

Assurance Argument

Waubonsee Community College

Review date: 6/7/2021

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1A1 The mission was developed through a process suited to the context of the institution.

The Waubonsee mission was last modified in 1999 and is reviewed annually, most recently at the [July 2020 board meeting](#), where the Waubonsee Board of Trustees approved the updated version of the strategic plan, and the college's mission, vision, and values. The college's current strategic plan was developed in June 2019 through an [inclusive process](#). The college engaged in [multiple team meetings](#) in addition to [Listening Posts](#) which were open to all employees. During this process, it was suggested that the mission statement be reviewed for clarity, accuracy, and relevance during the next strategic planning cycle. The college is in a much different place today than it was in 1999 and while the mission statement is reaffirmed each year, the strategic plan committee felt that it was important to have a more thorough review to ensure that the mission statement is relevant to all stakeholders.

This idea was presented to our Board of Trustees during our [February 2021 Special Board Meeting](#) and received their endorsement. The Board of Trustees agreed with the assertion that reviewing the mission statement while simultaneously trying to launch a new iteration of the strategic plan was challenging, and that the new strategic plan should align with an updated mission. Therefore, we extended our existing strategic plan by a year and will launch a new strategic plan in July 2023 instead of July 2022.

1A2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

Waubonsee's [Mission Statement](#) receives approval annually and includes some of the ways that Waubonsee ensures the mission statement is met. While a review process is planned in the coming year, the current Mission Statement demonstrates the most relevant and updated aspects of our service to our community. These statements support our daily practice and represent the various aspects of our mission:

1A3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

Our Mission Statement aims to serve the entire community by focusing on the various groups that the college serves. As a public, comprehensive, community college, we recognize the needs of our population of students and community members and gather frequent feedback to ensure that we have accurate, recent data with which we can use to make modifications to our offerings.

In addition to our regular work in the community with our municipal partners, on our [chambers](#) and [economic development teams](#), we held a year-long [Vision 2050](#) planning discussion in with a [Futures Summit](#) in 2015 with Ted Talks, keynote presenters, and [breakout sessions](#). This Vision 2050 project informed our [FY2017-2020 Transformational Plan](#) and also reinforced our mission, vision, and values statements. It also contributed to a new Transformational Statement, as our community and stakeholders were looking for our response to the changing dynamics surrounding higher education.

As we engaged in our FY2021-2023 Strategic Planning Process, there were a [series of collective assumptions](#) that we made about our student body for recruitment and retention, our approach to workforce development and programming, our faculty development and engagement, our relationships with our school district partners, our state, and our general philosophy about innovative thinking. These statements reflect how we ensure that our programs and services meet the needs of all our external constituents, both at the individual and at the organizational level.

1A4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The diversity of our [academic programs](#), [student support services](#), and our [enrollment profile](#), are all reflected in the work that we do. We offer a wide array of programs and certificates across four campuses spread throughout our district. Our Sugar Grove Campus is our main campus and at our Aurora Downtown Campus, roughly half of the population of students we serve are of Hispanic / Latino origin. Because our mission highlights our value of accessibility, we recently made changes to our [new student application](#), removing social security number as a mandatory field. Waubonsee was designated as a Hispanic Serving Institution in 2009, and we have a large population of Latinx students, some of whom are undocumented. Our goal is to make all our policies and processes, particularly those on the front end, as welcoming to students as possible.

Waubonsee has received three consecutive Developing Hispanic Serving Institutions (Title V) grants from the U.S. Department of Education. These grants provide us with resources and opportunities to serve our large percentage of Latinx, low-income, and disadvantaged students of all backgrounds. One of our new Title V projects that will serve both our students and community members is the creation of a [Latinx Resource Center](#) at our Aurora Downtown Campus. We will hire a Latinx Resource Center Manager and two coordinators, one of which will be focused on adult students, to support this work. Through our recent [Community Needs Assessment](#), we realized the need for more programs and services to reach our adult market and this will be an example for how we can better serve that population.

The college participates other federal Student Support Services programs through multiple TRIO Grants from the Department of Education. The [TRIO Student Support Services Program \(SSS\)](#) provides students with the support they need to successfully complete degree and certificate programs. Student participants include first-generation, low-income, and students with disabilities. Program staff help students design career and academic plans, keep students up to date on scholarships and other resources, and match students with tutors who provide private, individualized help with courses. Workshops are provided, covering both academic and personal topics. Additional opportunities include trips to colleges and universities (as allowed), leadership development, and cultural events on and off campus. Two hundred students are currently served by this program. These grant programs, in addition to our Title V programs, have been intentional and are a large part of our strategy to better serve our students.

In addition to our federal grant programs, we also participate in a state grant program for Adult Education that provides free classes and support for students in English Language Acquisition and to prepare for their High School Equivalency examinations. The [Waubonsee Works Program](#) is a Workforce Innovation and Opportunity Act (WIOA) program funded through the Kane County Department of Employment and Education. It is aimed at offering vulnerable young adults between the ages of 17 and 24 free certificate programs for students to earn short-term college or career certificates in several program areas. In addition to free classes, services provided by a Waubonsee Works Advisor include connections with community resources, GED Examination preparation, and job search assistance. The program offers supportive services to remove barriers that students face outside of the classroom. See 1C1 for information on employer partnerships.

We are a member in a consortium of local community colleges led by Triton College in River Grove, Illinois, that has developed a TRIUMPH (Triton Undergraduate Men Pursuing Higher Education) program addressing the significant opportunity gap for minority males who are the first in their family, and often first in their community, to pursue higher education. The TRIUMPH program ensures postsecondary persistence through intensive mentoring and targeted workshops designed to increase social, emotional, and non-cognitive barriers to success. The college formed a TRIUMPH Advisory Council to guide the program. Mentor training is required for those who wish to participate in guiding the [TRIUMPH scholars](#). Mentors have access to training and resources such as those shown in the [City Colleges of Chicago SEL Mentoring Champions Program](#) as part of the consortium agreement. These [guidelines](#) are used in training mentors.

Waubonsee is committed to diversity, equity, and inclusion, and our deliberate participation in these programs helps us to fulfill our mission of providing education and training services to all members of our community. This year, the college added the title of Chief Diversity Officer (CDO) to our Dean for Students position, and the role provides diversity, equity, and inclusion leadership to our college community and executive leadership team. The CDO/Dean for Students reports to the Vice President of Student Development and Executive Director of the Foundation as Dean for Students and as CDO, reports directly to the President. The CDO/Dean for Students is currently working on the creation of an Equity Plan that aims to close achievement gaps, gather feedback, and identify challenges, prior to starting new programs and launching services.

1A5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The mission is shared on the college website, in major institutional documents such as the annual [Budget](#), [Comprehensive Annual Financial Report](#), and [Strategic Plan](#) as well as in

the president's [Administrative Team Mutual Expectations](#), [Management Team Expectations](#), and [Leadership Team Expectations](#) documents that are shared and reviewed annually. Because the Strategic Plan is built upon the foundation of the college's Mission, Vision and Values and departmental plans and individual goals are tied to the Strategic Plan, the mission is embedded throughout the college and its decision-making. As the college has transformed in response to the global pandemic and inequities more clearly exposed by conditions of the pandemic, decisions regarding organizational structure were directly connected to meeting the mission of the college. This connection to the mission was included in communication regarding changes because of an updated organizational structure with internal and external stakeholders.

Sources

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- 1A1 SpecialBoardMeetingMinutes 2021.02.03
- 1A1 Strategic Planning Committee Roster 01-11-2019
- 1A1 Strategic Planning Team meeting minutes
- 1A1 Transformational Plan FY2020-2022 Listening Posts
- 1A3 Chambers Inventory 05-26-2021.pdf
- 1A3 Community Invited to Join Waubonsee in Envisioning the Future
- 1A3 Economic Development Organizations Directory 05-21-2021.pdf
- 1A3 Future of Waubonsee and Larger Community Discussed at Summit
- 1A3 Strategic Plan Assumptoins
- 1A3 TransformationalPlan-FY2019 Final
- 1A3 Vision2050RoundtableFlier
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- 1A4-Explore All Programs _ Waubonsee Community College
- 1A4-NewStudentApplicationForm-20
- 1A4-ProgramsCourses _ Waubonsee Community College
- 1A4-Services Directory _ Waubonsee Community College
- 1A4-TRIO_ Student Support Services _ Waubonsee Community College
- 1A4-TRIUMPH Advisory Council Agenda
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- 1A4-TRIUMPH_ The SEL Mentoring Champions Program
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- 1A5 Administrative Team Mutual Expectations FY2021
- 1A5 Leadership Expectations Addendum for FY2021
- 1A5 Management Team Expectations FY2021 Final
- 1A5-20 CAFR - WCC
- 1A5-FY2021 Final Budget Document with Resolution 21-01
- 1A5-StrategicPlanBrochure20-22
- 1B3-2020CommunityNeedsAssessmentFINALreport

1.B - Core Component 1.B

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

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

Argument

1B1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

The Waubonsee Board of Trustees are [publicly elected officials](#). The Board's policies and procedures are published in the [Board Policy Manual](#) made available for public review. Board of Trustee Meeting Calendars for [FY2021](#) and [FY2022](#) are made available to the public on the college website. Regular board meetings are open to the public for observation and comment. These procedures are documented in *Board Policy 1.100.05 Public Comments at Board Meetings* in the [Board Policy Manual](#).

The public comments procedure requires the public individual to notify the Clerk of the Board. An online [Public Comment](#) form is available on the college website. Board Meeting minutes are kept, and regular meeting minutes are made available to the public. A highlight of the [December 16, 2020](#) minutes was the topic of Waubonsee Continuity of Operations in Response to COVID-19. Minutes from [January 20, 2021](#) indicate that the college's President provided a report on recent state legislative activity submitted by the Illinois Community College Trustees Association (ICCTA) and highlighted the education reform bill that was passed. At the [February 3, 2021](#) meeting, the Finance Office presented an update on financial strategies and FY2022 tuition.

Governed by our Board of Trustees, and guided by our executive leadership team, in cooperation with the Illinois Community College Board (ICCB) and accountable to federal, state and local government to follow government policies and abide by grant administration accountability where applicable, the college's primary role is to serve the public. The college's [FY2020-2022 Strategic Plan](#) (see Key Drivers, page 4) was recently updated to incorporate the [Illinois Community College Board's Assumptions from the Illinois Senate Joint Resolution 41 Advisory Council meeting](#).

As part of the college's mission expressed in the Strategic Plan's Community Connections pillar, the college partners with community members and alumni to promote cultural and economic development, civic partnerships, and lifetime educational opportunities. The college has executed several Memorandum of Understanding agreements. Some examples are the [Illinois Green Economy Network](#), a consortium open to all 39 Illinois community college districts whose goal is to provide a platform for collaboration to drive growth of the green economy for a sustainable future; participation in the [Kane County Consortium of Care](#) to assist those with employment barriers; and an on-going

understanding with [EREG Development, LLC](#), a property management at Aurora St. Charles Senior Living development to share information on adult education classes and services offered at the Aurora Downtown Campus. The college has supported the [City of Geneva's Rebuild Illinois project](#), [Kendall County Forest Preserve District's Estate House Public Access Improvements](#), and Northern Illinois University Department of Geology's Cultivating Course Based Undergraduate Experiences project and many others that align with our mission. Waubonsee also created a [Workforce and Solutions Council](#) in fall 2019 to assist our local municipal partners and key agencies with strategies and opportunities for advancement relative to challenges they are facing in the community. These meetings are held quarterly and represent a select group of stakeholders that are essential to the district economic climate.

In all of these ways, Waubonsee has taken decisive, intentional actions to demonstrate our commitment to the public good by demonstrating that our primary role is to serve the public and the community.

1B2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Waubonsee's Board of Trustees sets the tone for ensuring that the college governance places its educational responsibilities over all other interests. Early in the [Board Policy Manual](#), the following statements are made: (Section 1.050.05) "The board derives authority from and is accountable to the community as a whole. Trustees will seek the well-being of the entire community and represent the community in their board decisions. Trustees will not use their position to benefit personally or to obtain employment at the college for themselves, family members or close associates." Likewise, (Section 2.050.02) clearly delineates resource priorities as "It shall be the policy of the board to establish priorities in providing resources to meet the educational objectives of the college. Furthermore, the board manual is clear about conflicts of interest (Section 6.200.02)" It is the policy of the board that employees shall not enter into relationships which present a conflict of interest to the college. In general, a situation posing a conflict of interest is one that adversely affects the pursuit of the goals and mission of the college. Situations which may present a conflict of interest include, but are not limited to, relationships with students, outside employment, selling goods or services on campus for personal gain, accepting gifts, running for political office, etc." For a full explanation on prohibited political interests, see Section 6.200.04 of the [Board Policy Manual](#).

Waubonsee's Foundation Board recently transitioned to a new investment advisor group, the Northern Trust Foundation & Institutional Advisors group, to manage the investments of the Foundation's portfolio. The [attached meeting minutes](#) describe the details of this decision and note that this group had superior tactical and strategic best practices that would favor the Foundation and ultimately the educational interests of Waubonsee students for whom the Foundation funds are managed.

In support of the Board of Trustees policies, the college's Finance Division maintains a comprehensive procedural manual, the [Procurement Procedures Manual](#) focused on supporting the college's mission and strategic goals through accountability, collaboration, and responsible stewardship of college resources. Procurement follows a practice of ethical and responsible purchasing meeting the requirements as defined by board policy, college procedures, and state, federal and grantor regulations. Other guidelines that guide the procurement process specify how the college handles business diversity, conflict of interest and collusion, ethics and code of conduct, and

expenditures related to political activity (not allowed). See pages 5/6 and 9/10 of the [Procurement Manual](#).

The [Support Staff Handbook](#), which is available to employees in the employee portlet, makes clear the college's mission, vision, and values. More tangibly, the handbook states the college's commitments to tie them to the duty and responsibility of employees to assist in their execution. Additionally, the staff handbook refers to the 6.200.04 conflict of interest policy and includes the citation. The college's [Administrative Handbook](#) provides similar information for all administrators.

[Appendix C of the Two-Year Agreement between The Board of Waubonsee \(Community College District #516\) and Waubonsee Faculty Council Local #604 \(2019-2021\)](#) clearly outlines the core responsibilities of the faculty in their: duties to the profession; duties to the students; and duties to the college. These duties are in addition to the institutional commitments that all employees have to the college and its community. The faculty contract also contains conflict of interest language so that, like staff and administrators, all employees of the college understand that the college's educational responsibilities take primacy over other purposes.

As detailed in 1C3, the college has a process for facilities sharing and rentals. This function, along with offering auxiliary community services and free events, is secondary to the college's primary educational responsibilities. College resources are closely monitored. This is woven into the college's strategic plan and intrinsic to overall planning and budgeting mechanisms.

1B3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

The Community Connections pillar of the strategic plan states that Waubonsee partners with our community members and alumni to promote cultural and economic development, civic partnerships, and lifetime educational opportunities. As a matter of public health, the college recently engaged with community partners, Valley Industrial Association (VIA) and the Kane County Health Department to offer COVID-19 vaccinations to college employees. The 350+ appointments were quickly filled by individuals who had not yet had the opportunity to get vaccinated.

In June 2018, the college enlisted the services of the Cicero Group to conduct a community needs survey in the college district. The [Waubonsee Brand Pulse & Community Needs Assessment](#) revealed valuable insights about the needs of our district community and how best to respond to them with many findings for college leadership consideration including:

- Focused advertising should stress resultant career results versus educational program detail
- Enrollment roadblocks need removal
- Create environments to connect students
- Work closely with employers to determine local needs
- Offer the ability for those already in the workplace to enhance careers with relevant non-credit offerings
- Expand programs in key industries
- Create nimble programs

This feedback informed the strategic plan, provided insight on new program offerings, and guided new Marketing and Communications campaigns. It has also been a catalyst for change in some of the college's Admissions and Registration processes. An [updated Community Needs Assessment](#) was performed by the Institutional Effectiveness Office in fall 2020, specifically to address adult student

needs.

In addition to analyzing community need, there are several ways the college maintains community connections to demonstrate our commitment to the public good. Waubonsee seeks meaningful and mutually beneficial collaborations with partners in education, business, and public and social service organizations. With this service to the community, we become more aware of our district's needs while having the opportunity to disseminate and exchange information with our community members. Many staff and administrators are involved in this [community outreach](#) as Waubonsee ambassadors. In addition, there are other opportunities to volunteer and serve on local organization boards such as SciTech, Kiwanis Club of Aurora, AMITA Medical Center, Community Foundation of the Fox River Valley, Hispanic Heritage Advisory Board, Fox Valley United Way, Rotary Club Aurora, Fox Valley Wildlife Center, Geneva Chamber of Commerce, and Geneva Women in Business. In terms of the interests of local businesses, many college administrators are outreach representatives with the district Chambers of Commerce.

Waubonsee uses EMSI Labor Market Analytics software tools for various purposes including to guide new program development to fill gaps that exist in local and regional economic industries. See Criterion 3 for details on program development. Recently, the EMSI economic modeling tool was adapted to produce a custom [Regional Recession Report](#) for the purpose of monitoring the COVID-19 pandemic's influence on district employer job postings and related resilient skills. This report is shared monthly with an administrative team tasked with the college's COVID-19 response.

The college's [Board of Trustees](#) and [Waubonsee's Foundation Board](#) bring a valuable and resourceful trove of community support and leadership to help fulfill the college's mission. These trusted and devoted public servants augment the college President's executive and administrative teams. Currently on the board are the following: A Business Executive from Sugar Grove; A Water Reclamation Executive from Oswego; a Consulting Scientist from Montgomery; a Non-profit Executive Director from Aurora, a retired Consulting Engineer from Sugar Grove; a Law Enforcement Executive from Aurora; a Writer and Instructional Designer from Montgomery, and a Student Trustee from Aurora.

The college has an enduring and special relationship with the City of Aurora, with two campuses located in the city. Testament to that relationship, in November 2020, Waubonsee announced a partnership with the City of Aurora, the Aurora Regional Chamber of Commerce, and the Aurora Education Commission, with a [two-year grant award from the National League of Cities](#). As part of the grant, the college plans to work with 13 cities and colleges across the country on best practices and shared initiatives designed to assist the education and learning in our area. The shared project will focus on technology as a need for postsecondary students. The City of Aurora was recently featured in a [Forbes article](#) highlighting their 605 Innovation District and their work to make Aurora a regional technology hub, including increased internet connectivity, improved youth programming, and improved public services and safety.

The Academic and Career Advising department offers career development services such as help with resume writing, cover letters, job searches, interview preparation and internship information. These services are available for students, alumni, and district community members. The college also sponsors a [career network site](#) that offers local employers a space to post jobs, internships, participate in career fairs and schedule on campus recruiting. Waubonsee has adapted the NACE Principles for Ethical Professional Practice when involved in recruiting and employing students and in coordinating internships between students and employers. [Outcomes](#) from the 2019 Spring Career Fair are included in our evidence file.

Waubonsee participated in the [first statewide virtual career fair in April 2021](#), in collaboration with the Illinois Community Career Services Professionals (IC3SP) Commission Consortium. Candidates were seeking part-time, full-time, and possible internship positions as well as apprenticeships in business, government, healthcare, manufacturing, non-profits, science, and social services, and more.

Volunteers with Waubonsee's Volunteer Income Tax Assistance (VITA) Program have offered free tax help to community members for the last 20 tax seasons. At these sessions, volunteers help prepare and electronically file income tax returns, including those requiring the 1040 Schedule C used by small business owners and people who are self-employed. The service is meant for low to moderate income families. [Waubonsee's VITA Program](#) is part of a network of 28 locations that provides tax assistance. Since 2005, 708 dedicated volunteers have served 10,651 clients, prepared 19.873 federal and state income tax returns, and returned a total of \$21,360,547 to the community. See the [attached data sheet](#) for more information on the 2019 and 2020 programs.

Waubonsee has also operated a [Small Business Development Center \(SBDC\)](#) for more than 20 years. The primary service of the SBDC is free one-on-one coaching for businesses. Whether a business needs help getting started or needs help with a specialized service such as Quickbooks, human resources, marketing or writing a business plan, SBDC finds a consultant to suit the need. Primarily funded by federal and state grants, the SBDC was awarded a \$10,000 grant from the First National Bank of Omaha (FNBO) to fund bilingual business advisory services to Spanish-speaking entrepreneurs and small business owners, as well as to support services in Kane, Kendall, and DeKalb counties in partnership with Kishwaukee College.

A survey to uncover alumni needs was distributed in July 2017. The [results of the survey](#) indicated preferred communication channels and varied alumni interest. An [electronic newsletter](#) is now sent monthly. Metrics are tracked for alumni involvement and communication campaigns.

Alum are encouraged to donate on behalf of the college's students in several ways such as at the annual Golf Outing, through supplementing the Foundation's Emergency Fund and through various other means. The [metric tracking chart](#) indicates current participation and future targets for projecting alumni involvement.

A [Distinguished Alumnus Award](#) is given to highlight the successes of the college's graduates. Additionally, a [Distinguished Contributor Award](#) is given annually to a community member, group or organization. This award is designed to honor individuals, groups of individuals or organizations who have made outstanding contributions or given exemplary support to Waubonsee. Both awards honor individual recipients while providing inspiration to current students.

As an institution of learning, Waubonsee proudly supports the [Lifelong Learning Institute \(LLI\)](#), an open membership organization for adults age 50 and older who are actively engaged in the pursuit of knowledge. In stimulating peer-learning environments, members plan, lead and participate in courses, course-related trips and social events. LLI members are encouraged to volunteer in some capacity in support of the organization. LLI has its own constitution, by-laws and newsletter. An [annual report](#) is published and a [catalog of courses and events](#) is available.

The Office of the President represents the interests of Waubonsee by serving as the college's point of contact with elected and appointed officials, their staff, and other governmental bodies. The Office of the President monitors federal and state legislation that affects or involves higher education in Springfield, IL and Washington, D.C., in collaboration with state and national community college associations. The Office of the President also coordinates campus visits and participation from elected officials in all sponsored events and activities. Federal priorities for community colleges are

disseminated via Waubonsee's affiliation with the American Association of Community Colleges (AACC). These priorities are discussed at Board of Trustee meetings and shared with the internal college audience via communications such as this [February 2020 board material item](#).

As an example, in 2018, the college hosted a [discussion with the U.S. Surgeon General Jerome Adams, and U.S. Representative Randy Hultgren, on the opioid crisis](#) to provide a forum for the community to come together on this critical issue. There was local media coverage for the event to encourage community participation.

In partnership with the National Safety Council, Waubonsee offers two programs for safe driving: The Alive at 25 (intended for the under 20 students) and the Driver Safety program. The curriculum includes the same courses approved by the 16th and 23rd Judicial Circuits for use in their court supervision programs for minor traffic violations so completers can be sure that court required legal considerations are met. During the pandemic, the Driver Safety program was offered in an online mode only, for health and safety precautions. For FY2019, 9,618 students were served in 234 class sessions. During FY2020, the numbers of students served, and class sessions held, were down due to the pandemic, but the college still served 8,256 students in 158 class sessions.

Adult Education offerings are described in Criterion 3. A relatively new grant funded program aims at reducing the rate of recidivism among incarcerated adults through transformation by education. Offering instruction to bolster skills for the high school equivalency test, the program delivers hope to the inmates preparing for return to productive life outside of the prison walls. An added benefit is the reduction to taxpayer burden with the potential of a decreased recidivism rate. The program operates at both Kane County and Kendall County jail facilities. During FY2020, there were 59 students in the program and 20 in FY2021, which was impacted by the pandemic restrictions. One student completed all sections of instruction and received her HSE (High School Equivalency) Certificate from the State of Illinois while in the program. Additionally, four students completed three sections of the HiSet® (high school equivalency credential), and one student completed two sections of the HiSet®.

Waubonsee supports the public use of our facilities at all four campus locations. An [online form](#) is available on the public website for this type of request. At the Sugar Grove Campus, the Academic and Professional Center is a state-of-the art facility for convention style gatherings. The Aurora Downtown Campus also has meeting space available. The following is a short news story about [a local theater group's use of the Sugar Grove Campus Auditorium](#). The Athletic Department coordinates its facilities, including athletic fields and use of the recently built Field House by local teams in need of facilities.

Currently, facility use by outside parties is suspended due to the pandemic. In normal times, public facility usage is tightly monitored for legal and logistical purposes. College priorities are considered first when scheduling. After a facility use request is received, the internal process is captured in the following [process](#) and [flowcharts](#). The community member/organization is provided documents to clarify the college's policies and procedures for the relevant space - the [Academic & Professional Center Event Room](#), the [Auditorium](#) or the [Aurora Downtown Campus Multipurpose Room](#). All requests require rental contract approval and signatures. Fee for use is dependent on circumstances.

Earning [Tree Campus USA designation](#) consistently, the college extends a warm welcome to its district community and is proud to showcase its well-maintained grounds and facilities. The college hosts an annual April Earth Week filled with activities open to the public. The Sugar Grove Campus,

a Certified Wildlife Habitat, is located adjacent to the head of the Gilman Trail of the Kane County Forest Preserve. In these varied and intentional ways, Waubonsee engages with its external constituencies and responds to their needs as its mission and capacity allow.

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- 1B1-KCFPD LOS 1.8.2020
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- 1B3-Aurora Illinois CIO Makes Entire City An Innovation District As Part Of Proposed 300 Million Project
- 1B3-Board of Trustees _ Waubonsee Community College
- 1B3-City of Aurora NLC Letter of Support 8-11-2020.docx (2)
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- 1B3-Regional Recession Report October 2020
- 1B3-Request for Facilities Usage _ Waubonsee Community College
- 1B3-SD001-Staff-Comm-Involvement_2020 V2
- 1B3-Waubonsee Earns Tree Campus USA Designation _ Waubonsee Community College
- 1B3-Waubonsee Hosts Surgeon General for Discussion on Opioids _ Waubonsee Community College
- 1B3-Your Future Now IC3SP Career Fair - Illinois workNet Calendar Event System

1.C - Core Component 1.C

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

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

Argument

1C1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

In support of student success and retention, Waubonsee made a strategic, organizational change to combine academic and career advising functions into a new role of Academic and Career Advisor in March 2019. This change is discussed in detail in 3D4. Another significant organizational change was the creation of a new role for the former Dean of Business, Career, and Technology Education who has become the Executive Dean for Business, Technology, and Workforce Education. This role also has under its umbrella the college's Small Business Development Center. Bringing these functions together helps foster increased synergy between the college and local and regional businesses and employers.

Approximately half of the Career and Technical Education (CTE) programs offered at Waubonsee include a required work-based learning component including a clinical/externship, field experience or required internship for these programs. For programs that do not include this as required element, students can work with faculty and academic and career advisors to set up an [internship](#) for elective credit.

In FY2020, in partnership with The Hartford, an apprenticeship program was created for participants to earn an AAS in Business Administration with a focus on insurance. [The Hartford Apprenticeship](#) was developed by request from The Hartford, due to their desire to address a need within their company. The apprenticeship operates with the support of the Workforce Education Program Manager, who is the liaison for both students and the employers. The college is a member of the Registered Apprenticeship-College Consortium, or RACC. This is a joint initiative by the U.S. Department of Labor and U.S. Department of Education to create a network of colleges and registered apprenticeship programs operated by unions and others to provide greater college-to-career opportunities.

Additional collaboration with employers occurs through CTE program advisory committees, held twice a year. CTE faculty and administrators receive feedback from industry partners and use the feedback to implement improvements related to curriculum, equipment, industry recognized credentials, alignment to secondary programs, and addressing discrepancies between student enrollment and industry demand for workers. These meetings also allow for discussion regarding

clinical/externship, field experience, and internships. Two examples of this interaction occurred recently with the new [Legal Interpreting / Paralegal program](#) where college members collaborated with local government attendees. See the *Discuss employment trends within industry* section starting on page 2, where the group discussed field experience, shadowing, and volunteering. Another example is with the [Therapeutic Massage Therapy program](#) where meeting minutes in the *Employment Trends* section indicate group discussion on hiring opportunities for current students.

The college provides the link between student and employer by maintaining collaborative relationships with several area employers. The [Master List](#) shows internship employers where students participated in work-based learning. The [Final Participating Employer List](#) shows the connections established with multiple employers at a Career Fair at the Aurora Downtown Campus. The [On Campus Recruiters list](#) is a list of companies who came to campus to generate student interest in employment opportunities during AY 2019-2020.

[The Student Handbook](#) provides students with a variety of ways to consider getting involved beyond their commitment to academic coursework. Many opportunities exist to develop leadership skills, hone interests with like-minded peers, be of service to others, and become more civic minded. All support the college's mission premise of promoting a literate and democratic society and offer students additional routes of preparation for life beyond the college classroom. Many clubs do community service work such as Latinos Unidos, Waubonsee Lions Club, National Technical Honor Society, and Waubonsee Student Nurses Association. Student clubs have opportunities to participate in civic engagement as the [Registered Student Organization FY20 spreadsheet](#) indicates.

Like the academic transcript that outlines the profile of a student's academic success, the [co-curricular transcript](#) captures another dimension of the student's experience at Waubonsee. This credential offers an equally important insight into what the student can offer employers, other institutions of higher education, and the community at large. The Student Life office maintains the records for student honors, awards, leadership positions, clubs and activities that may appear on a student's co-curricular transcript.

Student Life is highly visible at the college's Engagement Fair event. Students can ask questions about the various clubs and events during a Student Life Panel discussion. A comprehensive [Registered Student Organization \(RSO\) Handbook](#) is made available to students, so they understand the expectations and workings of student clubs. Students are given communication guidelines, for example, about campus postings and social media rules. The college welcomes new club formations and runs an [RSO Training Boot Camp](#) for new clubs and new club officers. [RSO learning expectations and outcomes](#) mirror the college's institutional learning outcomes.

The [Engaging Leaders Program](#) helps students develop and strengthen their leadership skills. The demographics of students who apply and are accepted in this cohort program are as varied as the college's overall student body (approximately 25 each semester). The college also belongs to the [National Society for Leadership and Success \(NSLS\)](#). NSLS hosts various speakers each semester, with a live broadcast to Waubonsee. The events are open to all students and feature compelling leadership lessons, stories, inspiration and more from some of today's most interesting leaders. An annual Leadership Summit is offered to all students during the spring semester. The free one-day conference invites attendees to engage, reflect and grow. Breakout sessions [I](#), and [II](#) from the 2020 summit are included.

The [Gustafson Scholarship](#) program, named after a former Board of Trustees member, was established in recognition of her outstanding contributions to education and to the college. Recipients

are selected from in-district high schools based on scholastic achievement, leadership, and citizenship characteristics. Gustafson scholars are required to [fulfill service hours](#) to help develop the characteristics for which they were chosen and often provide assistance at college events.

Waubonsee students compete in the co-curricular programs offered through the Illinois Skyway Collegiate Conference that affirms the importance of college completion and recognizes that student engagement is a major contributor to student success. Student Life keeps records for the non-CTE competitions and shows these student counts for those who have brought their talent and skill to the competitions over the years.

Table 1C1 Illinois Skyway Competition Participation

	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Jazz	20	16	22	16	19	13	13
Writers	9	11	7	12	13	18	8
Art	11	6	5	6	3	5	9
STEM	8	2	4	1	1	N/A (COVID)	6

Students in CTE programs fared well at the [2019 competitions held in Springfield, IL](#). In 2020, a [booklet](#) of juried art from the Skyway competition was compiled and features the works of several Illinois community college student artists, including Waubonsee students.

Another opportunity for students to test their communication and leadership skills, both valuable skills for participation in a diverse, multi-cultural society, is through a position on the Student Senate. One high profile way in which college leadership gives voice to students is via the role of the Student Trustee. Gaining valuable skills through participating in this way amplifies the student’s academic experience.

To encourage voter registration and participation, the college participates in the National Study of Learning, Voting and Engagement. In this study, voting habits of college students are compared nationally and within the reporting institutions. The [last NSLVE report](#) compared student response in the 2012 and 2016 national elections. The voting rate of Waubonsee students was 51.2% compared to the 50.4% national statistic for all reporting institutions. In comparison to 2012, though enrollment was lower in 2016, the Waubonsee voting rate is 6.9% better in 2016. The report offers many interesting disaggregated statistics and was made public to encourage student voting in this recent past cycle. The college’s libraries promoted voting information and events sponsored by Student Life to educate and motivate students to vote with an easy to use Voting page of helpful resources.

The college also participates in the ALL IN Campus Democracy Challenge initiative. This collaboration empowers colleges and universities to achieve excellence in student democratic engagement. The Campus Democracy Challenge group recently delivered a [feedback report](#) to the college. A rubric was used to determine the quality of this initiative with a rank of Undeveloped (0-

9), Emerging (10-18), Progressing (19-27) and Established (28-36) scores. Waubonsee was satisfied that with its initial efforts, it has received a score of 23 in the Emerging category. This cross-functional effort included faculty, students and staff. The college library was a fully engaged collaborative partner, especially coordinating voter registration and information for students and community. A [voting page](#) was constructed for ease of access to information and continues to be updated for local elections.

Student Life hosted a variety of events in academic year 2020-21, with most being virtual, that encouraged democratic and civic engagement:

- [Bagels and Ballots](#) scavenger hunt challenge
- [Politics and Pastries](#) scavenger hunt challenge
- Debate Watching Party
- Social media posts on such topics as We the People and Constitution Day
- A virtual [Constitution Day Panel](#) sponsored by Forsyth College, giving students the opportunity to pose questions and hear from others.
- A virtual lecture given by David Otunga, a celebrity/lawyer involved in political outreach and the Black Lives Matter movement. This virtual event was held on September 23, 2020 with 50 students attending, in addition to a special session for TRIUMPH student scholars. The nonpartisan focus was on the importance of voting.
- The League of Women Voters offered [drive through voter registration](#) at both Sugar Grove and Aurora Campus and both were open to students and the public.

To encourage students to commit to vote, [pledge cards](#) were issued. On-going efforts to encourage civic engagement include planning for an Earth Day Recycled Art contest, maintaining interest in voting for local elections, and the posting of local volunteer opportunities in addition to all of the RSO club, and curricular civic engagement events.

Alternative Spring Break (ASB) experiences afford students the invaluable opportunity to hone teamwork skills, experience volunteering and explore civic engagement. The college piloted its first ASB experience in spring 2016. Ten students and one advisor went to the Cumberland Trail in Tennessee where they spent the week building a portion of an ambitious, 300-mile Cumberland Trail. In spring 2017, twelve students and two advisors headed south to help improve a community in Pulaski, Virginia. The 2018 trip was to Richmond, Kentucky to participate in a Habitat for Humanity project. Fourteen students accompanied the Student Life Coordinator on that trip. In 2019, the Hands to Hearts experience had students helping communities hit by Hurricane Harvey. Applications for the trips are open to students who have a minimum 2.5 high school or college GPA and enroll in at least six credits for the spring semester of a given academic year. Student reflection is part of the learning experience. ASB was suspended due to health and safety issues related to the COVID-19 pandemic in 2020. In 2021, the program was revived to support non-profits that directly impact the district community. On April 17, 2021, students and employees volunteered to support ReStore Aurora, the Marie Wilkinson Food Pantry, and Cradles to Crayons.

Waubonsee's Study Abroad Programs are offered during the summer, fall and spring semesters in partnership with the [Illinois Consortium of International Studies and Programs \(ICISP\)](#). The college has pledged to create awareness and opportunities for underrepresented students to study abroad by increasing study abroad scholarships, hosting study abroad workshops each semester, and creating more opportunities for students to interact with study abroad counselors at the college's campuses. Since 2013-2014, 65 students have participated in the study abroad program, which is currently suspended due to the COVID-19 pandemic.

Through various curricular and co-curricular offerings, Waubonsee puts an emphasis on hands-on learning to prepare students for life beyond college. As commuter students, many students work part-time and are full-time residents of their communities. Between the combination of these in and out of the classroom learning experiences, academic and career advising bundled into a single service offering, community service opportunities, and the many ties that the college has with community employers, students are given rich and varied opportunities to explore personal strengths and career options before graduating with a degree or certificate. [Student service hours](#) for these organizations were tracked in FY20. Other events included the opportunity for all students to lend a helping hand as a Giving Tree Child Sponsor, contribute to the Salvation Army Angel Tree, or participate in the Art Supply Drive.

1C2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Waubonsee makes a clear and direct statement to the internal and external college communities that it upholds an anti-discrimination policy. The statement, and the specific college official to contact are noted on various documents such as the internal newsletter, [Newsbits](#) and outward facing documents such as the [annual Report to the Community](#). It is also featured prominently in the [Staff Handbook](#).

Harassment, Discrimination and Sexual Conduct are dealt with clearly and directly in the [Board Policy Manual](#) and referenced in the [Staff Handbook](#). The [faculty contract](#) also contains a nondiscrimination clause (page 15). This climate of respect lays the groundwork for effective communication and collaboration among and between colleagues and helps define the treatment of all diverse college stakeholders.

In 2017, the college partnered with the City of Aurora on an [African-American Male Initiative project](#). The goal of the initiative was to leverage the city's help in closing achievement gaps for young black male students at the college. Several students were able to make connections and benefit from the work with the group during and after a 2019 luncheon held at the Sugar Grove Campus. Waubonsee has also been able to partner with and present to the [African-American Men of Unity in Aurora](#) to create other mentoring and relationship opportunities for new and continuing black male students.

In 2019, Waubonsee inaugurated an initiative that further recognized the importance of respect for diversity and the importance of reflecting that in the college culture. A new council, The Council for Access and Inclusion (CAI) has a mission to promote social justice and create an inclusive college climate through awareness, education, and community engagement. CAI is now being led by our Chief Diversity Officer and Dean for Students. CAI works to plan relevant and meaningful events for faculty, staff, and students including speakers, Sustained Dialogue discussions, and professional development workshops. This initiative also converges with the objectives of the recently awarded Title V grant. Diversity, equity, and inclusion (DEI) events are tracked for participation as one way to evaluate the development of DEI values throughout the institution.

The Chief Diversity Officer and Dean for Students hosts [Sustained Dialogue](#) conversations to foster respect and understanding for the diversity that exists within our campuses, in our district, and in the world in which we live. The sessions have addressed the themes of exploring identity, microaggressions, and implicit bias. The Martin Luther King, Jr. commemoration celebration was a presentation by Mr. Marcus Gentry, a prolific speaker and social change agent. All sessions thus far have been virtual due to the pandemic.

Recently, in response to the surge of violence against Asian Americans, the college's Chief Diversity Officer and Dean for Students pivoted to address this topic immediately in lieu of what was scheduled for the next Sustained Dialogue discussion. In a [memorandum](#) to the college, he stated "Waubonsee wholly rejects any act of hate, harassment, and discrimination perpetuated against the Asian Pacific Islander Desi American communities." Additionally, a campus read of the book, *How to be an Antiracist* by Ibram X. Kendi and discussion sessions have been held with more than fifty employees participating. The college also offers a variety of events throughout the year to highlight underrepresented populations, including [Native American Heritage Month](#), [African American History Month](#), [Hispanic Heritage Month](#), and [Women's History Month](#). The events are widely publicized and well attended.

1C3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

The Strategic Plan is formed around key drivers and assumptions. The third pillar of the plan is Employee and Organizational Excellence. The college launched two new departments since the inception of the current strategic plan - the Faculty Development and Engagement department and Employee Development department. This change was due to the assumption that employee diversity and employee professional development and growth are key to quality teaching and learning and overall organizational success. Regardless of which department handles the hiring and onboarding, the college's recruitment philosophy starts by saying:

Waubonsee has a strong commitment to diversity, equity, and inclusion. In order to provide high quality, culturally competent employees, it is necessary to respect the differences of the students, staff, and faculty by offering an environment that celebrates diversity and embraces inclusion. All staff and faculty—regardless of race, ethnicity, sexual orientation, gender identity, age, language, abilities/disabilities, socioeconomic status, geographic region, or other defining characteristics—should feel welcome and valued.

The Human Resources [Hiring Manager's Toolkit](#) covers the steps for employee hiring and offers training on the Cornerstone system for establishing position requisitions. The most used recruiting channels are HigherEdJobs.com, InsideHigherEd.com, Indeed.com, DiversityJobs.com, Indeed.com, and IllinoisJobNetwork.com. The [Full-time Faculty Hiring Checklist](#) also makes diversity a focal point, noting that: "Hiring full-time tenure track faculty is one of the most critical activities performed at the college. When we recruit outstanding and diverse new faculty, we will become a better college to serve our students. Our recruitment process should reflect our values and mission to provide quality education that meets the needs of a diverse, multicultural population and the organizations within our community."

Onboarding new employees is an important opportunity for initiating new hires into the college's culture of respect for the college's diverse stakeholders. Along with other important information to impart during new employee orientations, a [Diversity Awareness and Self-Reflection](#) segment guides employees through discussion and exercises to foster the idea that the college supports an inclusive climate that is equity minded and respectful of diversity. The [Supervisor Guide](#) eases the new employee through the onboarding process, with the hiring manager responsible for fostering a welcome environment and offering information on everyday college processes. The agenda for the first few days of the employee's orientation lists diversity as a Day One topic.

When handling a performance review, the [Performance Metrics Guide](#) supplies the rubric for evaluation. Aligned with our values, the Diversity and Inclusion dimensions show that the employee is evaluated on the degree to which that individual supports and promotes a diverse, welcoming and inclusive environment that holds opportunities for all in the college community.

College advisement work groups allow for multiple perspectives and voices in carrying out the important work that the college does. The college’s [teams and committees list](#) details faculty, administration and staff contributions to various committees and work groups.

To solicit input from faculty on professional development needs, a survey was administered to full-time and adjunct instructors in October 2020. The [survey](#) identified areas where instructors could better serve the diverse needs of their students to influence their success. The survey results identified the need for professional development in the following areas: stereotype threat, multi-contextual theory, study cycle, using service learning, and the 5E learning cycle model.

Many services exist to address the needs of the college’s diverse student body such as the Access Center for Disability Resources, TRIO Student Support Services, Veterans Services, the S.T.A.R Athlete program, and many grant funded programs geared toward student success and retention. These are addressed in Criterion 3D.

The Faculty Development and Engagement (FDAE) page offers instructors a [syllabus template](#), [sample template](#), and instructions for building/altering syllabi. All guidelines include reference to the Access Center for Disability Resources. Another resource FDAE page for instructors in on [Digital Accessibility](#) which offers guidelines and tools for building appropriate syllabi and course materials according to best practice standards.

The complaint process is detailed in the [Student Handbook](#). Complaints are tracked, analyzed, and discussed at the leadership level to promote appropriate resolution and to make changes that are warranted. A recent report was provided at a Board of Trustees meeting. The [Student Complaints Annual Report](#) refers to the student complaint form as the Waubonsee Intervention Form (WIF).

In the 2016 Systems Appraisal Feedback Report, the Higher Learning Commission suggested changes to the college’s process which have been addressed. Complaints are now categorized systematically to allow for better analysis, the Student Handbook was updated to include specific instructions on how to register a complaint.

A review of the last few years shows an incident count as follows.

Table 2C3 Student Complaint Incidents

Student Complaint Incidents by Year and Count		
2017-2018	2018-2019	2019-2020
35	23	11

Complaints are disaggregated by type in these categories: Intake, Customer Service, Class or Professor, Financial Aid/Refunds and Miscellaneous. A given year’s report may not show all categories if there was no complaint in the respective category. A comprehensive Final Student

Complaints Report is compiled annually for college leadership and made available on the college's public website. This report can be interrogated for insight into student complaints at the college. Complaints are channeled to the appropriate department or to the Assistant Vice President of Student Services as appropriate.

Sources

- 1B2-2019-2021 Full-Time Faculty Collective Bargaining Agreement_Final with signatures
- 1B2-Board Policy Manual Approved 04-29-2021
- 1B2-Support_Staff_Handbook_Final_8-22-18
- 1C1-11.4.2020_Massage Therapy Minutes
- 1C1-11.9.20_Legal Interpreting_Paralegal Minutes
- 1C1-2012 and 2016 NSLVE Report-Waubonsee Community College (2)
- 1C1-BAGELS AND BALLOTS
- 1C1-Breakout Sessions I Descriptions
- 1C1-Breakout Sessions II Descriptions
- 1C1-Constitution Day1
- 1C1-Copy of RSO Training Boot Camp
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- 1C1-ICISP _ Illinois Consortium for International Studies and Programs
- 1C1-Leadership Summit Session III
- 1C1-Master Internship Sites AY17-19
- 1C1-Master Internship Sites AY17-19(2)
- 1C1-NSLS _ The National Society of Leadership and Success
- 1C1-OCR Employer List AY19
- 1C1-Politics and Pastries
- 1C1-Register to Vote
- 1C1-RSO FY20 Civic Engagement
- 1C1-RSO Handbook 20-21
- 1C1-RSO Officer Learning Outcomes Tied to College Learning Outcomes (1)
- 1C1-Sample Co-Curricular Transcript
- 1C1-Skyway Booklet Online5
- 1C1-SPRING_AY2020_21_Student-Internship-Site-Agreement_Form
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- 1C1-Voter Registration Tools _ Waubonsee Community College
- 1C1-Voter Registration Tools Waubonsee Community College
- 1C1-Waubonsee Apprenticeship with The Hartford Provides News Story
- 1C1-Waubonsee Community College - ALL IN Challenge 2020 Action Plan Feedback (Fall)
- 1C1-Waubonsee CTE Skyway Competition
- 1C1-Waubonsee Pledge Card (2)
- 1C2 Sustained Dialogues
- 1C2-2019-2021 Full-Time Faculty Collective Bargaining Agreement - Final with signatures

- 1C2-African American Men of Unity _ Volunteer Fox Valley
- 1C2-ARTC-2020
- 1C2-Asian American Violence
- 1C2-BlackHistoryMonthFlier21
- 1C2-Board Policy Manual Final _Approved 04-29-2021
- 1C2-LHMStudentsFlier20 (1)
- 1C2-NAH Month Flyer
- 1C2-NB _December_ 2020
- 1C2-QSD001 _Board-Policy-Manual-Final_ 20200917
- 1C2-UPDATEDLHMStudentsFlier20 (1)
- 1C2-Waubonsee initiative aimed at recruiting retaining black male students - Newsroom
- 1C2-Womens History 030121
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- 1C3-Nomination_Rubrics2020
- 1C3-PM_Guide_Compency_Ratings_Final
- 1C3-Student Complaints Annual Report 2019-2020
- 1C3-SupvGuide_Onboarding-NEO - FINAL
- 1C3-Toolkit 2021
- 1C3-Waubonsee Syllabus Sample

1.S - Criterion 1 - Summary

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

Summary

The college mission statement is understood widely throughout the organization and truly guides our planning, program development, and community activities. As the mission states, we are the "cornerstone of a literate and democratic society" and understand our obligation to serve all members of our constituent group. New roles (Chief Diversity Officer) have been created to ensure that we are not only connected with our diverse populations, but have a more accurate understanding of how to serve them. This fall, we will undertake a complete review our mission statement through a very inclusive (internal and external) community-based project. We are excited about what we will learn and look forward to utilizing employee, student, and community feedback in the process.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

2A1 The institution develops and the governing board adopts the mission.

Annually, the Vice President of Strategy and Community Development updates the Strategic Plan through a collaborative process. This update consists of a review of the strategic goals and associated priorities, the mission, vision, and transformational statements, and the core values of quality, value, innovation, service, and accessibility. As stated in 1A1, the Board of Trustees grants approval based on their review of the mission and on the recommendations of the college's Executive Leadership Team (ELT).

Given the changing dynamics in society, some of which have been triggered by the recent health crisis and much of the social unrest in the country, the ELT and the Board of Trustees agreed that a thorough review of the mission statement was appropriate at this time. This [presentation](#) was given to the Board of Trustees at the Special Board Meeting with the idea of gathering feedback from the internal and external stakeholders of the college, key community leaders and organizations, students, and all who can contribute to reviewing the mission of the college. In addition to a cross-functional representation of stakeholders, we will identify a diverse population of individuals to ensure that the mission is reviewed using an equitable lens and that it's appropriate to the diverse population that we serve. More information on the Mission Statement is in 1A.

2A2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

As a testament to Waubonsee's diligence and skills in financial stewardship, the Government Finance Officers Association of the United States and Canada (GFOA) has consistently awarded the college a [Certificate of Achievement for Excellence in Financial Reporting](#) for its comprehensive annual financial reports. This is a prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports, an award that the college has garnered for the last 20 years. The college publishes the [Comprehensive Annual Financial Report](#) which outlines our commitment to financial responsibility and an overview of college processes. Examples of process controls, put in place for the sake of fiscal integrity include [Fiscal Year End](#)

[Processing and Maintenance](#), [Finance Procedures While Working Remotely](#), and [Payroll processing internal controls](#) are also well documented. See 1B for purchasing procedures and controls.

The [Board Policy Manual](#) is separated into Organization, Finance, Operations, Instruction, Student, Human Resources, and Faculty. Some specific policies that address ethics are 6.200.00 Ethics and Code of Conduct, and 6.200.05 adopted in 2017 for Whistleblower and Fraud Protection. The [Ethics and Fraud Awareness Program](#) was initiated in 2017. The Executive Director of Human Resources is designated as the Ethics Advisor.

The college’s [organizational structure](#) illustrates the functions at the college. Detailed information about each department is also available on the website making clear duties and responsibilities of finance, academic, human resources, and auxiliary functions.

The college has a non-discrimination statement that is included on all official college publications to promote our goal in serving all our stakeholders. This and other important public information are made available on the college’s website landing page in the [Legal Notices/Consumer Information](#) topic. The Executive Director of Human Resources sends an [annual memo to all employees](#) as a reminder of certain board policies and related compliance mandates. The notification also includes the list of the college’s compliance officers and information about the annual training modules that are mandatory for all employees.

The [Annual Disclosure Report](#) contains information on security measures, alcohol/drug policies and sanctions, health and wellness, and emergency procedures. It meets the requirements of the Student Right to Know Act, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, and the Drug-Free Schools and Communities Act this and many other topics of public interest are available on the public website page [Legal Notices](#).

To gain a better understanding of the importance of these provisions, employees underwent annual mandatory training in October 2021. The training module, *Building Supportive Communities: Clery Act and Title IX* covered the issue of sexual harassment, including sexual assault, relationship violence, and stalking, in higher education. The following numbers are from Cornerstone, the college’s learning management system for employees. The VAWA (Violence Against Women’s Act) figures represent the percent of employees who completed the training. Note that the Adjunct Faculty percent completed is based on total adjuncts active on the Human Resource system. However, a smaller percentage of adjunct instructors, reflecting those teaching when the training was rolled out, makes that percentage trend lower than other groups.

Table 2A2 Building Supportive Communities Training

	VAWA FY2020	VAWA FY2021
Launch Date	2-Oct	1-Oct
Administrators	100.0%	92.1%
Full-Time Staff	99.6%	92.9%

	VAWA FY2020	VAWA FY2021
Part-Time Staff	93.7%	86.6%
Full-Time Faculty	100%	96.1%
Adjunct Faculty	73.5%	77.1%
Total W/O Adjuncts	97.9%	91.4%
Total	93.4%	87.0%

The [About Waubonsee / Accreditation page](#) on the public website informs the public of the college's accreditation status and our designation as an Hispanic Serving Institution (HSI). An [Institutional Reports](#) page discloses important consumer information in report format, such as the [College Scorecard](#).

The Vice President of Finance and Administration serves as the college treasurer, a role that is appointed by the Board of Trustees. The college's Assistant Vice President of Finance is a Certified Public Accountant (CPA) and a member of the Illinois CPA Society. The college's Finance Systems and Compliance Coordinator is a member of the National Association of Government Archives and Records Administrators (NAGARA) related to public record retention. Waubonsee also has an institutional membership for the National Association of Educational Procurement.

Waubonsee is committed to maintaining easily accessible information online about compliance issues such as FERPA, Title IX, and the Violence Against Women Act (VAWA) on the [Legal Issues/Consumer Information page](#). This page also includes procedures tied to academic enrollment such as tuition and fees and refund procedures. All compliance officials are listed. Pertinent information for students and employees is intermittently published and distributed via email, in flyers and memoranda, and through various outreach initiatives.

The college is undergoing a review to see where modifications are required to have best practice FERPA definitions, policies and practices in place. A review team was put in place after a campus wide presentation training was delivered in April 2019 by LeRoy Rooker, former director of the U.S. Department of Education's Family Policy Compliance Office and the nation's leading expert on FERPA. Attendees were [surveyed](#) after this session. Upon evaluation of the survey results, it was determined that a team should be formed to address the following goals: 1) review the current policies, institutional definitions and practices and make recommendations to align with leading best practices and institutional philosophy; 2) document adopted institutional definitions, policies and practices, ultimately creating an Institutional FERPA Standards document; and 3) revise modules for institutional FERPA training for faculty and staff. As a result, all college employees completed mandatory FERPA training in the spring of 2021.

The [Support Staff Handbook](#) is designed to provide a general understanding of the policies, procedures and guidelines of Waubonsee as they pertain to employment of full-time and part-time

support staff. Human Resources maintains a dynamic and comprehensive [Benefit Contact Page on mywcc](#) for all benefits plans for which employees have enrollment options.

When employee complaints are submitted, a meeting is scheduled with Human Resources to identify resolutions for the situation. A follow-up meeting with the employee supervisor is scheduled to see if a resolution is possible or if further action or investigation is required. If the complaint appears to meet the definition of harassment, then the board policy under harassment is enacted. The [Support Staff Handbook](#) section titled “Workplace Dispute Resolution”, on page nine, details this process.

Academic policies are formalized in the [Board Policy Manual](#) and are outlined in the [College Catalog](#), the [Student Handbook](#), and dynamically supported on the college’s public website.

Campus Safety and Operations is responsible for the construction, operation and maintenance of the college’s facilities and grounds. As a public institution, Waubonsee is subject to compliance inspections for health, safety, and other regulations. Campus Safety and Operations is the primary contact for all inspection and testing. [Outcome reports and results](#) are forwarded to the attached agencies for compliance purposes.

The Information Technology (IT) division posts an [acceptable usage agreement](#) for employees and students detailing how technology should be used to further the college’s mission. IT takes the lead in project management that involves any type of technology. When a new project is planned, an email inviting stakeholders is sent so that all with a vested interest may be part of the process. Likewise, to support transparency and accountability, a [monthly project update report](#) detailing all projects is distributed via email and archived for reference on the employee portlet.

The IT department [routinely communicates](#) system maintenance schedule information so that student and employee functions can be carefully planned and adapted. The bulk of scheduled maintenance is in off hours so as not to disrupt normal and vital college functions. See Criteria 5C for a discussion on IT leadership’s role in updating and maintaining technologies, protecting the college’s technical infrastructure from security breaches, and planning for capacity growth and continuous service enhancements for students, faculty, staff, and administrators.

In 2017, the college invested substantial resources in updating both the public website and the student and employee portals to make them more navigable, accessible, and attractive. During the HLC comprehensive visit in 2017, there were pages on transfer and credit transcription that were present but the team could not find because of the poor navigation. This was one of the key requirements of the website redesign project, simple navigation and ease of access. These projects (internally facing portal and externally facing website) were multi-year tasks, employing both consultant and cross-functional college stakeholders. Extensive testing and training were performed to ensure the integrity of the migration.

Marketing and Communications (M&C) has various roles at the college, one of which is to manage the college’s reputation. This is done primarily through quality messaging and communication to various college stakeholders and is critical during emergency incidents. The [Incident Communication Plan](#) identifies three different groups of responders, along with three different types of emergency situations. For control and consistency, the Executive Director of Marketing and Communications is always the [voice of the college to the press](#). The M&C division maintains guidelines for [brand integrity](#) and maintains authority over [website governance](#) and created the *Wash Up, Mask Up, Measure Up* campaign to add marketing appeal to the important work of keeping students, employees and visitors safe while on campus during the COVID-19 pandemic. On an ongoing basis,

[brief monthly talking points](#) are published as an aid for all college personnel who may be in the community in an official or unofficial capacity when approached by a district resident. This common reference information allows for integrity and consistency.

Sources

- 1A5-20 CAFR - WCC
- 1B2-Board Policy Manual Approved 04-29-2021
- 1B2-Support_Staff_Handbook_Final_8-22-18
- 2A1 Mission Statement PPT_Special Board Meeting_Final
- 2A2 Accreditation _ Waubonsee Community College
- 2A2 Benefit Contact Information_mywcc
- 2A2-2021-03-18 Department Organizational Charts
- 2A2-Annual Compliance Notification 09.20
- 2A2-Annual Security Report 20 Web
- 2A2-Banner Maintenance Email
- 2A2-Campus Operations Building Inspections
- 2A2-Ethics and Fraud Awareness Program Summary(1)
- 2A2-FERPA Training Survey Report
- 2A2-Finance Procedures While Working Remotely Updated 111820 final
- 2A2-Financial Stewardship _ Waubonsee Community College
- 2A2-Fiscal Year and Fiscal Period Maintenance in Banner 2019-1122
- 2A2-FY20 Payroll Processing Internal Controls
- 2A2-Grant_Development_Flow_Chart_6.15.2020
- 2A2-Information Technology Acceptable Usage Agreement _ Waubonsee Community College
- 2A2-Institutional Reports _ Waubonsee Community College
- 2A2-IT-Project-Status-Report-January-25-2021
- 2A2-Legal Notices_Consumer Information Waubonsee Community College
- 2A2-MAC009_CommsGuide_Brand
- 2A2-MAC011_CommsGuide_MediaGov_20190225
- 2A2-MAC030_CommsGuide_IncidentPlan
- 2A2-MAC042_CommsGuide_Website
- 2A2-MAC052_Red_Sheet_Talking_Points-February_2019
- 2A2-O365WBS-1
- 2A2-QSD011-ScoreCard_January-21
- 2A2-Uniform_Guidance_Handout_6.15.2020
- 2A2-Waubonsee_Grants_Office_Process_and_Procedures_Manual_6.15.2020

2.B - Core Component 2.B

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

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

Argument

2B1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Waubonsee strives for accuracy and transparency in all communications and interactions with the community and those it serves; we have implemented both traditional print as well as enhanced digital modalities of information dissemination to provide the widest communicative reach to our diverse constituency.

Potential students can size up the college on the public waubonsee.edu website to get salient information such as credit versus non-credit enrollment, the percentage of high school students in the district who enroll at Waubonsee, student ethnicity breakdowns, gender breakdowns, tuition and financial aid information and a breakdown of college staff. This valuable information allows them to make decisions about whether the college fits their needs. Additionally, a [College Scorecard](#) is made available to the public for transparency and accountability. This College Scorecard was created to provide the community with a snapshot of how the college performs in the key areas of finance, enrollment, and student satisfaction. Selected metrics emanated from public reports to ensure transparency and accountability as performance measures. These metrics are updated yearly based on the relevant data cycles. A new version is made available every six months (January and July) so that progress or opportunities can be seen in these key areas.

The Office of the President sends updates to the college district local and state and federal officials to keep the college in the eye of the public and in so doing advocates for its mission. Here is an example of the brief updates sent to government officials during the year identified as [What's Happening at Waubonsee](#).

Each year the college assembles a [Report to the Community](#), available on its public website and distributed in print format for district distribution. The report reminds the community of the college's mission, vision and values and the strategic plan that reflects these institutional aspirations. Narratives describing student stories, faculty and staff excellence and community contributors are contained within. Quantitative data is also made available for analysis as part of public disclosure and accountability such as student demographics and pertinent financial data.

The Waubonsee Community College [Catalog](#), created each academic year, serves as the main student

and community facing document in regards to the majority of the above items. Print and electronic versions are available. The Waubonsee website houses an archive of over a decade's worth of [past catalogs](#), publicly available to search and/or download.

The [Catalog](#) contains information, accurate at the time of publication, regarding institutional academic and programmatic course offerings and requirements for our Transfer Degree programs (pg. 19), our General Studies program (pg. 40), and our Career and Technical Education Programs (pg. 43). Course descriptions begin on catalog page 94, prefaced by definitions and course numbering systems explanations. The catalog also provides a comprehensive list of Full-Time Faculty and Administrators, including their earned degrees, specialties, and their respective division designation (pg.197). Staff, listed by division, department, and title, beginning on catalog page 204.

The Waubonsee website mirrors, and in some areas expands upon, items noted above regarding programmatic offerings and requirements as well as college Faculty, Staff, and Administration. Pages to assist students [choose a program](#) based on their specific interests and personal goals, pages regarding our [Transfer Programs](#) including [Transfer Pathways and Guides](#), pages regarding our [Career Programs](#), and pages regarding our [General Studies degree program](#) are some of the many digital resources provided to our students.

Course Schedules are published for both credit and non-credit curriculum for their respective terms. Electronic versions of the [Course Schedules](#), are hosted on the Waubonsee webpage and were, prior to the pandemic of 2020, printed and physically mailed to residences within the district. [Online search navigation tools](#) for course offerings provide for a user-friendly, interactive, searchable method of identifying courses available for registering. Entering no search criteria will return results for all courses currently eligible for registration – this semester, next semester, or both – depending on when the search is submitted.

Costs to students are transparent and available through traditional and digital methods. Tuition and Fees are explained beginning on catalog page 168 and are described, defined, and itemized on the [Cost and Payments webpage](#). This page also provides students with a Tuition Calculator to assist in properly projecting educational costs. When programs incur costs above tuition and regular fees, estimated additional fees and expenses are denoted and delineated on the specific program catalog page. Nursing is one such example and can be reviewed on [catalog](#) page 87.

Waubonsee's accreditation through the Higher Learning Commission, and its approval through the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), and the U.S. Department of Education are recorded on catalog page 3. Current and active institutional and [programmatic accreditations](#), along with the ability to learn more about each through provided hyperlinks, are housed on the [Accreditation](#) webpage.

Specific to programmatic accreditations and consistent with the redesign of the Plano Campus to become an innovation and design center, Waubonsee is focused on becoming a certified Heating, Venting, and Air Conditioning (HVAC) excellence center. The demographics in the area and available opportunities from the [data gathered from our relationship with the Illinois Department of Employment Security](#), show our [opportunities for growth](#) in this area. Detailed [HVAC program improvement reports](#) and the [HVAC plan for learning improvement](#) have all been structured and aligned with the HVAC excellence criteria to help the college gain this certification to improve career and employment opportunities for students in this discipline.

Waubonsee responds to the public's requests for information in compliance with the Freedom of

Information Act (FOIA). The Vice President of Finance and Administration is the main point of contact for all FOIA requests. Waubonsee responded to 35 FOIA requests in 2019 and 31 in 2020, primarily from vendors.

2B2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Waubonsee promotes its service, dedication, and connection to the college district. The [Community and Professional Engagement webpage](#) highlights employees in service to the community. Additionally, the college, through its relationship with the National Community College Benchmarking Project, has outlined [comparison institutions](#) through which benchmarking opportunities are realized, particularly those relative to tuition, community offerings, and non-credit courses and programs. More information on the college and its approach to continuous improvement, benchmarking, and data-informed decision making is in Criterion 5.

The college engages in [community engagement](#) work through a list maintained by the Vice President of Strategy and Community Development. That office is responsible for ensuring college presence in all of our municipal areas, either through chambers, economic development groups, or board and general participation opportunities through local organizations. Through these engagement opportunities, the college can further continuous improvement in programs and services or opportunities for new offerings, including possible collaborations and partnerships to further student completion.

Sources

- 2A2-QSD011-ScoreCard_January-21
- 2B1 - Course Schedules _ Waubonsee Community College
- 2B1-2018-2019 HVA110 Plan-Report for Learning Improvement
- 2B1-2019-2020 Report for Learning Improvement HVA 110
- 2B1-Accreditation _ Waubonsee Community College
- 2B1-ARTC-2020
- 2B1-Board of Trustees _ Waubonsee Community College
- 2B1-Career Programs _ Waubonsee Community College
- 2B1-CC Minutes_2020_01_30
- 2B1-CC Minutes_2020_02_13
- 2B1-Costs and Payments _ Waubonsee Community College
- 2B1-Directory _ Waubonsee Community College
- 2B1-Faculty and Staff _ Waubonsee Community College
- 2B1-General Studies _ Waubonsee Community College
- 2B1-Past College Catalog _ Waubonsee Community College
- 2B1-Programs Courses _ Waubonsee Community College
- 2B1-Search Courses _ Waubonsee Community College
- 2B1-Transfer Pathways and Guides _ Waubonsee Community College
- 2B1-Transfer Programs _ Waubonsee Community College
- 2B1-Whats Happening at WCC 2020-1022
- 2B2 Staff_Comm_Involvement
- 2B2-Community and Professional Engagement _ Waubonsee Community College

- 2B2-NCCBP_Executive Report 2019

2.C - Core Component 2.C

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

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

Argument

2C1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

Training of Waubonsee's Board of Trustees begins even before a trustee is elected as all candidates are invited to attend a [Board of Trustees Candidate Informational Session](#) with the college president. Sessions include a review of the college district, financial documents, the current strategic plan, and college scorecard as well as [Board Policy 1.050.05 - Standards of Practice](#).

Upon their election, new trustees participate in [new trustee orientation sessions](#) with the college president and appropriate vice president. Trustees select topic areas from a menu of options covering Board of Trustees processes and procedures as well as each vice-presidential unit. Monthly board materials and meetings include written documents as well as institutional updates informing the board of various programs and initiatives to support data-informed decision-making. More in-depth presentations related to financial projections and community college current issues are also shared during an annual Special Board Meeting. The Student Trustee also goes through a training process and meets with the President and Vice President's to learn about the college and their new role. In addition, the [State of Illinois Public Act 99-0692](#), requires four hours of training for all community college trustees elected or appointed after January 1, 2017. This training requirement must be met within the first, third, and fifth years in office.

The college is an institutional member of the Illinois Community College Trustees Association (ICCTA) and the Association of Community College Trustees (ACCT). Trustees frequently participate in educational programming and conferences both at the state and national level through the ACCT. The college has presented numerous times at ACCT, and shares conference information with areas of opportunity for the college. Board members give [reports to the community on their ICCTA participation](#) during board meetings and the Board of Trustees and President's Office receives [frequent updates from the ICCTA list serv](#) on information that is helpful for both parties to know. At each board meeting, [a section of the agenda is reserved for updates on ICCTA and ACCT](#)

and the President builds on these conversations each week during her regular calls to all board members.

2C2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The board's deliberations are reflected in actions taken during the public board meeting as well as questions and comments related to agenda action items. This was most recently reflected in their unanimous approval of [Waubonsee's Pandemic Relief Plan](#) to support students and taxpayers. Utilizing federal and state financial resources provided in response to the global pandemic, Waubonsee provided more than \$4 million in financial support in the Fall 2020 semester alone. And board approval to refinance existing college debt while also abating some or all bond and interest levy for calendar year 2020 provided substantial interest rate savings to the college as well as property tax abatement of nearly \$7.5 million for taxpayers. Additionally, the college's strong [A+ financial rating was reaffirmed](#) during this process. Additional decisions to realign college resources by closing the Fitness Center and suspending children's and personal interest programming indefinitely reflect changing community resources and partnerships as well as lingering limitations caused by the global pandemic.

2C3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision making deliberations.

The Board of Trustees regularly discusses and supports opportunities for both internal and external constituents to contribute and impact their decision making. Board meetings start with staff, faculty, alumni, or community recognition, where we highlight a member of our community who has made a significant contribution to the college and local community. For example, at our [March 2021 Board Meeting](#), we highlighted a faculty member who has made significant contribution to their program, which has had positive employment and economic impacts in our district. At our [August 2018 meeting](#), we highlighted our Auto Body program and one of our major employers. Recognitions like these show our Board of Trustees how programs are being effective, how they are aligning with the needs of our community, and how synergies are being realized across industries to create opportunities for students and community members to grow, become more employable, and create a more productive society.

We have started an internal process where we carefully deliberate all new hires. In the past, the decision would be made by one of the four vice presidents in each of the units: Educational Affairs, Strategy and Community Development, Finance and Administration, and Student Development. Now, the positions are funneled through a [six-question process](#) in Human Resources and taken to the Executive Leadership Team of the college (the four vice presidents and the president) for a more comprehensive review. The Board of Trustees have always approved all part-time and full-time hires at their meeting each month, but this new process ensures that we have done a more thorough evaluation of these positions prior to bringing them to the Board for their approval. Some positions, particularly administrative roles and faculty hires, typically come to the Board Meeting to be introduced. Faculty tenure hires also are approved by the Board; during the pandemic, where many of our board meetings have been virtual, we have had new faculty introduced through short videos.

The President of the college engages the Board each month with the [President's Report](#), which gives the Board a high-level overview of all her internal and external activities. In addition, each of the four vice presidents submit "one-liners," which cover a multitude of initiatives from various employees in their respective units. The one-liners are meant to provide the Board of Trustees with

anything that employees are engaging in outside of their normal job responsibilities but don't necessarily need to rise to the level of a report at the Board Meeting. A good example are these [March 2019 one-liners](#) when plenty of activity was taking place prior to the pandemic.

All these reports and information that the Board of Trustees receive, help them to make decisions and be up-to-date and informed on everything transpiring at the college internally and externally. Periodically, the Board will ask for more data on a topic at a meeting, and information items provide them with data or other specificity around a topic to better inform their decision-making processes. In addition, the college has a Public Comment policy that encourages community members to participate in board meetings.

2C4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

The Board of Trustees adheres to [Board Policy 6.200.04](#) titled *Prohibited Political Activity and Gift Ban*. The policy discusses "political activity" which prohibits support of or connection for any campaign for any elective officer. "Soliciting contributions," included but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event are also prohibited. The policy is very detailed; Article 10 of the policy is titled, *Gift Ban* and details that "no officer or employee, and no spouse of any immediate family member living with any officer or employee shall intentionally solicit or accept any gift from any prohibited source." The Waubonsee Community College Board adheres to these policies and every revision, addition, or modification of any Board Policy is passed by the [Board Policy Committee](#) and updated immediately within 40 hours, with a copy sent to the Faculty Council President.

2C5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The Board allows the college's Executive Leadership Team to make decisions on day-to-day matters that are necessary for the operations of the college to function effectively. [Board Policy 1.050.05](#) Standards of Practice outlines that "authority" to initiate policy recommendations, administer academic programs, conduct college business and implement board actions is delegated to the college president."

Each week, the President conducts phone calls with all Board Members to keep them apprised of these decisions and to garner input to help future conversations. These phone calls are not mandated by the Board of Trustees, rather it is an attempt on behalf of the President to keep the board informed, engaged, and aware of college activities and strategy.

The Faculty Council President and College President also have designated meetings twice a semester built into the collective bargaining agreement.

In 2018, a new department titled [Faculty Development and Engagement](#), was created to ensure a greater level of involvement from faculty related to academic matters and to ensure that their voice in constantly being woven into the fabric of institutional conversations and decisions. This group is led by two administrators, a Dean and an Assistant Dean, and have led the implementation of a [new learning management system](#) in addition to the recent hiring of a new media specialist to provide additional training and support to faculty related to pedagogy and online course enhancements. The college also created two full-time and one part-time Faculty Development Coordinators to the FDAE

team to ensure consistent collaboration and communication with all faculty.

Curriculum planning is a key function of the college faculty and vital to the college's delivery of relevant courses and programs that encourage development of ideas and insights, and the acquisition of knowledge and skills. The Faculty Council appoints a Curriculum Committee that works with the Vice President of Educational Affairs, the Assistant Vice President of Education and Workforce Development, and the Office of Learning Outcomes, Curriculum and Program Development. The guidelines and process are described in this [comprehensive manual](#).

Board Policy 4.050.02 states that the Curriculum Council is the college organization charged with the responsibility for reviewing, evaluating, and refining new courses and curricula and recommending programs that merit adoption. Two examples of the Curriculum Council in action are detailed in meeting minutes. One example, from a meeting held on [9-26-2019](#) details decisions around a new Cybersecurity Associate in Applied Science Degree and related Certificate of Achievement Program. Another example is from minutes taken from a meeting held on [01-30-2020](#) concerning various discipline course withdrawals, renewals, revisions, and proposals along with a proposal to inactivate a program.

Sources

- 1B2-Board Policy Manual Approved 04-29-2021
- 2C1 05.19.2021 BOT Meeting Agenda
- 2C1- Public Act 099-0692
- 2C1 Sample Agenda - Trustee Candidate Informational Session
- 2C1 Trustee Orientation Menu
- 2C1-ICCTAAbdhighmay2021
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- 2C2 Pandemic Relief Plan Email
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- 2C2-Rating Action - Moodys-assigns-Aa1-to-Community-College-District-516-Waubonsee-ILs-GOULT-and-G... - 19Jan21
- 2C3 2020.06 Presidents Report with Dates to Remember
- 2C3 BoardMeetingMinutes.pdf 03-17-2021
- 2C3 BOT Minutes 08-2018
- 2C3 One Liners 03-2019
- 2C3 Presidents Report_May-2021
- 2C3 Vacant Support Staff Position Review Process FY2020
- 2C4 BoardReorganizationMeetingMinutes 04-29-2021
- 2C5-2021-05-20-Department-Organizational-Charts
- 2C5-Canvas FDAE Page
- 2C5-FDAEAbout _ Waubonsee Community College
- 2D-CC Minutes_2019-9-26(1)
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- 2D-INS145_Aproved-Curriculum-Council-Procedure-Manual-for-2020-2021_20201006

2.D - Core Component 2.D

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

Argument

The agreement between the board of [Waubonsee Community College, District #516 and the Waubonsee Community College Faculty Council Local #604 for 2019-2021](#) stipulates in Article IV that it follows the American Association of University Professors (AAUP) Statement on Rights and Freedoms of Students. The rights of academic freedom and freedom of expression apply to the use of college computing resources. So, too, however do the responsibilities and limitations associated with those rights. The [Student Handbook](#) further explains that students, as well as college employees, must consider federal and state laws, college rules and policies and terms of applicable contracts when using college computing resources.

Academic freedom is also addressed by the college's compliance with the Clery Act and Title IX provisions under which the college is subject. The Board Policy Manual contains specific language regarding the outlawing of sexual harassment and makes specific reference to the protection of academic freedom under the *Quid Pro Quo Sexual Harassment Prohibited* provision in section 3.170.01 of the [Board Policy Manual](#).

Faculty are encouraged to participate in and present at professional higher education conferences. The college's internal newsletter, *Newsbits*, highlights this participation for faculty, staff, and administration. Many faculty members edit or contribute to journals of higher education. The [December 2019](#), [January 2020](#), and [November 2020](#) editions attest to this. Waubonsee faculty have authored books, chapters of books, musical scores and have had artwork featured in curated exhibits. A [speaker series](#) showcased faculty anxious to share their research and thoughts on interesting issues. These engaging and thought-provoking events are open and free to the public. .

Independent Study encourages students to explore areas of special interest that expand on their classroom studies. In an independent study, a student is allowed to design their own curriculum based on a specific subject, adding relevant reading and writing assignments. Academic freedom is also expressed in the [Horizons](#) literary magazine. This literary magazine is an annual project of the Creative Writing Club that features literature and art from Waubonsee's student body. An additional outlet, besides the normal classroom freedom of expression, is enabled through the college's participation in the Illinois Skyway competitions. These exciting co-curricular events include a STEM poster completion, Juried Art Competition, Writer's Competitions and Festival, Jazz Festival and many Career and Technical Education competitions in which Waubonsee students showcase their skills and talents.

Sources

- 1B2-2019-2021 Full-Time Faculty Collective Bargaining Agreement_Final with signatures
- 1B2-Board Policy Manual Approved 04-29-2021

- 2D-Horizons-2021-Web
- 2D-NB_December 2019(1)
- 2D-NB_January 2020
- 2D-NB_November 2020
- 2D-Speaker Series _ Waubonsee Community College

2.E - Core Component 2.E

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

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

Argument

2E1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.

Waubonsee's Office of Institutional Effectiveness is responsible for the approval, monitoring and control of all research conducted at the college or with college employees or students. A [Request for Research Approval](#) outlines conduct for research and organizational surveys is applicable to both employees and non-employees who wish to conduct research at the college. The document provides guidance specifically so that: research is strictly controlled and researchers adhere to professional and ethical guidelines; research subjects are aware of and protected from any adverse impacts of the research; and faculty members are not overly constrained in their conduct of educational demonstrations of research practica by an overly-broad definition of research. The document provides definitions salient to the topic of conducting research and makes distinctions between research and demonstration and the importance of informed consent. Approval of research studies at the college is performed on a case-by-case basis with special attention to minimizing the intrusion on learning and on protecting the rights and welfare of the college community. Participation by the target population for any approved research study is voluntary.

2E2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

The Office of Institutional Effectiveness (IE) provides support and assistance to all college employees who are interested in using college data for research and scholarly practice. IE works with a variety of departments across the college to develop and administer surveys to students and employees on a variety of topics. The survey development process includes the following steps: 1) an initial discovery meeting to identify the objective, target population, proposed timeline and other pertinent details; 2) the co-creation of all survey questions to ensure that the instrument is well-designed and capable of producing the desired results; 3) administering the survey through the college's Qualtrics survey platform; 4) coordinating the timing for conducting the survey to ensure that potential respondents are not "over-surveyed; and 5) providing assistance and expertise for analyzing the survey results.

The Grants Office works closely with internal college stakeholders encouraging faculty, staff, and administrators to be aware of and seek out external funding opportunities to support institutional

goals and objectives as outlined by its mission and Strategic Plan. As such, a [Grant Process and Procedure Manual](#) has been developed to guide and facilitate active involvement in grant funding opportunities. A [process map](#) is available to all employees for an understanding of the steps involved in the pre-award steps in pursuit of grant funding. To facilitate the process, and to have a central repository for grants documents, the college uses the Amplifund Grant Management software, implemented in 2015. The system enables an efficient electronic workflow for reviewing grant proposals and collecting official college signatures prior to grant submission. The [Uniform Guidance Chart](#) is made available to administrators and grant managers as a resource to facilitate compliance with Federal grants.

Through the student orientation and onboarding process, extensive information is shared and presented on how to research properly, including library resources, in-person and online research opportunities through the [Waubonsee Library](#). To further improve how information was shared with students and so that a repository could be provided where students can learn and review information consistently, the college invested in a new online platform and developed modules called [Pre-Registration Review and Waubonsee 101](#). Students, following their initial registration, take a series of modules that explain all services available to them. These modules support what students learn in New Student Orientation; the in-person component was suspended in 2020 and early parts of 2021 due to the challenges with the pandemic, but this software creates a repository of videos, tutorials, and interactive learning modules that students can access at any time. There is a survey portion at the end that provides the college with continuous improvement opportunities to add or subtract modules that students find helpful, redundant, or not necessary to improve their experience during the student life cycle. This [data is shared monthly](#) with relevant stakeholders so they get just-in-time student feedback.

2E3 The institution provides students guidance in the ethics of research and use of information resources.

The Student Code of Conduct is the primary statement of the expectations that the college has for its students in terms of academic integrity. The [Student Handbook](#) provides clear and direct guidance to students about expectations for student behavior, in accordance with the college's mission. The handbook indicates that the college recognizes a student's rights within the institution to freedom of speech, inquiry and assembly, to the peaceful pursuit of an education, and to the reasonable use of services and facilities at the college.

2E4 The institution enforces policies on academic honesty and integrity.

As part of developing students, the Dean for Students guides students to adhere to the student code of conduct and is the focal point at the college to respond to student complaints. Annual reports are filed to track student conduct at the college and to address complaints that students have. In spring 2021, a new position, Student Conduct and Education Coordinator, was added to assist the Dean for Students.

The college strives to create a community climate where learning can flourish, and all students feel welcome and respected. (See also 1C3). To that end, the Code of Student Conduct reflects what is expected of students (self-respect, integrity, and respect for others) and outlines the procedures for addressing conduct of students and student organizations that fail to abide by these standards. The Maxient software is used to track and analyze student conduct incidents. A review of the last few years shows an incident count as follows.

Table 2E4 Student Conduct Incidents

2016-2017	2017-2018	2018-2019	2019-2020
159	199	173	121

A comprehensive [Student Conduct Annual Report](#) is compiled for college leadership and made available on the college’s public website. This report can be interrogated for further understanding of the types of student conduct that come to the attention of the dean and the outcomes for the student. The defined interventions evolve as the need arises to address the conduct reported. Additionally, to encourage and support positive behavior in the classroom and on campus, the dean offers resources to faculty and staff to promote [civility](#) and responses to [inappropriate student behavior](#).

Sources

- 2E1-IE0006_Research_Proposal_Request_Form_revised_9-9-2019
- 2E2 Comprehensive Student Feedback Report_March 2021
- 2E2 PRR and Waubonsee 101
- 2E2-Getting Started Workshop _ Waubonsee Community College
- 2E2-Grant_Development_Flow_Chart_6.15.2020
- 2E2-Library _ Waubonsee Community College
- 2E2-Uniform_Guidance_Handout_6.15.2020
- 2E2-Waubonsee_Grants_Office_Process_and_Procedures_Manual_6.15.2020
- 2E4-Promoting-Civility-in-the-Classroom-Tip-Sheet
- 2E4-SC-ANNUAL-REPORT-2019-2020_Final
- 2E4-SD0001_1Guide_disruptive_behavior_FY20

2.S - Criterion 2 - Summary

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

Summary

Ethics and integrity are one of the strongest traits of Waubonsee Community College. It is evident in our publications and transparency, both in terms of our communication to the public and even internally to our employees and local community. The college has been recognized externally by the Government Finance Officers Association for 20 years in a row for excellence in financial reporting, consistent with the highest standards for preparation of state and local government financial reports.

The community-based grants the college has received to support completion (one-year degree pilot) and students of color (TRIUMPH) support the state and federal grants that the college has received (like through the National Science Foundation) to support teaching and learning.

The governing board has consistency, stability, and an excellent understanding of the history of the college and its community impact. Given their experience both on the board and as professionals in the college district, they are well positioned to continue to provide leadership to take the college into the future.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

3A1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

As public two-year community college in Illinois, we are required to follow the Illinois Community College (ICCB) administrative rules which includes guidelines for courses and programs. ICCB approves all curriculum offered at Waubonsee. New transfer degree and certificate programs are required to include the need for programming; the curriculum; faculty credentials; assessment of student learning plans and facility plan. The application for career and technical education has additional requirements including labor market need; program purpose; target populations; supply-demand information; planned workforce partnerships; academic and skills requirements; cost analysis; and a continuous quality improvement plan.

Waubonsee ensures that curriculum is current through participation with various [advisory boards](#) for our programs. Advisory boards help review current program curricula, while designing curriculum for new programs as part of the greater program review process. More on the program review process is 4A, however here are the four main principles of the [program review process](#) that the college adheres to:

- Provides faculty an opportunity to reflect on teaching and learning practices.
- Is aligned with assessment of student learning and provides an overview of strengths and opportunities for program improvement.
- Is collaboratively completed by full-time members and deans or support staff. Adjunct faculty participation is encouraged.
- Facilitates assessment, planning, curriculum development and resource allocation.

For each new degree and certificate program offered, an [Application for Approval of a Career and Technical Education Curriculum](#) must be completed and submitted to the ICCB for final approval

before any courses or the program can be offered to students. The state-level approval process also ensures curricula are current and require levels of student performance appropriate to the credential awarded.

Waubonsee has a [detailed set of internal processes and required approvals](#) for new and revised courses, certificates, and degrees. Proposed curriculum actions for courses and programs begin as a [concept](#), typically by the faculty, through an originator who develops the proposal and prepares it for the approval process. The three process phases are [Initiation](#), [Development](#), and [Approval](#). Once warranted, the originator can begin the process of [entering the draft of the course or program](#) into our curriculum management system in order to be included on the meeting agenda for approval by [Curriculum Council](#). The Curricunet software promotes [consistency and standardization for all elements](#) such as [course/program objectives](#), student learning outcomes, [prerequisites](#), [repeatability](#), evaluation methods for student performance, etc.

Curriculum Council [reviews](#) and approves any program changes necessary to enhance student learning. [Curriculum Council minutes](#) are kept to document these changes and for evidentiary support if and when information is sent to state, program, or regional accrediting bodies for further levels of approval.

Once new courses and courses and programs with major revisions are approved by Curriculum Council, they are submitted to the ICCB for approval. If a new course is a transfer course, it must first be sent out for articulation. Waubonsee sends courses to the seven four-year institutions that many of our students transfer to. Once three “yes” articulation responses are received, the transfer course is sent to ICCB for approval. This is one method for ensuring curriculum is current and that outcomes reflect the appropriate level of academic rigor.

Waubonsee assures its curriculum is current and relevant by maintaining [Transfer Partnership Agreements](#) which confirm that our college curriculum meet high quality standards and outcomes between institutions. In addition to formal transfer agreements, we made progress on providing our students [transfer pathways and guides](#) to help students plan their four-year degree based on intended institution and career goals. We continue to add transfer pathways for our students.

If the new course is a career and technical education course, it is not necessary to send out for articulation before submitting to ICCB for approval, but these are validated through advisory committee member feedback and benchmarking with similar programs at other community colleges.

A new degree or certificate program of study must be approved by the college's Board of Trustees before submitting it to the ICCB for final approval. New degree programs must also be approved by the Illinois Board of Higher Education before they can be offered.

3A2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

In 2016-2017, faculty reviewed and updated learning outcomes for all courses. Each course contains 3-5 unique learning outcomes aligned with the course description. Unique program learning outcomes were determined for each of the Career and Technical Education degrees and certificates. All learning outcomes were guided by best practices including using national disciplinary standards, external accreditation requirements, and industry recommendations. Learning outcomes serve as the guide for the faculty teaching the course, ensuring that they are providing students with the necessary information to succeed in their courses regardless of modality including dual credit faculty. All

learning outcomes were approved by Curriculum Council and are a part of the course outline form in Curricunet.

All student learning outcomes are differentiated and included on course syllabi. [Institutional Learning Outcomes \(ILOs\)](#) and CTE [Program Learning Outcomes \(PLOs\)](#) are also available to students on our website.

3A3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Information approved and entered in [Curricunet](#) serves as the official curriculum of the college. Approved course outlines in Curricunet are used for faculty syllabi and ensure learning outcomes are consistent across courses and modalities. The [Course Outline](#) is reviewed when course revisions are proposed through Curriculum Council. Course Outline review is also embedded in the assessment of student learning process. Faculty review outlines as part of their assessment plan according to the five-year Assessment Cycle on the Report for Learning Improvement. Deans review all course syllabi to ensure consistency across modalities and further solidify our efforts to ensure assessment of course outcomes across modalities.

Waubonsee also uses the [Assessment, Evaluation, Feedback & Intervention System—AEFIS](#) which is a web-based assessment management platform that facilitates the collection and application of real-time assessment data. The system is set for faculty to assess our institution, program and course learning outcomes through the [Annual Update](#) and [Program Review](#) processes. The system provides faculty the tools to assessment data across all courses and modalities including dual credit. The college completed two pilots with this tool and has been successful in collecting data across courses at the course and program level. Our Outcomes Advisory Council and Assessment Liaisons continue to provide training opportunities to their colleagues.

Dual Credit is offered at [12 district high schools](#) as well as online or on Waubonsee's campus. All courses offered as dual credit go through an approval process through our Office of School District Partnerships. Part of the process requires high schools to submit their syllabus including assessment plans to the assistant deans in the corresponding academic division. The college also subscribes to the [Dual Credit Quality Act](#) as a means of ensuring consistent quality across college and dual credit courses.

Dual credit faculty are invited to the same start-of-semester Faculty Development Days as their on-campus colleagues and are introduced to full-time faculty members to offer guidance, assistance, and resources. In addition, Waubonsee and high schools also convene annually to discuss course content and assessment of student learning. As we progress in our AEFIS pilot, we plan to provide development opportunities to dual credit faculty in using our assessment management system. One of our Biology faculty members is collaborating with high school faculty to refine the process. Finally, dual credit faculty use the same course outlines as well as the same Student Evaluation of Instruction. These quality standards ensure that the college courses taught as dual credit by a high school faculty member are identical to those of courses taught by an adjunct instructor on campus.

Sources

- 3A1 Curriculum Council Checklist 2020-2021

- 3A1 Curriculum Council Course Outline Form
- 3A1 Curriculum Council Procedure Manual for 2020-2021
- 3A1 Curriculum Council_Course Description Requirements
- 3A1 Curriculum Council_Entering Courses into CurricUNET PDF_0
- 3A1 Curriculum Council_OBJECTIVES and OUTCOMES
- 3A1 Curriculum Council_PREREQ-COREQ
- 3A1 Curriculum Council_REPEATABILITY
- 3A1 Curriculum Council_Review Proposals CurricUNET
- 3A1 Cyber Security_New Program Proposal
- 3A1 Cybersecurity Recommendation_Proposal_11.9.18
- 3A1 Program Development_Program Proposal
- 3A1 Transfer Partnership Agreements
- 3A1-Advisory
- 3A1-CC Minutes_2019-9-26 (1)
- 3A1-Critical Thinking ICAN Statements
- 3A1-Global Awareness CLOs I CAN Statements
- 3A1-Quantitative Literacy CLOs I CAN Statements
- 3A1-Transfer Partnership Agreements _ Waubonsee Community College
- 3A1-Transfer Pathways and Guides_Art
- 3A1-WCC CyberCert Appl
- 3A1-WCC Cybersecurity Cert ICCB TempAppl Let_1
- 3A2 Program Learning Outcomes
- 3A2-Institutional Learning Outcomes _ Waubonsee Community College
- 3A2-Institutional Learning Outcomes _ Waubonsee Community College
- 3A3 AEFIS_Annual Update Instructions20-21
- 3A3 AEFIS_Dashboard
- 3A3 AEFIS_ICCB Program Review Instructions
- 3A3-Dual Credit Quality Act
- 3A3Participating Dual Credit High Schools _ Waubonsee Community College

3.B - Core Component 3.B

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

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

Argument

3B1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The State of Illinois has an established framework for statewide transfer of general education credit. The [Illinois Articulation Initiative \(IAI\)](#) is a consortium comprised of faculty subject matter experts and administrators from two- and four-year institutions who review course curriculum on a five-year cycle to ensure relevance and consistency. Waubonsee offers 133 IAI General Education courses and 45 IAI Major courses.

Waubonsee's general education program provides students the opportunity to acquire the knowledge, skills, and abilities which are vital to success in education, careers, and in lifelong learning. Waubonsee believes students achieve these skills from courses and the college experience beyond the specific content each class provides.

Consistent with the institutional mission and vision, we are committed to offering experiences, both inside and outside of the classroom, that allow students to acquire, develop, and demonstrate growth in these core proficiencies. "I Can" statements were developed during the same time to help students understand the knowledge, skills and abilities gained in each of the Institutional Learning Outcomes:

- [Critical Thinking](#): Critical thinking is a habit of mind characterized by the thorough analysis of issues, ideas, artifacts, information or events to construct an argument or a solution.
 - Outcome: Analyze information in order to construct an argument or solution.
- [Communication](#): Communication is the ability to deliver clear, well-organized speeches, presentations, visuals or ideas appropriate to various contexts and audiences; and to write clear,

concise communications appropriate to various contexts and audiences.

- Outcome: Use clear language to communicate meaning appropriate to various contexts and audiences.
- **Quantitative Literacy:** Quantitative Literacy is the ability to acquire, analyze, use and represent mathematical and scientific data and information symbolically, visually, numerically and verbally to recognize and understand problems and trends, to conduct experiments and observations, to develop appropriate solutions and conclusions, and to understand the interrelatedness of quantitative reasoning and other disciplines.
 - Outcome: Make judgments or draw appropriate conclusions based on the quantitative analysis of data.
- **Global Awareness:** Global Awareness is the ability to integrate diverse perspectives, cultivate compassion, and transcend borders to address complex issues.
 - Outcome: Describe the interconnectedness of issues, trends or systems using diverse perspectives.
- **Information Literacy:** Information literacy is a set of integrated skills encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the ethical use of information in creating new knowledge.
 - Outcome: Use technology to ethically research, evaluate or create information.

The work by the Council for Access and Inclusion and the [minutes](#) kept from those meetings, serve as consistent reminders on some of the general education skills that are necessary for our students to be successful from a global perspective. CAI includes faculty and other representatives from academic leadership; this information is collected and shared with faculty for continuous improvement areas in their research and pedagogical practices.

3B2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Waubonsee's [general education program](#) ensures that students complete a wide-range of course work through a large selection of educational offerings which provide many opportunities to engage in intellectual inquiry and develop broad knowledge and skills. Students enrolled in one of our [transfer degrees](#) (AA, AS, AFA, or ASE) with the goal of completing a baccalaureate degree complete thirty-seven to forty-one credits of IAI general education courses.

Our Outcomes Advisory Committee (OAC) dedicated fall 2017 to write descriptions and outcomes for our [Institutional Learning Outcomes \(ILOs\)](#) which encompass our general education curriculum. OAC [minutes](#) show the heavy involvement of faculty in leading and helping to shape the direction of this team and process. Faculty paired down the general education list to help create revised ILO's and new definitions. Two new outcomes aligned to Waubonsee's Strategic plan were added to our ILOs the same year: Global Awareness and Information Literacy. We currently have five general education/Institutional Learning Outcomes including written communications, critical thinking, quantitative literacy and our two new outcomes listed above. We believe these are the five intellectual skills necessary to prepare our students for their various roles as citizens, transfer students in addition to preparing for future careers.

3B3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The changes to the Institutional Learning Outcomes, particularly the global awareness outcome, were in an attempt to better prepare our students for in increasingly diverse society. Waubonsee has worked extensively during [faculty development](#) and [engagement](#) days on several pedagogy and organizational enhancements to teaching and learning. Embedded classroom skills like teamwork and analysis further support the students and their growth in the programs and courses. Experiential learning is supported and highlighted by the information literacy institutional outcome, which furthers intellectual curiosity and inquiry; creating an environment where students can ask questions and be supported is essential to ensuring that the learning is embedded in their fabric as human beings and applied in societal settings.

3B4 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Many Waubonsee faculty continue to engage in scholarship and creative work. Faculty publish in journals and frequently further their pursuit of learning through conferences and other scholarly activities. Most recently, an [Assistant Professor of Biology, published and had it highlighted in the President's Report](#). Several full-time and part-time faculty have had their work published or recognized. Some faculty have been awarded sabbatical leave to pursue larger scholarly projects and/or advanced degrees. Often faculty share their scholarship or creative endeavors with colleagues through faculty development programming, as shown in the [spring](#) and [fall 2018](#) faculty development days.

Waubonsee invites submissions for art exhibitions of all media to be displayed in its [Arrowhead Room](#) at the Sugar Grove Campus. Proposals are reviewed periodically by an Exhibition Committee, made up of Waubonsee Art faculty and staff. Waubonsee offers photo documentation, and on campus marketing and communications support (website listing, email announcements, posters, takeaways). College staff work with artists to facilitate and support exhibitions and offer paid visiting artist lecture and/or workshop opportunities to our exhibiting artists. The [sample exhibition guidelines](#) outline the criteria.

Students who enroll in Fine Arts courses can have their art selected to be purchased and displayed by the college with [guidelines for college purchase outlined in this college memo](#). A [Fall 2020 Student Exhibition](#) featured student artwork available for sale. Ceramics students also feature their work at sales where they are given the opportunity to display their wares and practice their salesmanship. We have student poster sessions, art shows, and several opportunities for students to show and display their work.

Sources

- 3A1-Critical Thinking ICAN Statements
- 3A1-Global Awareness CLOs I CAN Statements
- 3A1-Information Literacy I CAN Statements-3
- 3A1-Quantitative Literacy CLOs I CAN Statements
- 3A2-Institutional Learning Outcomes _ Waubonsee Community College

- 3B1-CAI Minutes 04.17.20
- 3B1-iTransfer Home _ iTransfer
- 3B2 ILOs _ Communication I CAN Statements
- 3B2-General Education Core Curriculum (GECC) Credential _ Waubonsee Community College
- 3B2-OAC-4-6-2021 OAC Minutes
- 3B2-Transfer Degree Requirements _ Waubonsee Community College
- 3B3 FDD _ 2020 Fall Virtual Faculty Development Days Conference Program
- 3B3-2020 Spring Faculty Development Days Conference Program
- 3B4-2021.03 Presidents Report
- 3B4-Arrowhead-Room-map-2019
- 3B4-Fall 2018 Orientation Memo Schedule
- 3B4-Fall-2020-Student-Exhibition-SlideshowR
- 3B4-FT Spring 2018 Orientation Schedule
- 3B4-student_art_purchase_plan_memo
- 3B4-Submission Guidelines - Arrowhead Gallery images

3.C - Core Component 3.C

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

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

Argument

3C1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Waubonsee actively seeks quality, credentialed, and engaging faculty and staff who are reflective of our student body, the local district we serve, and our national and global communities. As noted on the [Job Opportunities](#) webpage, “As an institution we celebrate diversity in faculty, staff and student recruitment.” All job postings on our [career site](#) display our written dedication to remaining an “Equal Opportunity Employer: minority / female / disability / veteran.”

Our statement on [faculty expectations and minimum qualifications](#) highlights what we look for in new faculty members and how it is understood that they will conduct themselves as members of the faculty. The [adjunct faculty guidebook](#) further reinforces these commitments and strengthens the expectations upon hire. The [New Faculty Learning Academy](#) gives faculty an opportunity to hear from members of the college community and ask questions about administrative, student, and faculty relationships, and how collaboration and participation is necessary to create an environment conducive to student equity and success, one of the pillars of our strategic plan.

Waubonsee also maintains an [Affirmative Action Plan](#) where data, goals, and metrics are documented about how well we maintain an appropriate number of faculty and staff relative to the college community. Historically, this has been an area where we have struggled; however, diversity in our Human Resources department has provided the college with knowledge on where postings can be located to be seen by more candidates from diverse backgrounds during the hiring process. Intentionality, while never sacrificing quality, is a conversation with many hiring managers to ensure

that we are taking steps to diversity our faculty and staff, and more accurately representing the students and community members we serve.

Waubonsee's [Administrative Organizational Chart](#) illustrates the diversity of its administrative team and the [Photo Charts of Faculty by Division](#) provides a parallel visualization of the educators comprising our full-time faculty.

3C2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.

Waubonsee maintains a comprehensive [Full-Time Faculty & Programs by Division](#) document on the mywcc portal. Classroom-focused divisions and faculty, such as Business, Technology, and Workforce Education; Health Professions and Public Service; Liberal Arts and Sciences; Social Sciences, Education, and World Languages, are identified as are Academic Support faculty and Student Success and Retention Counseling faculty.

Assessment of Student Learning and Curriculum Oversight is under the administrative leadership of the Dean for Learning Outcomes, Curriculum, and Program Development who works closely with faculty on these essential non-classroom matters. The assessment of student learning is led by faculty, and supported by academic administration, through the Outcomes Assessment Council. Waubonsee has sufficient numbers and continuity of faculty to meet non-classroom needs such as membership on [Curriculum Council](#), [Outcomes Advisory Council](#), and the [Faculty Excellence Team](#). Assessment is supported at all areas of the unit, including adjunct only departments. While full-time faculty are more present given the nature of their roles, we support our adjunct faculty as well, given the need for their engagement, which ultimately supports student retention.

Procedures for analyzing the institutional and departmental need to fill, or to not fill, a vacated full-time faculty position is outlined in [the Agreement between the Board of Waubonsee Community College and the Waubonsee Community College Faculty Council Local #406](#), (agreement page 11). We review enrollment patterns, the ratio of adjunct and full-time faculty and other factors in developing a recommendation to ensure sufficient numbers of full-time faculty to fulfill non-classroom responsibilities.

Faculty members are invited and encouraged to serve on full-time faculty search committees. They may be consulted by an Assistant Dean when an adjunct faculty position becomes available either to review an applicant's credentials or possibly participate in instructor candidates' interviews.

3C3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Waubonsee follows the guidance included in HLC's ["Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices"](#) document. The Board adopted a ["Qualifications to Teach"](#) document which is reviewed and updated as needed. The current Qualifications to Teach is being updated to verify qualifications and credentials needed by course (rather than by position). In addition, in some CTE programs, additional credentials have been included to determine relevant training and tested experience (such as relevant ASE certifications for Automotive instructors). Waubonsee also complies with the ICCB's Administrative Rules regarding qualifications, including those for CTE faculty: "Faculty engaged in providing technical and career coursework at the

associate degree level shall possess, at a minimum, at least 2,000 hours of work experience and the appropriate recognized credential depending on the specific field.” (ICCB admin rule on pg. 122 of the [Systems Rules Manual](#)).

All potential faculty – Full-Time, Adjunct, or Dual Credit alike – must hold, at minimum, the earned credentials outlined and defined in this document in order to be considered for interviewing or hiring.

High school faculty seeking to teach dual credit offerings must submit their requests, complete with educational credentials, to the appropriate Assistant Dean through the [School District Partnerships](#) office. Upon review, analysis, and consideration of each request, the Assistant Dean will convey his/her final verdict – either approval or rejection – to the Director of School District Partnerships.

3C4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Institutional policies and procedures have been established for evaluation of faculty by two distinct populations – evaluation by Administrators and evaluation by Students.

As Full-Time tenure track positions and Adjunct Faculty positions are dissimilar in many regards, distinct institutional policies and procedures for each classification have been established to support the intent, focus, and scope of evaluation by Administrators appropriately.

Evaluation of Full-Time faculty has been outlined in the [Agreement between the Board of Waubonsee Community College and the Waubonsee Community College Faculty Council Local #406](#). This agreement includes guidelines for both non-tenured faculty evaluation (agreement page 72) as well as tenured faculty evaluation (agreement page 38). [Adjunct Faculty Instructional Evaluations](#), as well as the post instructional evaluation review, debrief, and discussion, are conducted by the respective Assistant Dean per institutional policy and procedure and provide adjunct faculty with individualized feedback, customized strategies for success, and the forum to establish an ongoing conversation about high quality, high impact, approaches to increase student engagement, student knowledge and skill acquisition, and strengthening one’s own instructional skills.

[Student Evaluations of Instruction](#) are completed for all courses and for all instructors – Full-Time and Adjunct alike – and are built upon the [Effective Practice Framework](#) as established by the Association of College and University Educators (ACUE).

Post-tenure faculty review has been developed and added to the new collective bargaining agreement. This was a collaborative process between the faculty leadership team and the college administrative leadership, there was a [taskforce developed](#) to help finalize the [recommendations](#) and members of the faculty excellence team have been working on updating the student evaluation questions to ensure consistency and relevance for students and faculty.

3C5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

In June 2018, Waubonsee created two offices to support instructors’ resources necessary for effective teaching and learning. The [Office of Learning Outcomes, Curriculum and Program Development's](#)

(LOCPD) mission is to provide leadership, quality assurance and support for curriculum to promote educational excellence. One of the primary goals of this new office is to support faculty to assure quality and relevant curricular enhancements in creation of curriculum through [Curriculum Council](#) and the assessment of student learning. Faculty provide leadership and support for these initiatives through the [Outcomes Advisory Council](#).

The [Office of Faculty Development and Engagement \(FDAE\)](#) was created to provide meaningful, [comprehensive faculty development and engagement](#) opportunities to support all faculty. The [Faculty Excellence Team \(FET\)](#) was charged to design our [Faculty Development Days \(FDD\) programming](#) and to identify professional development workshops and activities during the semester. Programming for Faculty Development Days is chosen, designed, and implemented in conjunction with faculty, for faculty, and are held twice yearly - prior to the Fall and the Spring semesters. These conference-styled sessions provide relevant content to address topics such as equity and cultural competence, classroom strategies, assessment of student learning, and insight into student motivations and techniques for success.

FDAE hosts a robust [website](#) providing all Waubonsee faculty with timely and relevant resources and professional development opportunities to support holistic faculty and student success through inclusive teaching excellence. FDAE offers comprehensive, year-round programming including Faculty Development Days, [Teaching Excellence Series, workshops](#), faculty connection sessions, and more.

FDAE has also partnered with the Association for College and University Educators (ACUE) to further embed inclusive teaching practices for equitable learning into the work at the college. FDAE has offered ACUE's Certificate in Effective College Instruction program as well as the graduate course in The Fundamentals of Teaching and Learning in Higher Education, both of which are endorsed by the American Council on Education. The Faculty Development Coordinators have served as Faculty Facilitators for Waubonsee's first two cohorts and are currently recruiting for the third, which begins in August 2021. The faculty feedback has been overwhelmingly positive, and we are looking forward to receiving our Waubonsee-specific efficacy reports, which we fully expect will demonstrate how ACUE-credentialed faculty are contributing to higher levels of student retention, persistence, and success.

The 2019-2021 collective bargaining agreement includes tenured faculty evaluation through a newly developed post-tenure reflection process. The recommended process was collaboratively developed by the Post-tenure Evaluation Task Force, which was comprised of, and led jointly by, faculty and administrative leadership. The codified language was then finalized and approved by the faculty and administrative negotiating teams.

To provide faculty with meaningful feedback from students to improve teaching and learning, and relevant faculty development programming based on ACUE's Effective Practice Framework Core Competencies, the Faculty Excellence Team's Student Evaluation of Instruction Subcommittee developed common questions aligned with ACUE's framework. Additionally, they shifted the process from paper and pencil to online through AEFIS and Canvas, and provided faculty development sessions on creating unbiased questions and how to add custom questions to the survey.

The [2020 Spring Faculty Development Days conference program](#) focused on closing achievement gaps. See 3C for more discussion on faculty professional development and 1C3 for a discussion on our diversity commitment. Faculty and employee development collaborate with the college's Chief Diversity Officer to plan relevant and meaningful events for faculty, staff and the college community

in support of this vital initiative which squarely impacts both teaching and learning.

FET members are also responsible for sharing information and faculty development opportunities with their constituency colleagues, in a systematic and meaningful way, and for actively soliciting their comments, ideas and questions to bring to FET. This team is led by two Faculty Development Coordinators and an Adjunct Faculty Development Coordinator. FDAE also provides new faculty focused development through the [New Faculty Learning Academy](#) (NFLA). The goals for NFLA are to provide development opportunities to pre-tenured faculty. The academy prepares faculty with teaching, learning strategies and resources to be successful as a full-time faculty member.

Professional development funds are included in academic division budgets and are available for faculty to request to support development – either in their subject matter areas or in educational strategies – through a variety of modalities including, but not limited to, subscriptions, memberships, conference attendance, and/or continuing education coursework. [Grant-funded professional development](#) is also offered, if appropriate.

Full-time faculty may submit a formal [sabbatical leave application](#) in order to pursue development activities including, but not limited to, resident study, research and writing, travel, or other purposes designed to improve the services of the faculty member to the college. A list of approved [faculty sabbaticals is included](#).

Additionally, through FDAE and LOCPD, Waubonsee is committed to provide faculty with the [instructional technology](#) resources necessary to achieve student success.

Two major shifts occurred for faculty in the past year. One was a planned migration from the Blackboard learning management system to the Canvas system. The other was a necessary and quickly executed migration to online or hybrid instruction for many instructors more comfortable with face-to-face classroom delivery. First, a discussion on the efforts and resources to migrate to Canvas, the new learning management system. FDAE had just launched *Growing with Canvas* training as part of the college's transition to [Canvas](#). Training materials were in place and all faculty were scheduled to be trained; the forced push to online just accelerated the timeline.

Faculty continues to receive institutional support with the migration to Canvas including:

1. Self-paced Canvas training.
2. Design of several required training assignments so faculty can demonstrate understanding by building and submitting example course content.
3. Grading/monitoring of training assignments by FDAE experts.
4. Dummy course “sandbox” Canvas courses so faculty have a place to start their learning and experimentation.
5. Default templates from which to build a course.
6. Additional Canvas modular content that can be dropped into any course.

The initial migration process was fully automated, and many courses that had been peer reviewed migrated with ease. IT made backups of all the Blackboard courses in case faculty ever want to restore content. The faculty page continues to devote ample real estate to Canvas support including the identification of a support line, Chat Support capability, Canvas Guides and a Training Portal among other examples and templates available to instructors.

The FDAE website launched a few months prior to the pandemic as the new definitive place for

faculty development resources. The [Academic Continuity](#) page is used to communicate updates, tools, training, and resources.

Waubonsee was well poised for a migration to virtual courses. Between fall 2017 and spring 2020, an ambitious peer review of online and hybrid courses had been scheduled and was in motion due to a successful Title V grant. This [Master Peer Review spreadsheet](#) shows the breadth of courses and resources assigned. The [rubric](#) used for the review standardized the process.

3C6 Instructors are accessible for student inquiry.

Waubonsee encourages all faculty to engage with students and to respond to student inquiries regularly and be available for such consultations outside of the scheduled class times.

All faculty, full-time and adjunct, utilize, for each of their courses, the [Syllabus Template](#) approved for that academic year. This template includes fields to encourage ongoing dialogue including “Waubonsee E-mail Address”, “Office Hours” (days and times), “Office Hours Location”, “Phone Number”, “Preferred Contact Method”, and “Response Time” (expected.) All faculty are assigned a waubonsee.edu email address to use for institutional related functions, including student communications. All full-time faculty members are assigned a unique phone number, to use for institutional related functions, including student communications. Students can also reach faculty through the Canvas Learning Management System, which is linked with the college e-mail and information systems and provides students with access to instructors at the click of a button.

In addition, each academic division has established a shared adjunct-instructor phone extension. This line is answered and monitored by the Dean, Assistant Dean, or Administrative Specialist. When a student inquiry comes through on this line, the Dean, Assistant Dean, or Specialist will route the content of the call/message to the applicable instructor for a personalized response.

As outlined in the [Agreement between the Board of Waubonsee Community College and the Waubonsee Community College Faculty Council Local #406](#), each full-time faculty member shall schedule, post, and observe a minimum of five (5) hours of student conferences per week, with a minimum of one hour scheduled for each teaching day, in consideration of students’ convenience (agreement page 77).

As noted in the [Adjunct Faculty Expectations](#) document, it is expected that student contacts (email or phone) be returned within two business days of the email being sent or the phone message being received.

3C7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

It is the responsibility of the administrator over each division / department to oversee compliance in this area. Qualifications denoted in a job posting should be written in collaboration with Human Resources and must follow all local, state, and federal requirements, guidelines, and laws. They must also comply with specifications as outlined by applicable accrediting and regulatory bodies.

Waubonsee provides a wide variety of training modules and enhancement opportunities through the [Employee Development](#) department but staff members also work directly with their manager / supervisor / administrator to identify quality subject-matter specific development activities and to

schedule the resources necessary to undertake them (finances budgeted, work schedule availability, etc.). For example, tutor training occurs with a semester kick-off meeting to review basic procedures as well as basic tutoring best practices. In the future, we are hoping to use National Tutor Training program to increase the quality of training across campuses and allow better ongoing training throughout the semester as opposed to only occurring at the beginning of the terms. This will also allow for formal individual certifications at the basic level, intermediate level and addressing specific subject areas.

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3.D - Core Component 3.D

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

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

Argument

3D1 The institution provides student support services suited to the needs of its student populations.

Waubonsee faces a myriad of challenges with the diversity of its students. The district draws from urban, suburban and semi-rural geographic regions; both middle and low income households; a mix of race and ethnicity with a strong representation of Latinx students; a high ratio of part-time versus full-time students; traditional aged and increasing number of adult-aged students; and student educational intent mixed among certificate, associate degree seeking and those intent on transfer. These identify some dimensions of our student body, along with the challenge of establishing connections with commuter students, many of whom are employed. More data on students enrolled at the college are interspersed among descriptions of service offerings.

In spring 2019, the Institutional Effectiveness Office conducted the Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS). An online link was sent to 8,458 students enrolled in credit courses in the spring 2019 semester, with a 6% response rate (518 students). The [Executive Summary Report 2019 Student Satisfaction Inventory \(SSI\) and Institutional Priorities Survey \(IPS\)* Findings](#) was submitted to college leadership that fall. Addressing challenges tied to student services, academic advising (see 3D3) has been reorganized and revamped. Class scheduling and course offerings were enhanced with new Guaranteed to Run courses organized to impact student retention and completion.

Waubonsee traditionally administers the Community College Survey of Student Engagement (CCSSE) and references to the survey can be found in the college's 2015 Systems Portfolio. Though organized and ready to administer the survey in March of 2020, these efforts were suspended by the pandemic and immediate transition to online learning.

In September 2020, we administered the [Revealing Institutional Strengths and Challenges \(RISC\) survey](#). The most notable challenges for our students were in two areas: success in courses, and work and personal issues. A [memo](#) to the executive leadership team outlined several targeted recommendations.

The Office of Academic Support provides students with resources necessary for teaching and learning including [academic advising](#), [tutoring](#), [disability resources](#), and [technical support](#). The [Student Handbook](#), available online and in print is a type of roadmap offered students as they navigate through academic journey at the college.

Waubonsee provides support for financial aid students through in person, virtual, chat and email support. The Service Directory on the website lists department hours of operation at all campus locations and offers an online chat feature for convenience. Students are informed that financial aid comes in several forms; scholarships, grants, loans and Work-Study options and provided with a [Financial Aid Handbook](#) that is also offered in [Spanish](#). Undocumented and transgender students are eligible to complete the [Alternative Application for Illinois Financial Aid](#). By completing this form, students may receive MAP grants to help pay for their college education.

To better understand student need, the following tables illustrate Federal Pell Grant numbers and other federal programs that award financial aid to students. For the 2019-2020 academic year including summer, the college received 7,618 FAFSA results -- 4,134 of these students were awarded and of those awarded, 3,346 registered for classes.

Table 3D1 Federal Pell Grants – Student Data

Award Year	Number of Recipients	Avg. Grant Award per Student	Total Grant Dollars Disbursed
2019-2020	2151	\$3,439	\$7,396,580
2018-2019	2258	\$3,388	\$7,650,458
2017-2018	2485	\$3,267	\$8,117,416

Table 3D1.2 Other Federal Programs – Student Financial Aid

Other Federal Programs	Awards FY17-18	Awards FY18-19	Awards FY19-20
Number of Federal Supplemental Educational Opportunity Grant (SEOG) Recipients	321	364	422
Federal SEOG Funds Awarded	\$118,349	\$140,025	\$166,066
Number of Students participating in Federal Work-Study Program	44	33	36
Federal Work-Study Program Funds Awarded	\$100,400	\$92,743	\$90,602
Number of Federal Direct Loan Recipients	910	828	767
Average Loan Amount per Recipient	\$3,505	\$3,538	\$3,493

The Financial Aid Office promotes financial literacy through Financial Literacy and Smart Borrowing pages on the website. The Financial Literacy page has a link to [Cash Course](#) where a student can create an account and then complete assignments on budgeting and being credit savvy. This course is also used by various student support services to promote financial literacy. The

Financial Aid Office has also offered the [Game of Life](#) as an annual activity to help students connect their career choice to financial decisions they will make in the future.

Over 100 students participated in the Game of Life in 2020. The majority of students indicated a moderate or significant level of learning about financial topics and had favorable comments such as “it shows me that I need to more mindful and realistic about my budgeting and my career choices” and “it was quick and fun and informative.” Financial Aid is analyzing the most opportune timeframe for students to participate in Game of Live events and plans to extend to the Plan and Fox Valley Campuses.

Waubonsee created a Default Prevention Plan in the fall of 2012 with the primary goal of reducing the Cohort Default rate. Tactical aspects of the Default Prevention Plan include:

- Loans are only awarded to non-Pell Grant eligible students. Pell-eligible students must submit a Loan Request.
- When submitting a Loan Request, students are required to include the expenses for which the loan is needed.
- Instituted In-person Entrance Counseling using group sessions (changed in spring 2020 to online due to the pandemic).
- Diplomas are held until online Exit Counseling is completed.
- EdFinancial is used by the college to contact delinquent borrowers before they go into default; they encourage the borrower to make payments or enter forbearance.

In FY2016, the default rate dropped to 8.6%. A myriad of process changes have been made to remove barriers to accessing financial aid, accelerate receipt of financial aid, and to promote student financial literacy.

Effective for 2020-2021, the Pell Grant disbursement date was moved from the 8th week of class until after Census Day, the Friday of the 2nd week of class. This is consistent with when other state and federal financial aid disburses. The earlier disbursement date resulted in a significant decrease in requests for advances to cover expenses like rent and childcare. Students received their refunds much earlier to use for education related expenses.

The Financial Aid Office requires students to complete an online tutorial as part of accepting their financial aid awards. The tutorial covers the terms and conditions related to the student’s awards including class attendance, disbursement requirements, and the standards of satisfactory academic progress. 95% of students who completed the survey in January 2021 strongly agreed or agreed with statements about ease of use, usefulness of the information, and increased understanding of financial aid.

Financial Aid was approved to offer a deferred payment plan beginning fall 2017 to students whose FAFSA results were received during the month of August and needed to submit additional documents before being awarded. This allowed students to register when there was a better selection of classes versus waiting until being awarded. In most cases, the Deferred Payment Plan students submitted their missing documents and were awarded before the due date of their first payment. Thirty to 40 students used the deferred payment plan each fall semester through fall 2019. Beginning with the fall 2020 semester, the college greatly expanded the Deferred Payment Plan and allowed students to self-select the plan based on the anticipation of financial aid, scholarships funds, or third-party payments. The Deferred Payment Plan was continued for the spring 2021 semester.

Financial Aid continues to evaluate forms and processes to convert to electronic submission while following guidelines for protecting personal data and verifying identity. A Document Submission portal was added for securing documents sent in by students. Beginning with the 2020-2021 award year, the Loan Adjustment process went from a paper process to an electronic submission process. This form has the student go through a similar budget analysis to help them understand that the money borrower must be repaid for the expenses they are borrowing. This ties into our Default Prevention plan initiative.

Entrance Counseling transitioned to studentaid.gov which provides students with up to date information on their borrowing, budgeting, and repayment of loans. In addition, Financial Aid launched Finance Fridays as an opportunity for students who want to sign up for one-on-one sessions with Financial Aid Advisors regarding the FAFSA, [Alternative Illinois Application for Financial Aid](#), and help with missing requirements.

The Federal Work Study (FWS) program is managed through a collaboration between the Financial Aid Office and Human Resources. With one application, an up-front eligibility check and an improved process for coordinating student hiring departments, Financial Aid has closed fewer applications, hired more students and were able also able to place non-FWS students in student worker positions.

There are many opportunities for the college to encourage and promote the various financial aid resources available to students to ameliorate this potential barrier. To support this work, a new position of Finance Education Coordinator is being supported through the college's Title V grant.

The [Waubonsee Community College Foundation](#) was chartered in 1978 as a 501(c)3 tax exempt, nonprofit organization and raises funds through various means, including a golf outing (suspended during the pandemic) to raise funds for student scholarships. Annually in March, a Selection Committee composed of employee and community volunteers score applications and meet to make final determinations. The [scholarships](#) are awarded annually in the fall at Scholarship Fest where students can meet the donors. For the 2020-2021 academic year, the Foundation Scholarship Program provided 367 scholarship awards totaling over \$331,000 to 325 recipients. Detailed demographic reports of scholarship awardees for [2019-2020](#) and [2018-2019](#) are included. A [persistence to graduation study](#) was completed looking at students between 2011 and 2016 and it showed that those students who received scholarships were more likely to graduate; positive confirmation that the Foundation is fulfilling its mission through support and establishing connections.

Specialists in the [Access Center for Disability Resources](#) provide a variety of services and support to registered Access Students including recommendations for academic accommodations assistive technology training, college success strategy workshops and advocacy services. Students who need assistance are encouraged to partner with the center to create an individualized plan but may request help from the Access Center without one.

Students who need accommodations work with center staff to identify and implement appropriate, reasonable, and individualized accommodations by developing a Verified, Individualized Services, Accommodations and Academic Adjustments plan, or [VISA3](#). The VISA3 lists accommodations that have been discussed and agreed upon by the student and the college. Students will work with faculty members and/or the Access Center to secure the appropriate accommodations when they need them.

A [Retention and GPA of Students with Access Center for Disability Resources](#) study of student data

analyzed data for academic years 15-16 through 18-19. The data analysis concluded that students who have accommodations from the Access Center are the most likely to be retained to the next semester and have better GPAs than their peers who do not have visas from the Access Center. Due to the study, the Access Center added a statement to their informational flyer and share information with incoming groups to encourage them to register with the Access Center and to use accommodations. This is intended to close the gap between those students who register but never follow through with setting up accommodations. The Access Center runs [First Note and Next Step events](#) for students who are new to the college and in need of disability resources.

Event flyers include an accommodations statement that provide direction on how to request accommodations. The college has recently added live captioning options for public events. The ServiceDesk application used at the college is currently being updated to include requests for sign language interpreting and live captioning.

Campus Safety and Operations (CSO) strives to make all facilities accessible to all college stakeholders. Recently, this included significant improvements to the accessibility of Von Ohlen Hall with a recent remodel. An inventory of doors in public environments is kept up-to-date with features that aid accessibility (ADA operator, etc.). CSO also has a representative on the [Accessibility Committee](#), and works directly with the Access Center to identify and prioritize updates and improvement to help ensure that adjustable height tables and/or accessible workstations are in as many of our classrooms and lab environments as possible.

3D2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The Academic Support Division includes oversight of all developmental education curriculum and faculty, in addition to the support services of the Library, Tutoring Center, and Learning Assessment and Testing Services. Academic Support has been focused on increasing collaboration and communication with all college employees, and now sends out regular [newsletters](#) with updates on available services and new initiatives. The college Vice Presidents are offered monthly updates known as *Academic Support Talking Points* that highlight special projects and provide timely metrics for the division's delivery of services. Example Talking Point are provided for [November 2020](#) and [January 2021](#).

Waubonsee maintains library facilities at all four campus locations. Study space is made available and meeting rooms can be reserved for group projects. Waubonsee libraries are open to visitors and the community during normal operations. Many services are available to students including:

- 24/7 access to online research materials on the Library website
- Live Chat for assistance with general library questions, research help or technical support (Canvas)
- Ability to book an Online Reference Appointment
- Continuing mobile device checkout in partnership with IT
- Student XCARD ID appointments to have ID pictures taken and cards created

Processes exist to evaluate library services within the realm of academic support including: Academic Support Surveys, assisted by Institutional Effectiveness; annual operations planning and data gathering cycles; supplementing the college's Educational Affairs Plan with input from academic support; and formal [Program Review](#), the last of which occurred in 2018-2019. The program review

provides more details of library services offerings and documents library service improvements made and tactics underway to support improvement objectives.

Many professors have included walk through introductions to the librarians and resources at the beginning of each semester so that students are made aware of the resources available (See 3D4). The library continues to develop opportunities for awareness and outreach of the many services it offers to support students in their academic pursuits.

[Learning Assessment and Testing Services](#) (LATS) proudly displays the National College Testing Association (NCTA) seal as the college's center received certification from the NCTA in fall 2015. Their mission is that they are: committed to promoting student success by providing testing services and support to students, faculty, and community members to foster learning and attainment of their goals. LATS upholds and adheres to the highest testing, scoring, and reporting standards as set forth by the NCTA's Professional Standards and Guidelines.

Testing facilities exist at each of the four campuses with the Sugar Grove Campus dedicating a large space in the Student Center for this function. Hours are posted and specialized testing noted as it applies (e.g. CLEP, WorkKeys) for each location. Testing accommodations for qualifying students who work with the college's Access Center for Disability Resources are provided. Due to the pandemic, on campus testing at our four campuses is being offered on a modified schedule. Some testing is available in online proctoring mode.

LATS reports the number and types of tests administered each year. To view the breakdowns, see the testing center's Annual Report for FY19 and FY20. In 2019, 15,642 exams were administered with 47.75% qualifying as placement tests with almost the same percentage of exams in 2020 qualifying as placement – 48.41% of a total of 9,578 exams.

LATS also has ongoing projects such as keeping their service video and brochures updated and new challenges, such as remote testing proctoring posed by the pandemic. Their [list of current projects](#) including striving for NCTA re-certification demonstrates their dedication to quality student service delivery. This quest also includes the Fall 2020 point-of-service survey distributes in Fall 2020 to 164 students. Students were [surveyed](#) on testing services staff and overall testing experience. With a very high level of satisfaction, students responded that they were 96% Strongly Agreeing or Agreeing with the staff being friendly, helpful, approachable, and knowledgeable and 93% were either very satisfied or satisfied with their overall testing experience. A college reorganization in January 2021 realigned LATS from Student Development to Academic Support to consolidate academic support services under one management structure.

Placement information is available on the public website, in the college catalog and in the student handbook. All new degree-seeking students need to go through the course placement process for math and English requirements. Some other students may need to assess/place to satisfy course prerequisites. There are several paths to course placement shown in the following figure. An incoming student may be required or choose to do placement testing in reading, writing and mathematics. The college has shifted our philosophical focus for placement from a singular placement test model to the use of multiple measures to determine placement. In all cases, students work with advisors to choose courses when placement outcomes are determined.

There are [five scenarios](#) to place students in college level courses. A score lower in either discipline requires renewed placement testing or placement in a Developmental Education course(s) before the student is able to progress to college level coursework. At the current time, both in-person and remote

testing options are available; appointments are required. These guides detail next steps for [Math](#) and [English](#) course placement.

Recent changes to the placement process include the following:

- Implemented high school unweighted GPA evaluations for MTH and ENG placement (Fall 2020)
- Expanded high school transitional courses for MTH placement (Fall 2020)
- Students who place into lower reading levels are no longer restricted from registering for credit courses (Spring 2021)

The Tutoring Center currently offers a schedule of free tutoring in several subjects. Students can opt for drop-in, scheduled appointment and Zoom tutoring sessions. Currently, students and tutors engaged in face-to-face tutoring sessions are required to mask up and self-screen for COVID symptoms before entering the Tutoring Center at all campus locations. Recently, tutors are also available in chat sessions. Alternatively, online tutoring and writing help is available at no cost, 24/7, to any student via [Smarthinking](#). Students who use the Smarthinking tutor service were surveyed during the period of March 2020 to March 2021. This period represented 850.89 hours of Smarthinking use. For that period, 29% of students who were users participated in the satisfaction survey. Of the responding students, 86% of them said they would recommend Smarthinking to a friend.

Academic Coaching is a one-on-one process of helping students examine academic concerns and perceived barriers to success. Together with a coach, students work on time management, goal setting, and test preparation. The academic coaches also facilitate study strategies workshops to classes by invitation.

Test preparation assistance is available to students interested in boosting their scores on the Accuplacer Placement exam. Students use an online program called Plato to assess their skills in math, reading and writing. In addition to offering traditional services, Tutoring Center staff collaborate with faculty on assignments that have a tutoring component

Tutoring has undergone some significant changes captured in the [2013-2017 Program Review report](#). An [AQIP project targeting process improvements in developmental education](#), spearheaded many changes, including those made to Tutoring. In October 2019, a new Tutoring Center Coordinator position was created. With this management change, it was determined that the focus should be on marketing and promotion of Tutoring Services to faculty, staff, and students as well as creating new options for students.

The marketing goal is to transition Tutoring from strictly a reactive service provider to a more proactive department, actively seeking and promoting service usage. Social media, email, On-Campus TV screens and fliers are some of the channels used to inform the Waubonsee community about Tutoring offerings and events. Faculty receive emails directly from tutors regarding how tutoring can support their students. As events are created for specific classes, students receive emails as invitations to attend.

Finally, Tutoring has created multiple service offerings and events for students including embedded tutoring, learning assistance, Supplemental Instruction and group study sessions. These flexible and varied offerings encourage students to have multiple connection points with Tutoring Services, in lieu of the traditional one-on-one delivery (still available). These changes have shown an increase in

usage by enrolled students by 1.3% and have provided a solid foundation to springboard more improvements on-going.

Since September 2020, students have scheduled 1,327 appointments with Tutors. Appointments have brought equity and inclusion into the heart of the Tutoring Center’s scheduling philosophy as we are now able to meet on the students’ terms, provide more flexibility, and work around the students’ already busy schedules, all while guaranteeing individualized dedicated attention to student need. Students are given agency to control their education through time management/appointment scheduling to match their complex daily schedules.

For the first time, Tutoring Services were made available for appointments during the Saturday through Tuesday week prior to Thanksgiving. The Tutoring Center served 47 unique students at 72 visits. This period during the semester has relied in the past on the Smarthinking online tutor service. The following table details the number of students served by Tutoring Services during the 2017-2018, 2018-2019, 2019-2020, and 2021-201 academic years to-date.

Table 3D1 Students Served by Tutoring Centers

Timeline	Total Visits & Appointments	Unique Students	Smarthinking Visits	Smarthinking Unique Students	GRAND TOTAL Visits & Appointments	GRAND TOTAL Unique Students
August 15, 2020 to March 15, 2021	3653	1280	708	264	4361	1544
August 15, 2019 to August 14, 2020	4785	1332	1293	511	6078	1843
August 15, 2018 to August 14, 2019	5372	1281	700	278	6072	1559

Timeline	Total Visits & Appointments	Unique Students	Smarthinking Visits	Smarthinking Unique Students	GRAND TOTAL Visits & Appointments	GRAND TOTAL Unique Students
August 15, 2017 to August 14, 2018	5372	1237	751	209	6123	1446

Due to a recent ICCB report titled [Developmental Education Ongoing Implementation and Improvement Plan](#), and to the college’s ongoing objective to deliver relevant services to students, the following challenges emerged:

1. **Use of Services:** Currently, only 8.15% of the Waubonsee student population utilize the assistance provided through the Tutoring Centers. Therefore, an opportunity exists to increase the number of students utilizing academic assistance from a wider range of courses.
2. **Engaging Faculty:** Currently, there are few faculty members who promote tutoring services by inviting tutors to speak with their students. An opportunity exists to expand the number of faculty promoting services available through the Tutoring Centers.
3. **Service Delivery:** The number of Waubonsee students taking online courses has increased by 3.8% over the past two years. Also, the college is exploring different approaches to delivery of instruction through the [Educational Affairs Plan](#).

A new resource, [Online Student Navigators](#), was piloted in Fall 2020 and scaled up in Spring 2021. This involves having non-instructional staff assist students by connecting them to the non-content resources necessary for them to be successful in their coursework. This human resource allocation allowed instructors to stay more focused on the academic content. The innovation was due to the high volume of courses that migrated to the online delivery mode due to the pandemic. View the presentation (link to Online Student Navigators presentation) that outlines the intent of the resource allocation and the commitment required by staff willing to jump onboard. Twenty-four courses are supplemented with the help of 12 navigators to assist students. Academic support newsletters show services offered to students and help identify opportunities for data and usage reports behind the scenes.

A prior AQIP project, [Progress and Innovation in Developmental Education](#), completed in 2016 worked within the strategic planning framework to make comprehensive and holistic changes to broaden student access, impact student retention, and expedite student success. Improvement efforts were made in placement and assessment, developmental coursework, and learning assistance. Supplemental Instruction was introduced and continues to be enhanced. Tutoring space was improved and expanded, data tracking and analysis was expanded, and a regional developmental education summit was initiated.

The comprehensive self-study recently commissioned by the Illinois Community College Board with their SJR 41 initiative, Scaling Developmental Education Reform in Illinois is still in progress. Excerpts from the report are included below.

- The college Scorecard metric for Developmental Education to College Transition Rate records the percentage of students who take developmental math, and/or English and reading courses at the college and then advance to college level courses. The most recent value for the FY2019 cohort is 61.2% and the target set for FY2022 is 61%.
- Data analysis revealed the following insights on potential supports and services needed by different student groups:

Results from data included in the ICCB SJR 41 self-study:

1. Hispanic/Latinx students are more likely to be enrolled in developmental courses compared to the overall credit student population. In addition, Hispanic/Latinx students are more likely to be enrolled in developmental English courses than the overall population.
2. White students are more likely to be enrolled in gateway math and English courses than underrepresented students.
3. Black students are historically less successful in developmental courses as compared to their peers -- 50% average success compared to 62% for White students and 60% overall. Hispanic student success rates are comparable in English and slightly higher in Math - 57% compared to the overall success rate of 55%.
4. There are more female students enrolled in developmental courses than males, which reflects overall credit enrollment at the college.
5. Male students are slightly less successful in developmental courses compared to female students and are more likely to withdraw from English courses.
6. Developmental students are pre-dominantly found in the 18 to 21-year-old age group. There are significantly less students from the 22 to 25-year-old age group and the 26 to 35-year-old age group in developmental courses as compared to overall credit courses.
7. Older adult students are significantly less successful in Developmental Math courses compared to traditional age students. The age distribution is not as significant in Developmental English courses.
8. Students from 22-25 years of age withdraw from Developmental English courses at a higher rate than their peers - 10% compared to 7% overall. That age group also withdraws at a slightly higher rate from Developmental Math courses - 7% compared to 5% overall. For Developmental Math courses, the highest withdrawal rate is in the 46 to 55-year-old group.
9. There is a fairly consistent difference between Developmental English and Developmental Math students as it relates to their reported education objectives, such that English students are less likely to have the objective to transfer to a four-year college than are Math students (by roughly 10% over the 3 year period).

In addition to changes in Tutoring and Developmental Education placement and courses, the following developments are aimed at expediting the trajectory of students needing academic support to prepare for college credit classes:

- In 2018, a position at the college was elevated to Director of School District Partnerships. This position works closely with over 20 district high schools to provide services that promote a head start and smooth transition to college. To promote college readiness the college offers:

Dual Credit in a wide variety of subjects; the [East Aurora Fast Start program](#); and the [Summer Opportunities for Advancement and Recovery](#) (SOAR) offers high school level courses to area high school students during the summer allowing high school students to get ahead or stay on track for high school graduation.

- Bridging the Gap Math: Reported in Fall 2019, Waubonsee's Math Bridge provides an intensive study of math over a short period of time, and once completed, allows a student to move straight into transfer-level math.
- Bridging the Gap English: The college serves students within a high school setting to prepare them for college-level English. A current pilot agreement with West Aurora High School does allow students who successfully complete their aligned high school transitional English course to be accepted directly into the college's entry level English 101 – First Year Composition (IAI C1 900) course which puts them on a path to then enroll in the English 102 course, requirements for degree completion.
- College Success Course Evolution: The original [COL 101 course](#) ambitiously included a myriad of topics meant to buffet student success. It was determined that splitting topics would allow students to focus in areas where they needed the most support.
- In fall of 2020 the college piloted the [Revealing Institutional Strengths and Challenges \(RISC\) survey](#). See 3D1 for more details.

Though registration is typically achieved online, the college piloted a Reg Rally face-to-face approach to assist students with any issues they may have had that were prohibiting them from completing registration. The first of these events was in fall 2019 and then in spring 2020. The objective was to improve spring persistence by removing barriers to registration for students and making it more convenient to register (all in one place, all in one day). Compared to the first day of registration for the previous spring, there was a jump in registrations over 16%. Additionally, with the introduction of new payment plans, tracking indicates that the number of students opting for the Reg Rally payment plan was 316 and in the Early Bird payment plan, 466 students. These plans were introduced coincidentally with the Reg Rally offering. In spring 2020, a group of involved in the planning and execution convened to do a [SWOT analysis](#). The discussion yielded a lot of positive outcomes, and ideas to refine the event moving forward. See 5C for more information on the many plans the college made to improve service offerings in support of student success.

3D3 The institution provides academic advising suited to its offerings and the needs of its students.

As a component of the college's strategic goal to support and promote student retention and student success, the Counseling and Advising services have undergone a major revision which started in 2017. These changes were made after discussion, collaboration, student surveying, focus group feedback and best practice design thinking modeling. Full details can be found in the [Waubonsee FY20 ICCB program Review](#) report (p. 212).

Counseling and Advising falls into three service themes: academic advising which involves helping students select the courses need to obtain their degrees and/or develop transfer plans; career advising to help students explore careers and connect with career help resources; and personal/mental health counseling services to help students address concerns such as stress, depression, anxiety, relationship and other issues that may interfere with academic progress. These services are offered on a short-term support basis with referral to community resources.

During 2017 and 2018, a self-study was conducted to examine the counseling and support model in place at that time. The study culminated in a proposal to shift from a "general service" model to an

integrated, proactive case-management model. College leadership approved of the change proposal in March 2019. Several organizational changes were required for this new service delivery model including new and redesigned positions.

A team of the college’s counselors, advisors and managers convened at the June 2019 NACADA Institute. The reorganization’s mission was articulated; to guide student success through personalized quality academic advising, career exploration and transfer planning with the guiding principles defines as: focused success, engagement, expertise, technology tools, and continuous improvement. The Strata Information Group has worked with the Redesign Steering Team to develop a five-year strategic plan for case management advising. Please see the [Student Advising Strategic Plan: A Case Management Approach to Student Success](#) document for details.

A work in progress, the *Academic & Career Advising Training and Operations Manual* is used to support the training of academic advisors. The goal of the Academic Advisor Training Program is to support Waubonsee’s Student Success & Retention mission by providing a standardized training experience throughout the student’s lifespan. Many sections in the training manual are organized around various topics that Academic & Career Advisors need to be skilled with while assisting a student. These topics include: Advising New, Transfer or Continuing Students, Getting to Know Waubonsee Academic Programs, Advising Methods, Tools & Forms, Technology Tools & Advising, Academic Advising Core Values & Competencies, Transfer Credit, Policies & Procedures, and Student Development Partners. The use of the [Academic Plan form](#) established during a student’s first semester and the [Student Success Plan](#) are two critical student-centered forms used in the advising process.

Academic and Career Advising reaches out to faculty at various points during the semester to encourage them to share information and/or concerns related to the academic progress of their students. In each semester, faculty may issue student Academic Alerts at the 5th, 8th and 12th week. However, faculty can issue alerts at any time in the semester. The assigned advisor follows the faculty recommendations for having the student take action to resolve the alert, such as attending tutoring. Resolution is achieved when the recommendation is met, or after 2 weeks when there has been no response from the student. Faculty are sent resolution emails from the advisor handling the Academic Alert. At times, a student may get more than one alert during a semester since faculty can send them at any time during the semester. This chart shows the number of Academic Alerts handled during the Fall 2020 semester. With this new process, faculty can also send “kudos” to students, which are not treated as an alert/resolved for tracking purposes.

Table 3D3 Academic Alerts Fall 2020

	Semester Total	Academic Alert 5th Week	Academic Alert 8th Week	Academic Alert 12th Week"	Academic Alert General
# Faculty Reporting	77	39	30	11	39
#of Responses from Faculty	829	285	220	62	262

# of Responses Resolved (Excl. Commendations)	776	284	212	55	225	
# of Students Reported	662	249	147	61	164	

Our [S.T.A.R \(Student Athletes Taking Academic Responsibility\) program](#) offers study assistance, counseling, and classroom support to keep athletes focused on their education. In an ethical and open environment, the program is framed by academic integrity and character building. Athletes are expected to attend mandatory study hall and grade checks are conducted three times every semester. Waubonsee is part of the eight-member [Illinois Skyway Collegiate Conference \(ISCC\)](#) and belongs to Region IV of the National Junior College Athletic Association (NJCAA), with several of the college’s teams earning national ranking in the annual NJCAA polls. The colleges relatively new Field House added almost 60,000 square feet of additional space for our athletes to practice, train, exercise, and study.

[Reports](#) focused on S.T.A.R Program students are provided to the Student Development division leadership. An overview of the program and its activities are documented, followed by detailed information and data such as the number of athletes participating, Study Hall data, Academic Alerts processed, service utilization tracking, GPA data, President and Dean’s list data, S.T.A.R. Counselor professional development and changes to the S.T.A.R program. The following chart shows a recent history of GPAs for participating athlete students.

Table 3D3 S.T.A.R Athletes Fall Semester GPA Averages

Semester	Semester GPA	Cumulative GPA
Fall 2019	2.88	2.95
Fall 2018	2.65	2.76
Fall 2017	2.83	2.83
Fall 2016	2.59	2.71

During the pandemic, the S.T.A.R. counselors are working with athletes remotely (and limited in-person) and the “active sport” athletes are participating in virtual Study Hall via Zoom. During normal times, The S.T.A.R. program recognizes outstanding academic achievement of student athletes with a special recognition ceremony at a half-time performance of a Men's Basketball (home) game.

The [Student Handbook](#) informs students that they will be monitored and tracked/counseled by an Academic and Career Advisor if their grade point average slips below 2.0. There are three stages of progressive academic probation. Students in the Academic Caution stage have a registration hold on their account until they meet with an Academic and Career Advisor to create a Success Plan. If on

Academic Warning, a registration hold is in place and the student must meet with an Academic and Career Advisor to update their Success Plan and attend a Student Success Workshop, and if in Stage 3, Academic Probation, the student’s registration is on hold since this is their third semester with a cumulative GPA below 2.0. A meeting with an Academic and Career Advisor is required to update the student’s Success Plan and the student is then limited to register for 3 credit hours. If on Academic Probation, a student has the right to appeal to the Restriction Appeals Committee to register for additional courses.

Table 3D3 Academic Probation

TERM	Academic Caution	Continued Caution	Academic Warning	Continued Warning	Academic Restriction	Restriction
Fall 2021	439	71	96	63	41	9
Summer 2020	135	33	30	28	22	3
Spring 2020	381	106	167	73	48	9

3D4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution’s offerings).

Waubonsee classrooms at all four campuses are well suited for learning and teaching and outfitted with technology that is well maintained. Full-time instructors are designated private office space equipped with computers and land lines. Faculty offices are in the building where their deans reside as much as space consideration allows. Every faculty workroom has computers with a printer and multifunction (copier) device. As for students, there is a printer in every computer classroom. There are multiple printers or multifunction devices in the open computer lab spaces and libraries. Mail locations are available to all instructors. A high-volume capacity Copy Center service is offered at the Sugar Grove Campus. Adjunct faculty are also guaranteed access to college resources as stated in their contracts, both for [Adult Education](#) and [Credit Adjunct instructors](#). Adjunct faculty are also provided professional development opportunities and are paid an hourly rate for college mandatory training.

Waubonsee employs a talented and dedicated staff of IT professionals committed to providing state of the art technology and support to the college community. Each month a project list is shared internally to keep stakeholders informed of progress on the myriad projects that the IT division addresses. The [January 2021](#) details this point in time project list. Most notable at this time are the project that indicate the extra efforts to keep the college viable during the pandemic period including but not limited to an expansion of IT service hours, the distribution of technology for remote teaching and learning, and pivoting to remote access of classroom software. On-going IT outreach is a collaborative effort between deans and IT leadership to plan for [new technology needs of the academic divisions](#).

Under certain circumstances, the [Information Technology Acceptable Usage Agreement](#) is required. The agreement relates to the utilization of all forms of technology to further the mission of the

college: to provide a quality, accessible, educational experience for a broad array of students and community members. Efficient and effective utilization of various forms of technology, taking into account the institution's needs, balanced with the interests of individual students and community members, faculty and staff, is an institutional priority.

Waubonsee's library faculty and staff support students, faculty and the community. Specific resources exist for instructional purposes including but not limited to the following; a Library Instruction form to request that a librarian schedule specific class time walking students through available library resources, Reserve Requests to allow instructors to reserve materials for students for their coursework; the ability for instructors to Suggest Library Materials through an online form named as such; and a comprehensive explanation and associated online resources explaining Copyright law and how it applies to intellectual property. Model letters to request video use, [text](#) use and use of material in a course management system are provided to comply with copyright law.

Regarding library instruction sessions, the following number of sessions occurred between Spring 2016 and Fall 2020 semesters. The number of students served are also indicated.

Library Instruction Sessions	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
# of Sessions	72	8	76	70	10	87	45	3	75	76
# of Students	1558	123	1713	1409	181	1940	938	62	1673	1715
		Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	* 26 instruction sessions scheduled in March - May could not take place			
# of Sessions		8	66	33 *	1	9**	** 9 Zoom instruction sessions. Virtual instruction activities included: Library Guides - 13,425 page views, Canvas Modules downloaded to 41 courses, Library Videos - 595 views			
# of Students		141	1413	720	15	233				

Many facilities updates were accomplished in the college's now fulfilled [2020 College Master Plan](#) including small and larger scale projects such as overhauling the colleges signage for improved wayfinding and the building of a new Field House and renovation to Erickson Hall for the college's athletic program. The college's current campus facilities include:

[Sugar Grove Campus](#) - the main campus located in Sugar Grove is characterized by a lush landscape, winding walkways, Huntoon Lake and several state-of-the-art campus buildings from classrooms to labs to student facilities and services for students all designed to allow students to complete associate

degrees at this one facility. The [recent renovation of Von Ohlen](#) offers enhanced aesthetics and capabilities for the college's Fine Arts students.

[Aurora Downtown Campus](#) - Located in the heart of downtown Aurora, this 132,000-square-foot campus allows students to earn a complete associate degree at this one facility, along with accessing a wide array of student services. With a new Title V grant underway, there are plans to house a Latinx Resource Center at this campus that will welcome students and community members alike.

[Aurora Fox Valley Campus](#) - In addition to offering general education courses, the Aurora Fox Valley Campus is home to a majority of the college's health care programs. Formerly known as the Copley Campus, it was renovated and expanded for use by the college in 2016. The [renovated campus](#) debuted in September 2016 with state-of-the-art facilities for health care students.

[Plano Campus](#) - Located on Route 34 just west of Eldamain Road, this campus brings educational programs, services, and opportunities to the southwest portion of Waubonsee's district. The Plano Campus has been reimagined as a place where innovation, creativity, and partnerships lead to degrees, industry certifications, a skilled workforce, and community collaboration. The campus is home to Computer Aided Design and Drafting, Welding Technology, and the college's new Cybersecurity program. A [360-degree tour](#) is available via the public website.

Other Sugar Grove Campus facility highlights include the [Ceramic Program's](#) building and kiln highlighted during the college's 50th anniversary celebration at the Woodfire Conference event in October 2016 when ceramics artists from around the world converged on the Sugar Grove Campus to use the impressive outdoor kiln yard and learn more about their craft. The public was invited to view ceramics works at two exhibitions in Sugar Grove and one in downtown Aurora.

The Dean for Health Professions and Public Service maintains a [list of agency agreements](#) where students are placed for clinical practice. Note that the informational grid has been altered to hide some columns (such as contact name, phone number) to fit the information for easy viewing.

Sources

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- 3D2-11 - November 2020 Talking Points
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- 3D2-December 2020 - January 2021 VP Talking Points
- 3D2-Developmental Education and COL101
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- 3D3-Waubonsee FY20 ICCB Program Review
- 3D4 Ceramics Facility
- 3D4-2020 Master Plan News
- 3D4-Adjunct Faculty Contract Adult Ed 5-19-2020 FINAL
- 3D4-Adjunct Faculty Contract Credit 6-18-20 FINAL
- 3D4-Aurora Downtown Campus _ Waubonsee Community College
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- 3D4-IT-Project-Status-Report-January-25-2021
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3.S - Criterion 3 - Summary

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

Summary

In 2018, the college created the position of Dean of Curriculum, Outcomes, and Program Development, reporting to the Chief Academic Officer, advancing the Assistant Dean of Outcomes Assessment position to ensure greater visibility, and attention to the program development process. The Program Review process, described in great detail in this Criterion, has really grown and developed in the last few years at the college. The program quality and effectiveness is assessed more than ever; the college has instituted annual reviews which supplemented the former five-year, mandatory state review process.

The addition of new institutional outcomes in 2018, particularly the one in Global Awareness, helped the college to understand the focus necessary to teach to this outcome across the curriculum. We want our students to be prepared for life after Waubonsee and to have an accurate understanding, across all disciplines and experiences, about how the world is becoming more diverse and rapidly changing.

Along with the Dean position mentioned above, as a part of the same institutional changes, the college created a new division of Faculty Development and Engagement. This department was created solely to support faculty and to ensure that their interests were represented at all levels of the college. This area is in the same building as, and works in concert with, the tutoring, library, and academic support leadership team. Training is developed and curated specifically for faculty, including the ACUE "effective teaching practices" cohort in the past year. The proliferation of technology innovation and remote/virtual learning has created a synchronous, online, modality that our students enjoy and has lifted significant barriers to attendance and consequential persistence and retention.

Currently, the college is working on a new degree audit system, another step in the strategic development of complete pathways for all academic programs. The advising and educational affairs teams have also discussed an initial one-year advising schedule, which is in the development, and will allow new students to register for an entire year of classes upon their initial matriculation.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

4A1 The institution maintains a practice of regular program reviews and acts upon the findings.

Waubonsee participates in a collaborative [annual update/program review process](#) aligned to our mission and strategic plan. The review is an opportunity to evaluate programs, support quality and improve impact. Each review follows the [Illinois Community College Board's \(ICCB\) 5-year schedule](#).

Principles of our process:

- Provides faculty an opportunity to reflect on teaching and learning practices.
- Is aligned with assessment of student learning and provides an overview of strengths and opportunities for program improvement.
- Is collaborative completed by full-time members and deans or support staff. Adjunct participation is encouraged.
- Facilitates assessment planning, curriculum development and resource allocation.

Our [Program Review webpage](#) includes schedules, manuals, instructions and details Waubonsee's process for completing 5-year [program reviews](#) and [Annual Updates](#). [Completed reviews](#) are also available on our website.

Each fall, all faculty receive data in their Academic Program Review (APR) file on a shared drive. The college provides student and program data. Data includes:

- [Course Reports](#): dual credit enrollment, credit hours generated, total enrollment, success rates (% of students receiving a C or above), withdrawal rates, grade distributions, and modalities offered for each course in a program.
- [Equity Reports](#): student success data based on demographics, age and gender.
- [Program Comparison Reports](#): data regarding program enrollment, retention, race, gender, age, and graduation completion, average term to degree, and percentage of graduates within 3 years of entry compared to the Waubonsee's overall enrollment.
- [Occupation Overview](#): (CTE programs only) an occupation summary including the number of jobs, expected job growth, percentile earnings, and regional trends for job openings.
- Program Overview: (CTE programs only) a program overview including the most recent data of graduates across the country, institutions and market share for similar programs in our region, regional trends of program offerings, completions by award level and top common skills based on job postings.
- [Program Cost Report](#): (Provided for the 5-year program review) a cost summary for five years.

Program Review focuses on program quality, need and cost effectiveness. The Quality section includes assessment and student achievement of learning outcomes; curriculum revisions based on assessment data; innovations; student satisfaction; professional development; dual credit opportunities; transfer pathways; and work-based learning; industry credentials; licensure pass rates; and partnerships for our Career and Technical Education programs. The Need section focuses on course enrollment and industry demand. The Cost section focuses cost-effectiveness. Here are some recent examples of our [program reviews for some of our Career and Technical Education programs](#).

Waubonsee also participates in an [Annual Update process](#). This best practice provides programs and divisions the opportunity to reflect on assessment of student learning, professional development, innovations implemented, barriers that may have impeded student success, actions to reduce barriers and student data annually. Faculty complete an annual update for four years which aligns with and prepares faculty for the 5-year program review.

The Program Review and Annual Update process includes a goal planning section where three measurable goals to address the needs identified with review findings are listed. Goals should align with the Educational Affairs Plan. Progress on goals attainment is articulated annually. The process also supports budgeting at the college. Resources needed to implement goals to sustain program improvements are articulated annually. Through the Program Review and Annual Update cycle, licensure and certification exam results are also reviewed for continuous improvement.

Beginning in 2016, Waubonsee began following the process described above. After the first-year's implementation, opportunities were identified college-wide, based on discoveries through completed reviews and on suggestions from our advisory board meetings. The [following changes](#) have been made through the program review process:

1. Employer Satisfaction Data-Scaffolding Implementation. Continued efforts annually: We learned that some of our programs were not aware of how satisfied their employers were in the

preparation of the program's graduates. Waubonsee continues to work towards formalizing the collection of data from all CTE employers. Since 2016, we are annually surveying employers from our Healthcare Information Technology (HIT), EMT-Paramedic, Medical Assisting, and Nursing Programs.

2. Program metric goals – Improvements Implemented: We ask faculty “How does the data support the program goals? The question is referring to student enrollment and completion data required prior to the question. We discovered that we did not have a process in place to articulate program goals. In subsequent reviews we engaged faculty in creating metric goals for their programs. This was completed in 2020. .

3. Delivery method comparison – Improvements Implemented: We learned that we did not compare student success rates in our different delivery modalities. Our Institutional Effectiveness team expanded reporting to include the success rates for methods of instruction. For August 2021, we plan to include success rates for all students in all of our modalities: face-to-face, online, synchronous online, hybrid and flex.

4. Process for courses with low retention or success rates-Improvements

Implemented: Responses to our review question regarding processes in place for low retention and / or success rates confirmed that we needed to be more intentional with our course selection for the assessment of student learning. We updated our five-year assessment schedule to include recommendations to prioritize courses with low retention and success rates.

5. Identification of benchmarks for occupational demand-Improvements Implemented: Our CTE Program Review requires faculty to identify the level of demand for their program. We learned that we needed to define metrics for program demand. Data was defined and is provided to all CTE programs annually.

6. Employer engagement for CTE programs-Improvements Implemented: Data identified the need to strengthen our relationships with employer's curriculum design, review, placement, work-based learning opportunities. We also learned that we were not consistent across all programs with our Program Advisory Committees. Based on these results, Program Advisory Committee structures and support were reviewed. Structures were put in place to ensure that programs met once each semester to discuss and review curriculum to confirm programs aligned with current industry needs. A repository for all programs was created including an overview of the process, meeting guidelines, business and industry guidelines, templates for meeting minutes and agenda, sign in sheets.

Other examples of employer partnerships and engagement improvements based on program review include:

- Fire Science program now conducts the Fire Fighter challenge bringing together secondary and post-secondary students to compete on skills learned as part of their program. Not held in 2020 due to COVID-19, but otherwise held annually.
- We partnered with Mercedes Benz– Automotive, National Coalition for Certification Centers (NC3) – Automotive, Welding, CompTIA – Cybersecurity, ESCO Institute/HVAC Excellence – HVAC, Fiat Chrysler/MOPAR Cap Local – Automotive, Hyundai Motors of America– Automotive EN Engineering – CAD, Fix Auto – Auto Body.

Waubonsee has also become more engaged with our industry partners though our approval to be a

Department of Labor Registered Apprenticeship Program. We currently have three apprenticeship programs at the college:

- 3 Businesses/Employers
 - The Hartford- registered apprenticeship
 - Clarios - informal apprenticeship
 - Wrigley - informal apprenticeship
- 15 Internship Employers
- 9 Part-time Job and Internship Fair
- 441 *new* employer registrations on the Waubonsee Career Network Job Board
- 2020 Businesses/Employers Served via Noncredit Coursework/Programs
 - Corporate Training - **30** businesses
 - Professional Development - **10** businesses

The automotive partners engage in [advisory](#), however they also support the program with access to curriculum and donations. The same is true for our HVAC partners. As members of the National Coalition of Certification Centers, we benefit greatly from train-the-trainer opportunities and curriculum/industry certifications for students. The relationship with NC3 also helps us to engage with national organizations like Trane and Lincoln Electric.

7. Effective defined process to encourage students to select a program of study in Banner-Improvements Implemented: Students are provided the opportunity to select their program of study on the New Student Application. Students can change their program at any time online. Based on data generated it appears that students may not update their program of study after changing programs. A good example is in the Office Software Specialist certificate, the one-year program had an enrollment of 11 students but had 37 graduates the same academic year. Seventy percent of students did not update their program of study until graduation. This issue was one of the reasons that we addressed our institutional onboarding process to ensure ease of use for students and improve data accuracy at the institutional level.

8. Rubric or process for making decisions to introduce or eliminate programs: A few programs in the review process have had as few as one graduate each year. Several programs in the computer area had as few as 2 or 3 graduates annually. Opportunities exist for us to improve programs as noted in number six above. 2020 is the final year in the ICCB program review schedule that was new in 2016. All our academic divisions have completed a review. A rubric project is currently underway with an intended launch of 2021.

9. Review of current budget process: The CTE ICCB Program Instrument asks “What are the costs associated with this program?” and “How do costs compare to other programs on campus?” We discovered that these questions were difficult to answer with the budgeting structures that were in place. After this discovery, the budgeting process was reviewed and improvements were made to academic accounts. The organization of each academic division was different. All programs were provided their own account in order to see costs by program. Additional improvements are needed and a college-wide academic project is being proposed for the next academic year in order to look at program cost models.

10. Implement a continuous improvement planning process: Each review template concludes with an Action (continued with minor improvements, significantly modified, placed on inactive status, discontinued/eliminated), a Summary Rationale and Intended Action Steps. The review didn't include a place for faculty to share progress and improvements from previous years action steps. A

goal setting section was added to the program review templates. Each year, faculty create goals and include progress made.

Program Specific Evidence of Improvement resulting from Program Review:

AAS to a transfer pathway: [Criminal Justice](#) and [Mass Communications](#) AAS degrees were eliminated and a transfer pathway was created. Program review data and industry trends showed bachelor's degree completion was advantageous for employment. Faculty also saw trends in their data that the 1.1 transfer courses consistently had the highest enrollment. Transfer pathways and articulation agreements with other universities were created.

Prerequisite changes and custom pathways: The Audio Production program saw barriers to student success and completion through the program review process. The faculty removed a prerequisite determined unnecessary to completion and began working on custom pathways to help students be more marketable with their skill sets and competent in the evolving digital environments in 2020 and beyond.

Data Review: The Astronomy discipline's review confirmed that more efforts were needed for active-learning and hands on experiments. This led to the revival of the AST105 lab course. The review also confirmed that the assessment of student learning needed to be more consistent and the faculty set goals based on these results.

4A2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Counseling, Advising and Transfer Center provides academic, career and personal counseling. Waubonsee has transfer specialists at each campus to evaluate transfer credit and guide the transfer process.

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

[Prior Learning Assessment \(PLA\)](#), and the subsequent awarding of college credits, is an important means for reducing time to completion. PLA credits can be given for any college-level learning that a student has mastered outside the traditional classroom setting including: Credit by Exam (CBE) military training, professional training, industry certification and licensure, articulation agreements, [College Level Examination Program \(CLEP\)](#) and faculty evaluation. PLA also includes the consideration of a student's high school Advanced Placement (AP); International Baccalaureate (IB); VALEES articulated credit and the State Seal of Biliteracy.

Waubonsee also created a [certification to credit cross walk](#) to support our students entering the college with previous professional training. Students hoping to transfer credit from Waubonsee also have a [guide](#) by which this process can be initiated and completed.

4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer.

Waubonsee has standards and criteria for how credits are submitted via transcripts and a review process which assures that the credits that are accepted by the college are valid.

Students looking to transfer in previous college credit from other regionally accredited colleges follow the same enrollment process as most new students, but with the addition of the [Transcript Evaluation Request Form \(TERF\) process](#).

Credits to be considered for transfer must have been earned at a post-secondary institution accredited by the Higher Learning Commission or other regionally accrediting agency with an earned grade of D or better in the course(s) involved. Credits to be considered for ENG 101 or ENG 102 must have an earned grade of C or better if pursuing a transfer degree. The college is currently reviewing this policy in light of the Department of Education's recent action regarding regional accreditors.

A maximum of 45 semester hours of transfer credit can be applied to a degree. Transfer credit does not apply to the College's academic residency requirement, nor does it count in the grade point average. Credit will not be granted if a student has previously earned credit for an equivalent course at Waubonsee. No recording fee applies.

Transcripts from foreign colleges and universities must first be reviewed a foreign educational credentials services recognized by the National Association of Credential Evaluation Services (NACES).

Waubonsee also has resources available for current and potential students to use to aid them in the transfer of their credits to and from Waubonsee. Transfer resources include [transfer pathways](#), transfer guides and [articulation agreements with universities](#). Waubonsee also subscribes to [Transferology](#), a nationwide network designed to help students explore their college transfer options.

Waubonsee also participates in the [Illinois Articulation Initiative \(IAI\)](#), a major, statewide, cooperative agreement among participating Illinois colleges and universities to facilitate successful transfer of course credits from one participating institution to another. The IAI defines a general education core curriculum (GECC), and Waubonsee's transfer curriculum for the Associate in Arts (AA) and Associate in Science (AS) degrees conforms to it. Students who follow the prescribed curriculum can be assured that the credits satisfy general education requirements at participating Illinois colleges and universities. Waubonsee offers 133 IAI General Education courses and 45 IAI Major courses. An [annual curriculum committee report](#) is presented to the Board of Trustees each May.

IAI ensures quality through strong faculty-driven panels. Panel members are chosen by their institution to represent their area of expertise. Membership recommendations are made to the governing state higher education board and the Illinois Community College Board. Waubonsee has [faculty participating](#) on the English, Biology, Computer Science, Engineering, physics and political science panels.

Of benefit to the public are the many strategic agreements the college has made with other learning institutions to promote students earning and transferring credit. Waubonsee has cooperative agreements, transfer partnerships and a vital Dual Credit program that gives high school students a jump start on their college career. The college participates in the [Community College Education Agreement: Comprehensive Agreement Regarding the Expansion of Education Resources\(CAREER\)](#) so that students in Waubonsee's District 516 who wish to pursue career and technical education degree and certificate programs not available at Waubonsee may do so. Through these agreements

with other Illinois community colleges, in-district students can enroll in certain occupational degree or certificate programs at other community colleges and pay that college's in-district tuition rate. Out-of-district students who want to enroll in a program at Waubonsee under a cooperative agreement should contact their own community college first to make initial application. Transfer partnerships soft touch the hand-off of students from one institution to the next. They remove barriers by making it easier for graduates to move on and earn a bachelor's degree. The college continues to grow these partnerships as new programs align with the programs offered by 4-year institutions. The many partnerships available for transfer students to consider are documented in the [Transfer Partnerships](#) website page and include in and out-of-state colleges and universities.

In 2012, the college entered a groundbreaking reverse articulation agreement with Northern Illinois University (NIU). NIU students who transferred from Waubonsee without associate degrees can earn a two-year degree using credit from NIU courses. This brings an extra benefit to students as an additional credential.

4A4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Waubonsee ensures learning and rigor our maintained through our [annual learning improvement process](#). Assessment plans are completed each fall to guide assessment activities for the year. Assessment findings are analyzed to make improvements to curriculum. Details regarding assessment can be found in 4B.

Prerequisites for courses are determined by each academic department through the curriculum council. Decisions on prerequisites are made at these meetings and added to the student information system and to the catalog once they are officially changed. Students are then prevented from registering for courses unless they have earned credit for the course or have been granted an exception or had a special request approved. Deans and the respective divisions, along with the Registrar are responsible for determining if the prerequisite has been met prior to registration for the course.

The college also ensures and rigor and expectations for learning, in our courses, our Outcomes advisory council developed rubrics following the Association of American College & Universities (AAC&U) [VALUE Rubrics](#) and The Lumina Foundation's [Degree Qualifications Profile \(DQP\)](#), a learning-centered framework for what college graduate should know and be able to do to earn the associates degree. We aligned our assessment measures to associates degree level learning.

Waubonsee maintains authority over the rigor of courses and expectations for learning as established through the alignment of the [established rules of the ICCB system](#) and our curriculum council (3A1). For new courses and course revisions, the curriculum originator follows our [curriculum development checklist](#). Transfer courses are articulated with at least three Illinois Public Universities. Courses approved by the council are sent to ICCB for final approval. Courses are also reviewed every five years through our assessment of student learning process.

The Director of School District Partnerships oversees [Dual Credit](#) at Waubonsee. Waubonsee Assistant Deans regularly review courses to ensure that the learning outcomes are consistent with Waubonsee course offerings. The Waubonsee Dual Credit programs, through the Illinois Community

College Board, subscribe to the [Dual Credit Quality Act](#). Qualifications for Dual Credit faculty are consistent with those for the college. Dual Credit evaluations and assessments ensure that these courses, and their outcomes, are consistent with those of regular college courses.

Our Career and Technical education programs meet with our business and industry Program Advisory Committees twice per year. These partnerships are critical to ensuring programs meet current occupational needs. Our current membership includes stakeholders from local business and industry, college administrators, faculty, and staff, who advise the institution on the development, implementation, and evaluation of CTE programs to ensure programs are aligned to workforce requirements while addressing student needs.

Although advisory committees do not set academic policy, their recommendations play an instrumental role in programming. Functions of the Program Advisory Committee may include, but are not limited to:

- Providing information about local industry and employment needs
- Identifying appropriate workplace knowledge, skills, and behaviors needed by program graduates
- Offering input during program reviews
- Providing guidance to ensure curriculum is up to date and applicable
- Functioning as a resource for speakers, field trips, adjunct faculty, and/or equipment
- Assisting in locating work-based learning experiences and placement opportunities
- Serving as a liaison between the local CTE program and the business community

In 2018, the Computer Information Systems and Website Development Program Advisory Committee discussed how employers are prioritize hiring individuals who possess strong communication and customer service skills. Specifically, on the ability to listen to client concerns, convey in-depth information to individuals with varied levels of technical knowledge, knowledge, troubleshooting, demonstrating apathy and developing rapport. Per the recommendation of the committee, curriculum requirements were to include our COM 121 course, Communication in the Workplace. Other improvement included the development of our course CIS 125, Information Technology Code of Ethics and Compliance. This course concentrates on the legal, social and ethical issues based upon the complex technological society and met the needs identified through the Program Advisory Committee.

The Program Advisory Committees are also part of the [program development process](#) (see 3A1). The program development process is based on student demand and labor market data that confirm high need, growth and wages. All curriculum ideas are presented and discussed in our [Joint Instructional Council](#) and prior to going to executive leaders for final development approval.

Business and Industry confirmed as well as labor market data confirmed the need for our Cybersecurity program which began fall of 2020. We also began our AAS and Post Degree Paralegal Certificate Paralegal following our process. We worked with our legal interpreting program advisory after cooperative agreement data confirmed that 44 of our students left our district to attend other community colleges for paralegal programming. Business and Industry, Market Analysis and Student feedback and data confirmed the need for this program.

Waubonsee provides faculty and students access to appropriate learning resources through the library, publishers, Canvas (Learning Management System), tutoring services, and ensures through the credentialing process that all faculty who teach students in all programs including dual

enrollment possess appropriate degrees, licensure and experience. (3B1)

4A5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Ten of Waubonsee's programs have [specialized accreditation](#). This programmatic accreditation ensures the programs rigor and quality and [pass rates are tracked annually](#).

Waubonsee specialized accredited programs:

- Addictions Counseling Program Accreditation (Preparatory and Advanced accreditation):
- [Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.](#) (IAODAPCA)
- Art and Graphic Design Programs Accreditation: [National Association of Schools of Art and Design \(NASAD\)](#)
- Auto Body Repair Program Accreditation: [Automotive Service Excellence \(ASE\)](#)
- Automotive Technology Program Accreditation: [Automotive Service Excellence \(ASE\)](#)
- Emergency Medical Technician - Paramedic Accreditation: [Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions \(CoAEMSP\)](#)
- Health Information Technology Program Accreditation: [Commission on Accreditation of Health Informatics and Information Management Education \(CAHIIM\)](#)
- Heating, Ventilation and Air Conditioning: [HVAC Excellence](#)
- Medical Assistant Program Accreditation: [Medical Assisting Education Review Board \(MAERB\)](#)
- Nursing Program Accreditation: [Accreditation Commission for Education in Nursing \(ACEN\)](#)

4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

The college evaluates the success of its graduates in a variety of ways. Student Achievement data is posted on our [Institutional Reports](#) web page so that the community can see the retention and completion rates for our programs of study. In addition, through the Annual Update and Program Review process mentioned in 4A1, annual reports are provided to faculty so that they can assess their student's retention, success, and completion and make any programmatic adjustments they feel appropriate. Programs that have external accreditation or a certification/licensure also review those testing rates and gather feedback from their recent graduates and their employers. The college also distributes a [Graduate Survey](#) each May to students who are completing their degree or certificate that spring.

Sources

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- 4A1 Annual Update Instructions20-21
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- 4A1-DLNCombinedPresentations
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- 4A2-Recording Credit at Waubonsee _ Waubonsee Community College
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- 4A3-iTransfer Home _ iTransfer
- 4A3-Membership by Institution _ iTransfer
- 4A3-TERF Form
- 4A3-Transfer Partnership Agreements _ Waubonsee Community College
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- 4A4-2020-2021 Curriculum Council Checklist v3
- 4A4-dqp
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- 4A4-Joint Instructional Council_ Waubonsee Community College
- 4A4-Program Development Process _ Waubonsee Community College
- 4A4-VALUE Rubrics _ Association of American Colleges Universities
- 4A5 - Graduating Student Survey Report
- 4A5 CTE Licensure Pass Rates 2021-06-03
- 4A5-Accreditation _ Waubonsee Community College
- 4A5-Accreditation Commission for Education
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- 4A5-Home - Automotive Service Excellence
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- 4A6 AUT_Course Summary Report
- 4A6 Automotive Program - Program Review v2
- 4A6 Equity Report - FY2020 - AUT
- 4A6-AUT_Expense_Revenue_FY20
- 4A6-Institutional Reports _ Waubonsee Community College

4.B - Core Component 4.B

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

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

Argument

4B1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

In fall 2018, rubrics were developed to assess our ILOs using the Association of American College & Universities (AACU) [VALUE Rubrics](#) and the [Degree Qualifications Profile \(DQP\)](#), a learning-centered framework for what college graduate should know and be able to do to earn the associates degree. We aligned our assessment measures to associates degree level learning. Student I-CAN statements were also developed by the OAC (see 3A1).

During our Spring 2019 Faculty Development Days, faculty reviewed our new rubrics and their alignment in course assignments. The event was our World Café part II as it was subsequent to our fall 2018 introduction to ILOs World Café. Our ILO assessment process is embedded into course assessment. Faculty are encouraged to align their current and future course assignments with ILO rubrics.

In fall 2019, OAC faculty completed an ILO pilot. Twenty-three course sections were assessed by fourteen faculty members. Faculty in OAC selected two or more criteria from the critical thinking rubrics. The focus on the pilot was for faculty to have a better understanding of their students' general education learning. Our assessment liaisons presented the results at the spring 2020 Faculty Development Days. Our plan was to begin working with faculty spring 2020 to assess one ILO in each course. Due to the global pandemic, this did not begin until fall 2020. Moving forward, ILO assessment is embedded in our [Reports for Learning Improvement](#). During our Fall Faculty Development Days, faculty will complete their assessment plan where they will select at least one ILO to assess with their course assessment. We are also beginning a course mapping process that includes mapping ILOs, CLOs, and PLOs.

Waubonsee's Automotive Technology and Auto Body Repair students have been participating in SkillsUSA for over 15 years. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce.

Since 2016, the following processes for assessment of student learning and achievement goals in academic and cocurricular offerings have been established:

- Course and program outcomes for all college discipline and CTE programs were reviewed and updated
- Basic curriculum maps completed
- Two General Education / [Institutional Learning Outcomes \(ILOs\)](#) were added to align with strategic planning
- ILOs definitions and outcomes were created by the OAC with wide faculty involvement
- ILO rubrics were created (see 3.A.2)
- ILO pilots including the collection of the assessment data were completed
- Learning Improvement Report (LI Reports) Forms ([assessment plans](#) and reports) were created
- Rubrics aligned to LI Reports were created
- The assessment process including cycles, and reporting structures were finalized
- Selection and continued implementation of an [assessment management system](#)
- [Assessment Professional Development Workshops](#)
- [Assessment Webpages](#)
- Cocurricular Assessment Council created

Waubonsee joined the Higher Learning Commission's Assessment Academy in 2016 and concluded their participation at the [fall 2020 Final Results forum](#). The following Assessment Academy Summary was presented at the Forum:

Waubonsee overcame years of starts and stops and finally moved assessment forward. The academy goal was to create meaningful processes for assessment while promoting a culture of learning and improvement. Infrastructure dedicated to assessment efforts including building processes, tools and collaborating with an Outcomes Advisory Council and Assessment Liaison faculty to cultivate buy-in proved essential. Key accomplishments include the creation of Institutional Learning Outcomes (ILOs) along with definitions and rubrics for assessment; two ILO assessment pilots and the collection of evidence for improvement; course outcomes for all courses; assessment plans and reports with review rubrics as well as two years of data was collected and used for improvements to courses and programs. Lessons Learned: It is important to be flexible because assessment is dynamic and processes are subject to change, overcommunication should never be a concern and one-on-one collaboration with individual faculty or departments can be more effective than large group meetings.

Progress on our journey over the last five years was supported by our OAC and our [Faculty Liaisons](#).

OAC is a council of faculty, staff and administrators that meet to:

- Recommend and promote guidelines related to outcomes assessment at the college;
- Develop and communicate a culture of continuous improvement through teaching, learning, curriculum and instruction;
- Support and provide feedback on training for outcomes assessment activities;
- Provide input on the creation of an institutional outcomes assessment plan and encourage the use of high-impact institutional practices; and
- Review institutional outcomes assessment data, provide feedback and recommendations for communication and next steps related to the data.

Various departments practice cocurricular assessment. 67% of all registered student organizations are affiliated with an academic discipline. Considerable progress for our academic assessment processes have been made over the past five years. Individual departmental cocurricular assessment meetings and workshops have been held. The Office of Student Life has aligned all learning activities to the

ILOs. Assessment activities have been aligned to our ILO rubrics for Alternative Spring Break, Engaging Leaders, and our Gustafson Scholars programs. Assessments have also been embedded in registered student organization including civic engagement activities. The Office for Academic and Career Advising has also defined program goals including learning outcomes for their services using a think, reflect, know framework derived from Bloom’s Taxonomy.

A Cocurricular Assessment Council was created in 2020 because we realized that unified structures need to be in place to progress in this area. A core team was established including faculty, staff, and administrators to create goals and align cocurricular assessment to existing academic structures. The core group is in the process of establishing a mission, vision, and a charter. In the Spring 2021 semester, meetings will be held with athletics and the library to identify learning experiences, write outcomes and design assessment instruments. Assessment reports will be created in AEFIS, our assessment management system, using the cocurricular features available. When one office is prepared to enter the assessment cycle, a new office will be invited to participate in similar cocurricular workshops until cocurricular assessment is scaled across the institution. This work was scheduled to begin spring of 2020 and was delayed due to the global pandemic. We have met three times fall 2020 and into Spring 2021 and will continue to make progress.

4B2 The institution uses the information gained from assessment to improve student learning.

Institutional Level Assessment: In fall of 2017, ILOs were revised to begin collecting assessment data to make improvements. Spring of 2018, the OAC piloted the new outcomes to learn about the process, and assessment tools. This first pilot confirmed our need for an assessment management system to support faculty and student learning. Fall 2018 and Spring 2019 OAC and faculty engaged in aligning ILOs to course work and using newly created rubrics (see 3B2). In Fall 2020 another pilot including the collection of data in our new assessment management system was completed by OAC faculty assessing critical thinking in their courses. We learned that:

Table 4B2 Critical Thinking Institutional Learning Pilot

Critical Thinking Criteria	% of students at the Proficient Level
Explanation of Issues	75%
Evidence	65%
Influence of Contest and Assumptions	71%
Student’s Position or Solution	68%
Conclusions and Related Outcomes	77%

Based on the results, our students could benefit from additional learning opportunities in the evidence and conclusion categories. While this high-level data was interesting, we shared that most important was for faculty to have a better understanding of their students’ learning. Our faculty liaisons highlighted their learned experiences in our Spring 2020 OAC newsletter. Another faculty member shared her [learning improvement story/results of ILO assessment](#) with The Improvement

Community.

Our goal was to support full-time faculty in the assessment of one ILO during the spring of 2020. Due to the global pandemic, this work began in fall 2020 and we continue to scale ILO assessment across all course sections regardless of the modality across the college while navigating our new assessment management system. ILO assessment planning, reporting and improvement plans are incorporated in the fall 2021 Learning Improvement Reports. Beginning fall 2021 all courses assessed according to our 5-year assessment schedule will begin ILO assessment.

Program and Course Level Assessment: All disciplines and programs have articulated program outcomes. Program Outcomes for CTE AAS degrees and certificates were created in 2015. Although Waubonsee doesn't have major specific associate degrees, our disciplines created broad discipline-based program outcomes over the past several years through our program review and annual update process. These were created to support an advanced college wide curriculum mapping project currently being piloted by OAC in AY21 with and beginning implementation AY22.

Program Learning Outcomes are generally using embedded course assessments unless there is a relevant program test or certification required for the field. Several degrees and certificates prepare students for state and national certification or licensure. The following assess program outcomes through certifications and licensures by program:

Table 4B2 Program Assessment Certification and Licensure

Program Assessment Through Certification and Licensure	
Registered Nursing	National Council of State Boards of Nursing National Council Licensure Examination (NCLEX)
Massage Therapy	Federation of State Massage Therapy Boards(FSMTB)Massage and Bodywork (MBLEx)
Nurse Assistant	Illinois Department of Public Health (IDPH) Certified Nursing Assistant (CNA)
Emergency Medical Technician: Basic	IDPH Illinois Emergency Medical Technician: Basic (EMT-B)
EMT: Paramedic	IDPH Illinois Emergency Medical Technician: Paramedic (EMT-P)
Phlebotomy	American Society of Clinical Pathology (ASCP) Phlebotomy Technician (PBT)
Medical Assistant	American Association of Medical Assistants (AAMA) Certified Medical Assistant (CMA)

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

CTE programs without specialized certification or licensure assess their program outcomes through embedded course assessments.

Each fall, faculty plan their annual assessment activities for course and programs during our Faculty Development Days sessions. Time is scheduled to plan assessment activities for the year, review previous years data and create action plans to implement changes to curriculum or pedagogy based on assessment findings. This is all articulated on Learning Improvement (LI) Reports, see attached examples from [Art](#), [English](#), and [Nursing](#). Once improvements are implemented, we practice

reassessment to confirm learning improvement. To ensure improvement to our assessment process and professional development support to our faculty, OAC members review all LI reports using a [rubric](#) the council created for our process.

Although some Waubonsee faculty have been collecting assessment data for many years, our new formalized structures have helped support college wide assessment. With new structures in place, we have formally been collecting assessment data and using results for student learning improvement since 2019.

Much of the assessment work has been faculty led. Full-time faculty have presented at conferences and [led sessions at faculty development days on assessment](#). Every two years, new faculty are selected to participate on the OAC and provide perspectives both from the program and general education curricular points of view.

4B3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Waubonsee follows good practice in assessment, including participation of faculty. Our Outcomes Faculty Liaisons lead our OAC which coordinates all assessment activities. All our assessment efforts include substantial participation of faculty, instructional, and other relevant staff members. We could not have made progress to the assessment of student learning at Waubonsee without collaborative participation.

Through the [Educational Affairs Plan](#), we have maintained assessment of student learning as a key priority and focus for faculty as well as academic administrators. We have aligned our assessment efforts with the college's strategic priorities (such as reducing equity gaps and increasing persistence and completion), and we have tracked our progress to ensure assessment *for* learning informs improvement at the course, program, and institutional level. We have created an organizational structure to provide administrative support to faculty in their assessment work, and we have budgeted for and pursued professional development related to assessment.

Our OAC developed practices for our ILO assessment process using the [VALUE rubrics](#). These rubrics were developed by faculty across the country to help institutions assess authentic student work. We also aligned our rubrics to the [Degree Qualifications Profile \(DQP\)](#), a learning-centered framework for what college graduate should know and be able to do to earn the associate degree. We aligned our assessment measures to associate degree level learning. Our efforts in were recognized when we were selected for an [AAC&U Strengthening Guided Pathways and Career Success by Ensuring Students are Learning grant](#). We were one of twenty community college selected to use our rubrics to map pathways for our students and ensure learning.

Practices to ensure that learning was assessed across all courses and modalities was guided by work of the Learning Improvement Community (LIC). LIC is a community of assessment practitioners, educational developers, educators, and scholars in high education reshaping practices in learning outcomes assessment at National assessment conferences. LIC follows tenets of Learning Improvement that Waubonsee used as a guide to change from a culture of compliance and focus our efforts on learning improvement.

Sources

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- 4B1 HLC Assessment Academy OAC results 2016-2020
- 4B1 Reports for Learning Improvement_Assessment_Checklist
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- 4B1-Assessment _ Waubonsee Community College
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- 4B2 ENG 102 Outcomes Assessment Rubric
- 4B2 Learning Improvement Report Art 100
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- 4B2 Learning Improvement Report-NUR110
- 4B2 Spring 2020 Presentation FDD
- 4B2-AACU Announces Twenty Institutions in
- 4B2-Read Stories _ Learning Improvement Community
- 4B3-FY2020 Institutional Priorities w Ed Affairs

4.C - Core Component 4.C

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

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

Argument

4C1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Waubonsee has a [College Scorecard](#) that identifies our institutional goals for student retention, persistence, and completion. The College Scorecard is based on external metrics that can be benchmarked with other institutions and are available for public comparison. Specifically, the college's fall-to-fall persistence/retention rate is currently 72%, which exceeds our target for FY2022 of 71%. The persistence/retention metrics is based on the IPEDS Fall Enrollment Survey. The completion metric on the College Scorecard is graduation rate, which is also based on an IPEDS metric. Our current graduation rate is 35.4% which exceeds our FY2022 target of 32%.

The college's retention data and evaluation has been enhanced with the review of [cohort retention](#), taking a closer look at the performance of our students by demographic and over a consistent period of time. Through consistent reviews of this data, both currently and historically, stronger assertions can be made to lead to strategic imperatives to improve student retention. A review of full-time and part-time retention shows the disparity in performance and the need for greater work in this area. As a result, in late 2019, the college moved toward [onboarding students in degree-seeking and non-degree seeking categories](#), placing a greater emphasis on the intent of the student instead of their attempted credit hours. This ensures that all students, regardless of their cadence of taking courses, receive onboarding and support more consistent with their long-term goals.

4C2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

Each August, the Office of Institutional Effectiveness prepares new comparative reports for each program that provide information on student retention, persistence, and completion. These reports

are described in 4A1.

In 2018, the college partnered with Triton College, a community college to the east, on TRIUMPH, a grant to support the retention of males of color. This collaborative opportunity was sought out as a direct result of African-American males showing the lowest persistence among all demographic groups at the college.

As part of the college redesign in 2020, the Dean of Counseling and Advising was promoted to Executive Dean for Student Success and Retention to place an emphasis on student persistence and retention. The Counseling and Advising Redesign has focused more specifically on caseload advising to ensure that every student has a retention champion throughout the duration of their student life cycle. Recently, the [Board of Trustees approved the purchase of EAB Navigate](#), a tool used to improve retention through the use of enhanced analytics and success management reporting.

The college is engaged in analyzing and sharing persistence and completion data through program review as well as through planning processes and employee development. For example, during the [Spring 2020 Faculty Development Days](#), the Assistant Vice President of Student Services and the Student Life Manager offered a session entitled “*What Makes Students Stay: Exploring Involvement Factors on Student Persistence at the Community College*” during which they shared Waubonsee’s five-year quantitative study tracking co-curricular involvement in student organizations and their impact on student success metrics.

4C3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The college uses the annual program review reports to identify areas of improvements for each program.

Based on an analysis of information gathered through student surveys and a community needs assessment, in 2018 the college undertook an initiative [to increase student persistence and completion](#) by [reducing the number of canceled classes and creating more predictable course schedules](#). A [course scheduling taskforce](#) was formed that was co-led by the Vice President of Educational Affairs and Executive Dean for Student Success and Retention. The taskforce included administrators and six faculty representing different areas of the college. The goals of the taskforce, which were drawn from the Educational Affairs Plan, were: 1) create a data-informed, student-focused system for course schedule development, and 2) develop program and degree pathways showing the optimal sequence of courses to help students reduce time to completion. Pathways were developed based on common majors for transfer students and sample schedules were created to assist students in enrolling in recommended courses. From the sample schedules, the college created a list of [Guaranteed to Run \(G2R\) courses](#) so that students could be assured the classes they needed would not be canceled. Students could stay on track to completion if they enrolled in the G2R courses. The college held [focus groups](#) to gather feedback from students about how the G2R classes worked for them.

4C4 The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

The metrics that are used on the College Scorecard, and described in 4.C.1, are publicly available and generally come from sources like IPEDS, Illinois Community College Board state reporting, or the National Community College Benchmarking Project (NCCBP). These external metrics allow the

community and potential students to research comparative metrics for other institutions and perform their own evaluation of the college's success. For internal review, we also analyze [retention and persistence by cohort tracking that includes part-time students, and is disaggregated by race/ethnicity, age, gender, Pell status, etc.](#) This internal cohort retention study is used to inform the work of the Student Success and Retention team and helps them identify specific groups that might need more intrusive advising or outreach.

In 2020, the college began working on a Strategic Enrollment Management Plan to optimize enrollment; recruitment, retention, and completion of students is more important than ever given the nature of declining enrollments and increased competition in the form of students choosing not to attend school altogether. The [four main categories of the SEM Plan](#) are marketing and recruitment, retention and support, financial aid and payment, and educational affairs and program development. Each team has two leaders from the respective areas and is being overseen by a SEM core team led by the Vice President of Strategy and Community Development. The [SEM data](#) was gathered by Institutional Effectiveness and is being used to inform the creation of the SEM Plan and its strategic imperatives. A complete plan will be developed to share with internal and external stakeholders and this work will be ongoing as these teams will meet on quarterly basis to discuss ways to increase enrollment, using an equitable lens, which continues to be one of the focuses of the college in its strategy and planning work.

Sources

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- 4C1 Retention-SeedStructure - 2020-12-07
- 4C1-QSD011-ScoreCard_January-21
- 4C2 Educational Advisory Board (EAB) Navigate Board Approval Request
- 4C2-2020 Spring Faculty Development Days Conference Program
- 4C3-AGENDA Course Scheduling Task Force 10-8-18
- 4C3-ARTICLE-PERSISTENCE BARRIERS
- 4C3-ARTICLE-YOUNG
- 4C3-LACC GUARANTEED COURSES
- 4C3-September 2019 Focus Group Report - Pathways and Guaranteed to Run.docx
- 4C4 SEM data
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4.S - Criterion 4 - Summary

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

Summary

Highlighted by Waubonsee's participation in the HLC Assessment Academy, and the new formulation of a new Assistant Dean position in 2016 focused on outcomes assessment (recently elevated to a Dean of Curriculum, Learning Outcomes, and Program Development, the assessment and program review processes have become real strengths for the college.

Prerequisites are managed closely by the Registration and Records office and continued work in Developmental Education strongly encourages students to remediate this coursework as early as possible to ensure successful preparation for future courses.

Based on HLC feedback from previous reports, the college has more clearly outlined policies and information on transferring credit *to* and *from* Waubonsee. In 2018, another position was created, Director of School District Partnerships, to ensure that the college had a point person for, and stronger relationships with, all of its school district partners and leaders. This fine work culminated in a grant this year with the Aurora Public Schools and Northern Illinois University for school teacher preparation.

This past year, the Dean of Counseling and Advising was elevated to Executive Dean of Student Success and Retention, highlighting the importance of the work in this area. Substantial reports and data sets have been created and are being used to help manage more closely to persistence, retention, and completion. The college aims each year to meet the persistence, retention, and completion goals and targets on its College Scorecard, which serves at the ultimate accountability of our effectiveness to our district and college community.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5A1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

2C5 documented the college's support of participatory governance through which the college garners support through the relationship with the faculty. The [Standards of Practice Board Policy](#) discusses how the "primary focus of the board is to create a learning environment that welcomes and promotes the success of a diverse student body." All processes and planning initiatives fulfill the mission of the college, the quality of the programs and services, and are cross-functional in nature. The [Teams and Committees list](#) is kept updated by the Vice President of Strategy and Community Development. A shared best practice is to include a faculty member and a student on every committee, as teaching and learning remains central and is the heart of every institution of higher education.

There are several decision-making bodies at the college that include a strong cross-functional representation of individuals. The [organizational chart](#) segments the operations of the college into four key areas: Finance and Administration, Educational Affairs, Student Development, and Strategy and Community Development. The Vice Presidents from each area have the general responsibility for ensuring that input is gathered from the various departments and taken to the Executive Leadership Team meetings that take place weekly.

The [Joint Instructional Council](#) (JIC) meets twice a month to ensure progress on Educational Affairs Plan goals and strategies, to discuss over-arching faculty needs, and to endorse or recommend plans for curriculum, program development, course scheduling, professional development and any academic matters related to faculty support and student success. Examples of JIC meeting minutes

from [January](#), [February](#) and [March](#) 2021 highlight many of the topics discussed. These meetings are led by the Vice President of Educational Affairs and Chief Academic Officer. Colleagues from Student Development, Human Resources, or faculty will sometimes join the JIC meetings to consider changes to procedures or to share plans.

Faculty participate in governance through [committee membership](#), ad hoc teams, hiring committees, serving as Faculty Development Coordinators or Assessment Liaisons, and through more informal processes such as [faculty listening sessions](#) and focus groups where they offer feedback and recommendations. Faculty contribute to building, tracking, and meeting the goals of the [Educational Affairs Plan](#). [Faculty feedback on the initial draft Educational Affairs Plan](#) led to many revisions and updates.

The Waubonsee Community College Faculty Council IFT/AFT is the exclusive bargaining representative for all full-time faculty members regarding salaries, fringe benefits, and working conditions as recognized by the Board of Trustees. Faculty leadership meets regularly with administration as detailed in the collective bargaining agreement, and other provisions of the contract ensure collaboration between faculty and administration (such as the Academic Calendar Committee and Sabbatical Leave Committee). A [Memorandum of Agreement \(MOA\) from the 2016-2019 Collective Bargaining Agreement established the creation of a Post-Tenure Evaluation Taskforce](#) made up of three administrators (appointed by the college president) and seven faculty (appointed by the Faculty Council President). The work of the [Taskforce](#) through the 2017-2018 academic year led to a recommendation for a Post-Tenure Reflection process that is now incorporated into the 2019-2021 CBA and is being implemented. Other MOAs in the faculty contract have resulted in faculty council and administration working together to resolve questions or concerns.

Two instruments that serve to amplify student representation at the college are the Student Senate and the Student Trustee. The Student Senate is a channel of communication for students to discuss academic topics with the administration. Members of the Student Senate sit on various college committees, enabling them to provide student perspective and feedback. Student Senate is governed by a constitution approved by vote of the student body. The senate is comprised of 12 students, a president and eleven senators, who are elected in the spring. The senate has open meetings and all students are invited to attend. Students are encouraged to share their ideas, problems, and suggestions. The other avenue, the Student Trustee, is an elected position for a student to become a non-voting member of the Waubonsee Board of Trustees. The student is elected to this position during the spring student government election and serves a one-year term.

Student voices are listened to (as are parent or community members) when they have a concern or charge of dissatisfaction with a person, service, or process within Waubonsee. The Assistant Vice President of Student Services and Alumni Relations handles these concerns. A [complaint form](#) is available on the public website.

On a quarterly basis, the Vice President of Strategy and Community Development meets with the assigned leaders of our strategic priorities and walks through a [Strategic Plan accountability document](#) to help identify accomplishments, areas of opportunity, and any challenges they may be facing in the execution of their respective projects. The Strategic Plan priorities are linked with the [College Scorecard](#), which is updated twice a year in January and July and serves as the official accountability to our community on how we are performing in key areas. On an annual basis, we also complete a [Strategic Plan Accomplishments Report](#). We put this on our website and present it to the Board of Trustees at the July meeting when we update and refresh our strategic plan.

The most recent version of the Strategic Plan was created with a [Strategic Plan Committee](#) comprised of faculty, staff, and administrative leadership. The Vice President of Strategy and Community Development led multiple [listening sessions](#) where feedback was gathered for the committee to deliberate on. The Strategic Plan Committee came up with the recommendations for the current pillars of the Strategic Plan of Student Equity and Success, Community Connections, and Employee and Organizational Excellence. These were [presented to the Board of Trustees for their feedback and approval](#).

In addition to participating in national benchmark surveying to give heed to student voices, a series of Student Focus Group sessions were held between [Fall 2019](#) and [Summer 2020](#). Institutional Effectiveness and Marketing and Communications solicited student feedback on a myriad of issues. See Criteria 5C for process changes made from listening to student voices. Academic Support also surveyed a small group of students for feedback on courses and services when completing a recent ICCB study on developmental education practices.

To foster employee and organizational excellence, the college strives for a high level of employee engagement. In the process of overall institutional improvement, engagement encourages innovation and allows for meaningful communication channels to enable this work.

As part of Waubonsee’s enduring cultural traditions, Human Resources plans annual events to engage, reward, and recognize its employees, further establishing connection and community outside of the routine daily work environment. These events, some of which were suspended or made virtual, happen during a normal calendar year. Announcement and reminder emails are sent to employee groups, and the events are touted on the [mywcc](#) website.

The college President delivers a state-of-the-college address at the beginning of both fall and spring semesters to set the direction, tone, and plans for the year.

Table 5A Human Resource Planning Calendar - All Employee Events

Employee Events / New Employee Orientations			
Event	Date	Time	Location
Annual Fitness Walk	Sept. 19, 2019	11:30 a.m. - 2:00 p.m.	SG/AC
Flu Shots – SG	Oct. 2, 2019	7:00 a.m. - 1:00 p.m.	BDE-220
Flu Shots – DWNTN	Oct. 3, 2019	11:00 a.m. - 1:00 p.m.	AC-162
WinterFest	Feb. 7, 2020	6:30 - 11:00 p.m.	Lincoln Inn
Health Screening	Mar. 25-26, 2020	7:00 a.m. - noon	A-151
Wellness & Benefits Fair	Mar. 25, 2020	11:00 a.m. - 1:30 p.m.	APC 110

Employee Events / New Employee Orientations			
Event	Date	Time	Location
Retirement and Service Award Banquet	April 23, 2020	6:30 p.m.	APC 110
Annual Support Staff Meeting	June 3, 2020	10:00 a.m.	DWNTN 160

Waubonsee embarked on a formalized Employee Engagement Quality Initiative in summer 2012. As a result, an initial Employee Engagement Plan was endorsed by the college’s President’s Cabinet on March 6, 2014. Since that time, the college employs an Employee Relations Manager who has taken the lead on the work already started. A cross-functional Employee Engagement Team collaborates on these efforts, representing various employee group interests.

The college employs BlessingWhite, Inc. to distribute and analyze an independent Employee Engagement survey every three years with less extensive pulse surveys distributed in the years between. Additionally, multiple focus groups have gathered suggestions for how employees can become and remain engaged with the college’s mission.

An [Employee Engagement Plan Action Items Stoplight Progress Report](#) reflects the progress towards employee feedback suggestions and demonstrating change, a “You Asked, We Did” accounting. In the heading section, the report provides a compressed timeline of how data was gathered. The color coding and icon visuals identify items from the Engagement Plan and the college’s progress on implementing them.

In late October 2020, Waubonsee distributed its [second Employee Engagement Pulse Survey](#) since the last big, comprehensive survey was conducted in October 2018. After the last comprehensive survey, extensive follow-up work was conducted to gather insights to help inform the [Employee Engagement Plan](#) (EEP). The current EEP will continue to be "actioned" until the next comprehensive survey is conducted in fall of 2021. Data gathered from Pulse Survey is analyzed with reference to the EEP and Strategic Plan to confirm continued relevance. College leaders share data and host meetings to determine actions that can be taken at the team or department-level to improve engagement.

Feedback from the most recent Pulse Survey indicated a write-in question that asked, “What could we do to improve employee communications at the college? Responses were categorized as:

1. Transparency/clarity – 18.5%
2. Other – 14.5%
3. Alignment between departments – 14.3%

Alternative work schedules have been very flexible over the last year to account for social distancing and other considerations. Human Resources was already working on flexible work schedule guidelines as per employee engagement planning/strategic planning to create a mobile work

environment as appropriate when the pandemic forced a rapid implementation. These [guidelines](#) were implemented and communicated to regulate the new mandatory work from home scenarios to continue campus operations in a mostly virtual mode. A recent [memo](#) from the Employee Relations Manager asked for feedback on adjusting the guidelines since employees will return to campus when state and local guidelines indicate it is safe to do so.

The college has a [Support Staff Committee](#), guided by the Employee Relations Manager to enhance communication and respect and to promote staff development and recognition activities of the support staff at the college. In 2018, a [survey](#) was distributed to support staff at the college with a report of the results. This committee exists to enhance engagement and augment talent management. Staff are elected by peers to the committee.

Based on the feedback of the survey, the Support Staff Committee pledged to do the following: revisit the Committee's Purpose and Goals; improve transparency of Committee work efforts; explore opportunities for changes to events, including, the Annual Support Staff Meeting; and fully analyze the survey data to make other changes as suggested.

The college offers a comprehensive suite of employee benefits and considers them a factor in implementing a talent management system that attracts and retains a highly qualified and diverse workforce. Many resources are required for the annual benefits enrollment process, improved with the use of the Alex™ software, from the Jellyvision Lab, Inc. Jellyvision software (in their words) *is to "Be Helpful", and at the core of that is helping people make smart decisions about their health, benefits, and finances. We support these decisions by breaking down complex topics with clarity, humanity, and humor.* The [process](#) of enrolling employees starts in the fall each year. The software uses a built-in employee survey mechanism. Though light after the initial year, the feedback has been favorable overall.

5A2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Waubonsee regularly uses data to make decisions about programs and services, and that was especially clear during the COVID-19 pandemic. The Coronavirus Response Group (CRG) met regularly for months and spent a great deal of time going through enrollment data, location/course scheduling data, and student feedback along with state and federal guidance, in order to make decisions that were focused on the safety of the entire campus community. The college sent out a [COVID-19 student survey](#) in late spring 2020 to gather direct student feedback on the impact of the transition to online learning. The results of that survey informed planning for summer and fall 2020 including the launch of the college's MyChoice model that highlighted the five modalities that were available for students to take their courses.

Programs have been added based on data that Waubonsee receives from its partnership with the EMSI economic modeling agency. Conversely, low enrollment programs that don't generate much interest in the form of new student inquiries and community feedback have been eliminated.

Decisions on campus hours are derived from the [monthly campus information services reports](#) that show traffic flows, inbound calls, and departments which receive the most inquiries from the general college line. Most recently, the [Campus Safety and Operations team has devised a new report](#) that shows the number of scans in certain doors or touch points at the college. This helps to inform where we locate our wellness stations to ensure safety and adherence to our health and safety protocols.

Marketing and Communications produces [monthly reports on analytics, digital media, and share of voice reports](#) to make informed decisions on marketing strategy and communications opportunities with specific media outlets. This allows the college to make better use of the marketing budget and place ads and share information in spaces that will reach our diverse audience and wide range of prospective students.

The [Demographic Snapshot Report](#) is used extensively by the Vice President of Strategy and Community Development to make high-level decisions on municipal strategy, partnership opportunities, and identifying gaps where the college needs to be a resource to the community. This report is shared with the Board of Trustees for their knowledge on the district and allows them to make recommendations based on these data reports shared. The data in this report is also utilized by Educational Affairs in the program development process.

The admissions office [reviews data on a weekly basis](#) to make decisions on high level strategy with respective school districts. These [reports](#) show drastic increases or decreases in inquiries, applications, and general interest from our high school partners that are sometimes caused by misperceptions by prospective students or guidance counselors. The Dean of Admissions works with principals and the President works with superintendents to build strategic relationships. The [district superintendents report](#) helps the President decide where the challenges are for the college and which meetings and relationships to prioritize on an annual basis.

Academic Deans have [data reports produced on a regular basis](#) to help make informed decisions about scheduling and program resources. Waubonsee uses a data request process where any member of the college community can make an inquiry and receive data on their respective topic of interest by sending an email to datarequest@waubonsee.edu. Data requests have increased in usage dramatically over the last twelve months; the college made becoming a data-informed culture as part of its [2017-2019 Transformational Plan](#). This was in direct response to the Commission's recommendations from the 2016 Systems Appraisal Feedback report which mentioned this as an area of opportunity.

5A3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Through a number of avenues, Waubonsee's administration ensures that faculty—as well as staff and students, when appropriate—are involved in setting academic requirements. The primary venue for setting academic standards and processes is through the [Curriculum Council](#). Administration also engages in collaborative processes with course scheduling and academic planning that involves faculty, staff and administration. The [faculty's collective bargaining agreement](#) includes language regarding the consultation that occurs between the dean and faculty in determining course schedules and faculty assignments. As noted in other sections of the review, faculty are represented on working groups, task forces, committees and various councils (Student Conduct, Strategic Enrollment Management, CAI, FET, Scholarship Committee, OAC, etc.). The Student Conduct Board includes administrators, faculty and students; while the conduct board does not set the standards, members are responsible for interpreting and applying the standards.

Program-specific collaborative structures are in place as well. For example, all CTE programs have [advisory committees](#) which include divisional administrators, faculty, students, and industry partners. Through the collaborative efforts of these committees, topics such as program admission requirements, curriculum, student handbooks (which include program specific requirements, policies, and processes), and learning outcomes are discussed. Sample [minutes](#) show the Paramedic Advisory

Committee discussing competencies and setting minimum student skill standards for program. The group also discussed the application process. Recent minutes also show the [Medical Assisting](#) and [Human Services](#) committees discussing curriculum changes based on student, faculty and employer feedback. In addition, faculty are involved in maintaining and complying with program accreditation, as the [attached release time for the Health Information Technology program illustrates](#).

Curriculum documents such as the college catalog and program handbooks (which establish academic requirements and policy) are developed by or with faculty. For instance, the [Nursing Program Handbook](#) not only includes student standards for conduct and performance but also identifies the Nursing faculty's teaching and learning philosophies. (Sec 1.8 and 1.9) Also, instructional processes in the associate degree nursing program involve a collaborative learning environment in the nursing lab resulting from the guidance of the Assistant Dean for HPPS/Nursing Administrator and Nursing faculty. Nursing lab specialists (staff) provide one-on-one time with students to reinforce key learning concepts and skill competencies taught by the faculty using checklists established by the faculty for their individual courses. The lab specialists work closely with faculty to support academic requirements outlined in the student program handbook and are enforced in the lab.

In the year prior to the pandemic, Marketing and Communications and Institutional Effectiveness collaborated on monthly student focus group sessions that were hosted to get direct student feedback on a variety of topics. Anyone at the college could suggest topics for discussion and feedback, and each focus group session looked at 1-2 of those topics to identify specific suggestions from students. Example reports from the [September 2019 session on pathways and Guaranteed to Run courses](#), the [February 2020 session on career exploration and the college bookstore](#), and [summer 2020 sessions on the transition during the pandemic, and communication and technology needs](#) are examples of the way student feedback is gathered to inform college decisions.

Sources

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- 5A3-HIT Instructor Release Time
- 5A3-NURSING-HANDBOOK-2020-21
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5.B - Core Component 5.B

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

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

Argument

5B1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Waubonsee is committed to actively promoting and acknowledging employees' exemplary performance that demonstrates the mission, vision and values of the college and in so doing, endeavors to foster a culture of respect and recognition. General information about the [Support Staff awards](#) along with the [Call for Nomination form](#), and [Award Rubrics](#) make the process clear and transparent. All full-time tenured faculty who have not previously received the [Outstanding Faculty Member Award](#) are candidates for the faculty award. The criteria and process for the nomination outlines the details. A new award recognizing the important contributions of adjunct faculty was recently established. All adjunct faculty who have taught a minimum of one year (or two semesters) and who have not previously received the award are eligible for nomination. Besides posting the awardees on the public website, [recognition is given to staff and faculty by the college's Board of Trustees](#) and in [Newbits](#). Faculty awardees are also recognized during the President's annual address. A yearly banquet is held to honor college retirees and to pay respect to milestone service years.

Waubonsee employs a full-time Employee Relations Manager who leads an Employee Engagement Team from cross-functional areas of the college. There are several events, cyclical/ systematized employee surveys and an ongoing plan in place to augment the college's focus on nurturing an engaged workforce. See 5C for more information on employee engagement planning.

Waubonsee's operational staff, those who support the academic enterprise, are spread across multiple organizational areas of the college, and provide services at all four locations of the college and virtually. [Student services and support](#) such as Academic and Career Advising, Access Center for Disability Resources, Admissions, College Information Center, Counseling and Student Support, Financial Aid, Libraries, Registration and Records, Student Accounts and Cashier Office, Testing Services, Tutoring, and Veteran and Military Services are available at these locations as well as virtually.

In July 2019, the college formalized a process of evaluating vacant support staff positions. [Vacancies are evaluated weekly](#) by the college Vice Presidents in relation to the strategic plan and unmet staffing needs. This provides opportunities to reallocate positions during the year to support the

current needs of the college operations and to ensure that positions are only replaced that are truly needed.

Waubonsee has a thorough hiring process to recruit operational staff. Hiring managers are directed to review minimum qualifications and identify key competencies whenever hiring for an open position. They also develop a recruitment plan to consider where to post the position and for how long to find a diverse hiring pool. Pre-employment testing is available in a variety of competencies as a tool for hiring managers to evaluate candidates. Hiring managers then complete a phone screening and assemble a trained committee to interview candidates. Final candidates then interview with the appropriate Vice President if full time, and Human Resources performs background and reference checks. The [part-time](#) and [full-time support staff Hiring Checklists](#) outline the steps. In 2018, [Internal Hiring Processes](#) were developed as well to ease the process for current employees to apply for open positions and help staff find positions that are well-suited to them.

The structure for employee training was reinvented in April 2018, and in place of the former Center for Teaching, Learning, and Technology, two departments were created. One of those, Employee Development, emphasizes training and development for administrators and staff. This department revised and expanded the [New Employee Orientation \(NEO\) program](#) that went live in September 2019. New hire start dates were aligned with these training dates to provide consistency to all new hires, and now new hires spend the first two to three days in NEO. New employees now start immediately with a consistent background in the college's Mission, Vision, and Values; Handbook and Resources; Diversity, Equity, and Inclusion; Technology Survival Skills. If they will be requesting college purchases, they complete a Finance 101 training to learn about budget monitoring and purchasing requirements. They also complete compliance training below, and these trainings are repeated annually, unless noted otherwise as they continue working at Waubonsee.

- Title IX, Violence Against Women Act (VAWA)
- Family Education Rights and Privacy Act (FERPA)
- Information Security
- Ethics, Fraud Awareness, and Whistleblower
- Illinois Mandated Reporter
- Campus Security Authority (designated individuals)
- PCI Basic Credit Card (designated individuals)

Operational staff also have training opportunities available to them throughout their employment at the college, through the Employee Development department. Training is available in technology, soft skills, safety and security, and health and wellness. Custom training needs can be requested electronically through ServiceDesk. Support staff also can take college classes with tuition waived.

In December of 2020, Employee Development implemented some new changes to better serve the college's new employees and their departments and teams. These changes were based on feedback from new employees and supervisors after the new employees settled into their positions. The added stress of the COVID-19 pandemic also played a role in make the employees feel safer and heard in the new order of things. Training was spread out over two weeks allowing critical time for the new employees to meet their teams and begin to see how they would use their training in their new roles. The added benefit of seeing how different technologies were used in their areas allowed them to better grasp the material as it was presented in training.

Once hired, operational staff performance is reviewed at 45 days, 90 days, and then annually thereafter. A new performance management process went live in spring 2020, moving to an

electronic system of tracking performance reviews that gives better tracking and visibility to ensure that staff are meeting the requirements of their positions. Staff are evaluated on the [key competencies and target behavior](#) needed to be effective in one's role, department, and institution.

The Campus Safety and Operations (CSO) department is comprised of physical plant mechanics and maintenance staff that continuously monitor, maintain, and upgrade the physical infrastructure of the college to address evolving requirements. Their mission is to provide and maintain responsible and effective stewardship of the college's physical environment to accommodate, enhance and support the process of learning, teaching, working and public services to the college and the community. As a public institution, the college is subject to compliance inspections for health, safety, and other regulations. CSO is responsible for contracting for inspection and testing. Inspections are done through the year and reports forwarded to the following regulatory agencies: US EPA (US Environmental Protection Agency), IL EPA (Illinois Environmental Protection Agency), SGFD-NFPA (Sugar Grove Fire Department-National Fire Protection Association), ANSI (American National Standards Institute), ICCB (Illinois Community College Board), ASHRE-OSHA (American Society of Heating, Refrigeration and Air Conditioning Engineers), American National Standards (ANSI), US DOT (US Department of Transportation), IBC-BOMA (International Building Code-Building Owners and Managers Association), the State Fire Marshall and for the Americans with Disabilities Act and Occupational Safety and Health Acts and internal oversight agents.

The Campus Police staff is made up of both law enforcement officers, and student cadets who are on duty 24 hours a day, seven days a week at the Sugar Grove Campus and during official hours of operation at the Aurora Downtown Campus. Campus Police officers have all the powers of police officers in cities and sheriffs in counties. Campus Police is alerted to any 9-1-1 call made from any of the college's locations, ensuring a quick response both from Campus Police and other local police, fire, and medical teams. There are also emergency call boxes located throughout the college. The college implemented the National Incident Management System and created an [Emergency Preparedness and Safety Guide for Students and Community members](#). See 5C for more information on planning at the college.

With the early completion of the 2020 College Master Plan in 2015, a new Facilities Renovation and Space Utilization (FRSU) Project was begun in 2016 to do a comprehensive review to identify needs and priorities. The recommendations from that study were presented in February 2019 and determined lists of Instructional Priorities, Support Priorities, and Administrative Priorities. This project took into consideration feedback from employees, the Student Satisfaction Inventory, Community College Survey of Student Engagement, and Community Needs Assessment surveys.

Currently underway, the [Facilities Renovation and Space Utilization Project \(FRSU\)](#) is a comprehensive and ambitious project, approved by the college's Board of Trustees in 2019. [Originally submitted to the Higher Learning Commission as an AQIP project](#), the FRSU project has recently fulfilled some of its objectives. Several phases of the project are temporarily on hold due to the pandemic. The [Facilities and Space Utilization Project Recommendations](#) are detailed in the linked document. Various objectives are driving the project, including:

- Increase student enrollment in related and highly visible career and technology programs through the creation of a state-of-the-art facility.
- Increase in participation in student life as a result of a redesigned space which is more modern and inviting.
- Increase in student library visits as a result of redesign which will create more study spaces and

- places for students to collaborate and build relationships.
- Increase in familiarity and top of mind awareness in our Brand Pulse study through improved visibility on Route 47.
- Responsiveness to student concerns raised in our Noel Levitz Student Satisfaction Inventory and Community College Survey of Student Engagement surveys.

Based on these recommendations for Instructional Priorities, a remodel of Von Ohlen Hall was completed in 2020. The Plano Campus was rebranded and remodeled as the Innovation and Design Center. It was remodeled in 2020 and re-opened for the fall 2020 semester. It now houses spaces designed for Welding, Computer-Aided Design and Drafting (CADD), and Cybersecurity programs. The remaining recommendations include renovations and remodels for several buildings and new construction for a Career and Technical Education Center and a building to link the Student Center to Collins Hall, where student support services such as the library and tutoring are available. See 3D for more information. The FY2021 budget includes funding for additional FRSU and maintenance projects.

[Information Technology](#) (IT) is a division under the Finance and Administration unit. The department regularly updates an [Information Technology Project Status Report](#), which is published on the employee portal section of mywcc for all employees to review. Projects that are in progress are aligned with the Strategic Plan pillars and goals. They include these departments: Information Security, Enterprise Systems, Computer and Media Services, Information Technology Services, Network Technology, and Data Center.

The IT department enabled an unexpected and rapid shift to remote class and work in spring 2020 in response to the COVID-19 pandemic. Remote Access to Classroom Software now provides classroom software available for students to access for free through virtual desktop integration (VDI). The college also extended its WiFi signal to cover more of the Sugar Grove campus so that students could access it from their cars without having to enter buildings. The Technical Assistance Center (TAC) extended remote hours to provide greater service to students and employees who need support outside of normal business hours. (IT Project Status Report)

Waubonsee has two core Data Centers, located at the Sugar Grove and Aurora Downtown campuses. There are also satellite Data Centers located at the Plano and Aurora Fox Valley campuses. The Waubonsee Data Centers are the key locations for IT operations and systems which are crucial to the continuity of daily operations. Vital computing and telecommunications resources including but not limited to, servers, data processing, data storage, data backup, security firewalls, and enterprise applications are all essential assets housed and managed within the Waubonsee Data Centers. The Data Centers not only support the day-to-day activities at Waubonsee but provide the platforms for and/or access to key items like Student Registration, Civitas, Cornerstone, and Canvas, whether they are internally hosted or cloud-based applications.

The Data Center team deploys and manages the resources within the Data Centers and supports a vast array of software and technology used throughout the college. They also provide level 3 support and solve complex problems acting as the final internal stop for escalated technology support issues. Working with other IT teams, the Data Center team provides critical services required to make Waubonsee a premier learning institution.

Faculty, staff, and students reach out to the college's TAC Team for technical support. This can be done via email or through the ServiceDesk application used to track user requests. The [2019 IT](#) and [2020 IT](#) Help Desk reports are summarized in the table below. This timely, competent, and courteous

service is vital to the life of the college as so many functions that are mainstays of teaching, learning, and doing the work that keeps the college going are technology based.

Table 5B1 TAC Requests

Number of Help Desk Calls Handled by Information Technology			
Year	Faculty	Staff	Students
2019	2,473	13,063	829
2020	2,336	11,246	1,150

5B2 The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources and opportunities.

Waubonsee serves portions of Kane, Kendall, DeKalb, LaSalle, and Will counties. This area is uniquely positioned in the state to include areas where population is increasing. From 2010 to 2018, the population in these counties increased by 41,206. The college’s largest source of revenue is local property taxes, representing 61.2% of operating revenues, so with this strong and growing property tax base, the college has [stable fiscal resources](#).

In 2019, Waubonsee transitioned from the three-year [FY2017-FY2019 Transformational Plan](#) and began the [FY2020-FY2022 Strategic Plan](#). The [Key Drivers and Assumptions informing the FY2020-FY2022 Strategic Plan](#) considered the current state of the college and projections. A Strategic Planning Committee was formed, and its members collected feedback from many other employees while developing the plan.

The college seeks to facilitate the development, acquisition, and implementation of high-quality grant funded projects to further the college’s mission, values, and goals set forth in the Strategic Plan. Grant funds allow the college to initiate and sustain valuable programs for our students, community, and the institution. The college produces a [Grants Annual Report](#) that details funds brought to the college through the cross-divisional efforts of staff and faculty who seek to produce excellent grant proposals that can be implemented to support our students, and enable us to manage the resources entrusted to the college by our funding agencies. [Current grant projects and project managers are listed on the college public website](#).

5B3 The institution has a well-developed process in place for budgeting and for monitoring its finances.

Waubonsee operates under a conservative budgeting model that supports fiscal responsibility while providing a strong financial commitment to the college’s teaching and learning focus. The [FY2021 budget](#) highlights include the coronavirus pandemic implications which impacted all revenue streams: local property taxes, state level allocations, federal assistance, and tuition and fee structures. Even with these challenges, the college continues to maintain a [stable and high bond rating](#). Many thoughtful, intentional decisions have been made, especially during this unusual planning and budgeting year, to contain operating costs allowing for sufficient funds for educational expenses. For the [FY2021 budget and planning process](#), Waubonsee’s Assistant Vice President of Finance and

Dean for Institutional Effectiveness have continued a focus on developing intentional connections between budgeting and planning and ensuring that both processes were aligned with the new strategic plan. During the budget and planning process, each college department was asked to identify budget requests or proposed projects for FY2021 that were aligned with the strategic plan and its priorities. In addition, each unit documented their resource needs, which included not only new personnel and financial resources, but also support from institutional support departments – e.g., Information Technology, Institutional Effectiveness, Campus Safety and Operations, and Marketing and Communications. Other factors influencing the budget are associated with the [College's Scorecard](#), which includes metrics based on public reports. The scorecard is available to the public and the college compares itself against a group of peer institutions that are reviewed and updated each year to ensure that the comparison group remains relevant for benchmarking discussions. More is included on the budgeting and planning process in Criteria 5C.

Waubonsee's Planning and Budget Development process is guided by both Institutional Effectiveness and Finance. There are two primary systems involved in budgeting and monitoring its finances, [Banner Finance and Questica Budget](#). As mentioned in Criterion 5B1, all new employees who request purchases and handle college finances go through a [Finance 101 training](#) as part of New Employee Orientation before they can begin that process.

Planning and budget development have been integrated more each fiscal year. For Fiscal Year 2021, while a tentative budget was presented to the Board of Trustees in July 2020, changes to the strategic plan and uncertain revenues were considered and incorporated into changes made to the final budget that was then presented to the Board of Trustees in September 2020. Previously, there were very few changes made between the tentative and final budgets.

Departments begin the [budget development process](#) in the winter before the next fiscal year begins. This is begun to let departments know about changes from the previous year, strategic priorities, forecasts and trends, and assumptions. They are then able to develop their budgets and submit requests for new projects or purchases for the next fiscal year in Questica. The Assistant Vice President (AVP) of Finance and the Dean for Institutional Effectiveness meet with each area of the college to discuss projects, and are available multiple times through the development period in open labs where department budget managers can come ask questions as they work on them. Training sessions and an updated procedure manual are also provided.

Equipment purchases valued at \$500 or more are budgeted with a zero-based budgeting approach, and all others are budgeted based on specific needs and initiatives. Departments are required to [itemize budget lines](#) in accounts for Federal Work Study employees, Technology, Travel, Staff Development, and Consulting or Contractual Services over \$10,000. Budget and project requests are submitted to the Executive Leadership Team (ELT) for prioritization and alignment with the Strategic Plan, and also to other departments who may need to support the requests such as Information Technology and Campus Safety and Operations, for feedback. Then the budget is presented to the Board of Trustees for approval of the tentative and the final budget.

Once approved, the developed budget is loaded into the Banner Finance system. All finance transactions are entered into the Banner Finance system and cannot exceed the budget. All purchase requests must be approved in Banner by a department's administrator before they are routed to [Finance](#) for processing. Then the Purchasing department has the sole authority to [procure](#) services, supplies, materials, and equipment.

Each year, an external audit is performed to assure compliance, and the [Comprehensive Annual](#)

[Financial Report \(CAFR\)](#) is prepared to present the college's financial status. The audit is conducted in accordance with auditing standards generally accepted and the applicable standards in Government Auditing Standards.

As mentioned in 2A2, Waubonsee's well-developed process for budgeting and for monitoring its finances is demonstrated through the college being awarded the [Government Finance Officers Association of the United States and Canada \(GFOA\)](#) awarded a Certificate of Excellence in Financial Reporting for 21 consecutive years, beginning with fiscal year 1999. The GFOA has also awarded the college for the Award for Best Practice in Community College budgeting for fiscal year 2018, and the Distinguished Budget Presentation Award for fiscal years 2014 through 2017.

5B4 The institution's fiscal allocations ensure that its educational purposes are achieved.

Waubonsee's Assistant Vice President of Finance and Dean for Institutional Effectiveness continue to align support the focus on developing intentional connections between budgeting and planning and ensuring that both processes were aligned with the new strategic plan. During the budget and planning process, each college department is asked to identify budget requests or proposed projects for the new fiscal year that are aligned with the college's strategic plan and its priorities. In addition, each unit documents their resource needs, which includes not only new personnel and financial resources, but also support from institutional support departments – e.g., Information Technology, Institutional Effectiveness, Campus Safety and Operations, and Marketing and Communications. This holistic approach helps to ensure that the college is supporting its educational purposes.

Waubonsee constantly seeks to contain costs for students in terms of tuition, fees, and course materials. During 2019, a sizeable initiative was put forward to reduce the cost of textbooks by automating the [Inclusive Access](#) program offered at the college's bookstore. Lead by the college's Director of Financial and Auxiliary Services, several divisions and departments at the college were involved including the bookstore, Information Technology, Faculty, Academic Support, Financial Aid and the Bursar's Office. Once the [Board of Trustees was informed of and approved the change](#), the MyMaterials process, (Waubonsee's Inclusive Access name), was piloted in Spring 2019. When the new process was tested and confirmed, the college website was updated with this [MyMaterials](#) information for students. A communication plan was already in place to promote staff and faculty awareness of this new impactful student service offering.

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- 5B4-Board Memo-Textbook Affordability Initiative
- 5B4-MyMaterials Inclusive Access _Waubonsee Community College

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5C1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Waubonsee administers the Perkins Grant for Career and Technical Education students and programs and recently completed ICCB's [An Equity-Centered Local Comprehensive Needs Assessment](#) in May 2020. The [2020 Demographic Snapshot for District 516](#) shows the distribution of race/ethnicity for Waubonsee's student body and district.

Waubonsee reaches out to its district population to recruit for CTE programs in many ways. Working with customer relationship management, enrollment, and labor market data, along with input from the CTE deans, Marketing and Communications has been [prioritizing CTE programs](#) for the last few years. Plans and tactics vary but typically this results in producing a brochure, stand-up banner, digital ad campaigns, website refresh, programmatic video, and front-line staff fact sheet. Perkins funds have been utilized to target "nontraditional by gender" audiences for specific CTE programs, primarily through digital channels. In FY20, Marketing and Communications created a marketing plan and materials (print materials, digital ads, online inquiry form, etc.) for the [Waubonsee Works program](#), which supports students pursuing certificates in CTE, which resulted in successful program enrollments. In FY20, events promoting CTE programs, including CTE Showcases, Open House events, were shared with programs serving English Language Learners, including Waubonsee's Adult Education department and World Relief Aurora.

Broader recruitment campaigns from Marketing and Communications have targeted Latinx families and prospects, which includes a [quarterly bilingual newsletter](#) and information about the state's alternative application for financial aid, along with participation in Project Greenlight, which helps identify first-generation and other underserved populations during their college search, however, those efforts are not exclusive to CTE.

Over the last three years, the college has engaged in two reorganizations that have been a direct result of priority realignment and to ensure responsible use of taxpayer funds. The [first reorganization](#) resulted in the creation of the previously mentioned Faculty Development and Engagement department to create strong engagement, participation and support of faculty. The admissions department was aligned with marketing and communications under the Strategy and Community Development unit to create a more consistent approach to recruitment through the identification of inquiries and interest from prospective families. In the [second reorganization](#), the Waubonsee Community College Foundation was aligned with the Student Development team to create a stronger linkage with current students, career planning, and alumni. The Chief Diversity Officer title and responsibility were added to the Dean of Students so that the organizational diversity training and awareness could be based solely on student needs.

Through extensive community work, the college makes investments in sponsorships to support organizations that align with its mission. The [sponsorship process](#) is housed in the marketing and communications office, which [evaluate](#) sponsorships based on mission alignment and departmental budget. Through the Workforce and Solutions Council, we sponsor events to support local businesses through the Aurora Regional Chamber of Commerce and are frequently a partner in other community activities and partnerships. An example is our partnerships with the Aurora Interfaith Food Pantry and the Association for Individual Development, an organization that serves individuals with disabilities of all kinds. Sponsorship and community development support the priorities in the strategic plan, highlighted by the Community Connections pillar which focuses on workforce, secondary education, and the review of the mission statement for FY2022.

5C2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The [annual planning and budgeting process](#) described in 5B3 highlights the collaborative way that the process involves stakeholders. All administrative leaders and mid-level managers have the opportunity to submit budget requests and operational changes to support the college strategic priorities. The [reclassification](#) process is an annual exercise that allows department and unit leaders to make changes to positions, increasing their functional level of responsibility. As an example, this year, changes were made in [Educational Affairs](#) to create more support in key support areas; the Manger of Library Services was promoted to Director, Deans in some areas were made Executive Deans, and the Dean of Counseling and Advising was promoted to Executive Dean of Student Success and Retention.

Waubonsee has clearly defined processes for the [assessment of student learning](#) (4B). These processes, as described above in the planning and budgeting process, directly inform requests that come from the Educational Affairs deans and faculty relative to classroom improvements, building renovations, or other resources or positions needed to improve teaching and learning or student support. The change to move testing from Student Services to Academic Support was directly linked to student feedback seeking more clarity and understanding on the [onboarding](#) process.

On a semi-annual basis, the Vice President of Strategy and Community Development holds evidence and evaluation meetings with all departments to identify key pieces of information that each department can use in measuring the effectiveness of their operations. [Strategic Plan meetings](#) are held with each of the assigned leaders of the respective strategic plan priorities. This information is shared and discussed at [semi-annual Executive Leadership Team meetings](#) to help inform decisions on personnel, budget allocation, and overall organizational direction.

5C3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

In an effort to keep the internal community apprised of the ongoing commitment to remain a quality institution, a [synopsis of events](#) was assembled to give perspective on our Higher Learning Commission history. The information was made available to the team working on accreditation preparation. As we consider a holistic approach to complying with the Criteria set forth by HLC, participation on quality teams is encouraged. The most recent Comprehensive Quality Report, along with the Monitoring Report was [shared with all employees](#) in the spirit of transparency and accountability and archived on the mywcc portlet for reference.

As a prior AQIP institution, Waubonsee held meetings with several volunteer division representatives to determine the status of process improvement and quality integration within the organization, to strategize for the upcoming accreditation. Example minutes from meetings with [Human Resources](#), [Campus Operations](#), and the [Health Professions and Public Services academic division](#) show the way that data and information was exchanged. A [grid](#) captured a baseline of data and information from which to start the work of accreditation.

After being reoriented as an Open Pathway institution by HLC, with a visit from Dr. Jeff Rosen, Vice President of Accreditation Relations at HLC, who addressed college employees on the pathways process, an HLC Steering Committee was formed, with cross-functional representation. This Steering Committee replaced the cross-functional teams.

An ongoing mechanism for capturing process improvements at the institutional level is a challenge. However, as the individual criterion arguments provide a lens into the college’s functions, Waubonsee has taken great strides to use data for decision making, utilize a Design Thinking methodology when problem solving, and are highly respectful of stakeholder feedback in pursuit or improvement. Those best practices, along with new structures such as [more frequent strategic plan updates and Town Hall presentations and discussions on initiative progress](#) have improved communication, transparency, accountability, and employee engagement in the college’s mission.

Waubonsee embarked on a formalized Employee Engagement Quality Initiative in summer 2012. As a result, an initial [Employee Engagement Plan](#) was endorsed by the college’s President’s Cabinet on March 6, 2014. Since that time, the college employs an Employee Relations Manager who has taken the lead on the work already started. A cross-functional Employee Engagement Team collaborates on these efforts, representing various employee group interests.

Waubonsee sought input from all employees regarding Vision coverage. A survey was sent in October 2019 to plan for the 2020 plan year. The results from 174 employee responses are summarized in the following table.

Table 5C3 Vision Benefits Employee Survey

How likely are you to enroll into a vision plan?	# of Responses	Would you choose your vision provider based on..	# of Responses	Where are you likely to go for vision services?	# of Responses

How likely are you to enroll into a vision plan?	# of Responses	Would you choose your vision provider based on..	# of Responses	Where are you likely to go for vision services?	# of Responses
Likely	142	Affordability	132	Private Provider	87
Unsure	28	Convenience	36	Retail Provider	87
Unlikely	4	Look/Fashion	6		
Total	174	Total	174	Totals	174

Based on the overall employee responses, a [new Vision Plan](#) is now a benefits option at the college. The information is made conveniently available on the employee portlet.

As the annual benefits process indicates, the college expends a considerable amount of time, effort and resources to offer a very competitive and comprehensive suite of employee benefits and looks to improve both the offerings and overall process with each new cycle.

Through these examples, the college demonstrates its systematic and integrated planning and improvement, especially involving employee stakeholders to fulfill the college’s mission. Intentional strategies and tactics work to improve and innovate while balancing responsible stewardship of both time and resource.

5C4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution’s sources of revenue and enrollment.

As referenced in many sections of the Assurance Review, Waubonsee has undergone organizational changes for various strategic reasons as a response to shifting needs of stakeholders, both internal and external, evolving priorities, and in response to best practice service delivery.

In March 2020 the college was mandated by the Governor of Illinois to shut down and operate virtually during the pandemic. The state health department metrics allowed for a measured open in August 2020, but another partial shutdown was put into place in November 2020. Budget planning based on a fiscal year ending on June 30th was underway in March 2020. Due to the pandemic, many considerations were undertaken to revise and adjust due to shrinking enrollment and the nature of virtual operations.

Each spring, the college has a Special Board Meeting where a five-year financial review occurs annually. In July 2020, the college’s new Vice President of Finance and Administration issued a detailed communication to all employees in the spirit of empowerment and transparency to share some difficult facts about the financial impact of the COVID-19 pandemic. This [Budget Update memo](#) included discussion on enrollment, revenue, expense monitoring, and workforce considerations. All of these considerations were filtered through the lens of supporting a successful fall semester and completing the Plano Campus and Von Ohlen Hall remodels. A warning was given, that workforce analysis could mean the suspension or even discontinuation of some functions. Salary

increases were put on hold. Plans for a revised budget in August/September, when fall enrollment numbers were firm were made. A [hiring pause](#), with allowable exceptions was put into place at that time.

Subsequent to the July 2020 budget update, some employees were put on furlough (some employees were recalled, some furloughs extended, and some positions eliminated). There was a [limited organizational restructure](#) with some title changes affecting Educational Affairs, Student Development and Strategy and Community Development division employees. To support employees, [FAQ documents](#) were made available on the employee portlet.

An [Ethnicity Report](#) is run on demand for Equal Opportunity planning. It is used annually when the college contracts with a professional service to review the Affirmative Action Plan to remain in compliance and to work towards goal attainment. Excerpts from the Waubonsee Community College [Affirmative Action Plan](#) are given. In the report, the consultants remind the college that certain new employment posters need be displayed, a best practice checklist is provided, progress since last year's report is documented, and areas of opportunity are identified. The report helps guide the college's manpower planning and assists in its diversity, equity and inclusion initiative to recruit, hire and promote individuals in support of the college's mission. The college's Executive Director of Human Resources maintains compliance and drives progress in this area.

5C5 Institutional planning anticipates evolving factors such as technology, advancements, demographic shifts, globalization, the economy and state support.

Given the uncertainty surrounding the State of Illinois and its financial status, recently falling to the lowest bond rating among all 50 states, the college's balanced budget has not included financial support from the State of Illinois. This conservative approach to budgeting allows the college to ensure operations will continue without reliance on state support. The [Demographic Snapshot](#) report, mentioned in 5A2, is one of the key pieces of evidence that allows the college to plan and make changes to positions or strategy based on information. As an example, based on the significant number of residents in Aurora with high school education and no college degree or some college credits and no college degree, the college made the decision to post for an adult recruiter for the Aurora Downtown Campus. This position will work in concert with the Manager for the Latinx Resource Center, to improve degree and credential attainment for the adult population in Aurora, specifically the large contingent of Latinx community members that fall into this category.

The Chief Information Officer implemented a cross-functional [Strategic Technology Advisory Committee](#) to share best practices and make recommendations on technology advancements. The new priorities in the annual update of the strategic plan focus heavily on innovations in technology specific to the new focus on remote and virtual work and learning; specifically identifying what competencies and training are needed so that productivity and quality are never compromised for employees, or faculty in learning environments. Waubonsee responded quickly during the pandemic with enterprise purchases for zoom video conferencing and the implementation of Microsoft Office, allowing for more efficient use of e-mail and calendar functions, and the Microsoft Teams chatting and video platforms, allowing for faster and more immediate communication across departments.

5C6 The institution implements its plans to systematically improve its operations and student outcomes.

As a public institution, Waubonsee is subject to compliance inspections for health, safety and other regulations. Campus Safety and Operations is responsible for contracting for inspection and testing.

Outcome reports are filed with various compliance agencies. Adherence to a [systematic schedule of monitoring and compliance](#) keeps the campus buildings and grounds properly maintained and greatly reduces risk of site accidents and malfunctions, keeping students, employees and visitors safe.

In 2010, Waubonsee completed the [Emergency Preparedness and Safety AQIP Action Project](#) to devise better planning and training to enhance an already robust emergency preparedness and safety infrastructure. We have implemented the National Incident Management System (NIMS). This system guides all levels of government, nongovernmental organizations and the private sector to work together to prevent, protect against, mitigate, respond to and recover from incidents.

Emergency information is provided on the public website and includes the comprehensive [Emergency Preparedness and Safety Guide](#). The college's Crisis Assessment Team has representation from Counseling, Student Life, Faculty, Campus Police, Human Resource and Campus Operations. The college's Crisis Assessment Team has representation from Counseling, Student Life, Faculty, Campus Police, Human Resource and Campus Operations. Employees are required to complete a tabletop training on Active Shooter incidents.

If the college is closed due to emergency, there is a system of consistent communication channels that are used with additional methods in place for extreme weather conditions:

- The Waubonsee Alert System (text, email and voice sent to current students and employees)
- The college website: (www.waubonsee.edu)
- Twitter: (twitter.com/waubonsee)
- Facebook: (www.facebook.com/waubonsee)
- The college portal: (mywcc for current students and employees)
- The college main phone numbers voice recordings: (630) 466-7900, (630) 801-7900, and (630) 585-7900

Security access is required for entrance to certain restricted areas. Employees are issued name tags and badges that allow electronic access into campus buildings. The college also has video surveillance cameras strategically placed, emergency phones located throughout campus, and fire and security alarms in place. Employees are required to complete a tabletop training on Active Shooter incidents.

The college's Campus Police staff is made up of both law enforcement officers and [student cadets](#) and is on duty 24 hours a day, seven days a week at the Sugar Grove Campus as well as during official campus hours at the Aurora Downtown Campus. Campuses located in other municipal jurisdictions receive law enforcement services through the local police department.

Campus Police Officers have all of the powers of police officers in cities and sheriffs in counties, and the authority to enforce state laws and college regulations. See 1B1 for the Annual Security and Disclosure Report. Waubonsee takes an extreme amount of care and preparation planning to mitigate risk and is poised to respond to emergencies and incidents that pose potential threats to students, employees and campus assets.

With the reputation for excellent financial stewardship, our Finance Department is invited to help onboard new employees at New Employee Orientation sessions. Their [presentation](#) offers new hires information related to finance and accounting policies and processes at the college. At the tail end of an employee's time with the college, a process to insure close access to sensitive college finance systems shows how to remove access and how to track what access was developed as a [decision](#)

[tree](#) to lay out the process for implementation.

Recent new process improvements in Finance and Accounting include the [Process for Vendor ACH Change](#) – designed specifically to prevent types of fraud where scammers try to get the payments to legitimate vendors routed to them, and the [Direct Pay Invoice Steps and Process Flow](#) – a process where departments can enter certain types of items directly into Banner as invoices if the signature authorization is present.

Sources

- 1B2-Employee Ethnicity Report by E-Class FY2021
- 1B2-Waubonsee Community College 2020 Affirmative Action Excerpt
- 2A2-Campus Operations Building Inspections
- 4B1-Assessment _ Waubonsee Community College
- 4C1 CACC Presentation_Final_Student Onboarding
- 5A1-Alternative Work Memo 2021-0326
- 5A1-Alternative Work Program Guidelines FINAL
- 5A1-Employee Engagement Plan Summary - Final
- 5A1-Strat Plan Goal 1 Updates
- 5B1-CP0002_emergency-safety-guide_20201016
- 5B3-2020-07-16 Budget Update Memo - All Employees
- 5B3-
FN0055_FY2021_Budget_Dev_and_Planning_Procedure_Manual_for_Depts_Final_20200106
- 5B3-New Employee Orientation Finance Presentation 2021-0402
- 5C1 159841 WBCC AdelanteBilingualNL
- 5C1 Brief Fall 20 - Cyber Security
- 5C1 Midyear FY2021 Organizational Structure Redesign
- 5C1 Reinventing our Transformation
- 5C1 Sponsorship_Rubric_Form
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- 5C1 WaubonseeWorksPlanFall19
- 5C1-Waubonsee CLNA-FINAL_5.18.2020
- 5C2 Executive Leadership Planning Meeting Agenda 1-6-2021
- 5C2 FY2022 Reclassification Procedure and Deadline Date
- 5C2 Return to Campus for Employees _ Waubonsee mywcc
- 5C3 HLC Update Memo 01-04-2021
- 5C3-Campus Operations 2018-0323
- 5C3-Evidence Grid 2018-0412
- 5C3-Health Professions and Public Service 2018-0301
- 5C3-HLC Team Prep for Assurance 2019-1202
- 5C3-Human Resources 2018-0207
- 5C3-IE0020_2020-Demographic-Snapshot_FINAL-1_20200827
- 5C3-SBC_EyeMed_2020
- 5C4 Hiring Pause 20

- 5C5 Access Deactivation Decision Tree FY21
- 5C5 AQIP Emergency Preparedness and Safety
- 5C5 Direct Pay Invoice Steps 2020 - Job Aid Final
- 5C5 Process for Vendor ACH Change 2019-0821
- 5C5 Strategic Technology Advisory Committee _ Waubonsee mywcc
- 5C6 WCCPD Cadet Training Checklist

5.S - Criterion 5 - Summary

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

Summary

In 2017, the college developed a strategic (plan) goal of becoming a more data-informed organization, which led to the creation of a Manager of Data and Analytics position in Institutional Effectiveness. Data requests from college departments are at an all-time high and there has been a much greater understanding of, and reliance on, college data and how it can inform immediate and future decisions and plans.

Since 2018, the college has made a regular practice of gathering community data and feedback on an annual basis; in 2018, the college conducted its first community needs assessment, in 2019, a brand pulse study, and another community needs assessment in 2020. This allows the college to gather updated information from its external constituents to better inform its operations and services. Large scale decisions like the strategic plan and facilities renovation are informed by data collection; thematic analyses help the college identify any patterns reveal areas of opportunity or that require immediate attention.

Arguably the greatest strength of the college is its financial stability, (strategic) planning and budgeting processes, and the Aa1 rating from Moody's is one spot away from Aaa, the highest quality credit rating available. The college's financial philosophy has been strong over the years, investing in new programs, facilities, and a structure to provide the highest level of teaching and student support. Additionally, the college has developed a financial environment that is of low risk, with the ability to be flexible and adaptive to the ever changing needs of our community.

Sources

There are no sources.