016: 1	Fall 2016: 1

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

In Spring 2015, a point system was added to the Second Semester Seminar to ensure a level of rigor and accountability that justified the four credit hours toward pay lane advancement awarded to faculty who finish the seminar. In addition, a session addressing how to design an action research project to better prepare faculty for the Instructional Inquiry outcome of the ILSP was introduced. An online reflective practice blog was also added in Fall 2015. Discussion of the purpose of tenure was moved to the first session and the ILSP was given its own session, so that those two critical features of the Second Semester Seminar could frame discussion throughout the rest of the semester.

The ILSP was modified so that each outcome is more clearly defined and related to the Talents of Teaching. The first version of the ILSP required faculty to define four to six outcomes, with at least one learning outcome and at least one service outcome. The flexibility of the first version resulted in a wide range of faculty submissions and each ILSP did not include activities that covered all five Talents of Teaching. In Spring 2015, the ILSP was changed to a plan with three outcomes: one Instructional Inquiry, one Service, and one Professional Development. Each of the three outcome types relates more directly to specific Talents of Teaching, which allows ILSP evidence to more clearly relate to the Argument for Tenure. In addition, the more defined structure facilitates greater content consistency in the evaluation of faculty ILSPs.

Category 4 Introduction

The present College mission was established collaboratively by faculty and staff in 1991, and has since been reviewed and reaffirmed without modification in 2002 and 2014. The College has identified a need to establish a regular review process of the College mission. The schedule being developed will involve College-wide review and discussion in future AQIP Retreats and related strategic planning meetings. As described in Category 1, regular internal and external reviews of programs and courses, along with documented alignment of curricula through SLO maps, ensures that all academic programs and services are consistent with the College mission. Results from the Employee Engagement survey indicate that the majority of faculty and staff understand the College mission and how their roles contribute to it.

The College strategic planning process engages internal stakeholders, including faculty, staff, and students, as well as external stakeholders such as employer, secondary education, and four-year transfer partners. Employee Engagement survey results demonstrate that a majority of faculty and staff report that campus-wide input is considered in the development of AQIP Action Projects and other strategic initiatives. Various committees facilitate collaboration, including the president's Executive Council, the Office of Strategic Initiatives, the Assessment Committee, the Office of Student Services, and the Office of Instruction. AQIP Action Projects and other initiatives evolve from and are modified in response to numerous data and feedback sources, including the 2012 Systems Appraisal and Quality Check-Up Visit, internally generated assessment data, and the College's progress with respect to its annual KPIs.

The College consistently meets or exceeds the following KPIs: IPEDS completion rate, total awards, total degrees, credit enrollment, C2C enrollment, student transfers within two years of degree completion, remediation transition within one year, and full-time students earning 30 credit hours in one year. The College's total certificates awarded, student employment rate in the area of training, Fall-to-Spring credit student persistence, total enrollment, Adult Education and Personal and Professional Development (formerly Continuing Education) enrollment, Adult Education KPIs, students transferring after earning twelve credits, and part-time students earning fifteen credits in one year are areas in which targets are not consistently met. New and modified strategic initiatives that function to address these areas include design of new CTE and Personal and Professional Development curriculum, creation of an Enrollment Committee, redesign of student onboarding processes and developmental education curriculum, and increased high school and community outreach.

As one of seven separately accredited colleges that comprise Illinois Community College District 508, the College is subject to the provisions of Section 805/7 of the Illinois Public Community College Act, which provides the mayor of Chicago with the authority to appoint the seven-member Board of Trustees that oversees the colleges. Delegation of management responsibilities to administrators and academic matters to faculty occurs at the College level. The College president communicates responsibilities to his Executive Council, other administrators, and program and department chairpersons. Open communication between and among the District 508 colleges, divisions of the colleges, and their respective departments is maintained and enhanced through a variety of mechanisms. Collaboration between College units occurs through groups such as the Assessment Committee, Academic Affairs, the AQIP Steering Committee, Faculty Council, and academic department chairpersons and program coordinators. These same units also exemplify roles of faculty in leadership positions. Standards of integrity are maintained by communicating to employees through the hiring process, online resources, and through annual ethics and other trainings.

Category Four: Planning and Leading

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

Subcategory One: Mission and Vision

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

Developing, deploying, and reviewing the institution's mission, vision, and **values** *(1.A.1, 1.D.2, 1.D.3)*
The College's vision, mission, and values are set forth in its mission statement, which is posted on the [College website](#) (please see 1P1). The present mission statement was written in 1991 by a faculty and staff committee, consisting of representatives from Faculty Council, Academic Affairs, and the HLC Accreditation Steering Committee, to align with the goals and ideals of District 508, ICCB, and the Illinois Public Community College Act. Once composed, it was reviewed by all faculty, staff, and the president's advisory board, and more than 90% of the faculty voted to approve the mission statement.

The District 508 Board of Trustees annually reviews the District 508 mission at its July meeting. This is done in alignment with the budgeting process, which concludes at the same. The College mission statement is periodically reviewed to assess its alignment and need for potential revision. The College mission was first reevaluated by faculty via survey in 2002, with the majority indicating agreement with the mission statement, resulting in no revisions. The mission was again reviewed by faculty during the Spring 2014 College-wide AQIP Retreat. This was followed by review and reaffirmation of the mission by the AQIP Steering Committee and the president's Executive Council. In Fall 2015, the mission was reviewed again by the president's Executive Council, in relation to District 508 values and goals, but no changes were proposed.

Ensuring that institutional actions reflect a commitment to its values
The College's values are inherent in its mission statement and General Education SLOs, and its alignment with District 508 mission and goals. At the center of the College's values is a commitment to student learning and support, and the College's actions reflect this priority through its processes of planning, implementation, evaluation, and revision, as described throughout the portfolio. As indicated in 6P1, all AQIP Action Projects, CQI initiatives, and all other College actions must align with the College mission and goals. As indicated in 1P1, 1P2, 1P3, and 1P4, all programs and courses must align with the College mission, goals, General Education SLOs, and District 508, ICCB, and other governing agency standards and regulations. Regular reviews and assessments of College employees, AQIP Action Projects, other CQI initiatives, programs, and courses ensure that all institutional actions implemented remain committed to and aligned with the College's values.

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)
The College mission statement is on the College website and is featured in College publications such as the academic catalog and course schedules. The four primary District 508 Reinvention goals are publicized throughout the College in planning documents, reports, posters, and business cards. The District 508 [Five-Year Strategic Plan](#) is posted on the College website, was distributed via email to all full-time employees in 2013, and is revisited through regular meetings and updates regarding the College's progress on its KPIs, including the president's State of the College address each semester, annual scorecard updates, and College strategic planning meetings. The vision and values of the College are also reflected by the types of CQI initiatives implemented, including AQIP Action Projects.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
The College's curricula, programs of study, and co-curricular organizations are aligned with the College mission and cross-curricular, College-wide, General Education SLOs, as described in detail in 1P1. In turn, the College mission and General

Education SLOs are aligned with District 508 goals and ICCB General Education areas. As described in Category 1, regular internal and external reviews of programs and courses, along with documented alignment of curricula through SLO maps, ensures that all academic programs and services are consistent with the College's mission.

All student support services are consistent with the College's mission of providing services and assistance in both academic and non-academic areas to a diverse student population. Academic support services are described in detail in Category 1 and non-academic support services are described in Category 2.

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
The College conducts a zero-based budgeting process each year. Long-term institutional commitments, as protected in collective bargaining agreements, ensure continuity of employees (like most colleges, labor costs comprise more than 80% of the overall budget). The College president directly oversees 70.4% of the College's overall budget, including all instructional and student services areas. Operational areas report directly to District 508 vice chancellors, but maintain a dotted-line reporting responsibility to the College president. Working in conjunction with District 508 vice chancellors and associate vice chancellors, support system budgets are developed collaboratively with the Human Resources Office, Business and Operational Services, Auxiliary Services, and Plant Maintenance. This process allows the College to benefit from system-wide infrastructure development and support, while focusing local budgeting efforts on direct education and support for student success.

The annual budget planning process involves aligning the budget with strategic priorities and initiatives for the upcoming fiscal year. Requests for new resources (e.g. new faculty/staff, equipment) are expected to align with District 508 Reinvention goals and the College's related strategic priorities. The budget process and the College's initiatives are evidence of a commitment to its mission and the District 508 strategic plan. Through this process, the College has bolstered academic support through hiring additional faculty and advisors, increasing professional development for faculty and staff (e.g. Title V, BATEC), and capital expenditures (e.g. CTL, Math Emporium, SMART classrooms, new classroom furniture).

Please see 5P2 and 5P3 for additional information on how the budgeting process operates and aligns with the College's mission, values, and goals.

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

Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
As indicated in 4P1, the District 508 Board of Trustees annually reviews the District 508 mission, vision, and values. College faculty and staff reviewed the College mission in 2002 and 2014. The president's Executive Council reviewed the mission again in 2015. No formal changes or proposals for change to the College mission have resulted from these reviews.

Table 4.1 below summarizes results from the Fall 2014 Employee Engagement survey. As indicated, the vast majority of faculty and staff understand the College mission and how their roles contribute to it.

Table 4.1: Employee Engagement Survey – Employee Roles and the College Mission

Employee Status	I Understand How My Role Contributes to the College Mission								Total
	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	
Full-time Faculty	23	46.9%	24	49.0%	1	2.0%	1	2.0%	49
Full-time Staff	25	39.7%	30	47.6%	6	9.5%	2	3.2%	63
Part-time Faculty	24	30.4%	43	54.4%	8	10.1%	4	5.1%	79
Part-time Staff	8	33.3%	13	54.2%	2	8.3%	1	4.2%	24
Unknown	2	20.0%	7	70.0%	1	10.0%	0	0.0%	10
Total	**82**	**36.4%**	**117**	**52.0%**	**18**	**8.0%**	**8**	**3.6%**	**225**

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

Although the College mission has been reviewed and reaffirmed periodically, no formal process for regularly reviewing the mission has yet been established. The College plans on implementing a regular internal review schedule to aid in the continued alignment of curriculum and CQI initiatives to the College's mission, vision, and values. The schedule being developed will involve College-wide review and discussion in future AQIP retreats and related strategic planning meetings.

Subcategory Two: Strategic Planning

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

Engaging internal and external stakeholders in strategic planning (5.C.3)
While District 508 is considered a city agency, the College has oversight and is accountable for its 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 and benchmarking of its operations and projects, student achievement, and student engagement via state performance standards and nationally normed data.

Key strategic planning processes operate at two different but interrelated levels: District-wide and College-wide. District 508 produces a comprehensive strategic plan every five years, with the most recent plan addressing FY 2013 through FY 2018. District 508 solicits input from internal and external stakeholders as part of this planning process. Internal stakeholders include faculty, staff, and students. External stakeholders include partners from secondary and four-year institutions, business and industry, community leaders, and other community colleges nationwide. The Five Year Strategic Plan includes a set of KPIs for the College designed to measure progress toward achievement of strategic plan goals. Among the metrics are measures of the College's enrollment, graduation rate, certificate and degree completions, and transitions from Adult Education and remedial programs to college-credit level courses. A complete list of the metrics is provided in 4R2.

Through the annual College-level strategic planning process, goals are informed by and aligned with the College mission and KPIs of the District 508 Five Year Strategic Plan. College strategic planning is led by the president's Executive Council, which consists of administrative representatives from each non-academic department. The completed Annual Plan is the product of input from academic and service departments that is used to guide projects and decision making and establish benchmarks.

Input is also gathered from Academic Affairs, Faculty Council, department chairpersons and program coordinators, and the College's various advisory boards. Data sources that also inform the strategic planning process include data from the Integrated Post-Secondary Educational Data System (IPEDS), Illinois Community College Board (ICCB), National Community College Benchmarking Project (NCCBP), Community College Survey of Student Engagement (CCSSE), Collegiate Assessment of Academic Proficiency (CAAP), and other internal data.

Table 4.2 below summarizes data from the Employee Engagement survey, which indicates that the College's internal stakeholders are engaged in the strategic planning process.

Table 4.2: Employee Engagement Survey – Internal Stakeholder Input

Campus-Wide Input is Considered in Developing Strategic Plans, including AQIP Action Projects								
Employee Status	**Strongly Agree**		**Agree**		**Disagree**		**Strongly Disagree**		*Total*
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Full-time Faculty	9	18.4%	30	61.2%	5	10.2%	5	10.2%	49
Full-time Staff	15	23.8%	32	50.8%	10	15.9%	6	9.5%	63
Part-time Faculty	11	13.9%	38	48.1%	23	29.1%	7	8.9%	79
Part-time Staff	2	8.3%	14	58.3%	7	29.2%	1	4.2%	24
Unknown	0	0.0%	7	70.0%	3	30.0%	0	0.0%	10
Total	37	16.4%	121	53.8%	48	21.3%	19	8.4%	225

Aligning operations with the institution's mission, vision, values (5.C.2)
The alignment of academic programs and services and the assessment of student learning is discussed in 1P1, 1P2, 1P3, and 4P1. The alignment of all AQIP Action Projects and all other CQI initiatives is described in 6P1. The alignment of the strategic planning process is described throughout 4P2. The alignment of budgeting processes is described in 5P2.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)
Optimizing the effectiveness and efficiency of efforts throughout the College is achieved through a number of processes, committees, and offices.

The AQIP Steering Committee optimizes effectiveness and efficiency by aligning and deploying all AQIP Action Projects as well as supporting other College CQI initiatives. The AQIP Steering Committee consists of representatives from the Assessment Committee, Academic Affairs, the Office of Student Services, the Office of Instruction, the Office of Strategic Initiatives, faculty from various academic departments and programs, and SGA officers, as well as the College president and vice president (please see 6P1).

The president's Executive Council regularly reviews College KPIs to determine and assess performance, and identify improvement areas during its monthly meetings. KPIs include student completion, retention, enrollment, post-College employment or transfer rates, and the progress of students enrolled in Adult Education and developmental programs. The Executive Council discusses College strategic priorities; identifies areas, units, and departments that impact these goals; and creates an Annual Plan which outlines specific strategies to achieve goals.

The Office of Strategic Initiatives is tasked with driving College projects and, along with the Office of Research and Planning, providing overall data analytics to improve operational efficiency across departments. The director of Strategic Initiatives oversees planning and prioritization work with College leaders and works with the executive director of Business and Operational Services to ensure resources are aligned with strategic goals and priorities. This is accomplished through the regular review of KPIs in relation to annual targets, various analyses on other initiative performance, and collaboration and coordination of CQI initiatives.

The Assessment Committee aligns data collection and improvement mechanisms across academic departments and programs for optimal effectiveness and efficiency through its interdisciplinary membership, monthly meetings, and annual assessment reports. The Assessment Committee led the SLO mapping project and leads the five-year cycle of the College-wide assessment of the General Education SLOs (please see 1P1).

The Office of Student Services oversees all student service departments, aligning and coordinating their efforts. The First Year Experience (FYE) AQIP Action Project Committee is presently working with student service areas to enhance effectiveness and efficiency (please see 6P1).

The Office of Instruction engages in processes that include coordination of the Faculty Development Week (FDW) and Adjunct Faculty Orientation; the collection of updated syllabi each semester from all departments and programs; the coordination of Illinois Articulation Initiative (IAI) course submissions; the tabulation and distribution of course evaluations; assistance with the coordination of tenure and post tenure reviews; and the coordination of Illinois Community College

Board (ICCB) program reviews. Additionally, the Office of Instruction manages CAAP and CCSSE administrations, addresses grade appeals and related academic reviews, and, with the College's Accreditation Liaison officer, oversees AQIP accreditation pathway initiatives, including AQIP Action Projects and the AQIP Systems Portfolio.

Presently, the Office of Instruction also manages the Perkins grant for CTE programs and Title V grant initiatives, including Foundational Studies (i.e. pre-college level English and math) and Launch instruction, the Center for Teaching and Learning (CTL), Learning Communities, Service Learning, Skills Connection, Math on Demand (MOD), and Wright in Your Corner (WiYC). Additionally, the Office of Instruction coordinates online textbook adoptions in collaboration with faculty and staff and oversees tutoring and related support services for all programs through the Academic Support Center, the Math Center and Math Emporium, and the Writing Centers both on campus and at the Humboldt Park Vocational Education Center (HPVEC).

The Proposed Academic Curriculum Change (PACC) process optimizes effectiveness and efficiency of program and course reviews and proposals. Revisions to the PACC process have increased effectiveness and efficiency by moving to a web-based platform and by revising and more clearly delineating the necessary steps in the curriculum and program review and approval process (please see 1P3).

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
During the strategic planning process, the College identifies strengths and opportunities for improvement through assessment data, as measured against the College's internal goals and the District 508 KPIs. The annual budgeting process allocates funds to strategies outlined in the Annual Plan. Along with strategic planning, the College also regularly reviews grant opportunities that align with goals and institutional strengths. Recent examples include the Title V grant and projects funded by it (please see previous response), and sponsorship by the Association of American Colleges and Universities (AAC&U) of the College's Student Equity and Access AQIP Action Project (please see 6P1).

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
The annual budgeting process maximizes current resources by allocating funds to strategic priorities outlined in the Annual Plan and identifies ways to maximize efficiency. The creation of the College's College to Career (C2C) Information Technology (IT) designation is intended to maximize available resources. The College monitors class sizes and cancels classes with low enrollment. The College is also reallocating current staff to higher need programs and assigning staff additional duties, thereby decreasing the need to hire additional staff. Technological implementations, such as Campus Solutions 9.0 (CS9), are also intended to increase work efficiency.

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 primary Reinvention goals in Summer 2010. The four goals are 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 contributed to the development of seven task forces composed of students, faculty, and staff from throughout District 508 to address objectives and strategies for the four goals.

As a result, the College developed and implemented the following strategic initiatives for FY 2014 and FY 2015 that align with Reinvention goals. Table 4.3 below indicates the District 508 goal(s) and KPI(s) that each of the listed College initiatives is intended to address.

Table 4.3: Alignment of District Goals and KPIs to College Initiatives and Strategies

District 508 Goal(s)	KPI(s)	College Initiatives	College Strategies/Methods
Increase the number of students earning college credentials of economic value	IPEDS Completion Rate, Total Awards, Total Certificates, Total Enrollment, Credit Enrollment, Continuing Ed. Enrollment, Fall to Spring Retention (persistence), C2C Enrollment	Create new Basic and Advanced Certificates	Improve and Expand IT Offerings through C2C Obtain HLC/ICCB Approval for New Offerings
Drastically improve outcomes for students needing remediation, Increase the number of students earning college credentials of economic value	Remediation Transitions within One year, Fall to Spring Retention (persistence), IPEDS Completion Rate, Total Awards	Increase Speed out of Remediation	SuccessNavigator for Support in Launch Increase Accelerated Course Offerings Increase Co-Requisite and Co-Curricular Offerings
Increase the number of students earning college credentials of economic value, Increase the rate of transfer to Bachelor's degree programs following CCC graduation	IPEDS Completion Rate, Total Awards, Total Degrees, Total Certificates, Fall to Spring Retention (persistence), Total Enrollment, Credit Enrollment, Transfer within 2 years of Completion,	Increase Student Completions	College Success Course Skills Connections Program Honors Programs Tutoring Support Equity Project
Increase the number of students earning college credentials of economic value, Increase the rate of transfer to Bachelor's degree programs following CCC graduation	Total Enrollment, C2C Enrollment, Total Certificates, Total Degrees, Total Awards, Student Employment in Area of Training, Median Earnings, Transfer within 2 years of Completion, Full time to 30CH	Develop IT for C2C Program	Program and Curriculum Development Employer Engagement and Advisory Council Recruit IT Faculty
Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses, Increase number of students earning college credential of economic value	Transitions to College Credit, Adult Ed. Enrollment, Credit Enrollment, Total Enrollment	Increase Adult Education Transitions	Goal Setting Activities Implement Bridge and Gateway Programs Online Assessment/Placement Testing
Increase the number of students earning college credentials of economic value, Increase the rate of transfer to Bachelor's degree programs following CCC graduation	IPEDS Completion Rate, Total Awards, Total Degrees, Total Certificates, Fall to Spring Retention (persistence), Total Enrollment, Credit Enrollment, C2C Enrollment, Transfer within 2 years of Completion, Full time to 30 CH, Part time to 15 CH	Increase Number of Education and Transfer Plans	Educational Plan and Pathway Implementation Tracking of Transfer Center Activity
Increase the number of students earning college credentials of economic value	Total Awards, Total Degrees, Total Certificates, Total Enrollment, Credit Enrollment, C2C Enrollment	Increase Enrollment at HPVEC	Capital Plan—Facility Expansion Tutoring Services Partnership with CBOs and Community
All Goals	All KPIs	Increase Use of Data-Driven Decision Making	Performance Dialogues Student Segmentation Assessment of Services and Processes

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

Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)
Table 4.4 below summarizes the outcomes tracked and tools and methods used for assessment of the strategic initiatives implemented by the College in FY 2014 and FY 2015.

Table 4.4: Outcomes Tracked and Assessment Tools/Methods for Strategic Initiatives

Initiatives	Outcomes/Measures Tracked	Assessment Tools/Methods
Create New Basic and Advanced Certificates	Number of Basic and Advanced Certificates Awarded	ICCB Programs on Record OpenBook/Registrar
Increase Speed out of Remediation	Remediation Transitions Number of Students Moving out of Remediation Co-Requisite Courses and MOD Sections Offered	OpenBook analysis OpenBook analysis Schedule/Academic Affairs
Increase Student Completions	Number of College Success Courses Degree Completers Embedded Tutoring Hours	Schedule/Academic Affairs OpenBook GradesFirst
Develop IT for C2C Program	New IT/CIS Pathways C2C Enrollment in IT Number of IT Faculty Hired	ICCB Programs on Record OpenBook HR Reports
Increase Adult Education Transitions	Number of Gateway Students Number of Students Meeting with Transition Specialist Bridge Enrollment Transitions to Credit	Adult Education Office Adult Education Office
Increase Number of Education and Transfer Plans	Education Plans Created for Students Transfer Plans Created Number of Visits to Transfer Center Number of Completers	Campus Solutions GradesFirst GradesFirst OpenBook/Registrar
Increase Enrollment at HPVEC	Enrollment at HPVEC Programs Offered at HPVEC Success Rate of HPVEC Students on Licensure Exams	OpenBook ICCB Programs on Record Individual program coordinators
Increase Use of Data-Driven Decision Making	Increase in Key Metrics Number of Internal Data Teams Use of OpenBook	Various OpenBook

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Table 4.5 below provides a summary of the College's strategic initiative results, as measured against the KPIs, beginning with FY 2013.

Table 4.5: Strategic Plan Goals, Metrics, and Results

Strategic Plan Goals and Metrics Fiscal Year 2012-2018										
Targets and Actuals										
		FY 2013		FY 2014		FY 2015		FY 2016	FY 2017	FY 2018
Goal	Strategic Metric	Target	Actual	Target	Actual	Target	Actual	Target	Target	Target
Increase credentials of economic value	IPEDS 150 Completion Rate	12%	14%	13%	15%	14%	15%	16%	18%	23%
	Total Awards	1,581	1,631	1,629	1,801	1,675	1,806	1,764	1,847	2,004
	Total Degrees	820	861	854	1,031	887	1,066	950	1,010	1,122
	Total Certificates	761	770	775	770	788	740	813	837	882
	Credit Students Fall-to-Spring Retention (Persistence)	70.1%	70.1%	70.7%	69.1%	71.5%	68.2%	72.1%	73.6%	75.8%
	Student employment rate in area of training	60.0%	56.0%	60.0%	57.0%	61.0%	TBD	64.0%	69.0%	71.0%
	Med. earnings of stud. employed in training area	$ 31,200	$ 34,580	$ 31,824	$ 33,280	$ 32,461	TBD	$ 34,262	$ 36,149	$ 38,129
Enrollment	Total Enrollment (unduplicated)	23,175	23,313	22,643	22,399	22,829	21,543	23,032	23,289	23,603
	Credit Enrollment (Include Skills)	12,772	12,900	12,874	13,173	12,977	13,141	13,081	13,186	13,291
	Adult Ed. Enrollment	6,504	6,495	6,537	5,771	6,602	5,679	6,668	6,768	6,903
	Continuing Ed. Enrollment	4,416	4,598	4,394	4,076	4,416	3,293	4,460	4,527	4,617
	C2C Enrollment	-	1,329	3,613	5,233	5,368	11,928	7,123	8,878	10,633
Data in green means the College met or exceeded its goal; data in red means the College missed its goal.										

Table 4.5: Strategic Plan Goals and Metrics

		FY 2013		FY 2014		FY 2015		FY 2016	FY 2017	FY 2018
Strategic Plan Goals and Metrics Fiscal Year 2012-2018										
Targets and Actuals										
Goal	**Strategic Metric**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Target**	**Target**
Transfer to 4-yr. institutions	Transfer within 2 years of degree completion	-	49%	43%	49%	44%	49%	48%	52%	56%
	Transfer after earning 12 credits (fall new students)	-	132	143	180	145	128	169	188	221
Dev. Ed.	Remediation transitions 1yr	36%	41%	37%	42%	37%	47%	38%	38%	40%
Adult Ed	Transitions to College Credit	115	156	155	278	213	146	337	426	485
	GED Attainment	-	319	TBD	229	222	73	TBD	-	-
	Percent of Students Attaining Level Gains	-	NA	TBD	NA	39%	34%	TBD	-	-
Pace	Full-time to 30 ch in 1 year	7.3%	8.0%	7.5%	7.5%	7.7%	9.6%	8.0%	8.4%	9.2%
	Part-time to 15 ch in 1 year	22.0%	21.0%	22.6%	20.1%	23.1%	20.4%	24.2%	25.3%	27.5%
Data in green means the College met or exceeded its goal; data in red means the College missed its goal.										

Interpretation of results and insights gained

The College has made significant progress in achieving its strategic performance goals and implementing strategies that assist with achieving these metrics. The College consistently meets or exceeds the following KPIs: IPEDS completion rate, total awards, total degrees, credit enrollment, C2C enrollment, student transfers within two years of degree completion, remediation transition within one year, and full-time students earning 30 credit hours in one year. The College's total certificates awarded, student employment rate in the area of training, Fall-to-Spring persistence of credit students, total enrollment, Adult Education and Personal and Professional Development (formerly known as Continuing Education) enrollment, Adult Education KPIs, number of students transferring after earning twelve credits, and number of part-time students who earn fifteen credits in one year represent areas in which targets are not consistently met.

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

Table 4.6 below summarizes new and modified strategic initiatives to address areas in which the College did not meet strategic goals.

Table 4.6: New and Modified Strategic Initiatives for Unmet Strategic Goals

KPI Targeted	Project and/or Initiative
Total Certificates	C2C and PPD Curriculum Development: New curriculum and branding are being developed for certificates on credit and PPD. These will begin to roll out in Summer 2016 for PPD and in FY17 for C2C.
Fall to Spring Retention (persistence), Total Enrollment	Enrollment Committee: This new committee is responsible for making recommendations to the president on ways to increase enrollment and to maintain enrollment.
Fall to Spring Retention (persistence), Remediation Transitions	Student Experience Project: Redesign of onboarding processes and developmental education curriculum to increase speed with which students can enroll and transition to college level, and also aims to increase retention and enrollment.
Fall to Spring Retention (persistence), Completion, Total Enrollment	Title V grant, MOD, WiYC, etc.: Efforts focus on improving retention and completion.
Total Enrollment	High School and Community Outreach: Development of relationships with feeder high schools and engagement of Dual Credit and Dual Enrollment students.

Subcategory Three: Leadership

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

Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)
The College is one of seven separately accredited colleges that comprise Illinois Community College District 508, the City Colleges of Chicago. District 508 is subject to the provisions of Section 805/7 of the Illinois Public Community College Act,

which provides the mayor of Chicago with the authority to appoint the seven-member board that oversees the seven colleges. In June 2015, the District 508 Board of Trustees appointed a new chairperson and three new board members. The College has established relationships with its new board members by arranging campus visits and meetings with students, faculty, and staff, while the College president works with the board on a regular basis to discuss, understand, and support College needs.

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
The District 508 Board of Trustees functions as the governing body of the City Colleges of Chicago. The Board consists of eight members: seven voting members, appointed by the mayor of Chicago, with the approval of the City Council of Chicago; and one non-voting member selected from the District 508 student body.

The District 508 Board meets on the first Thursday of each month at a time and location designated by the Board chairperson. All Board meetings are held in accordance with provisions of the Illinois Open Meetings Act and other applicable laws concerning the conduct of meetings. In accordance with the Rules for the Management and Government of the City Colleges of Chicago, the Board has three standing committees which meet on a quarterly basis: the Board Executive Committee, the Board Committee on Academic and Student Services, and the Board Committee on Financial and Administrative Services.
The District 508 Board Executive Committee reviews matters pertaining to legislative relations; strategic planning; human resources and staff development; marketing, public relations, outreach; resource development, grants, and donations; legal, legislative, public policy, and Board policies; trustee associations; CCC Foundation; Reinvention benchmarking; and other matters as the chairperson deems appropriate. The Executive Committee may transfer matters to another standing committee, which may provide input in its jurisdictional area.

The District 508 Board Committee on Academic and Student Services reviews matters pertaining to student services, student activities and conduct, student organizations, academic instruction and programs, institutional accreditation, program evaluation, economic development, articulation with other institutions, the District 508 Public Broadcasting System (PBS) station WYCC-TV, and joint educational ventures with community organizations and others.

The District 508 Board Committee on Financial and Administrative Services reviews matters pertaining to the annual budget; financial forecasting; loans, investments, and deposits; accounting and auditing policies; tuition, state and federal revenues; grants and donations; collections; expenditures, purchases, contracts, and insurance; publications; physical facilities, operations, construction, and capital planning; security; and computer and information technology services.

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)
Delegation of management responsibilities to administrators and academic matters to faculty occurs at the College level. The College president communicates responsibilities to his Executive Council, other administrators, and program and department chairpersons. Program and department chairpersons may delegate responsibilities to faculty members in their departments. In addition, administrators can approach or recommend faculty for special assignments and/or leadership roles.

Ensuring open communication between and among all colleges, divisions, and departments
Open communication between and among the District 508 colleges, divisions of the colleges, and their respective departments is maintained and enhanced through several mechanisms, including the use of survey instruments, social media, major technological upgrades, and the utilization of a Public Relations director and a Community liaison. The recent introduction and use of social media, town hall meetings, and the use of blogs has increased the feasibility and frequency of open communication among students, faculty, and staff. Academic Affairs, Faculty Council, the Assessment Committee, department chairpersons, and the Executive Council each meet regularly. District 508 also coordinates academic discipline and Assessment Committee meetings for faculty across all seven colleges to discuss best practices in teaching, learning, and assessment.

Established in Fall 2013, the Wright College News, with a tab for HPVEC, is another forum for important documentation about College metrics, student achievement, program progress, employment information, and AQIP activities. It also serves as a link to a blog. This site provides staff and students with updated College statistics and data to serve as an informational resource, and also functions to address concerns that timely access to critical College items is provided.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

High academic standards are maintained through a number of processes by College committees: the Assessment Committee (please see 1P1 and 4P2), Academic Affairs and the PACC process (please see 1P3), the AQIP Steering Committee (please see 6P1), and academic department chairpersons and program coordinators (please see 1P1, 1P2, 1P3, and 1P4).

The Assessment Committee consists of faculty representatives from each department and program, and routinely invites interested faculty and/or staff to participate in monthly meetings. Through faculty representatives, the Assessment Committee collaborates with department chairpersons and program coordinators in the development of assessment goals and methods, analysis of results, and formulation and implementation of improvement plans. The Assessment Committee also collaborates with the AQIP Steering Committee in the development, deployment, and assessment of AQIP Action Projects and other CQI initiatives. The PACC process is led by faculty and Academic Affairs, and involves collaboration with staff in the review and approval of courses and programs. Course and program academic standards are also maintained by meeting ICCB and IAI guidelines for approval.

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The Board of Trustees and chancellor consider the District 508 mission and goals, including the Five-Year Strategic Plan and related KPIs, when reviewing candidates to assume leadership positions, such as the College president, vice president, deans, and directors. Candidates are expected to possess certain minimum academic, teaching, and administrative credentials and experience. Search committees for leadership positions consist of College and District 508 representatives. Search committees recommend finalists to the president. In the event of a presidential search, finalists are recommended to the District 508 chancellor.

Developing leaders at all levels within the institution

All College staff, including those in leadership positions, participate in new employee orientations and are encouraged to participate in other professional development opportunities, such as workshops and conferences. Participation in HLC conferences provides faculty and staff with opportunities to be part of leadership teams that attend HLC Strategy Forums. The president's Executive Council attend bi-annual retreats to collaborate on College projects and initiatives. District 508 and College administrators solicit College faculty and staff to serve on and lead projects. The College's vice president and deans work with academic chairpersons and committee chairpersons to provide guidance and develop leadership.

When a leadership position becomes vacant, a College staff member is identified to serve in the role in an interim capacity. A search committee then identifies and interviews new candidates for the position until the new employee is appointed. During the hiring and onboarding process, the new staff member receives training and support.

Faculty members assume leadership roles in a variety of capacities, including serving as department chairpersons and program coordinators, and serving on and leading College committees such as the Assessment Committee, Academic Affairs, Faculty Council, and Honors Program, as well as AQIP Action Project committees. Faculty also lead and contribute to other various projects and initiatives, such as the revision of the PACC process (please see 1P3); revision of courses and programs, such as College Success (please see 1P1), IT curriculum (please see 6P1), and pre-college level curriculum (please see 1I2); and creation of an Honors Program (please see 6I2).

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The College's mission is aligned with the District 508 mission (please see 4P1). The budget is created locally by the College president and members of the administrative team for the District 508 chancellor's review and approval. The College's

budget allocations are designed to ensure that the College accomplishes its mission. The AQIP Steering Committee, faculty, and staff assess the College's ability to meet its goals. As described in 6P1, teams collaborate to develop new AQIP Action Projects and other CQI initiatives and oversee their implementation and assessment.

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

Outcomes/measures tracked and tools utilized
Summary results of measures (including tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
Staff members in leadership positions are held accountable through their management of other staff, projects, grants, and related initiatives, including meeting deadlines for project completion.

Table 4.7 below summarizes data from the Fall 2014 Employee Engagement survey pertaining to faculty and staff perception of College leadership. As indicated, 61.3% of faculty and staff responded that College leaders positively motivate their work performance, and 71.6% responded that their supervisors provide useful performance feedback.

Table 4.7: Employee Engagement Survey – Faculty Perception of College Leadership

College Leaders Positively Motivate My Performance at Work									
Employee Status	**Strongly Agree**		**Agree**		**Disagree**		**Strongly Disagree**		**Total**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Full-Time Faculty	10	20.4%	19	38.8%	13	26.5%	7	14.3%	49
Full-Time Staff	12	19.0%	29	46.0%	14	22.2%	8	12.7%	63
Part-Time Faculty	19	24.1%	25	31.6%	28	35.4%	7	8.9%	79
Part-Time Staff	4	16.7%	13	54.2%	5	20.8%	2	8.3%	24
Unknown	2	20.0%	5	50.0%	2	20.0%	1	10.0%	10
Total	**47**	**20.9%**	**91**	**40.4%**	**62**	**27.6%**	**25**	**11.1%**	**225**

Table 4.8: Employee Engagement Survey – Supervisor Feedback

My Supervisor Provides Useful Performance Feedback									
Employee Status	**Strongly Agree**		**Agree**		**Disagree**		**Strongly Disagree**		**Total**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Full-Time Faculty	9	18.4%	25	51.0%	8	16.3%	7	14.3%	49
Full-Time Staff	17	27.0%	24	38.1%	15	23.8%	7	11.1%	63
Part-Time Faculty	22	27.8%	35	44.3%	14	17.7%	8	10.1%	79
Part-Time Staff	11	45.8%	10	41.7%	1	4.2%	2	8.3%	24
Unknown	3	30.0%	5	50.0%	2	20.0%	0	0.0%	10
Total	**62**	**27.6%**	**99**	**44.0%**	**40**	**17.8%**	**24**	**10.7%**	**225**

In November 2015, District 508 Faculty Council (FC4) formally contacted HLC with concerns about program consolidation, registration process, tuition, and shared governance. In January 2016, FC4 passed a no confidence resolution regarding District 508 leadership and College faculty voted in support of this resolution in February 2016. In March 2016, District 508 responded to HLC about the November 2015 complaint. HLC's response, closing the matter, made no recommendations regarding further action.

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

As a result of a Reinvention initiative to identify an alternate performance review system, formal performance reviews for non-bargained for employees have not been conducted since 2010. District 508 has identified a consulting firm to develop the new performance management system, which is expected to be implemented in 2016 (please see 3P2).

<p align="center">**Subcategory Four: Integrity**</p>

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

Developing and communicating standards
Standards are communicated to employees through the hiring process, online resources, and annual ethics training. Online resources include the Academic and Student Policy Manual, Employee Manual, Student Employee Handbook, Employee Policies, Adjunct Faculty Handbook, and Board Rules and Operations Manual. Legal and ethical standards are developed by District 508 with input from the College. The Human Resources Office develops standards concerning employees, the Student Services Office develops standards related to students, and the Academic and Student Policy manual was developed by the offices of Academic Affairs and Student Services.

For developing and communicating standards related to academic integrity and hiring processes, please see 1P6 and 3P1, respectively.

Training employees and modeling for ethical and legal behavior across all levels of the institution
Training employees and modeling for ethical and legal behaviors begins with new employee orientation. At hire, faculty and staff are made aware of the Employee Manual and the Board Rules and Operations Manual, which include an ethics policy and a policy on the responsible use of computer technology. At the time of hire, faculty and staff must sign to acknowledge that they are aware that it is their responsibility to read and observe these policies. These policies serve to model behavior. FDW and Adjunct Faculty Orientation sessions also provide forums where faculty and staff are reminded of and receive refresher trainings on policies that must be observed.

All employees are required to complete an annual online ethics training, as directed under the Illinois State Official and Employees Ethics Act. The training is developed and distributed by the District 508 offices of Human Resources and Equal Employment Opportunity (EEO). On an annual basis, full-time employees must also complete statements regarding Chicago residency and outside employment. In addition, certain administrative job categories complete an annual statement regarding economic interests that is filed with the Office of the Cook County Clerk. Federal law also requires that all employees complete Family Educational Rights and Privacy Act (FERPA) training, which is developed by the District 508 Accreditation and Compliance, Strategy and Academic Governance, and Human Resources offices.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
The trainings described in the prior response help ensure that College operations function with integrity and adhere to District 508 and federal policies.

The Office of Business and Operational Services regularly provides training and updates to policy to faculty and staff on how to request reimbursement to ensure financial integrity. Instructions and forms for financial and travel reimbursement are posted on the College website. All requisitions require approval by the relevant supervisor (e.g., vice president, dean), executive director of Business and Operational Services, the president, and the relevant District 508 vice chancellor. As part of the approval process, proposals and requests are reviewed to determine relevancy to the College's goals and adherence to financial policies.

Academic related policies are outlined in the Academic and Student Policy Manual. Other policies are described in the Employee Manual, Student Employee Handbook, Employee Policies website, and Board Rules and Operations Manual. As new systems and/or policies are deployed, the appropriate use and policies surrounding these are shared with the expectation that faculty and staff observe and adhere to them.

The District 508 Office of the Inspector General (OIG) conducts investigations regarding waste, fraud, and misconduct by any officer, employee, member of the Board, contractor, subcontractor, consultant or agent providing or seeking to provide goods or services, and any program administered or funded by District 508. Confidential complaints can be filed online and policies prohibit subsequent retaliation. The OIG submits bi-annual reports to the chancellor and the Board of Trustees that document complaints, investigations, and outcomes. OIG reports are public documents available for review on the College website.

Staff members work to resolve employee complaints fairly and consistently while recognizing and preserving employees' contractual rights. The president and vice president also regularly meet with collective bargaining unit representatives to discuss issues and keep open lines of communication. Union-represented employees attend on-campus bargaining unit meetings during breaks or outside of work hours. Collective bargaining unit officers are also invited to share updates with faculty during FDW and Adjunct Faculty Orientation sessions.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)
The College is an open enrollment institution and students are accepted throughout the year. Program-specific information, including application and registration procedures, is available on the College website. As an open enrollment campus, the College welcomes prospective students to inquire about class availability, financial aid eligibility, career programs, and other institutional offerings and policies. College offices are open during the week, with extended hours during peak registration times, including evening and weekend hours. College faculty and staff, including advisors, recruiters, department chairpersons, program directors, and deans, are available for student advisement and consultation. Recruiters also conduct presentations in area high schools and community sites to communicate and disseminate College information.

The College provides ProgramFinder and CareerFinder as online tools that allow the public to explore instructional and career opportunities that are available with certificates and degrees. The College also participates in the IAI, a comprehensive statewide effort among more than 100 colleges and universities in Illinois to facilitate the transfer of students. The IAI status of classes are listed in the online course catalog for public viewing.

In 2015, District 508 began consolidating CTE programs at the seven colleges and their satellite campuses. In Fall 2015, two open meetings were held in which the College president shared updates about this consolidation and projected timelines. Faculty and staff keep students and interested public stakeholders aware of the changes through individual communication as well as department and College webpages (Radiography department page). Department chairpersons and program coordinators are responsible for maintaining webpages and keeping them updated.

Tuition and fees are published on the College website. Additionally, a link to the Net Price Calculator, a tool designed by the US Department of Education, is also provided. The Net Price Calculator looks at normal living expenses such as housing, food, and transportation, as well as tuition, books, and supplies, and then calculates the estimated cost of attending specific colleges based on the financial data provided. A new tuition structure was developed and introduced by District 508 in Summer 2015. In addition to the tuition structure information being posted on the College website, faculty and staff also communicated this information to students via email, flyers, and personal contacts.

Program information is made available online through the College website, through email, and in print. A faculty and staff directory for each academic department is available to the public via the College website. A full College directory is also available online. The College website also includes information about accreditation, the value of attending an accredited

institution, and the College's accrediting agency. The College makes available computers and free Wi-Fi for community members who do not have such access in their homes.

4R4 What are the results for ensuring institutional integrity?

Outcomes/measures tracked and tools utilized
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
The District 508 OIG provides the chancellor and the Board of Trustees with a summary of investigations and audits resulting in sustained findings of waste, fraud, or misconduct for the period of January 1st through June 30th, not later than September 1st each year, and for the period of July 1st through December 31st, not later than March 1st each year. Each summary contains a description of the nature of the allegation or complaint, a description of the results of the investigation or audit, the District 508 OIG recommendations for discipline or other corrective measures, the disciplinary or other actions taken, and any other information deemed relevant to the investigation or audit. Information in these bi-annual reports is not disaggregated by college. The reports are posted on the District 508 website.

The College tracks the number of corrective actions taken for employees that do not complete the annual online ethics training by the deadline. Table 4.9 below summarizes the number of employees requiring corrective actions for 2012 through 2015 out of the total number of active employees. No District online ethics training was offered in 2013.

Table 4.9: Employees Requiring Corrective Actions

Year	Number of Employees Receiving Corrective Actions	Total Number of Employees
2012	9	894
2013	No training offered	No training offered
2014	36	872
2015	13	861

No corrective actions have been issued for completion of the online FERPA training.

For results related to adherence to financial policy, please see Category 5.

Interpretation of results and insights gained
The College's low rate of grievance and harassment reflects a commitment to act with integrity and honor the terms of its collective bargaining agreements.

Each year, a small number of employees relative to the total number of employees at the College miss the deadline for completion of the online ethics training. The resulting corrective actions taken ensure that, although the deadline was missed, 100% of employees are ultimately in compliance with the District 508 ethics policies. The increase in corrective actions observed in 2014 correlates with a higher number of part-time instructors hired at that time.

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

Communication, guidance, and support practices will be improved to ensure that all College employees are notified of and complete all related compliance trainings and assessments according to established guidelines and deadlines. Additionally, integrity standards, ethical and legal behaviors, and related compliance are being considered and incorporated into the performance management system for non-bargained for employees that will be implemented in 2016 (please see 3P2 and 4I3).

Category 5 Introduction

In Fall 2013, District 508 launched OpenBook, a business intelligence tool that facilitates access to data stored in the student administration system. In Spring 2015, the previous student administration system was upgraded to Campus Solutions 9.0 (CS9), which also includes Human Resources and Finance modules. At the College, academic department-level assessment data is managed by the respective departments and the Assessment Committee, whereas non-instructional assessment data is managed by the offices of Strategic Initiatives and Research and Planning, as well as other non-instructional offices. The offices of Strategic Initiatives and Research and Planning also provide assistance to all College units in the acquisition and analysis of data. Although the Employee Engagement survey indicates that the majority of faculty and staff know where to access data and information necessary to do their jobs, the College has identified a need to gather employee feedback on how data, information, and performance results are used to drive decision-making processes. An opportunity to provide this feedback will be incorporated into the Fall 2016 AQIP Retreat survey.

College finances are overseen by the president, the president's Executive Council, and the executive director of Business and Operational Services, in collaboration with the District 508 Office of Finance. The annual budgeting process allocates resources to strategic initiatives designed to help achieve College goals defined through the strategic planning process, as outlined in the Annual Plan. The Office of Business and Operational Services and the District 508 Department of Finance monitor spending on a monthly basis. Recent improvements to financial resources management include the CS9 Finance module upgrade in 2015 and implementation of a Sharepoint site in FY 2016.

The College and District Information Technology (OIT) offices oversee the technological infrastructure and ensure data security through user security training, communication alerts, and updates of applications and systems. OIT also contributes to emergency preparedness through the College and District 508 data network. In the next one to three years, OIT plans to make improvements to the online Help Desk system, the self-service page, Help Desk reporting metrics, lines of communication between end users and IT associates, response time rates, closing status rates, and facility scheduling through implementation of Ad Astra management software.

College Auxiliary Services and Plant Maintenance departments work with District 508 Administrative Services Functions to maintain a reliable, safe, and user-friendly physical environment and infrastructure. Plant Maintenance oversees all capital construction, maintenance, and repair, and also assists with the development, scope, and basic design of projects to ensure that building technical codes and procedures are observed and followed. Auxiliary Services and Plant Maintenance collaborate to maintain mechanical, electrical, and plumbing equipment, to clean campus interior and exterior spaces, and to respond to work orders. Recent facility improvements include the upgraded Learning Resource Center (LRC) façade, roof replacement, and skylight addition. Several facility improvements are planned for the next one to three years, including enhanced outdoor corridor lighting leading to the Campus Center to increase student and staff safety and renovation of existing Nursing laboratories to regular classrooms due to the Nursing program migration to Malcolm X College, another District 508 college.

The College Office of Safety and Security investigates all potential crimes, records all security incidences, and conducts monthly emergency drills. The College Safety and Security director also serves as the chairperson of the College Supportive Intervention Team (SIT), formed in Fall 2013. SIT receives person of concern reports from individuals filing concerns and/or complaints, analyzes and evaluates situations, and takes appropriate actions on a case-by-case basis. SIT also conducts meetings on a quarterly and on an as needed basis to address possible behavioral threats and special needs.

Category Five: Knowledge Management and Resource Stewardship

Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Subcategory One: Knowledge Management

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

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making
The selection, organization, analysis, and sharing of data occurs primarily through two interrelated data management offices: the Office of Research and Planning and the Office of Strategic Initiatives. The director of Strategic Initiatives reports directly to the College president and works with leaders throughout the College. The assistant director of Research and Planning reports directly to the director of Strategic Initiatives and performs a wide range of tasks and analyses. Both meet monthly with the District 508 Decision Support Office to ensure alignment of data-related processes to the College's goals.

The College uses a number of criteria to determine what data will best meet its needs, which include availability, comparability, and adaptability; scope and breadth; comprehensiveness, consistency, and history; replicability; recognition; and cost. The specific selection of data for analysis and sharing is determined by the needs of the requesting office, department, committee, or individual. The data management offices check data requests for alignment with the unit's own goals, the College's goals and Annual Plan, and the District 508 Five-Year Strategic Plan and KPIs. Sharing of data and analyses occurs as appropriate to the unit or project.

Academic department-level assessment data is managed within the respective departments and shared with the College-wide Assessment Committee. Non-instructional assessment data is housed within the offices of Strategic Initiatives and Research and Planning, as well as the offices of Adult Education, Business and Operational Services, Human Resources, Instruction, Personal and Professional Development (formerly known as Continuing Education), Student Services, and the Humboldt Park Vocational Education Center (HPVEC). District 508 data is stored within the Student Administration, Human Resources, and Finance modules within Campus Solutions 9.0 (CS9). Select data is also downloaded and stored in OpenBook for use by faculty and staff.

Determining data, information, and performance results that units and departments need to plan and manage effectively
As each discipline and office has its own specific set of goals, the College uses multiple paths to determine departmental needs for collection, storage, and accessibility of data and performance information. Individual academic departments determine their own data needs, often in consultation with the offices of Research and Planning and Strategic Initiatives. Regarding academic department-level assessments, individual departments identify Assessment coordinators who manage data selection and collection for annual assessment reports. As needed, Assessment coordinators consult with the offices of Instruction, Research and Planning, and Strategic Initiatives regarding the types of data to collect and the best methods for collection. Non-academic offices consult with the offices of Research and Planning and Strategic Initiatives to determine their data needs. These two offices also consult with project committees to guide them in the selection of data and metrics that measure project success.

In addition to considering the scope of a project, the goals of the department or unit, and the goals of the College, data needs are also determined by taking into consideration other factors. These include changes in District 508 operating

policies; ICCB regulations; federal policies and regulations; HLC reporting requirements; and reporting requirements for program accreditors.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements
Internal College data is shared among departments upon request. Access to District 508 data is determined by an employee's College role. Increased access to CS9 data requires the approval of the College CS9 administrator as well as the District 508 director of Technology Services. Additional approvals from the College Human Resources director and the executive director of Business and Operational Services are also required for access to the Human Resources and Finance modules.

In Fall 2013, District 508 launched OpenBook, a business intelligence tool that facilitates access to data stored in CS9 so the Colleges can engage more fully in data-driven decision making. Access to data in OpenBook is initially determined by role and responsibility, with access to broader data granted on an as-needed basis. Role expansion is granted on either a temporary or permanent basis, depending on the needs of individual users. Access is not granted until FERPA training is completed successfully.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes
In 2015, the District 508 Office of Information Technology (OIT) invested in Microsoft technologies to provide more reliable and secure data to users. As a result, College students, faculty, and staff are able to use services such as OneDrive for secure and reliable storage and email services, using Office 365 with the proper SSL certificate to ensure data transfer is encrypted over the internet. These systems are audited often to ensure they meet business security standards.

End-of-day processing ensures that any changes to records in CS9 are backed up and saved at the end of each business day. Data is also backed up at the end of a term, after verification of final grades. These regular backups help to preserve the accuracy of student records.

In addition to providing greater ease of access to student data, OpenBook also alleviates the stress on CS9 by reducing the number of users that need to directly access it. OpenBook is also updated on a daily basis during the CS9 end-of-day processing, and also eliminates the need for special requests to OIT for data reports, thereby making access to data more time efficient. The College Records Office also reviews student records for accuracy on an ongoing basis.

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

Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
Indicators that the College uses data, information, and performance results in its decision-making processes include descriptions throughout the AQIP Systems Portfolio of processes that are data-driven. AQIP Action Projects and the data and information they are based on are described in detail in Category 6. Table 5.1 below summarizes various sources of data the College uses to develop its initiatives and improvements, and to drive its decision-making processes. Based on the usage of data to drive decision making, the College has adequate data and analytic tools.

Table 5.1: Data Sources and Usage

Data Source	Usage
General Education, Program, Department, and Course SLO Assessments	Development of General Education, program-, department-, and course-level improvement and intervention plans.
CCSSE, CCFSSE, CAAP	Elements of College-wide assessment used for external benchmarking. Results have been used to support creation of the College's Writing Center, Math Center, and Wright in Your Corner.
OpenBook	The College's business intelligence tool that allows faculty and staff access to data stored in the student administration system (Campus Solutions 9).
Employee Orientation and Professional Development Surveys	Modifications and improvements to Faculty Development Week and Adjunct Faculty Orientation breakout sessions.
Support Services Surveys	Conducted by individual offices and departments to gauge satisfaction with services offered and determine needs for additional services.
Illinois Community College Board	Reports and data used for benchmarking purposes, program review, and development.
IPEDS and Other Federal Data Sources	Used for benchmarking purposes.
HLC Reporting	AQIP Systems Portfolio and appraisals, and Quality Check-Up reports are used to inform and address strengths and improvements.
National Community College Benchmarking Project	Used for benchmarking purposes.
Employee Engagement Survey	Survey gauges College climate among faculty and staff and provides indicators to professional development needs, etc.
Ad Hoc/Special Surveys	Design and implementation of classrooms with SMART boards; AQIP Action project surveys which provide faculty and staff with input into next projects the College will pursue; Tell Us Tuesday surveys, which allow students to provide feedback on issues impacting their education; Adjunct Faculty Support survey gathers feedback on specific support and assistance needs; and other surveys as needed.

Table 5.2 below summarizes data from the Fall 2014 Employee Engagement Survey that pertains to faculty and staff access to information and data. As indicated, the vast majority of faculty and staff know where to access information required for their job duties.

Table 5.2: Employee Engagement Survey – Information Access

Employee Status	I Know Where to Access College Information Needed to Perform My Job Duties								Total
	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	
Full-Time Faculty	15	30.6%	26	53.1%	5	10.2%	3	6.1%	49
Full-Time Staff	18	28.6%	34	54.0%	7	11.1%	4	6.3%	63
Part-Time Faculty	23	29.1%	44	55.7%	10	12.7%	2	2.5%	79
Part-Time Staff	10	41.7%	11	45.8%	2	8.3%	1	4.2%	24
Unknown	3	30.0%	6	60.0%	1	10.0%	0	0.0%	10
Total	**69**	**30.7%**	**121**	**53.8%**	**25**	**11.1%**	**10**	**4.4%**	**225**

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

The College has identified a need to periodically gather employee feedback on how data, information, and performance results are used to drive decision-making processes. It has been proposed that an opportunity to provide this feedback be incorporated into the survey that will be distributed during the Fall 2016 AQIP Retreat.

Subcategory Two: Resource Management

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

Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
The District 508 offices of Information Technology, Finance, and Administrative Services support the infrastructures that the College uses. Functions in each of these areas are divided between these District 508 offices and their corresponding College offices. Centralizing some functions, such as accounts payable, distribution of student refund checks, grants accounting, procurement of goods over $25,000, and management of the District 508 Enterprise Resource System, is an efficient way to manage overall resources. Consequently, for example, students who enroll in classes at more than one District 508 college do not have to visit multiple sites to receive financial aid awards or access grades.

College finances are overseen by the president, the president's Executive Council, and the executive director of Business and Operational Services. The campus operations team, composed of managers from Auxiliary Services, Business and Operational Services, Information Technology, and Plant Maintenance, meet on a bi-weekly basis to review capital improvements, discuss operational issues, and address spending issues within departments. Please also see 5P3.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)
The College sets goals aligned with the College mission and the District 508 Five-Year Plan KPIs through the College's annual strategic planning process. This process is described in detail in 4P2.

The annual budgeting process allocates resources to strategic initiatives designed to help achieve College goals defined through the strategic planning process and outlined in the Annual Plan. Academic departments submit annual budget proposals to the executive director of Business and Operational Services, who, as member of the president's Executive Council, presents the proposals to the Council for review as part of the annual budgeting process.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
The annual budget is developed based on the Annual Plan, which prioritizes student learning and support, while outlining strategies to achieve goals determined through the strategic planning process. During the budget process, the College president advocates that any proposed reductions should not affect resources that impact student success. Each College department uses the Annual Plan when compiling annual budget requests. All requests from departments that report to the College president are submitted to the executive director of Business and Operational Services, who aggregates the requests and presents them to the Executive Council for review. For departments that report to a District 508 vice chancellor, their budgets are submitted directly to their appropriate vice chancellor for review and submission to the District 508 Budget and Planning Office.

Once the District 508 Budget and Planning Office receives the budget request, vice chancellors meet with the College president and executive director of Business and Operational Services to discuss the College requests. The College president and vice chancellors come to a consensus on what will be requested and adjustments are made as agreed upon. Following this meeting, the College's Business and Operational Services Office again aggregates requests and compares them to estimated revenues prepared by the District 508 Budget and Planning Office. If requested expenditures exceed expected revenues, the District 508 Budget and Planning Office sends directions to all parties concerning necessary reductions. If reductions are made, both the College president and vice chancellors again agree on proposed reductions. This process continues until the budget is balanced.

5R2 What are the results for resource management?

Outcomes/measures tracked and tools utilized
Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
To manage the College's financial resources, both the College Business and Operational Services Office and the District 508 Department of Finance regularly monitor spending. Beginning in September of each year, the District 508 Department of

Finance produces monthly spending reports for the College. These reports are shared with the College president and the executive director of Business and Operational Services through a SharePoint site. These reports include budget, expenditure, encumbrance, and balance information, as well as spending targets for each of the College's operating and enterprise funds. Information is provided at various levels of detail, including by fund, by department, by account, and by operating unit. The executive director reviews this information on a monthly basis and shares any concerns with the College president. In addition, conference calls with the executive director, College president, District 508 Budget director, and/or District chief financial officer are scheduled to discuss issues as needed.

In addition to the spending reports prepared by District 508, the College Business and Operational Services Office prepares monthly reports for each College department. These reports include a budget report which lists the budget; spending and balances to date; a purchase order (PO) report, which lists all POs by vendor with the amount of each PO, as well as the remaining balance; and a payroll report, which lists each employees and their earnings by pay period. These reports are distributed to department chairpersons and administrative staff managing department budgets through a SharePoint site. Department chairpersons and administrative staff are expected to review their reports and share concerns with the executive director. The executive director also reviews the reports and contacts departments regarding concerns with spending or any large variances in expected spending.

Results related to the management of the College's physical and technological infrastructure are described in 5R3.

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

The College and District 508 have made improvements in financial resources management over the last several years. No spending is done without the review and approval of the College's executive director, the College president, and the appropriate District 508 vice chancellor. Approvals used to be completed through a manual paper process, but the workflow was redirected through PeopleSoft Finance, beginning in 2015, thereby reducing cost and processing time. In addition, the Business and Operational Services Office Sharepoint site was added in FY 2016. Previously, all spending, purchase orders, and payroll reports were emailed to department chairpersons and administrative staff on a monthly basis. The SharePoint site houses all current information and all past reports.

To better manage personnel and payroll costs, budget chartfield information has been standardized. In CS9, the chartfield refers to the Chart of Accounts, which consists of information fields organized to allow for segregation and categorization of transactional and budget data. Departments can periodically review spending reports to ensure that payroll costs are accurate, allowing for access to accurate, comparative data. The annual budget is constructed through a series of complex Excel files that are available on a SharePoint site. District 508 is currently in the early phase of reviewing the possible purchase of a budgeting software tool to improve spending projections and make spending data available to departments in a real-time environment.

In addition, an automated time card system has been implemented and is presently being used for more than half of the College's employees. District 508 plans to add remaining employee groups to the process over the next one-year period. Travel requests and reimbursements have also been automated. Students also make credit card payments to their payment plans online.

Understanding that the majority of the College budget is for salaries and fringe benefits, and that resources are scarce, there is a greater focus on streamlining staffing. Options such as position elimination, postponement of refilling vacant positions, and restructuring positions are being examined to ensure that the College is managing its resources effectively and efficiently.

Subcategory Three: Operational Effectiveness

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

Building budgets to accomplish institutional goals
Details of College procedures used to build budgets to accomplish goals are described in detail in 5P2.

Monitoring financial position and adjusting budgets (5.A.5)
As described in 5R2, the College is engaged in year-round processes of monthly monitoring, evaluation, and planning. The executive director of Business and Operational Services compiles and reviews monthly spending trends through monthly budget status reports for each department. Budget reports are then made available to each department through a Sharepoint site. Reports include a budget status report, a list of all POs, and a detailed list of all payroll charges. The executive director shares any concerns or large variances with department chairpersons and managers.
All expenditure requests are submitted through the District 508 PeopleSoft Finance system. The system first ensures that there is budget available for the expenditure, and then routes requests through an approval process that includes the dean, vice president, executive director of Business and Operational Services, the president, and the appropriate District 508 vice chancellor. The approval process ensures that budgets are not exceeded and all expenditures are appropriate.

If departments need to make adjustments to their budgets, these requests are submitted to and discussed with the executive director of Business and Operational Services. The executive director then explores options for making adjustments. Budgets have been optimized to meet various programmatic goals with the full consent of stakeholders. If a transfer requires a change in program or account code, then that transfer requires approval by the District 508 Board of Trustees. The College has not had these types of transfers in the last several years.

Maintaining a technological infrastructure that is reliable, secure, and user-friendly
The College and District 508 OIT departments oversee technological infrastructure. Measures taken to ensure data security include increased user security training, communication alerts, and more timely updates of applications and systems.

Technology service providers are offering cloud-based end-to-end solutions. Cloud services allow a vendor to maximize economies of scale across their customer bases, while investing significantly in ensuring data and platform security. Security levels provided by these vendors are at industry standards. District 508 migrated to Microsoft Active Directory in 2015 to maintain more robust, easy to access, and consistent networks and resources.

OIT practices change control management, a formal process borrowed from the Information Technology Infrastructure Library (ITIL), to ensure that changes to technological infrastructure are introduced in a coordinated and controlled manner. This process involves recording and assessing each requested change to determine the appropriate procedure for implementing the change. Before a change is implemented, it is first tested for reliability and security. Prior to final implementation, all change control submissions are reviewed and approved, upon all members' agreement. The District 508 vice chancellor of IT must approve all change control submissions before full implementation.

The District 508 Enterprise Architecture and Standards Committee is an advisory and coordinating group for District 508 OIT that includes a College IT representative. The Committee maintains technology standards and makes recommendations on procedures, policies, project work, and strategic direction. The Committee also serves as a resource to assist and advise in resolving technical challenges in new applications and foundation components, and provides a forum for adoption, guidance, and implementation of new technologies and infrastructure components. Although the Committee is not directly responsible for the implementation of applications, foundations, and infrastructure components, it guides project implementation efforts that impact OIT architecture across District 508.

Since the upgrade to Active Directory in 2015, District 508 formed an Active Directory Governance Committee to oversee its infrastructure. The Committee consists of OIT representatives from both the College and District 508 and is charged with developing and processing all services-related policies. All policies drafted are submitted to the District 508 vice chancellor of IT for review and approval.

The College OIT is responsible for refreshing aging audio, visual, and computer equipment, as well modernizing traditional classrooms to SMART board classroom technology each fiscal year, based on available budget. The process for replacing and updating aging equipment involves identifying current inventory based on models, years of purchase, and College needs. With faculty input, the offices of Instruction, Media Services, and OIT annually provide the College president and vice president with a comprehensive list of classrooms recommended for SMART board technology upgrades.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly
The College Auxiliary Services and Plant Maintenance departments work to maintain a reliable, safe, and user-friendly physical environment and infrastructure. Plant Maintenance conducts regular preventative facility maintenance, which includes monitoring of HVAC equipment, plumbing, and general upkeep of classroom and all other facility spaces. Regular maintenance is performed to help prevent temporary shut-downs of classrooms and other work spaces. Plant Maintenance also oversees all capital construction, maintenance, and repair through regular building assessments and dialogue with the College president on the state of the facility and status of ongoing and upcoming capital projects. Plant Maintenance also assists with the development, scope, and basic design of projects to ensure that building technical codes and procedures are observed and followed.

Auxiliary Services and Plant Maintenance also collaborate to maintain mechanical, electrical, and plumbing equipment, to clean campus interior and exterior spaces, and to respond to work orders. These collaborative functions help to maintain a safe and secure environment. Both departments also work together in various sustainability efforts, including the promotion of recycling, the collection and analysis of utility usage data, the implementation of related operational changes, and the retrofitting of obsolete and inefficient equipment to enhance energy efficiency.

Managing risks to ensure operational stability, including emergency preparedness
To address potential cash flow issues, the Working Cash Fund was established by Section 3-33.1 of the Public Community College Act. The purpose was to enable institutions to have sufficient cash on hand for necessary expenditures. By making temporary transfers, the Working Cash Fund is used as a source of working capital for other funds. Such temporary transfers assist operating funds in meeting the demands for ordinary and necessary expenditures during periods of temporary low cash balances.

OIT contributes to emergency preparedness through the College and District 508 data network. The data network consists of a redundant switched network with 100Mb/s category 6 connections to the desktop, 1Gb/s multi-mode fiber vertical backbone, and both single-mode and multi-mode 36-strand fiber between buildings. The network infrastructure is in the process of being upgraded to a fully 1000Mb/s connection to the desktop, with switches providing PoE for VoIP phones, HD Security cameras, and related equipment. Additionally, category a/b/g/n wireless connectivity covers 98% of the main campus, including some outdoor areas.

Plant Maintenance provides an infrastructure with a state of the art evacuation and fire alarm system and emergency power generation for emergency lights, elevators, computers, and phones to be used for emergency evacuation.

The College Office of Safety and Security is composed of either active or retired Chicago or Illinois State police officers who are certified law enforcement officers in the state of Illinois. All security incidents are recorded on incident reports and all potential crimes are investigated. Crimes occurring on campus are preliminarily investigated by the College Safety and Security staff. All generated crime reports are shared with the Chicago Police Department, which may follow up with further investigations and actions.

To ensure emergency preparedness, the College conducts emergency drills each month. Emergency drills help prepare the College in the event of fire, severe weather, earthquake, and lock down. The Office of Safety and Security annually conducts training exercises, which include the local Chicago Police Department's 16th District and/or a specialized unit of the Chicago Police Department. Additional College and District 508 measures include the development of secure access to the campus, preparation of tailored emergency plans, coordination efforts with local police districts, a public address system, and an emergency radio communication system. The College is in full compliance with the Clery Act and records and reports all campus crime data in the form of a yearly crime statistics report.

The College Safety and Security director also serves as the chairperson of the College Supportive Intervention Team (SIT) and conducts meetings on a quarterly basis and on an as needed basis to address possible behavioral threats and special needs. SIT receives person of concern reports from individuals filing concerns and/or complaints, analyzes and evaluates the situation, and takes appropriate actions on a case-by-case basis. SIT may meet with individuals in counseling sessions, recommend that the Office of Student Services conduct disciplinary hearings, refer individuals to the Wellness Center, and/or conduct follow-up meetings with individuals.

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

Outcomes/measures tracked and tools utilized
Results pertaining to College management of financial operations are described in 5R2. The Office of Safety and Security tracks the number of annual incident reports. SIT tracks persons of concern reports annually. Auxiliary Services and Plant Maintenance measure and track electrical use, natural gas use, out-going recycling, and out-going waste. OIT measures staff resources through the number of support tickets closed per semester, as well as performance and resource stability through enterprise and real-time web applications.

An Adjunct Faculty Support Survey was administered to adjunct faculty members who attended the Spring 2014 Adjunct Faculty Orientation. A total of 82 adjunct faculty responded to the survey, which measured adjunct faculty's satisfaction with College security, maintenance, and IT support services. Recommendations were reviewed and forwarded to appropriate departments for their consideration.

Summary results of measures (include tables and figures when possible)
Comparison of results with internal targets and external benchmarks
Table 5.3 below summarizes the number of incident reports leading to arrest, as tracked by the College Office of Safety and Security. All Clery Act crime statistics are available on the College website.

Table 5.3: Incident Reports Leading to Arrest

Year	Number of Arrests
2012	7
2013	4
2014	3
2015	3

Table 5.4 below summarizes the number of person of concern reports, beginning with the 2013 formation of SIT.

Table 5.4: Person of Concern Reports

Year	Number of Person of Concern Reports
2013	16
2014	8
2015	8

Auxiliary Services and Plant Maintenance have recorded the following for FY 2016:

- Average Monthly Recycling: 3.74 tons
- Current Landfill Diversion Rate: 32.2%
- Average Monthly Gas Usage: 27,154 therms
- Average Monthly Electric Usage: 469,265 KWh

Table 5.5 summarizes and compares OIT results.

Table 5.5: OIT Results

Measure Tracked	Summary of Results	Comparison of Results to Internal Targets
Performance and Resource Stability	2015: 100 Mbs bandwidth 2014: 100 Mbs bandwidth 2014: ~39 Wireless related ticket issues. 2015: ~9 wireless related tickets issues	FY 2016: 250 Mbs bandwidth FY 2015: 100 Mbs bandwidth FY 2014: Increased the number of wireless access points by 83 indoor and 6 outdoor. Established full wireless coverage across campus.
Staff Resource	Spring 2016 (on-going): 1,942 Fall 2015: 1,202	Spring 2015: 1,172 Fall 2014: 1,138 Spring 2014: 806 Fall 2013: 810 Spring 2013: 362 Fall 2012: 389 Spring 2012: 513

The Fall 2014 Adjunct Faculty Support Survey yielded the following satisfaction levels with College security, facilities, and IT: 97.5% of respondents found the Safety and Security staff approachable and 96.6% of respondents who had expressed a security-related concern found that their issues were addressed appropriately; and 96.7% who had experience with the emergency alert system found the system to be adequate, with 95.1% also stating that they understood the purpose of monthly emergency drills.

The majority of adjunct faculty expressed satisfaction with the College facility maintenance team. Of the adjunct faculty who had submitted work orders for maintenance purposes, 77.4% found that, on average, their requests were addressed in either less than one day or within one to two days. With respect to the College's general cleanliness and maintenance, 81.3% were satisfied with the upkeep of the classrooms, while 88.6% were satisfied with the upkeep of the campus as a whole.

Adjunct faculty expressed overall satisfaction with IT services and assistance. 95.5% of adjunct faculty felt the IT team was responsive to their requests and 72.9% found that, on average, IT requests were addressed either within the class period or within one business day. In regards to tools and technology in the classroom, 77.2% of adjunct faculty felt that these resources were adequate for their instructional purposes.

Interpretation of results and insights gained

During Fall 2012, there was a noticeable increase in disruptive behavior and disturbances on campus. A proactive approach was implemented in which a fixed Safety and Security post was established in the cafeteria and student ID cards were checked upon entry. Mobile patrols were modified to focus on anticipated problem areas. These steps had an immediate impact on overall behavior both in the cafeteria and other locations throughout the campus. The fixed cafeteria Safety and Security post was maintained throughout the Fall 2012 and Spring 2013 semesters. With the increased security presence, the demeanor and behavior in the problematic locations improved dramatically.

As measured by Auxiliary Services and Plant Maintenance, current usage numbers for FY16 show average monthly decrease of 6.5% for electricity and 14.5% for natural gas. This is due to energy efficiency projects and tight energy management.

Table 5.6 below summarizes OIT interpretation of results.

Table 5.6: OIT Interpretation of Results

Measure Tracked	Interpretation of Results
Performance and Resource Stability	Poor wireless coverage across campus. Aging wireless access points covering few areas of campus.
Staff Resource	As seen on these results, the number of tickets have escalated every semester in an increasing manner. This may be due to the fact that: 1. The help desk system, Remedy, has been optimized to accept emails from end-users to automatically create/open help desk tickets. 2. OIT staff constantly monitor the queue to ensure tickets are opened and closed in a timely manner. 3. End users know that help desk tickets must be created in order to get assistance. 4. More incidents are being captured by the mechanisms in place than prior semesters.

Please see the previous section for interpretation of Adjunct Faculty Support Survey results.

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

In Spring 2016, a fixed Safety and Security post was established in the Campus Center close to the west entrance to improve the observation by security on individuals entering and exiting the campus. This particular post has also increased the visibility of security on campus. The Safety and Security Office also offers a PowerPoint presentation several times each semester on emergency evacuation and active shooter incidents. The College president and Safety and Security director have established a Security Task Force to promote dialogue among students, faculty, and staff on potential security concerns and possible improvements.

In the next one to three years, OIT plans to make functional improvements to the online Help Desk system, improve the self-service page, provide better metrics for Help Desk reporting, establish better lines of communication between end users and IT associates, improve response time rates, improve the closing status rate to 98% for the current year, and implement Ad Astra, a facility scheduling management software.

Facility improvements completed in the last one-year period that promote the health, well-being, and satisfaction of students, faculty, staff, and stakeholders include the upgraded Learning Resource Center (LRC) façade, roof replacement, and skylight addition. The LRC roof replacement increased exterior insulation to further energy savings. Retrofitted LED interior and exterior lighting resulted in decreased energy consumption and savings, while increasing student and staff safety. Classroom tablet armchairs were replaced with tables and chairs. Classroom and common area furniture pods have been upgraded with SMART technology charging stations. A two-year project first implemented in September 2013 was designed to stop water leaks, improve ventilation and exhaust systems, and create more conducive learning and teaching environments.

Additionally, twenty-five year old exterior glass in the Campus Center was replaced with high efficiency thermal glass and exterior exit doors were replaced to provide a more secure environment for students and staff. The Math Emporium, with state of the art technology, was created on the first floor of the Science building. SMART technology was installed in twelve classrooms and an HPVEC classroom was converted into a new technology lab. Additional improvements include the creation of a new GED testing center, a new dance studio, the replacement of the gymnasium floor, and 120 feet of additional green roof space on the College's Science building.

Facility improvements planned for the next one to three years include enhanced outdoor corridor lighting leading to the Campus Center to increase student and staff safety, renovation of existing Nursing laboratories to regular classrooms and student learning spaces due to the migration of the Nursing program to Malcolm X College (another District 508 college), movement and expansion of the Career Planning and Placement Center, and expansion of the Writing Center.

The College also plans to address additional classroom lighting and window treatments within the next five years. District 508 American Disability Association (ADA) compliance review is part of an overall five-year plan, as well as upgrading elevators and bathrooms throughout the College. The College will continue to engage students, faculty, staff, and the community in the implementation and assessment of its quality improvement initiatives.

The College and District 508 have also contracted and are collaborating with the STL architectural firm in Chicago to develop facility space planning projects over the next several years for both the main campus and HPVEC. College facility space is currently a limited resource that impacts the number of credit classes, Adult Education, and Personal and Professional Development (Continuing Education) classes that can be offered. Departments such as Biology and Physical Science require additional lab spaces to offer additional sections of key courses for baccalaureate transfer.

Category 6 Introduction

The coordination of AQIP Action Projects and related quality improvement initiatives is led by the AQIP Steering Committee. The AQIP Steering Committee's membership is interdisciplinary, consisting of representatives from the Assessment Committee, Academic Affairs, the Office of Student Services, the Office of Instruction, the Office of Strategic Initiatives, faculty from various academic departments and programs, SGA officers, and the College president and vice president. The Committee solicits input from the entire College community, with faculty and staff submitting proposals for new AQIP Action Projects. Once selected, the AQIP Steering Committee coordinates the deployment of quality improvement initiatives through the formation of project committees, consisting of a mixture of faculty, staff, administrators, and students, as appropriate to the project. A project committee is responsible for determining the means of evaluating the improvement initiative, with assistance from the AQIP Steering Committee, the Assessment Committee, and the Office of Research and Planning. As assessment data is analyzed, projects and initiatives are improved through modifications accordingly. Action Projects that consistently yield positive results are integrated into sustainable processes and programming.

Many AQIP Action Projects that were included in the 2012 Systems Portfolio have resulted in sustainable, ongoing initiatives, including Math on Demand (MOD), Learning Communities (LCs), Impacting Registration through the Enhancement of the Financial Aid Process, and the Wright in Your Corner (WiYC) student center. Other Action Projects initiated since the 2012 Portfolio that have all also led to long-term initiatives and programming include Service Learning, Skills Connection, and College Completion. First Year Experience (FYE), Improvements in Communications, and Student Equity and Access are more recently initiated projects.

Information on Action Projects and other initiatives are provided to all employees through multiple mechanisms: Faculty Development Weeks (FDWs); College-wide emails from the Assessment Committee, Office of Instruction, the College president, and the Office of Research and Planning; the *AQIPment* Assessment Committee newsletter; the College website; College-wide AQIP Retreats; open forums; and committee meetings. College-wide communication, faculty and staff involvement and feedback, and the collaborative, interdisciplinary nature of the AQIP Steering Committee, Action Projects, and other initiatives, help to ensure that the College as a whole is understanding the impact of these projects and learns from them. Venues such as FDW and AQIP Retreats also function to refresh faculty and staff on the AQIP Accreditation Pathway and the College's role within it, including the College's AQIP history and the College's AQIP Accreditation timeline, as well as to provide updates regarding changes to the AQIP Pathway and other matters related to HLC. The survey from the Spring 2026 AQIP Retreat indicates that the majority of faculty and staff believe the AQIP Pathway aligns with the College mission and benefits the College.

In addition to the projects and initiatives described above, the College has also been designated as the District 508 Information Technology (IT) career program area hub. This transition has involved partnerships with industry and four-year institutions to gather input and feedback, and IT faculty development sessions to enhance teaching. Meetings with business and industry partners are based on program development needs. Partner four-year institutions are identified and prioritized based on the number of students transferring to them. Meetings are focused on developing IT curriculum, building transfer agreements, and obtaining support for various initiatives, such as projects, jobs, internships, and on-site visits. Faculty meetings with industry partners also help to determine equipment needs.

For descriptions of how the annual strategic and budgeting processes lead to the development of strategic initiatives designed to meet the College's annual KPI targets and other District 508 goals, please see Categories 4 and 5.

Category Six: Quality Overview

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

Subcategory One: Quality Improvement Initiatives

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

Selecting, deploying, and evaluating quality improvement initiatives
The selection, deployment, and evaluation of quality improvement initiatives at the College occur internally via the AQIP Steering Committee and annual strategic planning process, and externally by and in collaboration with District 508. Details of the annual strategic planning process and how CQI initiatives develop from this process are described in 4P2 and 5P2.

The selection, deployment, and evaluation of AQIP Action Projects are coordinated by the AQIP Steering Committee, composed of members from academic and student service departments that share findings and suggestions for analysis and action. The College community submits proposals for new AQIP Action Projects and other initiatives to the AQIP Steering Committee, which reviews and advances them to faculty and staff for selection. Factors that influence the selection of AQIP Action Projects are described in the following section.

Once selected, the AQIP Steering Committee coordinates the deployment of quality improvement initiatives through the formation of project committees, consisting of a mixture of faculty, staff, administrators, and students appropriate to the project. A project committee is responsible for determining the means of evaluating the improvement initiative, with assistance from the AQIP Steering Committee, the Assessment Committee, and the Office of Research and Planning.

In addition to the selection, deployment, and evaluation of AQIP Action Projects and other CQI initiatives already described, the College has also been designated as the District 508 Information Technology (IT) career program area hub. This transition has involved partnerships with industry and four-year institutions to gather input and feedback, and IT faculty development sessions to enhance teaching. Meetings with business and industry partners are based on program development needs. Partner four-year institutions are identified and prioritized based on the number of students transferring to them. Meetings are focused on developing IT curriculum, building transfer agreements, and obtaining support for various initiatives, such as projects, jobs, internships, and on-site visits. Faculty meetings with industry partners also help to determine equipment needs.

Topics for IT faculty development sessions are selected and prioritized by full-time faculty. Additionally, feedback from advisors and faculty has provided insight into IT student career and academic support needs. Resume postings and career placement data provide evidence of the need to continuously improve student support services, with job placement rates currently ranging from 2%-30%. To address placement, the College to Careers (C2C) Office and the Career Planning and Placement Center have helped develop and coordinate training sessions for advisors. Advising training session survey results indicate that advisors found the sessions to be useful and helpful.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums
The AQIP Steering Committee coordinates AQIP Action Projects and other quality improvement initiatives that align with the College mission, the District 508 mission, and strategic plan objectives. Proposals for new AQIP Action Projects are based on several sources of information, including feedback from the prior AQIP Systems Appraisal and Quality Check-Up Visit; AQIP Strategy Forums; and data collected from student services surveys, Student Evaluation of Instruction

Questionnaires (SEIQs), data generated from the Collegiate Assessment of Academic Proficiency (CAAP), the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), data generated from previous AQIP Action Projects, program completion and graduate surveys, employee surveys, performance analyses, and facility planning surveys.

The AQIP Steering Committee advances selected proposals to faculty and staff for review. The College takes a participatory, all-inclusive approach to both initiating and refining quality improvement proposals via semi-annual College-wide AQIP Retreats, during which new proposals are vetted, and faculty and staff provide feedback. Faculty and staff then vote to implement the three projects perceived to be the most critical to student and institutional success.

The following are the College's current and former AQIP Action Projects undertaken and/or completed since submission of the last AQIP Systems Portfolio in 2012:

The Math on Demand (MOD) program, first implemented in 2009, was an AQIP Action Project from 2011 to 2012. This program, based on the National Center for Academic Transformation (NCAT) Emporium Model, consists of courses in which students work from curriculum adapted from three textbook and software packages. The software provides students immediate feedback and tailors its sequence of practice questions so that students spend more time and attention on the math skills in greatest need of improvement. Instructors and embedded tutors are available to address individual student needs as students progress through the software's modules. Students who excel may complete coursework for two or three classes during one semester.

The Learning Communities (LCs) program began in 2010 and was subsequently adopted as an Action Project from 2011 to 2012. LCs consist of two or more courses that share a common theme and set of students to facilitate interdisciplinary learning and teaching, engage students in active learning strategies, and work to improve student retention, success, and persistence rates. Examples of LCs the College has offered include "Statistics and the Social World: Finding Patterns in the Chaos of Human Behavior" (Math 125 and Sociology 201) and "Chemistry of Life" (Biology 121 and Chemistry 121). Disciplines and programs that have participated as LCs include Anthropology, Biology, Business, Chemistry, Computer Information Systems (CIS), English, English as a Second Language (ESL), Environmental Technology, Fine Arts, Foundational Studies (FS), History, Humanities, Math, Philosophy, Political Science, Psychology, Sociology, Social Science, and Visual and Performing Arts.

The Action Project Impacting Registration through the Enhancement of the Financial Aid Process was implemented in 2011 through 2012 based on revised financial aid guidelines, data indicating an increase in the number of students utilizing financial aid, students' financial aid delinquency, and Student Registration Survey feedback, which indicated that improvements in the area of registration services for financial aid students were needed. The Action Project goal was to improve the quality of registration services that financial aid students receive during the registration period by improving efficiency in the manner financial aid documents are collected, increasing the number of financial aid eligible students who complete their files prior to the final registration period, and decreasing bad debt for the College.

The Wright in Your Corner (WiYC) student center, an Action Project from 2011 to 2012, provides both academic and non-academic support, and helps students explore careers, expand social networks, and build professional networks. Its inception was based on data from the Fall 2008 Foundations of Excellence (FoE) self-study, as well as CCSSE data, that indicated that students who are more connected to a college and who meet with advisors or other student support personnel during the first month of a term experience dramatically higher success rates. Through Title V funding, resources were expanded to include a full-time WiYC coordinator and Academic Support specialist. WiYC staff members collaborate with faculty and staff to provide co-curricular programming that integrates learning goals, students' career needs, and employment opportunities. After completion of each co-curricular activity, students complete evaluation forms and these results are shared with each event facilitator for improvements. Through WiYC, a Peer Mentoring program and an Extended Orientation program have also been established.

Service Learning was first implemented in Spring 2010 and later adopted as an AQIP Action Project from 2013 through 2014. Supported through Title V funding, Service Learning is employed as a component of some academic courses and is aligned with the SLOs of the associated courses. Service Learning provides programming in diverse settings, such as laboratories, forest preserves, and on the stages of local theater companies. Disciplines with courses that presently include Service Learning components include Biology, Chemistry, English, Gerontology, Math, Nursing Home Administration, Physical Sciences, Reading, Social Sciences, and Visual and Performing Arts.

The Skills Connection program, implemented from 2013 through 2015 as both an AQIP Action Project and a Title V initiative, supports CTE curricula by assessing and developing soft skills and employability skills. ACT's Fit and Talent assessments are integrated in course curricula alongside advising to help students determine career paths and become more aware of values that employers seek in employees. ACT's National Career Readiness Certificate (NCRC), a stackable career readiness credential, is offered to bolster students' portfolios and aid in their search for employment. CTE programs that have participated in Skills Connection include Addictions Studies, Architecture/Computer-Aided Design, Computerized Numerical Control, Criminal Justice, Environmental Technology, Library Technical Assistant, Licensed Practical Nursing, Medical Assistant, Registered Nurse Completion, Occupational Therapy Assistant, Paralegal, Psychiatric Rehabilitation, and Radiography. The number of participating career programs has increased steadily. Each semester, the Skills Connection coordinator hosts skills workshops on confidence building, motivation, goal setting, organization, communication, teamwork, conflict resolution, constructive criticism, and time management.

The College Completion Action Project, implemented from 2014 to 2016, seeks to establish and develop a completion and transfer culture, ensure all student service touch points are rooted in case management (i.e.. early advising, early alert, degree audits), and continue to develop and refine academic programs to enhance retention and early completion. The College implemented the following CQI initiatives in relation to this Action Project: Extended Orientation, block enrollment, co-requisite offerings, Peer Mentoring, Embedded Tutoring, meet and greet advisor sessions, and development of webpages for student support services and College Completion.

Block enrollments consisting of four to five linked courses, including College Success courses, were piloted from Fall 2014 through Spring 2015 to increase retention and completion, while targeting low-performing courses. First-semester, first-year students were formed into cohorts in blocked courses. Based on assessment results indicating low enrollment, the program has been inactivated. Co-requisite offerings linking pre-credit and credit math courses were piloted in Fall 2015 to accelerate the progress of students enrolled in developmental education courses.

WiYC oversees both the Extended Orientation and Peer Mentoring programs. Extended Orientation is designed to meet students' varied needs by using SuccessNavigator data, an assessment that measures students' non-academic and psycho-social skills, to develop individualized action plans, which connect students to resources and services relevant to individual needs and goals. In Summer 2014, Extended Orientation introduced mindset growth exercises patterned after University of Texas at Austin studies published by the Carnegie Foundation for the Advancement of Teaching. This work endeavors to educate and encourage students to utilize their abilities to conduct self-reflection exercises, develop their brains, strengthen academic tenacity, and cultivate social connections toward improved academic success. Peer Mentoring is designed to promote college success, build relationships among new and experienced students, and help students navigate the College campus and take advantage of available College resources.

The Embedded Tutoring program was initiated in Summer 2013 as an intervention and improvement mechanism, especially targeted toward first-year General Education courses. It was implemented in response to assessment data identifying courses with poor success rates. Faculty members may apply for embedded tutors in one or more of their classes each semester. Embedded tutors coordinate learning support efforts with faculty, both inside and outside of the classroom. Academic disciplines and programs that have participated include Anthropology, Biology, Business, Chemistry, Computer Information Systems (CIS), English, Foundational Studies (FS), Foreign Language, Math, Nursing, Philosophy, and Speech.

Meet and greet advisor sessions are hosted during Fall Welcome Week and during the third week of each Spring Semester. To create connections and dialogue between advisors and students, and to encourage students to learn more about their assigned advisors, the College advisors' photographs with brief biographies have been displayed in the Arts Building lobby. Meet and greet sessions are publicized and advisors conduct outreach for their assigned students via email and text messaging.

The First Year Experience (FYE) Action Project was introduced in Spring 2015 in response to feedback received in the 2012 Systems Appraisal and Quality-Check Up Visit, indicating a need to enhance and systematize assessment processes and improvement initiatives. The scope of this project was to specifically focus on student support services, especially those that have direct and significant impacts on first-year students. The FYE Action Project examines support services, improvement initiatives, assessment methods and tools, measures and outcomes, results and interpretations, and recommends improvement initiatives.

The Improvements in Communications Action Project began in Spring 2015 as a result of feedback received from the 2012 Systems Appraisal and Quality Check-Up Visit. Through surveys, focus groups, interviews, and research of best practices, this project seeks to identify and assess current communications practices across all College departments, particularly those to students utilizing stand-alone or integrated technology platforms. The project will culminate in a report which will serve as a foundation to develop standards and measurable processes that will improve the reach and effectiveness of the College's communications efforts, ensuring current and prospective students are aware of opportunities to succeed and achieve.

The Student Equity and Access Action Project began in January 2016. The goal of this project is to positively impact student recruitment, instruction, retention, course success, and college completion rates associated with first-generation students, low-income students, and students of color. The Student Equity and Access project is being incorporated into existing programs, including College Success courses, Great Books, the Honors Program, Learning Communities, Math co-requisite courses, and Service Learning.

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

Results of College initiatives that pertain to District 508 KPIs are summarized in 4R2.

The MOD program has consistently experienced higher student retention and course success rates than traditional lecture courses. Table 6.1 below summarizes this data.

Table 6.1: Math 99 Retention and Course Success Comparison

Math 99 Retention and Course Success Comparison						
Semester	Traditional Math 99		MOD Math 99		Percentage Difference	
	Retention	Course Success	Retention	Course Success	Retention	Course Success
Fall 2011	80.9%	49.1%	87.8%	51.8%	6.9%	2.7%
Fall 2012	83.2%	54.3%	87.4%	61.7%	4.2%	7.4%
Fall 2013	82.0%	52.8%	91.2%	65.7%	9.2%	12.9%
Fall 2014	80.6%	50.9%	85.8%	67.4%	5.2%	16.5%

Student retention and course success rates for the LC program are summarized by table 6.2 below. As indicated, retention and success rates are similar between LCs and uncoupled courses.

Table 6.2: Learning Community Retention and Course Success Comparison

Learning Community Retention and Course Success Comparison				
Semester	Learning Communities		Uncoupled Courses	
	Retention	Course Success	Retention	Course Success
Fall 2013	85.5%	66.7%	84.0%	67.8%
Spring 2014	84.8%	71.6%	84.9%	69.8%
Fall 2014	85.6%	68.4%	84.7%	69.2%
Spring 2015	91.8%	72.1%	87.8%	72.7%

Team members for the Impacting Registration through the Enhancement of the Financial Aid Process AQIP Action Project reviewed and mapped the financial aid process for new students. Through this financial aid process mapping, the College identified gaps in the process and areas that required improvements and subsequently accomplished the following: analyzed and revised the business process in the placement test component for students utilizing financial aid to ensure critical data elements are captured early in the process; increased communication for students selected for verification to ensure students complete financial aid files in a timely manner; established a queuing system in the Financial Aid Office to better manage students waiting for financial aid services; enhanced the New Student Orientation (NSO) to increase the level of information new students receive about the non-grade designation No Show Withdrawal (NSW) and Administrative Withdrawal (ADW) policies and procedures; increased awareness of the importance of Satisfactory Academic Progress (SAP) by establishing SAP Information sessions for students, faculty, and staff; and hired additional financial aid staff, including a Financial Aid assistant director. As a result, 83% of students completed their financial aid files prior to final registration in Fall 2011, compared to 76% in Fall 2010. Additionally, data from Fall 2010 to Spring 2012 showed a 2% decrease in financial aid students who received NSW designations.

WiYC use and the number and breadth of event offerings have steadily increased. During Fall 2013, 36 events were hosted by WiYC, including a transfer event and multiple soft skills workshops. In Spring 2014, 57 events were offered through WiYC, including workshops on academic goal setting, time management, and stress management. In Fall 2014, there were 150 events hosted by WiYC, including multiple college success and transition to college workshops. WiYC offered approximately 400 workshops in the one-year period from Fall 2014 to Fall 2015 (144 in Fall 2014, 130 in Spring 2015, and 118 in Fall 2015). Ongoing workshop sessions include Time and Stress Management; Study Skills; Common Text discussions; Arabic, French, and Spanish tutorials; Bioethics discussions; student advising sessions from the Gateway Advising Office, the Disability Access Center, the Wellness Center, and the Career Planning and Placement Center; and presentations from student clubs and organizations, including Phi Theta Kappa, Great Books, and the Wright Side student literary magazine.

Table 6.3 below summarizes the use of WiYC and its impact on course retention and success. Overall course retention and success rates for students that visit WiYC at least once during a term are compared to those of students who did not. As indicated, utilization of WiYC services correlates with academic success.

Table 6.3: WiYC Retention and Course Success Comparison

WiYC Retention and Course Success Comparison					
Term	WiYC Course Retention	College Course Retention	Retention Comparison	WiYC Course Success	College Course Success	Success Comparison
Fall 2012	88.4%	86.2%	2.2%	74.8%	70.2%	4.6%
Spring 2013	86.6%	84.8%	1.8%	72.0%	69.6%	2.4%
Fall 2013	87.9%	84.1%	3.8%	72.5%	67.9%	4.6%
Spring 2014	85.5%	84.8%	0.7%	73.5%	69.7%	3.8%
Fall 2014	87.8%	85.0%	2.8%	71.4%	69.5%	1.9%
Spring 2015	90.7%	87.8%	2.9%	76.6%	72.6%	4.0%
Data in green means that WiYC participants exceeded the College average						

During Spring 2015, WiYC recorded 858 unique students visits. As the above table indicates, retention rates of students who used WiYC were 3 percentage points higher than the overall College total, and course success rates were 4 percentage points higher. Term-to-term retention (i.e. persistence) for students using WiYC also shows 11 percent higher rates of persistence.

For Service Learning courses, students, faculty, and community partners are surveyed. Student surveys are administered both before and after their participation, including the likelihood that they would continue to be engaged in the community after participation.

Survey results identified positive findings related to students' community engagement. 100% of faculty surveyed agreed that "Service Learning helped students make a connection to the course content."

Comparison between student pre- and post-surveys for Fall 2015 Service Learning courses indicated that participation in Service Learning increased the rate of "agree" and "somewhat agree" by 2.7% to the statement "I have a good understanding of the needs and problems facing my community."

Table 6.4 below summarizes Fall 2015 faculty Service Learning survey results. As indicated, all participating faculty view Service Leaning as worthwhile, with Service Learning enhancing both course instruction and student learning.

Table 6.4: Faculty Service Learning Survey

Statements	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Missing Response
Faculty Service Learning Survey: Post-Service Fall 2015 *(Surveys Received: 7)*					
Service learning enhanced my ability to teach course content.	6	1	0	0	0
	85.7%	14.3%	0.0%	0.0%	0.0%
Service learning helped students make a connection to the course content.	6	1	0	0	0
	85.7%	14.3%	0.0%	0.0%	0.0%
Service learning helped students make connections to everyday life.	4	3	0	0	0
	57.1%	42.9%	0.0%	0.0%	0.0%
The service students completed was beneficial to the community.	6	1	0	0	0
	85.7%	14.3%	0.0%	0.0%	0.0%
Using service learning required more of my time as a faculty member.	3	2	1	1	0
	42.9%	28.6%	14.3%	14.3%	0.0%
Using service learning was worth the effort.	7	0	0	0	0
	100.0%	0.0%	0.0%	0.0%	0.0%
I will use service learning in future courses.	7	0	0	0	0
	100.0%	0.0%	0.0%	0.0%	0.0%
Service learning helps fulfill the college mission.	6	1	0	0	0
	85.7%	14.3%	0.0%	0.0%	0.0%
More courses should implement service learning.	6	1	0	0	0
	85.7%	14.3%	0.0%	0.0%	0.0%
I am satisfied with the help I received from the college to establish and use service learning.	5	2	0	0	0
	71.4%	28.6%	0.0%	0.0%	0.0%

Table 6.5 below summarizes the Fall 2015 Service Learning community partner survey. As indicated, all community partners reported favorable perception of collaboration with the College, with 100% of responses agreeing and somewhat agreeing with such statements as "The students were an asset to our organization" and "Our organization provided meaning and educational tasks for students."

Table 6.5: Community Partner Service Learning Survey

Statements	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Missing Response
Community Partner Service Learning Survey: Post-Service Fall 2015 *(Surveys Received: 18)*					
The students were an asset to our organization.	16	2	0	0	0
	88.9%	11.1%	0.0%	0.0%	0.0%
Our organization provided meaningful and educational tasks for students.	17	1	0	0	0
	94.4%	5.6%	0.0%	0.0%	0.0%
The students were reliable in performing their duties.	15	3	0	0	0
	83.3%	16.7%	0.0%	0.0%	0.0%
The students understood our mission as part of the greater community.	17	1	0	0	0
	94.4%	5.6%	0.0%	0.0%	0.0%
The student's work had a positive impact on our efforts to meet community needs.	17	1	0	0	0
	94.4%	5.6%	0.0%	0.0%	0.0%
The student's work benefited our mission.	18	0	0	0	0
	100.0%	0.0%	0.0%	0.0%	0.0%
The amount of time needed to supervise students was reasonable.	17	1	0	0	0
	94.4%	5.6%	0.0%	0.0%	0.0%

Table 6.5: Community Partner Service Learning Survey

Community Partner Service Learning Survey: Post-Service Fall 2015 *(Surveys Received: 18)*					
Statements	**Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Disagree**	**Missing Response**
Communication between the college and our organization was sufficient.	14	4	0	0	0
	77.8%	22.2%	0.0%	0.0%	0.0%
The students displayed a positive attitude.	18	0	0	0	0
	100.0%	0.0%	0.0%	0.0%	0.0%
We want to continue to have the college and its students work with our organization.	17	0	1	0	0
	94.4%	0.0%	5.6%	0.0%	0.0%

Assessment of the Skills Connection program has occurred primarily through the number of NCRCs awarded (please see 1R2), and student surveys of Fit and Talent consultations, the Soft Skills Conference, and various workshops. Survey administration began in Summer 2015 and continues each semester. Of the 151 students surveyed about Skills Connection through Fall 2015, 100% have found it "useful/helpful".

The College Completion AQIP Action Project developed intervention strategies for first-year courses with high attrition rates to increase the number of students transitioning from first year to second year. Outreach strategies were also developed for students earning forty-five or more credit hours toward graduation. The College's IPEDS graduation rate was the designated metric for assessing these efforts. This data is summarized in 4R2.

Through the Extended Orientation program, WiYC offers student sessions on how SN can be used as a guide for success. In Fall 2014, WiYC piloted an SN outreach, in which staff invited new students to one-on-one conferences to discuss their SN profiles. During the conferences, WiYC staff helped students develop individualized plans for academic support and engagement, thus supporting first-year and at-risk students and aligning with District 508 Reinvention goals and the College's FYE AQIP Action Project.

Table 6.6 below summarizes the effect of participation in the Extended Orientation program on student GPA and persistence.

Table 6.6: Extended Orientation Results

Measures	Fall 2014		Spring 2015	
	Students who Participated in EO	**Students who did not Participate in EO**	**Students who Participated in EO**	**Students who did not Participate in EO**
GPA	2.50	2.44	3.03	2.48
Persistence	78%	72%	68%	49%

Table 6.7 below summarizes the Peer Mentor program's effect on GPA, persistence, course success, and course retention. The Fall 2014 data summarizes results for students in College Success and FS Math, and the Spring 2015 data summarizes results for students in College Success, FS Reading and Writing, Reading 99, and Reading 125.

Table 6.7: Peer Mentor Program Results

Measures	Fall 2014		Spring 2015	
	Students without Mentor (n=115)	**Students with Mentor (n=47)**	**Students without Mentor (n=47)**	**Students with Mentor (n=59)**
GPA	2.13	2.45	1.87	2.43
Persistence	75%	85%	49%	64%
Course Success	65%	83%	35%	65%
Course Retention	88%	96%	54%	84%

Table 6.8 indicates the impact of the Fall 2015 pilot of Math co-requisites, in which the courses listed were paired with a non-college credit Math course.

Table 6.8: Math Co-Requisite Pilot Results

Fall 2015	Co-Requisite		Normally Offered Course	
Course	Success	Retention	Success	Retention
Math 118	72.73%	91.92%	66.60%	82.90%
Math 125	68.82%	95.70%	71.86%	85.55%
Math 140	55.17%	89.66%	46.15%	66.15%

The FYE committee identified the following areas that have significant impacts on the experience of first-year students: the Admissions Office, the Academic Advising and Transfer Office, the Career Planning and Placement Center, the Disability Access Center, the Learning Resource Center, the New Student Orientation event, the Records Office, the Academic Support Center, the Veterans Services Center, and the Wellness Center. The FYE committee has collaborated with staff in each area to refine measures/outcomes and corresponding assessment methods. With the goal being to fully implement all FYE committee recommendations in Fall 2016, additional results are pending.

In association with the Improvements in Communication Action Project, the College developed a social media presence with the launch of the community blog "Wright College Net", a Facebook page with approximately 3,300 followers, and a Twitter account. The events newsletter "Wright Now" serves as a one-stop location for event information. Students and faculty were also surveyed to determine specific areas to target for improvement.

As indicated by table 6.9, when asked about the College's news blog, 88% of students indicated that they were not subscribers of the blog; 68% indicated they were not aware the blog existed.

Table 6.9: Wright College News Subscription Data - Students

Do you subscribe to the Wright College News blog (www.wrightcollege.net)?		
Answer	Response	%
Yes, I subscribe	32	13%
No, I do not subscribe but I am aware of the blog	51	20%
No, I do not subscribe and I was not aware of the Wright College Net blog	173	68%
Total	*256*	

Students had varying levels of interest in receiving information on certain topics, as indicated in table 6.10 below. The top five topics on which students indicated an interest in receiving information were: upcoming deadlines (201); scholarships (197); emergency information (196); jobs, internships and career planning (193); and academic, degree, and certificate programs (188). When asked about their preferred method of receiving information about specific topics, students largely indicated (82-180 responses per topic) that they wished to receive information via email. The only instances in which text messaging or phone call seemed acceptable for students was for the dissemination of emergency information, but even then, text was still the most preferred method.

Table 6.10: Interest by Topic - Students

Are you interested in receiving information about this topic?							
Topics	Interest Level		Preferred Method of Contact				
Stories about other students	90	131	82	21	8	0	7
Information about academic, degree and certificate programs	188	34	167	23	25	3	20
Student resources (tutoring, Wellness Center, veterans' services, etc.)	171	52	148	13	20	1	10
Financial aid	180	44	164	13	22	4	22
Upcoming events	176	44	155	26	23	1	13
Upcoming deadlines (registration, financial aid, etc.)	201	20	180	21	44	9	27
Jobs, internships and career planning	193	33	169	22	28	6	26
Transfer and campus visits from 4-year colleges	175	43	155	20	20	4	18
General news about City Colleges	132	87	116	18	8	1	7
General news about Wright College	152	68	133	18	10	2	9
Photos/videos from college events	112	104	88	28	6	0	7
Scholarships	197	25	178	21	33	6	25
Student Government Association	116	100	108	15	8	0	7
Emergency information (campus closings, etc.)	196	26	161	26	79	34	14

As table 6.11 below indicates, the amount of information students receive tends to vary. For instance, 68.7% of respondents reported that they received about the right amount of information about admissions and registration. Similarly, 60.0% of students indicated they received about the right amount of information regarding transfer opportunities. Results also indicate an opportunity for the College to strengthen its communication with students since almost half (49.5%) of respondents indicated they received too little or no information about scholarship opportunities, and 61.4% indicated receiving little or no information about student government.

Table 6.11: Frequency of Communication - Students

Rate the frequency with which you are receiving communications (emails, texts, calls) from Wright College or City Colleges about the following topics. (Please rate all topics.)							
Question	Too Much	About Right	% About Right	Too Little	Don't Receive	% Too Little/Don't Receive	Total Responses
Admissions/Registration	20	147	68.7%	29	18	22.0%	214
Financial Aid	19	103	48.4%	60	31	42.7%	213
Scholarship opportunities	10	98	45.8%	74	32	49.5%	214
Advising	13	124	58.8%	57	17	35.1%	211
Transfer opportunities & events	24	126	60.0%	44	16	28.6%	210
Career planning & placement	12	104	49.1%	63	33	45.3%	212
Wright Colleges news & events	27	116	55.2%	45	22	31.9%	210
City Colleges news & events	30	120	57.1%	35	25	28.6%	210
Student activities	15	106	50.5%	60	29	42.4%	210
Athletics	13	57	27.3%	50	89	66.5%	209
Student Government Association	11	70	33.3%	54	75	61.4%	210
Communications from professors	7	134	63.2%	46	25	33.5%	212

Approximately two-thirds (66.5%) of faculty and staff report that they receive the right amount of information from the College overall, while 60.3% report that they receive the right amount of information from the president's office. Just under half (49.0%) feel they receive the right amount of information from District 508's central office.

Table 6.12: Frequency of Communication - Employees

How would you describe the amount of information you receive from the following?					
Question	Too Little	% Too Little	About Right	% About Right	Too Much	Total Responses
Wright College (general)	45	23.2%	129	66.5%	20	194
Office of the President of Wright College	69	35.6%	117	60.3%	8	194
City Colleges/District Office	83	42.8%	95	49.0%	16	194

Almost two-thirds (64.7%) of faculty and staff rated the information they received from the College as "somewhat" to "very useful", while 57.9% rated information form the president's office as "somewhat" or "very useful". Less than half of the respondents (45.8%) found information received from District 508's central office to be "somewhat" or "very useful".

Table 6.13: Perception of Information Received - Employees

How would you rate the overall usefulness of information you received from the following?							
Question	Not Useful	Neutral	Somewhat Useful	% Somewhat Useful	Very Useful	% Very Useful	Total Responses
Wright College (general)	21	46	82	43.2%	41	21.6%	190
Office of the President of Wright College	34	46	71	37.4%	39	20.5%	190
City Colleges/District Office	43	60	60	31.6%	27	14.2%	190

Faculty and staff most frequently use email (127), word of mouth/colleagues (110), District 508 email announcements (101), and departmental emails and communications (101) to get information about the College. They are least likely to use the Wright College (135) or City Colleges (140) Facebook pages, or City College Twitter (147) or Instagram (146) postings.

Table 6.14: Utilization of Resources to Obtain Information - Employees

How often do you use the following resources to get information about Wright College?					
Question	Not At All	Occasionally	Frequently	Not aware of resource	Total Responses
Wright College email (wwc-announce)	10	43	127	1	181
City Colleges of Chicago website (ccc.edu)	28	74	76	1	179
Wright College website (ccc.edu/wright)	28	68	82	2	180
Wright College News blog (www.ccc.edu/wrightnews)	81	56	23	19	179
Wright Times (student newspaper)	75	68	28	9	180
Wright College Facebook page	135	20	12	11	178
City Colleges Facebook page	140	17	8	13	178
Wright College outdoor message board (Montrose & Narragansett)	84	64	20	10	178
TV/LCD Screens on campus	88	67	20	4	179
City Colleges Twitter	147	9	8	13	177
City Colleges Instagram	146	10	8	14	178
City Colleges email announcements (special announce)	12	65	101	2	180
City Colleges of Chicago 411 email	42	63	58	16	179
Posted flyers	32	98	49	1	180
Word of mouth/Colleagues	10	58	110	1	179
All-campus/Town Hall meetings	70	75	29	3	177
Departmental emails & communications	14	60	101	3	178
Other (please specify)	20	10	14	14	58

When asked about the College's news blog, 83% of faculty and staff indicated that they were not subscribers of the blog; 47% indicated they were not aware the blog existed.

Table 6.15: Wright College News Subscription Data - Employees

Do you subscribe to the Wright College News blog (www.ccc.edu/wrightnews)?		
Answer	Response	%
Yes, I subscribe	30	17%
No, I do not subscribe but I am aware of the blog	66	36%
No I do not subscribe and I was not aware of the Wright College Net blog	85	47%
Total	181	100%

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

In Fall 2016, through the work of the FYE AQIP Action Project, refined student support service outcomes will be implemented, along with assessment methods and tools to measure outcomes and a systematic plan for data collection, analysis, implementation of improvements, and assessment of the improvements.

Additionally, while working with student support areas to build an integrated assessment structure, the FYE committee identified a need to revise and improve the College website. Consequently, the FYE team has been working with the Office of Instruction to enhance academic department and program webpages to include all learning outcomes, and assessment webpages to include the General Education SLOs and how they map to department and program SLOs, as well as ICCB's General Education areas. The website redesign will also include a reorganization of the existing repository of academic department and program assessment reports, and a new repository will be created for assessment reports for each student support area.

Improving Communications Action Project initiatives will include the Spring 2016 implementation of interventions based on assessment data, including recommendations for communications standards, and the Fall 2016 assessment of interventions and action items to evaluate communications improvements.

In 2016, the Student Equity and Access AQIP Action Project Committee will work with faculty and staff to increase student access to and participation in Service Learning courses; increase co-requisite Math course enrollment, retention, completion, and graduation rates for first-generation students, low-income students, and students of color; increase

student understanding of the Guided Pathways to Success (GPS) and the value of workforce preparation and engaged citizenship through onboarding, orientation, advising, tutoring, and C2C IT information sessions.

<p style="text-align:center;">**Subcategory Two: Culture of Quality**</p>

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

Developing an infrastructure and providing resources to support a culture of quality
The College's infrastructure supports a culture of quality through its alignment with the goals of District 508, HLC and AQIP, as well as with ICCB and IAI regulations. The philosophy of continuous improvement is evident in descriptions of initiatives and projects throughout the Portfolio.

Additionally, the SLO mapping project strengthened the culture of quality through the active collaboration of faculty across all College departments and disciplines. The project involved faculty identifying connections among course, department, and program SLOs, and course, department, and program SLOs to the College-wide General Education SLOs. Faculty also reexamined and improved existing SLOs as needed. The College's five-year General Education assessment cycle was developed from the SLO Mapping Project, which has further systematized College assessment processes. Please see 1P1 for more information.

Shared governance at the College among faculty and staff also plays a role in supporting the College's culture of quality. Faculty and staff collaborate in the selection, deployment, and assessment of AQIP Action Projects and other CQI initiatives, as well as participate on College committees that impact curriculum design, student support, budgeting and purchasing, and employee hiring and review. Committees such as the Assessment Committee and Academic Affairs, routinely invite all faculty and staff to each committee meeting. SGA officers also participate in shared governance committees that include and address the College's executive level planning and decision making. To further promote student engagement, a Student Activities director was hired in Fall 2013. A Student Welcome Week each Fall Semester offers a comprehensive set of events focused on promoting student engagement and providing a supportive learning environment to start each new academic year.

Title V grant support has also contributed to the College infrastructure by facilitating the development of several programs that target first-year, underrepresented, and at-risk students. These initiatives, described in 6P1, connect and align with College, District 508, and HLC and AQIP goals.

The College infrastructure is characterized by ample faculty and staff development opportunities. The Center for Teaching and Learning (CTL) provides presentations, workshops, and discussions. Full-time faculty are also annually allocated professional development funds to attend conferences and/or enroll in courses. Please see 3P3 for more information on professional development.

The College encourages faculty and staff participation in student organizations, WiYC, and other venues of student support and outreach. Each student organization has at least one faculty member serving as an advisor. Through WiYC, faculty and staff volunteer their time to host workshops, presentations and seminars, study sessions, and other types of support and outreach events. Please see 1P1 for more information.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
The College ensures that CQI initiatives are making evident and widely understood impacts through continuous assessment of the initiatives, the College-wide dissemination of this information, and the engagement of faculty and staff in decision-making processes.

As described elsewhere, information related to AQIP Action Projects and other CQI initiatives are communicated through multiple venues, including the Faculty Development Week (FDW); College-wide emails from the Assessment Committee, Office of Instruction, the College president, and the Office of Research and Planning; the *AQIPment* Assessment Committee newsletter; the College website; College-wide AQIP Retreats; open forums; and committee meetings.

Since his appointment in July 2013, the president has responded to opportunities identified during the October 2012 HLC Quality Check-Up Visit by hosting open forums and departmental visits to improve communication and encourage transparency in all areas of College function and reporting. Social media efforts include a president's blog, Facebook and Twitter accounts, and the Wright College News webpage that promotes the College's unique cultural aspects and keeps the campus community informed about events, new hires, employee achievements, and initiatives. The College added a Communications director in May 2012. A Community Affairs liaison was created in 2011 to manage College and neighborhood interaction, including assistance with the identification of Adult Education off-campus sites.

Table 6.16 below summarizes data from the Spring 2016 AQIP Retreat survey. These data indicate that approximately one-fifth of College employees are willing to volunteer to contribute to the College's accreditation process by participating in the AQIP Steering Committee, AQIP Action Project committees, and/or reviewing AQIP Systems Portfolio Category drafts.

Table 6.16: AQIP Retreat Survey – Employee Interest in Volunteering

Aggregate Results				
Questions	**Yes, I am Interested**		**No, I am not Interested**	
	Number	**Percentage**	**Number**	**Percentage**
Please indicate if you wish to join the AQIP Steering Committee and/or one or more of the current AQIP Action Project committee groups	22	22.4%	76	77.6%
Please indicate if you wish to volunteer to read and comment on one or more of the AQIP Category reports	18	18.6%	79	81.4%

Table 6.17 below summarizes data from the Spring 2016 AQIP Retreat survey that indicate knowledge and awareness levels of College AQIP initiatives.

Table 6.17: AQIP Retreat Survey – Knowledge/Awareness of AQIP Initiatives

Employees that Feel Extremely or Very Knowledgeable								
Questions	**Full-Time Faculty**		**Part-Time Faculty**		**Full-Time Staff**		**Part-Time Staff**	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Rank your knowledge of the First-Year Experience Action Project	13	50.0%	2	12.5%	19	39.6%	2	25.0%
Rank your knowledge of the Communications Action Project	9	34.6%	2	12.5%	13	27.1%	2	25.0%
Rank your knowledge of the Student Equity and Access Action Project	9	34.6%	2	12.5%	9	18.8%	2	25.0%
Rank your knowledge of the AQIP Systems Portfolio that will be submitted this June 2016	8	30.8%	2	12.5%	14	29.2%	3	37.5%
Rank your knowledge of the website improvements that have been made to align with the AQIP Systems Portfolio	5	19.2%	0	0.0%	7	14.6%	2	25.0%

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
The College ensures that it learns from CQI initiatives through the dissemination of assessment data to all faculty and staff and shared governance in the process of selecting, deploying, and evaluating initiatives. Described in detail previously, data include comparisons of the College to District 508 Reinvention goals and KPIs, comparisons of CAAP and CCSSE data to other two-year institutions, AQIP Action Project assessment data, SLO assessment data, and support services assessment data. Progress of AQIP Action Projects and other CQI initiatives are regularly monitored by the AQIP Steering Committee

and the Office of Strategic Initiatives. Through this review process, initiatives are selected to continue without modification, to continue with modification, or to be discontinued. All faculty and staff are encouraged to examine data and contribute to continuous quality improvement through their involvement in the formulation of improvement and intervention plans based on data.

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution
The AQIP Steering Committee leads and coordinates the College's role in and alignment with the AQIP Pathway. This committee consists of faculty, staff, and students representing all College areas, including the Office of the President, the Office of the Vice President of Academic Affairs, the Office of Instruction, the Office of Student Services, Academic Advising, Business Services, the Office of Research and Planning, the Office of Strategic Initiatives, and the Assessment Committee. AQIP Steering Committee members have attended HLC Strategy Forums, HLC conferences, and assessment conferences, and some have been trained and have served as AQIP peer reviewers. The multidisciplinary nature and diverse skill sets of the committee's membership are essential to the process of reviewing the role and alignment of the College with the AQIP Pathway.

Since submission of the 2012 AQIP Systems Portfolio, the Steering Committee has reviewed the Systems Appraisal, in conjunction with the feedback received during the Quality Check-Up Visit, to enhance the College's understanding of the AQIP Pathway and its goals and ideals, and, in doing so, reaffirmed the relevancy of this pathway for the College. The structure and phrasing of the AQIP Systems Portfolio categories and questions have changed significantly since submission of the 2012 Portfolio, and consequently the Steering Committee undertook the process of mapping, as closely as possible, the categories, questions, and responses in the 2012 Portfolio to the current version in order to further increase the College's understanding of the AQIP Pathway and Systems Portfolio expectations. These review processes have not only helped the College to further clarify its understanding of the AQIP Pathway, but has influenced the development and refinement of Action Projects and other CQI initiatives.

Table 6.18 below summarize selected results from the Spring 2016 AQIP Retreat survey. The majority of surveyed College employees reported that they think the AQIP accreditation pathway "strongly aligns" or "aligns" with the College mission. The majority of surveyed employees also indicate that the AQIP pathway benefits the College by maintaining the College's accreditation, providing a formal way of addressing core College functions, and providing a structure for improvements.

Table 6.18: AQIP Retreat Survey – AQIP and the College's Mission

To what extent do you think participating in the AQIP accreditation pathway aligns with and supports the College's mission as a learning centered, multi-campus institution offering students of diverse backgrounds, talents, and abilities a quality education leading to transfer, career advancement, and personal development?									
Employee Status	**Strongly Aligns/Supports**		**Aligns/Supports**		**Moderately Aligns/Supports**		**Minimally Aligns/Supports**		**Does Not Align/Support At All**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Full-Time Faculty	11	40.7%	12	44.4%	3	11.1%	1	3.7%	0	0.0%
Part-Time Faculty	3	17.6%	8	47.1%	1	5.9%	3	17.6%	2	11.8%
Full-Time Staff	21	42.0%	23	46.0%	6	12.0%	0	0.0%	0	0.0%
Part-Time Staff	2	25.0%	5	62.5%	1	12.5%	0	0.0%	0	0.0%

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

Evidence of the College's continuous quality improvements includes the methods for selecting new quality improvement initiatives, the results of these initiatives, and the College's actions in response to the results, as described throughout the Portfolio. Strategic initiatives and AQIP Action Projects are designed to align with the College's mission, values, and goals, and are based on multiple data sources, including the AQIP Systems Appraisal and Quality Check-Up Visit, and involve staff across instructional and non-instructional areas (please see 4P2 and 6P1).

Information regarding the selection, deployment, and assessment of College initiatives is disseminated through multiple mechanisms to ensure awareness and encourage faculty and staff participation (please see 6P2). The tenure process has been redesigned to enhance faculty members' teaching and service skills (please see Category 3). The College takes

measures to maximize the effectiveness of available financial, technological, and physical resources with respect to the overarching goal of supporting student learning (please see Category 5). The SLO mapping project and revised Proposed Academic Curriculum Change (PACC) approval process have enhanced curriculum alignment at all levels (please see Category 1).

6I2 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Improvements to the College's culture of quality are reflected by the results and improvements to department and program assessment processes (please see Category 1), areas of student services (please see Category 2), orientation and development processes (please see Category 3), strategic initiatives and evaluation of leadership (please see Category 4), operational processes (please see Category 5), and AQIP Action Projects (please see 6R1 and 6I1).

In addition to the improvements already described, the College also established an Honors Program in Fall 2015. In Spring 2016, the Honors Program offered courses in Political Science International Relations 204 and Fine Arts Introduction to Film 104. Fall 2016 Honors Program courses will include English Composition 101 and 102, Literature 115, Sociology 201, and Speech 101. The Honors Program Steering Committee is also working on articulation with STAR scholarship partners (please see category 2).

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