

Assurance Argument
**City Colleges of Chicago-Wilbur Wright
College**

Review date: 10/16/2023

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

Core Component 1A: The institution's mission is articulated publicly and operationalized throughout the institution.

Argument

Wilbur Wright College is a student-centered, community-based, equity-focused institution of higher education. We provide a culturally responsive education for a diverse body of learners seeking a high-quality education for baccalaureate transfer, workforce preparation, career advancement, and personal development.

Wright College's new mission statement rests on six core components: 1) student-centered; 2) community-based; 3) equity focused; 4) culturally responsive; 5) diversity in learners and learning goals; 6) high-quality education.

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

During the Spring 2022 semester, Wilbur Wright Community College (WVC) began to revise its mission statement. An all-college meeting in which all college faculty and staff had the opportunity to contribute to the mission statement's design launched the effort. A small group of volunteers, who became the core of the Criterion 1 Committee, reviewed and identified patterns of common comments and needs. The Committee was comprised of administration, advising, adult education and credit faculty and included members from the main campus and Humboldt Park. The revised draft of the new mission statement was then shared with Wright's larger Reaccreditation Steering Committee for feedback. The final draft was completed in July 2022 and translated to Spanish, Polish, Arabic,

and Hindi to serve the community and the college's many English as a second language speakers. During an all-college meeting in the Fall 2022 semester, the revised mission statement was formally introduced to the college and shared with all college stakeholders. Index cards that included the mission were distributed to all faculty and staff. Each participant was asked to review and then on the reverse side, write how they personally help to achieve the mission at the college. The cards were then displayed onto a large wall poster for further discussion. The Community College District 508 (City Colleges of Chicago) Board of Trustees approved the new mission statement in [February 2023](#). The mission is published on the [college's website](#), in the [2021 – 2025 Strategic Plan](#), and is displayed throughout the campus, including student-facing offices and academic departments.

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.

In response to emerging priorities and the many changes in higher education, WWC revisited its long-standing mission statement in 2022. The newly revised mission statement better serves the college and more accurately reflects its current goals and values. The current mission statement emphasizes WWC's commitment to its students and community. The college's mission is articulated through the mission statement and its six components.

High Quality Education and Diversity in Learners and Learning Goals

Wright College seeks and advances diversity in myriad ways. To broaden and deepen the college experience, the college works to meet the needs of all of our students, from those seeking personal enrichment to those pursuing a college transfer curriculum. The mission statement reflects that WWC is a comprehensive community college offering baccalaureate transfer courses; associate in art, associate in sciences, and associate in engineering degrees; a wide range of career and technical programs that lead to certificates and associate in applied sciences degrees; non-credit workforce development programs; developmental courses for students who are not prepared for college-level courses; a full range of ABE/GED preparation classes; non-credit ESL classes; and multiple lifelong learning courses that bring the college to the community and a sense of community to the college. A complete listing of all programs can be found in the [online academic catalog](#). The College continues to serve all students, whether they are Star Scholars and other highly prepared students or new to higher education or returning to complete a high school diploma. The [Great Books Program](#), [Honors Program](#), and [Center of Excellence in Engineering & Computer Science](#) are examples of the college's commitment to academic diversity in our student body and to offering a high-quality education. The college offers academic success classes, tutoring, and a Writing Center to support our students.

Supported by a Workforce Equity Initiative grant from the State of Illinois, the [Wright JobHire](#) program offers free short-term workforce certificate programs to African American residents in transitionally underserved and disadvantaged neighborhoods on Chicago's west side. In addition to tuition-assistance, the program, now in its fourth year, provides transportation assistance, job placement assistance and the opportunity to have prior debts to the City Colleges of Chicago wiped from students' records.

To address the needs of a growing student population for whom English is a second language, the [Avanza Program](#) is a one-year cohort modeled TBLC Program (Transitional Bilingual Learning Community) that promotes English language acquisition for Spanish speaking students transitioning from ELL/ESL programs in High schools from across the Chicago land area and who are looking to continue pursuing a higher education. Avanza currently serves two populations of students, disaggregated by [placement scores](#), making the program more academically inclusive and providing students who need more support the resources to succeed.

The [ACCESS Center](#) advances a more diverse and inclusive campus community at Wright by partnering with students with disabilities and working with faculty and staff to facilitate opportunities for equal access and appropriate supports to all programs and services.

All academic departments have departmental mission statements that stem from the college's mission statement. These [departmental mission statements](#) drive the goals of each program, course, and student learning outcomes. The alignment ensures that all course content can be directly mapped to the mission of the college and all assessment measures for student learning outcomes indirectly measure the success of our college mission statement.

Student-Centered & Equity-Focused

Wright College is committed to equity. Equity is woven into the [strategic plan](#), [Strategic Enrollment Plan](#), [Equity Plan](#), [Wright's Key Performance Indicators](#), WEI initiative, Black Student Success Network and other planning and [programmatic initiatives](#). The college's focus is clearly articulated through Wright's institution-wide [Equity Plan](#). Academic departments also have been asked to design and implement equity projects and/or programs designed to close equity gaps that exist in the classroom. For example, the Department of Biology created a peer mentoring program targeting the significant Latina population enrolled in their classes. This program, [Latinas & Biology \(LAB\)](#) allows students to form relationships and build support systems within the college and their classes. Further, the college offers equity-focused programs that prioritize inclusive course work. These include the [Gender, Women's and Sexuality Studies \(GWSS\)](#) program and the [Latinx Studies](#) program. The college offers [LGBTQI training](#) and policies that allow students to formally document and change gender pronouns for use in the classroom.

The [2021 Seal of Excelencia](#) certification confirms the college's commitment to its Hispanic students, who comprise more than half of all credit enrollment. Excelencia in Education is the nation's premier authority on efforts accelerating Latino student success in higher education. Wright's Center of Excellence in Engineering and Computer Science has also been recognized as a national program of distinction by Excelencia in Education. The college supports the [Illinois Equity Attainment Initiative](#). This effort, launched in 2018 through the Partnership for College Completion (PCC), includes two-year and four-year, public and private non-profit colleges and universities across the state. More than two dozen institutions publicly committed to the PCC's goal to eliminate racial and socioeconomic achievement gaps by 2025 and aggressively prioritize increasing completion rates on their campuses.

Culturally Responsive

The college expresses cultural responsiveness through a variety of creative and student-led events and publications, in and outside of the classroom. For example, faculty and student-groups affiliated with the Gender, Women's and Sexuality Studies program and the Wellness Center hold events such as [Denim Day](#), which supports students who have experienced sexual or interpersonal violence; the

Latinx Studies program instituted “Poetry in the Halls,” which featured poetry from Latin American writers posted in the most-travelled hallways of the main campus; celebrations of race, ethnic, and women’s heritage months; the library regularly holds events and offers displays focused on the cultural diversity of our students; and the college publishes [The Wright Side](#), a peer-reviewed college creative arts journal.

Community-Based

Wright College’s commitment to the community is found in its programming, offerings, and actions. The College goes to the community in service learning, Adult Education, specialized programs such as the [Workforce Equity Initiative](#), and a wide range of partnerships and activities, such as [Day of Service](#). Wright brings the community to the college through its credit, Adult Education and Continuing Education offerings as well as through direct service programs like hosting COVID-19 vaccinations for families, job fairs, tax assistance from our trained accounting students, [Community Day](#), hosting community events, serving as a [respite center](#) for recent migrants, and much more.

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

The mission statement identifies the nature, scope, and intended constituents of the higher education offerings and services that WWC provides.

Diverse Body of Learners

Wright’s constituents are diverse. WWC is an HSI (58.3% Hispanic) with additional populations of immigrants from other parts of the world, particularly Eastern Europe. The student body is 8.5% Asian and 7.3% Black. The college strives to meet students “where they are” by providing a wide variety of courses and programs and services. Most Wright students are pursuing baccalaureate transfer. The college is committed to programs for students who require developmental education, career development, or those who are seeking personal development. To further meet the needs of the community and students, courses and student services are offered through a variety of modalities, from in-person services to those that are exclusively remote. The College provides multiple opportunities for leadership, networking, growth, and friendship. Academic advising provides a tailored education plan for each credit student and first-year students have access to the college’s First Flight Mentoring Program. Supports are provided to Wright’s Adult Education students, some of whom will transition to college credit.

The College’s [Strategic Enrollment Management Plan \(SEM\)](#) is directly connected to and results from the mission statement. WWC’s core values are embedded in the SEM plan and throughout the College’s actions and priorities. The values reflect the college community’s priorities: Academic excellence to advance student success; Student services and supports to promote academic, career, and personal growth; inclusion, diversity and equity to welcome, support and educate everyone; Technology and innovation to drive improvement and relevance; and Community relationships to strengthen engagement and service.

1A4: The institution’s academic offerings, student support services and enrollment profile are

consistent with its stated mission.

Wilbur Wright College's academic offerings, student support services, and enrollment profile are consistent with its stated mission and its enrollment profile confirms WWC's efforts to meet the diverse needs of its community and its students.

Community-Based

The Adult Education division of the college offers courses at the main campus, the Humboldt Park campus, and at select partner sites across the northwest side of Chicago. The range of sites provides students greater access and opportunities. WWC's tuition-free [Adult Education Career Bridge Program](#) allows students to improve their reading, writing, math and English language skills while earning an industry certificate that can lead to entry-level job opportunities and careers currently in one of three areas: Healthcare, Information Technology, or Manufacturing.

WWC's Continuing Education Office offers a variety of [non-credit courses](#) that provide personal enrichment as well as skills enhancement. Many of Wright's current students had their first experience at the College as children enrolled in the continuing Education Swim Program or through Children's College programs.

High Quality Education

The college's multiple articulation agreements such as the [Illinois Articulation Initiative \(IAI\)](#) ensure that credit courses that students pass with a grade of C or higher will transfer from WWC to Illinois state colleges and universities. IAI approved classes are also more likely to transfer to private and out-of-state colleges and universities. Wright's [Engineering program has an articulation agreement](#) with the flagship state university, the University of Illinois at Urbana-Champaign.

WWC's New Student Orientation, Tutoring Center, Writing Center, Library, and Wellness Center all support learning throughout the College. The [New Student Orientation](#) is a three-step process required for new degree-seeking students, providing an introduction to WWC and its academic programs, policies, and student support services. Students complete the Online Pre-Orientation Modules in the Brightspace learning management system, attend a virtual orientation session, and register with a college advisor. The [Tutoring Center](#) at Wright supports student success through peer, professional, and embedded tutoring. The Center also sponsors midterm and final exam reviews for a collection of STEM-related courses. WWC's [Writing Center](#) invites students to confer with consultants about any aspect of writing. All consultants are college instructors who hold at least a master's degree and who teach subjects ranging from English to humanities and speech, to biology and psychology. Consultants are prepared to meet students wherever they are in the writing process. The [library](#), more than a collection of items, is a combination of knowledgeable staff, services, and materials made available through evolving information technologies in a welcoming environment. The library promotes critical engagement with information, supports excellence in teaching and learning, and prepares individuals for active citizenship in a diverse global society. The [Wellness Center](#) provides mental health and a host of critical services to support student well-being and academic success.

Student-Centered

The Academic Advising Department, Career Development Center, and the Veteran's Service Center offer personal support to students, creating a learning environment that encourages academic, career,

and personal growth. The [Advising and Transfer Center](#) at WWC assists students at every stage of their education, from clarifying education and career goals to academic planning, to helping students succeed along their journey, to applying for graduation. WWC's [Career Development Center](#) provides comprehensive services to help students make informed decisions about careers and assists students in successful transition into the workforce. The [Veteran's Services Center](#) is a centralized, on-site source of support and access to veterans-specific information and resources, meeting the unique challenges our returning veterans face when making the transition from active-duty military to college life. The [Testing Resources \(Assessment\) Center](#) provides a variety of testing services to assist students as they pursue their academic goals. Testing services include the City Colleges of Chicago (CCC) placement tests in English and Math, CLEP testing, language placement tests, and High School Equivalency exams.

The [Admissions and Records](#) offices assist students during admission, class registration, and graduation processes. The division is responsible for maintaining state records associated with admissions, enrollment, and graduation, including applications, residency verifications, FERPA releases, enrollment verifications, and refund appeals.

The [Financial Aid Office](#) helps students explore options for how to pay for college. Financial aid includes grants, work study, scholarships and loans. The Office guides students through the application process, provides aid-related documents, and helps students to understand what awards are available and how financial aid affects student programming and goals. Financial aid advisors serve as counselors, offering resources to help make college affordable. More than half (56%) of first-time, full-time students utilize federal financial aid.

In accordance with the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act of 1973, [WWC's Access Center](#) makes every effort to integrate students with disabilities into all courses and programs. Accommodations, based on the documentation received and the needs of the student, are designed to ensure that students, who are otherwise qualified, receive equal access to all WWC's programs and services.

[Student Activities Office](#) provides student services for UPASS and opportunities for engagement through a diverse offering of programs and activities, leadership opportunities, as well as fostering an active and responsible [Student Government Association](#), student clubs and organizations.

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

Wilbur Wright College articulates its mission through public information, such as statements of values, college priorities, and its Strategic Plan. All information is accessible through the college's website, Academic Catalog, the Strategic Plan, and campus displays.

Sources

- 1.A.2 1st Day of Service Save the Date
- 1.A.2 Community Day Event Program
- 1.A.2 Denim Day Announcement
- 1.A.2 Latinas and Biology Mentor Flyer 2021

- 1.A.2 LGBTQ Training
- 1.A.2 Links to Academic Department Mission Statements
- 1.A.2. Avanza Presentation HLC
- 1.A.2. Familia Night Flyer
- 1.A.4. Continuing Ed Offerings Fall 2023
- 2021-2025 Strategic Plan_WR
- 34706
- Bridge Programs
- CoE
- Great Books Curriculum
- Honors Program
- ILEA
- iTransfer
- KPI Trends
- Mission Statement on Web Page
- Placement Rubric CCC
- Seal of Excelencia
- SEM Plan
- The Wright Side
- UIUC Grainger Pathways
- Wilbur Wright College Strategic Plan 2021-2025
- WR ACCESS Center
- WR Admissions and Records
- WR Advising and Transfer
- WR Career Center
- WR Equity Plan
- WR Financial Aid
- WR JobHire
- WR Latino Studies
- WR LRC
- WR NSO
- WR Respite Center
- WR Student Activities
- WR Student Government Association
- WR Testing Resources
- WR Tutoring
- WR Veterans
- WR Wellness
- WR WGSS
- WR_SEM
- Wright_ILEAEquityPlan_Final
- Writing Center

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.

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

Community-Based

WWC serves the community in which it is located. Recognizing a basic need of its community, in conjunction with the Greater Chicago Food Depository, WWC created the [Wright Food Market](#), a permanent food pantry on its main campus to service those in need. Staff, faculty, and student volunteers manage the Market. In spring of 2022, the College offered its first annual Day of Service. Faculty, staff, and students from across the College participated in a litter clean-up day through the Forest Preserve District of Cook County. In the spring of 2023, the college held its 2nd Annual Day of Service, traveling to *Cradles to Crayons*, a nonprofit located in Chicago, to help sort and package donations for children. In the summer of 2019, in celebration of its 85th year, the College hosted its first Community Day. More than a thousand residents from across the City of Chicago and nearby suburbs attended various free events at the College, including workshops, readings, theater performances, games, and rides. The College's visual and performing arts (theater shows and concerts) events are open to the public.

The college runs a significant [Service-Learning Program](#) in which students work with local community-based organizations. Recent partners include Bethesda Rehab & Senior Care, Oak Park Arms Retirement Community, and Wonder Works Children's Museum.

WWC has a robust [Early College Program](#) with both dual credit and dual enrollment options. These programs provide opportunities to high school students to earn college credits while still in high school. Early College reduces the time to earn a college degree and provides students with exposure to rigorous coursework.

During the COVID-19 pandemic, WWC served as a testing and vaccination site. The College offered weekend family days in which local residents could have the entire family vaccinated together. The Humboldt Park campus hosted a free COVID-19 Vaccination fair for its residents. Both campus sites

regularly provide space for community functions (e.g., City Key, City Budget hearings, Community Night for the Chicago Police Department, O'Hare Job Fair).

Through the College's [Tax Assistance Program](#), in partnership with Ladder Up, free preparation of federal and Illinois income tax returns is offered. Also offered are free college financial aid application assistance, and practical money management workshops.

WWC offers free training in the solar panel industry, working with community and industry partners. These courses prepare community members for jobs, as do several CCC-wide programs offered at Wright through Continuing Education.

During the heat of Chicago's summer, the College serves as a cooling center for the community and Wright College is committed to remaining an open campus in which community members can use campus resources such as the library and computer labs. The College serves as an election site for both local and national elections and as demonstrated above, keeps its doors open for a wide range of community-based uses. Most recently in the summer of 2023, Wright College turned over much of its Events Building to the City of Chicago to [provide housing and support](#) for asylum seekers.

Student-Centered

The College's [Continuing Education Division](#) offers a variety of classes for community members wishing to advance their careers, attain workforce training, or simply enjoy learning or participating in a course. Classes offered range from swimming, to art, to computer skills. The College's [Adult Education Division](#) offers free classes in ESL, HSE, and Citizenship and acts as an information conduit for relevant local and state agencies. Further, WWC offers several bridge programs to assist students interested in transferring to college credit courses and pursuing careers.

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.

Wright College's educational responsibilities take priority over other purposes, such as generating financial returns for investors, contributing to related or parent organizations, or supporting external interests.

Student-Centered

The primary responsibility of WWC is to provide affordable quality education to its diverse student body. Despite enrollment declines, City Colleges of Chicago and Wright continue to offer affordable tuition rates that have remained constant since 2018. Thanks to District 508 financial support, Wright offers [Fresh Start](#), an important debt forgiveness program for returning students. More than half (51.2%) of [program spending](#) in fiscal year 2023 directly supported instruction, with 19.0% supporting student services.

1B3: The institution engages with its external constituencies and responds to their needs as its

mission and capacity allow.

Wilbur Wright College engages with its external constituents and responds to their needs as its mission and capacity allow. Wright is the preeminent community college on the northwest side of Chicago. The college has long-standing and strong relationships with its feeder high schools, transfer partners, community-based organizations and neighborhood partners.

WWC has systematic and aligned processes for determining and meeting stakeholder needs, as well as numerous ways to serve multiple stakeholder groups. Career and technical education programs have criteria in place for selecting stakeholders to serve on advisory boards. These boards meet regularly and involve local experts and practitioners. The president of the College holds community stakeholder meetings, which include community members, elected officials (alderpersons, state representatives and senators), as well as community-based organizations and businesses, such as Eli's Cheesecake).

The [2019 Ruffalo Noel Levitz](#) Student Satisfaction Inventory (SSI), a nationally normed survey, provided a gap analysis of student expectations and WWCs success in meeting those expectations. Amid a range of opportunities, the SSI highlights the importance of personalized communication, advising, education and care in the classroom and across the college.

Sources

- 1.B.3 Noel Levitz Invoice 2019
- WR AE
- WR Budget Book 158
- WR CE
- WR Early College
- WR Fresh Start
- WR Healthy Market
- WR Respite Center
- WR Service Learning
- WR Tax Assistance Program

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.

Wilbur Wright College offers numerous curricular and cocurricular activities that prepare students for informed citizenship and workplace success. Student life provides students opportunities to participate in clubs, organizations, and cocurricular events throughout the year.

WWC is the only community college that has been accepted to participate in the U.S. State Department's [Diplomacy Lab](#). This program, which enables students to do real research requested by the U.S. State Department, allows faculty to globalize credit courses and allows students to work on real world problems. For example, in fall 2020, students in an Anthropology course compiled a comprehensive directory of Arctic-region museums, cataloguing their missions, audiences, resources, facilities, and online websites. The Department of State planned to use the material to draft a blog post. Students in a Political Science course virtually presented their Diplomacy Lab Project, "Gender in the Great Power Competition," to 37 Department of State personnel.

WWC has a longstanding relationship with Be the Match, a nonprofit that delivers cures to patients in need of life-saving blood stem cell therapy. For the 2022-23 fiscal year, WWC selected student fellows who developed and led a public awareness campaign on campus and within the wider community about the need for donors, particularly those from minority groups, and to educate all on what joining the registry entails.

During the Spring 2022 semester, WWC partnered with several organizations to [advocate for higher education](#). Student participation in these events provided them with skills and experiences that will serve them well in the future. Students were able to see firsthand how to advocate for government policies they want with their elected officials and realize that they do have a voice.

Some credit programs, such as the [Occupational Therapy Assistant Program](#) and the Addiction Studies Program, offer clinical practicums as part of their course work. The Criminal Justice program seats students on restorative justice committees at local Chicago Police Department stations. Each spring, the college hosts an *Anthropology Day* where students are exposed to anthropological research and ways in which anthropology is used in everyday life.

In September 2021, Wilbur Wright College hosted its first TEDx Talk, titled [Engineering for Personal and Community Growth](#). The event featured four keynote speakers and one special guest who delivered closing remarks. The event was hosted by a Wright College alumna. Held in the College's theater, the Talk marked one of the first major in-person events to return to campus since the onset of the COVID-19 pandemic. Following distancing protocols, the event was attended by more than fifty patrons and watched by over 800 viewers through the College's livestream channel on YouTube. Once made available on the web, the talk has been viewed more than 1700 times. The TEDx Talk showcased two important initiatives at Wright — engineering and equity. The College's Engineering Program has experienced tremendous growth in recent years and includes students from a diverse array of backgrounds.

Since 2018, Wright College has been a member of [Campus Compact](#), an organization devoted to civic engagement and higher education's role in serving the public good. Membership has allowed Wright access to a network full of civic-minded institutions and professionals as well as professional development related to civic engagement and community outreach.

In 2020, with support from District 508, Wright hosted a Census student ambassador, who visited virtual classrooms and created Census promotion materials. As a means of support for the Fellow's work, Campus Compact created an invaluable resource hub to help member institutions navigate Census challenges during COVID-19.

In 2018, Campus Compact awarded Wright with the Engaging the Election grant to boost voter engagement efforts among students. The resources went to non-partisan on campus voter programming and supporting a student ambassador for peer voter outreach. Wright participates in the [National Study of Learning and Voter Engagement](#), an effort from Tufts University to track student voter registration and participation rates among college students. Every election cycle since 2014, Wright has increased its voter turnout. In 2023, Wright was awarded the [Voter- Friendly Campus Award](#) from Fair Elections Center's Campus Vote Project and NASPA – Student Affairs Administrators in Higher Education.

Campus Compact has also supported Wright in its Civic Action Plan, awarding the College a mini grant in 2020 to support the development of its Civic Action Plan, an effort to streamline civic engagement and community outreach initiatives. WWC was also the 2020 recipient of Campus Compact's [Eduardo J. Padrón Award](#) for Institutional Transformation.

WWC maintains a Civic Action Plan (CAP) committee. This committee's charge is to foster civic engagement and establish a closer connection to the community. With the support of a 2020 mini-grant from Campus Compact, Wright assembled a team of faculty, staff, and students to develop the CAP plan. Finalized in 2021, the plan streamlines civic engagement and community outreach initiatives, focusing on four primary goals: partnerships, promotion, curricular, and co-curricular activities. Wright has made significant progress on three of the four goals, with the fourth (curricular activities) serving as a focus for the upcoming fiscal year. As the CAP Goals were developed during the height of the COVID-19 pandemic, College stakeholders will reevaluate some of these goals during the 2023-24 fiscal year to ensure their currency and relevancy to other collegewide plans. Additionally, much of the work has focused on promotion, partnerships, and co-curricular activities. The College recognizes the need to address the curricular goals within the CAP.

Wright has a full-time Community Relation Strategist, has developed a regular [civic engagement newsletter](#) to share with campus and the community, and has made community partnerships a priority. Wright has partnered with new organizations such as the [Dunning Read Conservation Area](#)

and [Cradles to Crayons](#) (Partnerships), expanded service-learning sites and organizations (Partnerships and Co-Curricular Activities), reinitiated community roundtable sessions with community stakeholders (Partnerships), and developed the annual [Day of Service](#) (Partnerships). Wright has applied to the Carnegie Foundation for the Advancement of Teaching for its [Community Engagement](#) designation.

The college offers free citizenship classes for community members both online and in-person.

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

Wilbur Wright College's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

WWC is committed to providing a diverse, equitable and inclusive community for all individuals. This focus is most clearly articulated through the college's [Equity Plan](#). During the Spring of 2019, a campus climate survey was distributed to both faculty and staff. This survey was designed to help learn about and better understand faculty and staff perceptions related to the diversity, equity and inclusiveness of the campus.

The college currently recognizes and celebrates Women's History Month, [Hispanic Heritage Month](#), [Black History Month](#), [Polish Heritage Week](#), Pride Month, along with other events throughout the year. With support from the Mitchell Museum of the American Indian, the college has drafted a land acknowledgement statement. This statement will be displayed at various locations throughout the college and will be included in syllabi across various disciplines. The College hosts activities for [National Coming Out Day](#) and [Transgender Day of Remembrance](#).

Current student clubs include the Muslim-American Club, Asian-American Club, Black Student Union, and SHPE, which is the nation's largest association dedicated to fostering Hispanic leadership in the STEM field. The College encourages students to [start their own groups/clubs](#) and has worked to make the process easy.

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

Wilbur Wright College fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

WWC offers training on deliberative dialogues and has hosted four related events. Deliberative dialogues focus on ways to discuss contentious topics through civil exchanges of ideas rather than uncivil debates. Using materials provided by the [National Issues Forum](#), students and faculty dialogued on balancing public safety with social justice. Faculty and students from political science and criminal justice courses participated in this civic exchange of differing viewpoints, focusing on areas of common ground despite differences in opinion. In the spring of 2022, the [deliberative dialogue](#) focused on free speech and campus inclusivity. Within the dialogue, a group of students, staff, and faculty discussed ways to honor the College's commitment to free speech while still promoting campus inclusivity.

Faculty across the college include [Courtesy Codes of Conduct](#) as part of course syllabi. For example, several biology faculty members have codes of conduct outlining expectations of students regarding the treatment of each other while working together in the laboratory. Students sign these statements promising to treat each other with respect and kindness. All course syllabi across the college contain a required Student Conduct statement. This statement sets expectations for the behavior of students towards each other and to college staff and faculty.

The college hosts both State of the College events and open forums in which top administrators respond to faculty and staff concerns.

The President's Executive Council maintains both a full-time faculty member and a student as part of its membership. Their inclusion allows the concerns of students and faculty to be addressed more quickly and effectively.

The College offers professional development for staff and faculty in areas of microaggressions, trauma-informed training, and customer-service training.

The College is part of the [Caring Campus Initiative](#), which aims to *create a college environment that increases students' sense of connectedness and belonging, and, in turn, completion of each student's education goals*. A cohort of faculty are participating in the program and bringing their knowledge to the larger faculty body.

Sources

- 1.B.1 2nd Day of Service Save the Date
- 1.C.1 Diplomacy Lab Acceptance Letter
- 1.C.2 Black History Month Flyer 2022
- 1.C.2 Hispanic Heritage Month Flyer 2021
- 1.C.2 National Coming Out Day 2022
- 1.C.2 Polish Heritage Week Flyer 2018
- 1.C.2 Transgender Day of Remembrance 2020
- 1.C.3 Common Courtesy Code of Conduct
- 1.C.3 Deliberative Dialogue Flyer 2022
- Compact WR Newsletter Vol 3 Issue 1 (R)
- WR Advocacy Day
- WR Campus Compact
- WR Caring Campus
- WR Carnegie Classification
- WR Cradles to Crayons
- WR Dunning Read Natural Area
- WR Equity Plan
- WR NIFI
- WR NSLVE
- WR OTA
- WR Padron Award
- WR Student Clubs Creation
- WR TED Talk
- WR Voter Friendly

1.S - Criterion 1 - Summary

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

Summary

Wilbur Wright College revised its mission with a cross-section of stakeholder input and an intentional desire to support the communities it serves through the programming it provides. The mission can be found in key places like the College's website, online catalog and throughout the main and Humboldt Park Vocational Education Center. The mission reflects the College's keen awareness of its diverse population and a commitment to equity. This commitment is carried out in important initiatives such as the Key Performance Indicators, the Workforce Equity Initiative, the Avanza Program, and the Black Student Success Network. Wright is a Hispanic-Serving Institution (HSI) with almost 60.0% of its student population identifying as Hispanic. The HSI designation is about service, not just enrollment, and it has helped inform the College's programs and services and has provided opportunities to tailor the student experience to a wide variety of learners. Through its Adult Education Division, Wright offers free English as a Second Language (ESL) courses, Adult Basic Education (High School Equivalency), and Citizenship courses to meet community needs.

Wright's academic offerings and student support services are high quality and community- focused. Many courses are classified as Illinois Articulation Initiative-approved, enabling easy transfer to Illinois state colleges and universities. Support services like academic advising, career development, and veteran's services, as well as numerous student clubs, specially focused programs like Great Books, Women, Gender, and Sexuality Studies, and the Honors Program help create holistic experiences, so students feel supported and prepared for success.

Wright serves its community through academic programming, co-curricular activities, and direct service programs. Programs like Service Learning and the Diplomacy Lab with the U.S. State Department, membership in organizations like Campus Compact, and partnerships with nonprofits like Be the Match help connect students to the community and participate in democracy and active civic engagement.

The College has hosted COVID-19 vaccination events for families, job fairs, tax preparation assistance, Community Day, and served as a respite center for recent migrants. Wright also has an on-campus Healthy Food Market that provides free food for students and local residents in need.

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.

According to the Board of Trustees (BOT) [bylaws](#) (2.5.2), “subject to the approval of the Chancellor and the Board, each President, after consultation with the faculty, community representatives and others, shall establish the mission of the College, which shall be consistent with the overall mission of the District.” As discussed thoroughly in 1A2., WWC, through a collaborative process, developed a new mission statement in 2022. Following campus endorsement, the new mission statement was presented to the board of trustees and [adopted in February 2023](#).

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

Wright College is part of Community College District 508, and the [policies and procedures](#) governing financial, academic, human resources, and auxiliary function are established by the Board of Trustees for the District, in accordance with the Illinois Community College Board [system rules](#). Wright and District 508 are also guided by several [collective bargaining agreements](#), including:

- Adult Educators/Coordinators - AFSCME Local 3506
- Clerical and Technical Employees - Local 1708
- Engineers - Local 399
- Full-Time Faculty - CCCTU Local 1600
- Maintenance - SEIU Local 73
- Part-Time Faculty - CCCLOC IEA-NEA
- Professional - Local 1600 Professionals: Full-Time & Part-Time
- Security - Police Officers Association Local 1600

Established Ethical Policies and Procedures for Financial Matters

The College works to ensure it uses its financial resources effectively and with integrity. WWC’s

financial compliance is coordinated by the Vice President for Finance and Administration and the President, who oversee budget development in collaboration with the District Office and the individual units on the college campus. District 508 posts the [proposed budgets](#) for the District and all seven individual colleges for public review. With more than 90% of the annual college budget allocated to personnel, little variation takes place year-over-year on departmental budget allocation. The Vice President of Finance and Administration, with the team from the Business Services office, also manages the grants the College receives to support individual initiatives.

The College's budget is allocated by Community College District 508. Budget reports, financial reports, and audits are [publicly posted](#). Each [annual budget](#) includes funding sources, allocations, projections and accompanying adjustments, and estimated expenses. Funding streams include local government sources (such as property taxes), state government sources, federal government sources, tuition and fees, sales and services, and investment revenue.

In addition to annual district-wide [audits](#), the College receives periodic audits per the District 508 Internal Audit department. This is done to assess and measure risk, evaluate institutional effectiveness, assess compliance, and provide guidance.

The college Financial Aid Office administers financial aid in accordance with institutional, state, and federal regulations. Financial aid operations are [audited annually](#) by a third-party accounting firm to verify compliance and integrity. The financial aid office also discloses all policies and procedures as well as forms and documents on the [College's website](#). This website includes information on cost of attendance, the net price calculator, and links to aid for the undocumented. The Financial Aid Office staff regularly attend professional development training to stay informed and consistent with practices. In 2021, the Financial Aid department participated in a series of [four workshops](#) regarding FAFSA, tax documents, reporting, waivers, and updated federal policies. In addition to external training providers and institutional professional development, the Office participates in [district-wide training](#) sessions throughout the year provided by the District 508.

District 508 purchases a full array of goods and services including, but not limited to: books, printing services, computer equipment, furniture, office equipment and supplies, and a variety of construction and professional services. District 508 [purchasing procedures](#) are consistent with Sections 805/3-27.1 805/3-27.2 and 805/7-23.1 of the [Illinois Public Community College Act](#) and represent the basic intentions and goals of its Board of Trustees. District 508 has an action plan in place to contract with certified Minority and Women-Owned businesses (M/WBE). Certified businesses are encouraged to register with District 508 to [review and bid](#) on the open opportunities, which are posted publicly.

In accordance with Board of Trustees [Policies and Procedures](#) (2.3), formal requests for goods and services greater than \$25,000 must be publicly advertised to receive maximum competitive pricing. Request for Sealed Bids/Proposals are competitively bid through the Procurement Services Department. Informal requests for goods and services of \$25,000 or less are initiated by the Managers of College Business Offices or from Central Office Departments. Procurement processes are outlined in the District 508 Office of Administrative & Procurement Services [Competitive Solicitation Procedural Manual](#).

The District 508 [Office of the Inspector General](#) (OIG) conducts investigations regarding waste, fraud, and misconduct by any officer, employee, member of the Board, contractor, subcontractor, consultant or agent providing or seeking to provide goods or services, and any program administered or funded by District 508. Confidential complaints can be filed online and policies prohibit subsequent retaliation. The OIG submits biannual reports to the chancellor and the Board of Trustees

that document complaints, investigations, and outcomes. [OIG reports are public](#) documents available for review on the District 508 website.

The [Office of the General Counsel](#) is responsible for all legal work arising from the activities of the District. The mission of the office is to provide legal counsel, guidance, and policy analysis to the colleges, satellite campuses, WKKC, the District Office, and the Board of Trustees to ensure that the District's decisions and actions comply with federal, state, and local law. For example, approval and execution of certain contracts and documents by both the Chancellor of Community College District 508 and the College President are subject to legal review by General Counsel ([3.2, 3.3](#)).

Established Ethical Policies and Procedures for Academics

The College acts with integrity and equity in all aspects related to academics. The College adheres to policies and procedures as outlined the [Academic and Student Policy Manual](#), which defines the rules and policies that apply to all students enrolled in any academic program, plan, or course, or accessing any service offered by Community College District 508. It also applies to all college personnel, faculty processes, academic offerings and matters.

The Academic and Student Policy Manual includes admission, program requirements, graduation requirements, as well as [students' rights and responsibilities](#). Wright and District 508 are committed to the ideals of truth and honesty. Per the [Academic Integrity and Honesty Policy](#), students are expected to adhere to high standards of honesty and integrity in their academic endeavors. Plagiarism and cheating of any kind are serious violations of these standards.

Established Ethical Policies and Procedures for Personnel

The College acts with integrity and equity in all aspects related to personnel and human resources. The [Office of Human Resources \(HR\)](#) is committed to being a strategic partner that provides the best possible services to faculty and staff to support its goals and objectives. Within HR are [departments that provide support](#) for talent acquisition, equal employment opportunity and labor relations, compensation, benefits, workforce analytics, and payroll.

Training employees and modeling for ethical and legal behaviors begins with [new employee orientation](#). At point of hire, faculty and staff are made aware of the [Employee Manual](#) and the [Board Policies and Procedures for Management and Government](#), which include an [ethics policy](#) and a policy on the responsible use of computer technology. At the time of hire, faculty and staff must sign to acknowledge that they are aware that it is their responsibility to read and observe these policies. Faculty Development Week and Adjunct Faculty Orientation sessions provide forums where faculty and staff are reminded of, and receive refresher trainings on, policies that must be observed.

All employees are required to complete an annual online ethics training, required under the Illinois State Official and Employees Ethics Act. The training is coordinated by the District 508 offices of Human Resources and Equal Employment Opportunity (EEO). In a continued effort to combat sexual harassment, District 508, along with the State of Illinois' Workplace Transparency Act ([Public Act 101-0221](#)), has mandated all District 508 employees complete sexual harassment prevention (online, one hour) and [bystander training](#) (online, one hour). Employees in supervisory positions receive one additional hour of anti-sexual harassment training. A completion certificate is generated for each employee upon successful completion of the training sessions. All District 508 employees are designated as "[Mandated Reporters](#)" under Public Act 97-0711, which requires all Illinois college and university employees to report suspected cases of child abuse or

neglect.

Most administrative job categories also complete an annual statement regarding economic interests that is filed with the Office of the Cook County Clerk. All employees complete Family Educational Rights and Privacy Act (FERPA) training when they begin work at Wright or when their job duties change and require access to student data. Employee handbooks, manuals, and policies are located on the College's [policy page](#).

The College and District 508 expect full compliance with all district policies and procedures. Failure to do so results in disciplinary action. Depending on the severity of the infraction, an investigation by the District 508 Office of the Inspector General (OIG) may precede disciplinary hearings and actions. Disciplinary actions can range from a verbal warning to termination.

Established Ethical Policies for Auxiliary Services

The College's [Auxiliary Services](#) and operations are guided by District 508 [policies and procedures](#). As stated in the department [website](#), Auxiliary Services oversees the day-to-day operations related to Campus Building Management and Operations including in an effort to provide an efficient, safe and well-maintained environment for students, faculty, staff and the general public.

In response to the COVID-19 pandemic, the College and District developed and implemented health, safety, response, and mitigation policies and procedures in alignment with city, state, and federal mandates and guidelines. These policies and procedures were updated regularly to align with the changing local and national mandates. Updates were communicated through faculty, student, and staff email as well as through the [COVID-19 Resources and Information website](#).

The College's [Safety and Security website](#) includes resources and reports including the [Annual Campus Safety Report](#). Also available on the Safety and Security website is the [Supportive Intervention Team](#) (SIT) person of concern form. SIT evaluates concerns about students or employees who may be distressed, disturbed, destructive, or dangerous and makes recommendations for actions, referrals, and next steps. Members of SIT and other college stakeholders recently completed a two-day [Threat Assessment Certification Training](#).

Sources

- 34706
- AnnualCampusSecurityReport
- Board Bylaws
- BOARD POLICIES AND PROCEDURES
- Bystander Sexual Harassment Prevention Training for Employees II - January 2023
- CCC Audit Report 2022
- CCC Bid Schedule
- CCC CBAs
- CCC COVID Information
- CCC Ethics Training
- CCC General Counsel
- CCC HR
- CCC Mandated Reporter
- CCC NEO Presentation - August 2023

- CCC OIG
- CCC Policies Page
- CCC Posted Budget Reports
- CCC Procedural Manual 2012 Final
- CCC Purchasing Procedures
- CCC SIT
- CCC understanding-rights-responsibilities
- Financial Aid 2021-22 Verification Training Series - 2A2
- Financial Aid Office District Training 2A2
- FY2023 Final Budget Book
- FY2024 Tentative Budget Book
- ICCB_SystemRules_Manual
- IL Public Act 101-0221
- IL School and Campus Safety
- Illinois Community College Act
- WR Auxiliary Services
- WR Financial Aid
- WR Security

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.

Established accurate and transparent policies and practices regarding academics.

The College ensures accurate and accessible information regarding academic offerings, program requirements and costs, faculty and staff, governance structure, and accreditation relationships. The [academic catalog](#) includes program requirements for all certificate and degree levels. The [class schedule](#) includes class day, time, modality, and instructor information. The schedule of classes is searchable through a number of options including but not limited to program of study, availability, modality, and campus. Via the student portal, active students can check their degree status and identify the courses they need to finish their specific degrees. A [list of all academic and auxiliary departments](#) and a [list of all employees](#) are available on the website. Furthermore, programs with specific or additional requirements provide details and forms through their departmental website. For example, the [Occupational Therapy Assistant \(OTA\)](#) program includes frequently asked questions, department personnel, and program requirements.

WWC is an accredited institution through the Higher Learning Commission (HLC). The Higher Learning Commission last reaffirmed Wilbur Wright College's institutional accreditation in 2020, following a comprehensive site visit. Further, the following career and technical programs hold additional accreditations:

- Addiction Studies – Illinois Certification Board
- Computerized Numerical Control – National Institute for Metalworking Skills
- Occupational Therapy Assistant – Accreditation Council for Occupational Therapy Education and American Occupational Therapy Association
- Paralegal – American Bar Association

Accreditations for the College as well as individual programs can be found on the [accreditation page](#) of the website.

[Tuition rates](#) for Wright and all City Colleges are approved by the District 508 Board of Trustees. The tuition and fees page includes information about refunds, waivers, and payment plans. Designed

by the U.S. Department of Education, the [Net Price Calculator](#) incorporates normal living expenses such as housing, food, and transportation, as well as tuition, books and supplies, and then calculates the estimated cost of attending a specific college based on the financial data you provide.

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.

The College provides its students many opportunities that contribute to their educational experience through research, community engagement, experiential learning and economic development. Information about these opportunities is shared via orientation sessions, college announcements and newsletters, advising sessions, and direct outreach to students. For example, a section of Speech 101 incorporates a [two-day field trip](#) to an experiential learning center. Computer Information Systems (CIS) 260 is a capstone class that provides students with practical application of computer skills by participation in a planned and coordinated field project. The field projects incorporate both experiential learning and community engagement. The work is done with and for non-profit or educational programs and organizations. Recently, the class [developed a website for the Dunning-Reed Natural Area](#), located less than a mile from the College. Another recent public work was a [website for Project Wright Access](#), a program to train jobseekers with intellectual and related disabilities to meet the specific hiring needs of local employers.

For nearly ten years the College has been a part of the US Department of State's [Diplomacy Lab](#) program. Through Diplomacy Lab projects Wright students have [explored real-world problems and contributed](#), through research, to the U.S. policymaking process. Wright is one of just 41 higher education institutions and the only community college to partner nationally with the U.S. Department of State to provide research to help further U.S. foreign policy goals. Other institutions joining Wright in this program include Georgetown University, Georgia Institute of Technology, Johns Hopkins University, Tufts University, and University of Michigan, among others.

The Diplomacy Lab is one facet of the larger [Service Learning](#) program throughout the College curriculum. Service Learning includes education, leadership, and community engagement both in and outside of the classroom. Wright faculty offered 12 service learning course sections in the fall of 2022 and [18 service learning sections in the spring of 2023](#). These include restoration work in public nature areas, refugee assistance, fellowships with Be the Match and the Newman Civic Foundation, among others.

Recent initiatives that engage students in educational and economic development are the [Black Student Success Network](#), [First Flight Mentoring Program](#), and [Jump Seat Peer Mentorship Program](#). First Flight is designed to allow first-year students to build intentional relationships with faculty staff at Wilbur Wright College. The program has had two cohorts of students who have participated, with a pilot launched in SP22 (35 participants) and a full implementation in Fall 2022 (19 participants). Jump Seat aims to provide students with a supportive and empowering environment by pairing them with trained student mentors who can guide and assist them throughout their college journey. The program was piloted in AY23 and will launch fully in fall 2023.

The College hosts Community Partners Connect meetings each semester. These meetings bring together stakeholders from the community, such as employers, chambers of commerce, community-based organizations, and connect them with stakeholders at the College, specifically administration,

faculty, students, and staff. Recent meetings have highlighted [student civic engagement](#) (Student government, Newman Fellows, voter friendly campus, and the Carnegie Classification) as well as [workforce opportunities](#) for both students and local employers.

Sources

- 1.C.1 Diplomacy Lab Acceptance Letter
- Agenda- Community Partners Connect 2B2
- BSN Launch and Grand Opening 2B2
- CCC Department List
- CCC Employee Directory
- CCC Net Price Calculator
- CCC Tuition Rates
- Diplomacy Lab Projects complete list as of AY2023 2B2
- Peer Mentor Meet Greet 2B2
- REACH YOUR PEAK_Speech 101 F22 2B2
- ServiceLearning report 6.2023 2B2
- SL CourseList.F2023 2B2
- Spring- Community Partners Connect 2B2
- WR Accreditation Page
- WR Dunning Read Natural Area
- WR First Flight
- WR OTA Webpage
- WR Project Wright Access

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.

As detailed in 2.A.2. Wright College is part of Community College District 508, and the policies and processes governing financial, academic, human resources, and auxiliary function are established by the District and the [Board of Trustees](#) (BOT). Each BOT agenda and [publicly posted report](#) includes resolutions, personnel reports, resource development, agreements, purchases, legal invoices, monthly summaries and expenditures, district updates, committee presentations, and the Faculty Council Report. In accordance with Public Act 99-0692, all new and re-elected trustees receive mandatory leadership professional development [training](#).

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

The deliberations of the Board of Trustees of Community College District 508 are informed by and in service of the seven colleges that comprise District 508. As evidenced in the [bylaws](#) (1.6.2), the BOT has three standing committees (executive, academic and student services, and financial and administrative services) which have jurisdiction and responsibilities for the three respective areas. The BOT approves and executes the [mission of Community College District 508](#).

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

A [regular meeting](#) of the Board of Trustees (BOT) is scheduled on the first or second Thursday of

each month (except for January and September) at a time and location designated by the Chairman of the Board. All meetings of the Board are held in accordance with provisions of the Illinois Open Meetings Act. Actions and items approved or adopted by the Board of Trustees, including board and committee meeting minutes, are posted upon approval by the Board of Trustees as part of the [collective Board Reports](#). Individuals can address the BOT during the public comment portion of the meeting. The BOT lists the policy and procedure for [public comment requests](#). Special Board Meetings are called in cases where the BOT needs to address an item between regularly scheduled meetings. For example, on May 26, 2023 the BOT [authorized a resolution](#) to dedicate space at the College as a temporary respite center for asylum seeking families and individuals. Additionally, there are [processes to update or revise District 508 policy or procedures](#), this includes proposal, review, through the adoption or rejection.

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 of Community College District 508](#) is comprised of seven voting members serving three-year terms as appointed by the Mayor of Chicago with the approval of the City Council of Chicago and one student trustee decided by a campus-wide election. As referenced in 2.C.1., trustees receive mandatory leadership training. According to the BOT [bylaws](#) (Article 3), board members are subject to conflict-of-interest provisions.

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.

According to the BOT [bylaws](#) (2.5.1) “each College shall have a President, appointed by the Board upon recommendation of the Chancellor.” Additionally, “the College President shall be the chief executive officer of the college, responsible for providing academic, administrative and fiscal leadership at the college in accordance with the strategic plan of District 508.” Further, the College’s Vice President, the Executive Council, and Department Chairpersons manage and guide the programmatic, curricular, and departmental administration. As a part of District 508, the College’s curriculum development is structured through the [Proposed Academic Curriculum Changes \(PACC\)](#) (9.02) process. PACC, discussed in greater detail in 4.A.4, includes a clearly defined development, revision, and recommendation process for all credit courses and programs offered by all colleges in the District. Collaboration among faculty, program, and administration at the College as well as across District 508 is integral to PACC.

Sources

- 34803
- Board Bylaws
- CCC BOT
- CCC BOT 2023_Regular_And_Committee_Meeting_Schedule
- CCC BOT Leadership Training
- CCC BOT Members
- CCC BOT Reports

- CCC How To Address
- CCC Mission
- CCC PACC
- DRAFT November 2023 Policy Change Side by Side(1)

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

2D: The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

The College operates with ethics and integrity in matters of academic freedom and the freedom of expression. Commitment to these principles is embedded in policies, agreements, and manuals at both the institution and throughout Community College District 508. District 508's [core values](#) (1.03) emphasize an “engaging student learning environment,” “integrity, respect, and honesty,” and “understanding [and] tolerance.”

The College offers a wide range of general education courses for students to choose from. Further, students are able to select courses that meet the [Human Diversity requirement](#). Students are able to choose classes that allow for freedom of inquiry as well as gaining exposure to diverse ideas and viewpoints. Freedom of expression extends beyond the classroom. The [Academic and Student Policy Manual](#) (8.16) includes a statement on the rights of students to assemble peacefully as well as join or form any club or organization.

Freedom of expression and academic freedom are fundamental to the rights of faculty and are ensured through formal agreements. District 508 and the College have collective bargaining agreements with [full-time](#) (Article IV) and [adjunct](#) (VII.A) faculty, which state and define these rights.

The institution supports and sponsors activities and forums which allow for a discussion of varying views and opinions. [Faculty Development Week](#) (FDW) is a contractually required professional development event that takes place two weeks before the start of the fall semester. Preceding the spring semester, the College hosts a [Faculty Development Day](#) (FDD) as well. The FDW Steering Committee composed of administrators and faculty work together to create a schedule that best serves the needs of the institution. Smaller group breakout sessions are an important component of the schedule where staff and faculty are encouraged to address and hear a wide range of ideas and issues in a welcoming and safe space. [Recent sessions](#) have addressed compassion fatigue, the Caring Campus initiative, Title IX mandated reporting protocols, trauma informed campus, and inclusive instructors. Importantly, the administration ensures time is allocated for [Faculty Council and Union Meetings](#) (p. 24). During these meetings, faculty can engage in discussions related to faculty matters and contractual issues.

[The Flyers](#), Wilbur Wright's newsletter, is emailed out to students, staff, and faculty on a weekly basis during the fall and spring semesters. Within that newsletter, listings are visible for events on campus that allow for discussion of varying views and opinions. Examples of events include:

- [First Friday social gatherings](#)
- Juneteenth Celebration

- [National Coming Out Day and other LGBTQ+ Committee events](#)
- [Black History Month series of events and discussions](#)
- [Denim Day and Project S.A.F.E. Women's, Gender, & Sexuality Studies events](#)
- [Hispanic Heritage Month which includes lectures and cultural events](#)

The College regularly hosts panels that allow for the sharing of views and opinions. During the 2020-2021 school year, Wilbur Wright's [Racial Justice Committee](#) presented several panels that explored racism within the college and local community.

Sources

- 1.A.2 Denim Day Announcement
- 1.C.2 Hispanic Heritage Month Flyer 2021
- black history month kickoff event 2023 2D
- CCC CCCLOC Collective Bargaining Agreement 2020 2024
- CCC Local 1600 Faculty 2018 2022 Rev101119 62821 AM
- FDW Fall 2022 Final
- FDW Spring 2023
- Flyers 10.11.22 National Coming Out Day 2D
- The Flyers January 25 2022 First Fri 2D
- Updated RJC Agenda 9112020 and Notes 2D

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.

The College operates with ethics and integrity in respect to basic and applied research. Through the District, an active [Institutional Review Board](#) (IRB) serves all seven colleges. External researchers must also follow the guidelines of the IRB. The [Collective Bargaining Agreement](#) (IX.A.1.a.) provides guidance on research, including sabbatical leave for research projects, produced as employees of the college. The [Academic and Student Policy Handbook](#) (10.33) provides additional guidance regarding sabbatical leave.

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

In addition to the support provided by the IRB, the College provides effective support services for research and scholarly practice. During spring 2023 Faculty Development Day, the Chair of the Computer Information Systems department designed and [hosted a presentation](#) about the use of artificial intelligence in student assignments. Many disciplines also include research methods classes. For example, the paralegal program requires [a course](#) (225) in legal research and writing and an additional course in legal ethics. The [engineering curriculum](#) includes an introduction (111) to the profession that includes a focus on both ethics and writing. In addition, Wright offers [library instruction for all English 101 and 102](#) courses, where students conduct research and develop analytical and investigative papers. Librarians conduct class visits to assist students on understanding the research process, and faculty arrange for library instructors to host workshops on specialized research. The library provides both [research guides](#) and one-on-one [research appointments](#) to students. Students also receive guidance and direct support regarding research via tutoring sessions provided through [Academic Support Services](#). The College provides tutoring in multiple modalities, in-person and online, and formats, one-on-one, small group, workshop, and embedded in classrooms. Students receive multiple opportunities to expand their knowledge of ethical research standards.

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

In addition to the research methods, tools, and projects embedded into general education and discipline curriculum (2.E.2.), the College offers multiple outlets for academic research and guidance. The library provides individual and as well as a series of workshops centered on research and [information literacy](#), which is guided by the [Framework for Information Literacy for Higher Education](#). For the previous three fiscal years (FY), the library has served the following number of individual class sections: 70 in FY21, 96 in FY22, 68 to date in FY23. For 17 consecutive years, the [Great Books Society](#) has hosted an [annual symposium](#) comprised of student research projects as well as published a [peer-reviewed journal](#). As addressed in 2.B.2 Wright is the only community college (out of 41 partner institutions) contributing to the US Diplomacy Lab project, where students tackle US and global policy issues and contribute to national research. Many courses incorporate Turnitin.com (an add-on to our Brightspace learning management system) not only as a plagiarism detection tool but faculty use it as a method to reinforce the skills of summary, paraphrase, and citation. Turnitin also generates reports that can be useful in determining patterns that can be addressed in the classroom. The Office of Instruction maintains a database of instances of academic dishonesty, as reported by faculty members. This internal tracking method helps the College monitor trends in cases of academic dishonesty and serves as a means of documentation in grade disputes when academic dishonesty is involved. Since 2021, Wright has asked students to complete the [Academic Integrity Commitment statement](#). Academic Support Services provides content specific consultations via the [Writing Center](#), which is comprised of professional consultants, often adjunct faculty, that possess a master's degree or higher. All users of Community College District 508 information resources (e.g., computers, network access, library databases) are subject to the [Responsible Computer Use Policy](#), which addresses authorized use, scope, legal, and enforcement.

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

The College's Academic and Student Policy Manual has clear and established policies regarding [Academic Integrity and Dishonesty](#) (8.17). This includes student expectations, definitions of specific forms of violations including plagiarism and cheating, as well as consequences, sanctions, and the appeal policy pertaining to academic integrity. Additionally, the handbook addresses student [Standards of Conduct](#) (8.18), including definitions of academic dishonesty and misrepresentation. All staff and faculty must comply with the [Employee Handbook](#); section IV describes work rules, including compliance with the [ethics policy](#). Further, the [Office of Inspector General](#) is authorized by the [BOT](#) (2.7) to conduct investigations regarding waste, fraud, and misconduct.

Sources

- 2023 Intercollegiate Symposium Wright College 2E3
- AI use in assignments 2E2
- Board Bylaws
- CCC Ethics Policy
- CCC IG
- CCC IRB
- CCC Library Appointments

- CCC Library Guides
- CCC Local 1600 Faculty 2018 2022 Rev101119 62821 AM
- CCC Responsible Computer Use Policy0712
- Framework1 for Information Literacy
- WR Academic Integrity Statement
- WR Academic Support
- WR Engineering Courses
- WR English Courses
- WR Great Books Journal
- WR Great Books Society
- WR Information Literacy
- WR Paralegal Courses
- WR Writing Center

2.S - Criterion 2 - Summary

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

Summary

Wright College operates with integrity, ethics, and responsibility. These qualities are demonstrated through its financial, academic, personnel, and auxiliary functions. The policies and procedures governing these functions are established by the Board of Trustees of Community College District 508 and carried out by Wright College and its sister colleges within the City Colleges of Chicago system. These functions take place in accordance with the Illinois Community College Board system rules as well as the contracts negotiated with CCC's eight collective bargaining units.

The District 508 Board of Trustees, comprised of seven voting members appointed by the mayor of Chicago, holds regular meetings on the first or second Thursday of each month and in accordance with the provisions stated in the Illinois Open Meetings Act. Board reports detailing the agenda and minutes for each meeting are posted on the Board's website and visible to the public.

Community College District 508 allocates Wright's annual budget. The Vice President for Finance and Administration and the College President develop the budget with input from the College's internal stakeholder groups. Budget reports, financial reports, and audits are publicly posted on CCC's website. Procurement processes are stated in the Administrative & Procurement Services Competitive Solicitation Procedural manual. The District 508 Inspector General (OIG) is responsible for investigating waste, fraud, and misconduct among CCC employees.

Wright conducts its academic work with integrity as defined in CCC's Academic and Student Policy Manual and academic catalog, as well as through accreditation standards from the Higher Learning Commission and academic program accreditors like the Accreditation Council for Occupational Therapy Education and American Occupational Therapy Association, and the American Bar Association. The College and Community College District 508 strive to uphold academic integrity, academic freedom, and freedom of expression. District 508 has an Institutional Review Board that provides research guidelines and reviews requests for research conducted at the Colleges. Students are made aware of ethical research practices and academic integrity through definitions and policies stated in the Academic and Student Policy Manual as well as Wright's library where research librarians conduct workshops on ethically sound research practices and locating credible information.

College employees receive annual ethics training required by the Illinois State Official and Employees Ethics Act. Additionally, all District 508 employees are designated as "Mandated Reporters" by the State of Illinois and required to report cases of child abuse and neglect. The College produces an Annual Campus Safety Report that details campus safety incidents and related statistics. Campus Security maintains a Supportive Intervention Team (SIT) that oversees incidents reported through an online SIT form.

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 degree or certificate awarded.

Wilbur Wright College ensures that all courses and programs offered are current and require levels of performance by students that are appropriate to the degree or certificate awarded.

Wright College offers a wide range of [degrees and certificates](#): forty-one (41) Associate in Arts programs, ten (10) Associate in Applied Sciences programs, thirty-one (31) Associate in General Studies programs, twenty (20) Associate in Engineering Science programs, fifteen (15) Associate in Science programs, one (1) General Education Core Curriculum, six (6) Advanced Certificate programs, and ten (11) Basic Certificate programs.

As part of the Community College District 508 (City Colleges of Chicago), Wright College follows all district curriculum policies and practices to ensure that courses are current and that appropriate and accepted measures are used for evaluation. Wright also follows all requirements of the [Illinois College Board \(ICCB\)](#) as outlined in Sections 1501.302 and 1501.303 of the ICCB Systems Rule Manual.

As detailed in 5.C.3., Wright College utilizes multiple external advisory boards to ensure programs are up to date in meeting the needs of employers. These [advisory boards](#) include members from the relevant fields, both from within the College and from external partners working in those fields, to make certain that Wright College's students will be ready to enter the job market with relevant skills and knowledge. As an example, the [Paralegal Advisory Board](#) meets twice per year. The membership consists of Wright College Paralegal alumni, local attorneys and paralegals (bankruptcy, real estate taxation, civil litigation, healthcare law, and employment law), faculty members from Paralegal and Business, community members from the Chicago Paralegal Association, Women Everywhere, and Hispanic Lawyers Association of Illinois, and leadership from Wright College (Director of Workforce

Partnerships, Associate Dean of Instruction, Associate Dean of Career Programs, and Perkins V grant manager). Advisory Board meetings include discussion about trends and developments in the legal field, requests for feedback on curriculum and program assessment, and updates from internal and external constituents.

The Student Learning Committee (formerly Assessment Committee), as described in Criterion 4B, works with each academic department's faculty to ensure that student learning outcomes (SLOs) are regularly assessed, and results are utilized to continually improve curricula. Also, as detailed in Criterion 4A, Wright College conducts program reviews on a five-year rotation schedule which ensures a systemic, cyclical review and updating of the College's full program portfolio.

As presented in more detail in 3.B.1., the seven colleges that comprise Community College District 508 share a common curriculum that adheres to definitions and standards established by [ICCB](#) (Section 1501.302 Units of Instruction, Research, and Public Service) and the [Illinois Articulation Initiative](#) (IAI).

Wright College makes certain that appropriate levels of performance are required of students. All students must maintain a 2.0 G.P.A. on a 4.0 scale to successfully attain a degree or certificate from Wright College. Within the framework of the 2.0 G.P.A., students must earn a grade of 'C' or higher in their course work to successfully matriculate through their selected program or certificate path.

Each [program](#) offered by the College has articulated student outcomes on their webpage. [Academic disciplines](#) also include their departmental level learning outcomes on their webpages. All course syllabi are based on the District 508 [Master Course Syllabus](#) which requires that learning outcomes clearly spelled out for students. Details and examples of assessment of the SLOs and CSLOs are included in Criterion 4B.

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

Wright College offers associate degrees and program certificates that are designed to educate students who have a variety of goals and aspirations. A full list of Wright College's programs and certificates can be found in the [Academic Catalog](#). The credit hour requirement aligns with other colleges and universities, which is essential in terms of the acceptance of credits for transfer. Each program listed in the catalog states the award level and required courses, and the number of electives required to complete an award. The faculty and administration are dedicated to ensuring student success within each program or certificate path by having quality and comprehensive syllabi for each course that communicate the course and applicable program [Student Learning Outcomes \(SLOs\)](#). Wright College also has five Institutional Learning Outcomes (ILOs): Intercultural Competence; Critical Thinking; Communication; Information and Technology Personal Accountability.

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

All modes of delivery (in-person, hybrid, remote and online) are held to the same standard. All faculty teaching credit courses must be [credentialed](#) to teach a course or a program. Wright College, as a member of District 508, follows the CCC credential guidelines. For faculty who would like to teach an [online asynchronous course](#), they are also required to complete additional training to be credentialed to teach in that modality. Wright College Dual Credit instructors are required to meet the same [credentialing standards](#) as instructors who teach at Wright College.

Wright College has a [Master Syllabus](#) repository for all courses offered at the college. Each master syllabus states the SLOs for the course. The same SLOs apply to all sections of a given course regardless of modality or dual credit status and cannot be changed. Each faculty member must submit a copy of the course syllabus before the semester begins to the department chairperson to ensure that consistent course delivery throughout all modes of instruction is honored. Changes to programs or course SLOs must go through the Proposed Academic Curriculum Change ([PACC](#)) process.

To ensure consistent quality, adjunct and tenure track faculty members are observed through [classroom observations](#) as established by their respective collective bargaining agreements. All new full-time faculty seeking tenure are required to participate in the [Tenure Assistance Program](#) (TAP), which provides a structure for new faculty to become effective teachers and to deliver learning outcomes. TAP is a three-year program through which tenure track faculty develop a portfolio that supports their final argument for being granted tenure.

Sources

- Academic Department and Career Program SLOs
- Accounting Programs Review 01.27.23
- CCC Classroom Observation Form
- CCC Master Syllabus
- CCC PACC
- CCC TAP
- CCC Teaching Online
- ENGLISH 101_MSTR_23_24
- Evidence 05 Paralegal Advisory Board Minutes Fall 2022
- Evidence 06 - CCC_Credential_Guidelines_2022.23_(FINAL)
- ICCB_SystemRules_Manual
- Illinois Articulation Initiative (IAI)
- WR Business Learning Outcomes
- WR Social Service - SLOs

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.

Wilbur Wright College is an open-access institution of higher learning that provides opportunities for all members of the many diverse communities it serves, irrespective of students' backgrounds or goals. The college's [mission statement](#) affirms this commitment. Accordingly, Wilbur Wright College "provide[s] a culturally responsive education for a diverse body of learners seeking a high-quality education for baccalaureate transfer, workforce preparation, career advancement, and personal development."

Wilbur Wright College is one of seven independently accredited colleges that comprise Community College District 508 (City Colleges of Chicago). Students enroll in courses throughout District 508 making consistency of educational expectations crucial. Accordingly, all seven colleges within the district share common [General Education requirements](#) to facilitate broad, equitable, and consistent access to the kinds and quality of academic and co-curricular opportunities necessary for students to succeed.

Wright College's curriculum is approved and supported by two state-level bodies. [The Illinois Community College Board](#) (ICCB) is a statewide governor-appointed advisory board composed of students, faculty, college presidents, and trustees. The ICCB consists of eleven members appointed by the Governor and confirmed by the Senate for six-year terms. One student member is selected by the ICCB Student Advisory Committee for a one-year term. The Board Chair is selected by the Governor. Four organizations representing various community college constituents in the state have been designated as official advisory groups to the Illinois Community College Board. These are the Illinois Presidents Council, the Illinois Community College Trustees Association, the Illinois

Community College Faculty Association, and the ICCB Student Advisory Committee.

Sections 1501.302 and 1501.303 of the [System Rules Manual of the Illinois Community College Board](#) regulate the types of programs that Illinois Community Colleges can offer. All new programs must be approved by ICCB before a college can begin enrolling students and awarding credentials. The system rules also determine minimum program requirements for associate degrees and set out the guidelines for program reviews and the types of awards that can be granted by a college.

Wright's General Education Core Curriculum (GECC) is also approved by the [Illinois Articulation Initiative \(IAI\)](#), a statewide transfer body and agreement for the Associate in Arts (AA) and Associate in Science (AS) degrees. IAI is constituted by committees or "panels" of faculty, academic administrators, and transfer coordinators.

All of Wright's GECC courses align with IAI's course descriptions and learning outcomes. The general education categories of Communication, Humanities and Fine Arts, Mathematics, Physical and Life Sciences, and Social and Behavioral Sciences, as articulated by IAI, provide specific guidance regarding the purpose, description, learning outcomes, and, in some cases, the minimum required written work or oral performance for transfer credit. These descriptions and learning outcomes serve as the foundation upon which Wright College has developed its mission and the [institutional learning outcomes \(ILOs\)](#), which, in turn, provide the context for [department and program student learning outcomes \(SLOs\)](#), which are aligned with course-level learning outcomes. These levels of alignment and coordination are designed so that students, faculty, and staff are aware of and understand the connections among the college's GECC, GE Credential, mission, and purpose.

At the college and throughout the district, the [GECC Credential](#) is a 37-credit hour transfer credential intended for students interested in completing a distribution of courses that satisfy the first two years of a baccalaureate degree at most four-year institutions that participate in the IAI transfer program. The GECC Credential is aligned with the Associate in Arts degree and focuses on the general education requirements required for transfer. The GECC Credential is comprised of courses approved through IAI and must be completed according to the following general education categories: Communication (nine hours), Math (three hours), Fine Arts & Humanities (nine hours), Social & Behavioral Sciences (nine hours), and Physical & Life Science (seven hours). The College provides a diverse list of the [GECC courses](#) required for AA and AS degree completion.

In addition to the AA and AS, which require completion of the GECC, Wright College offers [degrees](#) in Associate in Engineering Science (AES), Associate in Fine Arts (AFA), Associate in Applied Science (AAS), and Associate in General Studies (AGS). The latter degree programs require students to select general education courses, particularly those related to communication and the disciplines most relevant to the associated pathways. The distribution of general education courses and the specified GECC requirements across the college's credit-bearing programs demonstrate the many ways in which general education and its related learning outcomes are at the core of the college's programs.

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.

As indicated in Criterion 4.B.1, a team of Wright College faculty and administrators reviewed the college's General Education Learning Outcomes and researched those of peer colleges in 2019. The team surveyed the college community for the skills and abilities that were most important for a community college graduate, and developed a set of Institutional Learning Outcomes that were distributed widely for consideration and feedback. Departmental and course student learning outcomes were mapped to the ILOs after they were approved and adopted. The alignment of ILOs to department and course SLOs ensures that through the completion of the general education program, Wright students will have the coursework that develops these outcomes. The Institutional Learning Outcomes include Communication; Critical Thinking; Information and Technology Competence; Intercultural Competence; and Personal Accountability.

To establish and confirm that Wright's ILO framework imparts broad knowledge, intellectual concepts, skills and abilities to students, each of the college's general education courses are IAI approved and are regularly reviewed by IAI discipline panels. General Education courses, along with the college workforce programs, are reviewed every five years as part of the ICCB Program Review process. A complete listing of the Wright College general education courses approved through the IAI can be found at the [iTransfer](#) website.

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.

Wright College is committed to providing its students with an education that introduces them to a wide variety of human diversity and diversity of perspectives. Toward this goal, Wright offers more than thirty courses that fulfill the "[Human Diversity](#)" requirement. Moreover, the College has specific programs that further this goal. The Gender, Women's & Sexuality Studies ([GWSS](#)) program has offered 7-8 courses and 10-13 sections per semester for the past two years. Usually between 200-300 students enroll in GWSS courses each semester and the program also impacts the wider college community by holding various [events during the year](#).

WWC offers a Latin American Studies and Latin@ Studies ([LALS](#)) pathway under its Associate in Arts program. Students may complete a [four-course certification](#) that will appear on their transcript. Students also can join the Latin American Student Organization ([LASO](#)).

Since 2016, Wright has been a partner in the U.S. Department of State's [Diplomacy Lab](#) program in which students undertake research that pertains to the Department's foreign policy goals. During that time, the College faculty have been awarded [18 separate research projects](#), offered in 42 course sections as of spring 2023.

Wright has a well-developed [service-learning](#) program that enables students to take what they learn beyond the classroom and interact with others in a variety of settings. For several years, Wright has provided classes for students from [Vaughn Occupational High School](#), a school that serves students with cognitive, developmental, and multiple disabilities. Wright students in Psychology and English classes help in these classes as part of their service learning. The Vaughn partnership has expanded into an Illinois Department of Commerce and Economic Development grant-funded program with more partners to provide training for occupational certificates for these students. Students in American Government work with [Heartland Alliance](#) to provide tutoring for the citizenship test. Biology students work with the [Dunning Read Conservation Area](#). In Spring 2023, Wright offered 18

service-learning sections in 12 distinct courses taught by eight members of the faculty. Wright's Avanza program, developed through a collaborative Title V grant with Northeastern Illinois University, offers first year students a bilingual English-Spanish program with structured supports.

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

Wright provides multiple opportunities for students and faculty to engage in creative and scholarly work. Every semester since spring of 2017, Wright has held a two-day [Student Research and Creative Scholarship Colloquium](#). The offerings in the Colloquium allow students to explore and present their research on a variety of topics, from homoeroticism in Shakespeare's *Twelfth Night* and the connection of reduced sleep to Alzheimer's disease and other ailments, to reform of the U.N. Security Council and the evolution of bodybuilding.

Wright College has published a student-run literary arts magazine, [The Wright Side](#), since 1990. More than twenty students participate in the magazine regularly, and more than one hundred students submit material annually, while a smaller team of students work on building the magazine. The magazine's [2020](#) and [2021](#) editions were both finalists for College Media Association's Pinnacle Organizational Awards. The magazine has also won several awards from the [Community College Humanities Association](#).

Wright has a [Great Books Program](#), offering 50 courses each semester and holding several events each year (a Banned Books event, Hispanic Heritage and Black History Months events, a Faculty Symposium, the Intercollegiate Student Symposium, and the Great Ideas event), in total serving an estimated 1,250 students. The program also publishes the [Symposium Journal](#), where students can submit their work, and the [Great Books Student Society](#), which is active on campus, especially in planning the above-listed events.

Faculty are involved in scholarly research that enriches their teaching. One example is Art Professor Jose Benavides, who was named a 2021 Fellow by the Service Learning and Civic Engagement Consortium of Chicago. Faculty also actively engage in scholarship focused on equity. Dr. Doris Espiritu, who heads Wright's Center of Excellence in Engineering and Computer Science, has co-authored six papers on increasing success rates of students in [community college engineering programs](#). Dr. Helen Doss, from the English Department, [authored a chapter](#) in the 2022 book, *Beyond Equity into Justice: Bringing Theory into Practice at Community Colleges*, eds. Kendra Unruh and Sobia Khan, Routledge.

Sources

- Academic Department and Career Program SLOs
- Biology - Objectives and SLOs
- CCC GECC
- CCC Human Diversity
- General Education Courses
- Great Books Curriculum
- IAI Members
- ICCB

- ICCB_SystemRules_Manual
- iTransfer
- The Wright Side
- WR College Humanities
- WR Diplomacy Lab
- WR Doris Publication
- WR Dunning Read Natural Area
- WR Great Books Journal
- WR Great Books Society
- WR Heartland Alliance
- WR Helen Doss
- WR LALS
- WR LALS Four Course
- WR LASO
- WR Mission
- WR Pinnacle
- WR Pinnacle 2021
- WR Programs
- WR Research Colloquium
- WR Service Learning
- WR WGSS
- WR WGSS Events
- WR Wright Access
- Wright College ILOs

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.

Wilbur Wright College has the required number of faculty and staff needed to support high quality academic programming and support services. The College is committed to promoting diversity among its faculty and staff in order to better serve the College's diverse communities. The College aims to have a faculty and staff that is representative of the different backgrounds and perspectives found within the populations served by Wright. The [Office of Human Resources'](#) mission is to attract, recruit, develop and retain the most highly qualified and diverse workforce that will support and deliver on the City Colleges of Chicago's Strategic initiatives. The Office of Human Resources is committed to being a strategic partner that provides the best possible services to faculty and staff to support its goals and objectives, in particular solutions that enable City Colleges to attract, retain, develop and reward a diverse workforce and empower employees to support City Colleges' vision.

Wilbur Wright College [Faculty and Staff by Ethnicity](#) as of November 2022.

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.

Wilbur Wright College has sufficient faculty for providing oversight of curriculum and assessment, maintaining academic credentials, and ensuring that all instructors are appropriately qualified and

trained within their respective disciplines. The day-to-day operations of academic departments are managed by department chairs, who receive release time from teaching for these duties. The College serves more than 12,000 students annually, with 85 full-time and 202 part-time faculty. The average length of service is 17.2 and 8.7 years for full-time and part-time faculty, respectively. Wright's adult educators have an average service tenure of 12.4 years, while continuing education lecturers average 3.5 years.

The table below shows the longevity of service of faculty members demonstrating a commitment of continuity of service at Wilbur Wright College:

	Part-Time	Full-Time
0-1 Years	18	2
2-4 Years	45	3
5-9 Years	62	7
10-19 Years	47	43
20+ Years	16	27

The College provides professional development opportunities through Faculty Development Week and Adjunct Orientation at the beginning of each fall and spring term. Substantial union funds are available for faculty to obtain professional development opportunities, membership in professional organizations, and/or to attend conferences per the [CCCTU Local 1600 full-time Faculty and Training Specialists Collective Bargaining Agreement](#) (1600 Faculty CBA; article VII, section M, pg. 22). The Office of Instruction oversees faculty office hours to ensure students have consistent access to faculty and staff. The College has established institutional policies and procedures requiring regular evaluation of instructional staff per 1600 Faculty CBA and [CCCLOC IEA-NEA Part-Time Faculty Collective Bargaining Agreement](#) (CCCLOC PT Faculty CBA). Academic Affairs ensures ethical, rigorous, and fair evaluation and observation practices at Wilbur Wright College and is committed to faculty's professional development.

Wright's Center for Teaching and Learning, a dedicated space with resources for faculty-led efforts, lost participation through the pandemic. In prior years a wide range of programming took place at the CTL. Faculty Council and the administration have discussed the need for a new model and the college will explore paths forward in the 2023-24 fiscal year.

Full-time tenured faculty are of [service to the College](#) by contributing to department meetings, mentoring adjunct and tenure-track faculty, observing colleagues for tenure and post-tenure processes, participating in departmental and college-wide meetings, textbook committees and assessment projects, serving as faculty sponsors for student groups, participating in Faculty Council meetings and initiatives, participating in district-wide discipline meetings and committees, membership on college-wide committees, contributing to accreditation self-studies, and by

participating on various committees.

Service is based on the needs of the College and District 508 and is matched with the credentials of the instructor. Instructors are assigned to committee positions based on voting conducted through Faculty Council and may also join or start ad-hoc committees with their colleagues. Part-time faculty are not required to participate in committee work, but often do. Faculty volunteer based on need and interest. Some departmental and college-wide projects include a stipend for adjunct faculty participation.

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

All instructors teaching college-credit-level courses at Wilbur Wright College must meet the minimum degree requirements outlined in the [CCC Credentialing Guidelines](#), including Early College instructors. The College maintains official transcripts from regionally accredited institutions of higher education showing award of a graduate degree (master's or doctorate degree as appropriate) accompanied by a current resume/curriculum vitae. Current licensure documents, as appropriate, as well as copies of an official foreign transcript evaluation must be submitted for review and approval. Foreign transcripts must be evaluated by an official foreign educational credential evaluation service accredited by a National Association of Credential Evaluation Services (NACES) member organization. All documentation is housed in the Human Resources department and is shared with an administrative assistant who prepares a credentialing request for the Vice President of Academic and Student Affairs' review. If approved, the credentialing information is entered into the CS9 system, so appropriate classes can be assigned.

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

Wilbur Wright College's instructors are evaluated in one of three ways, as outlined in the [Academic Policy Manual](#) Section 10.23 and/or in [Collective Bargaining Agreements](#) (Article VIII,K). Regular evaluation helps to improve teaching and learning, the development of professional development goals, and supports the overall success and improvement of the College. These evaluation processes are described below.

New full-time faculty progress through the [Tenure Assistance Program](#) (TAP), a five-semester tenure process in which they submit a yearly portfolio beginning at the close of their first semester, outlining their knowledge and growth in teaching and learning; measuring learning; diversity, inclusion, respect, and student support; academic citizenship, shared governance and leadership; and content expertise and life-long learning. Included in their portfolio are classroom observations of their teaching, student evaluations, example syllabi and assessments, and written reflection on their competence and growth both within and outside the classroom. Together with their chair and dean, faculty going through the TAP program develop an Individualized Learning and Service Plan (ILSP) that includes classroom action research, service to the College, and professional development tailored to their strengths and opportunities.

After achieving tenure, all full-time faculty are placed on a rotating schedule for [post-tenure](#)

[evaluation](#). The evaluation takes place once every four years, and it includes evaluations from peers, administrators, and students, as well as a self-reflection. Faculty members are evaluated by the Departmental Evaluation Committee and are required to submit a portfolio of their course materials and evaluations, as well as documentation of service to the department, to the College, and to the district.

Adjunct faculty members are [evaluated](#) by administration once in their first two semesters and then once every four semesters, as well as by other faculty in the department at the request of the department chair. Students also complete evaluations of adjunct faculty that are submitted to the Office of Instruction and the academic departments for review.

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.

Wilbur Wright College offers its instructors a variety of professional development opportunities. These options include college-sponsored activities, external partner-sponsored activities, and funding for additional professional development through collective bargaining agreements.

Examples of these resources and professional development opportunities include:

Internal College Activities - Primary among the college-sponsored events is the College's yearly Faculty Development Week and Adjunct Orientation, which takes place two weeks prior to the start of each fall and spring semester and includes presentations on pedagogy, technology, and faculty content-area expertise.

Professional Development Funds - Through the [Local 1600 union contract](#) full-time faculty are eligible for up to \$5,300 per year for professional development funds. Approved expenses include tuition for graduate coursework, attendance at professional conferences, and memberships in professional organizations. Tenure-track faculty members attend two graduate-level seminars for which they may be awarded a total of six graduate credits during their tenure process, the Tenure Orientation Seminar during their first semester, and the Second Semester Seminar during their second semester. Topics include the talents of teaching, course design, and service to the College. Part-time faculty members also receive \$1,500 per year for individual professional development funds. Adjunct faculty also attend one day of professional development in fall and spring faculty development weeks, along with full-time faculty, and may receive additional orientation and professional development funded by their department.

Sabbatical Leave - The [sabbatical](#) award is available to full-time faculty to support professional development and service to the College. Awards are available for one semester or for a full fiscal year. Tenured faculty members are eligible for sabbatical after completing six or more years of continuous satisfactory active service. After completing a sabbatical and successfully being reinstated to college, a faculty member may be eligible for another sabbatical after six (6) years of additional continuous satisfactory active service.

Additional support for professional development for Career and Technical Education faculty is made available by Wilbur Wright College and is supported by grants such as Perkins and Workforce Equity Initiative. These resources help to support CTE faculty in such areas as Manufacturing, Business, CIS, and Criminal Justice.

3C6: Instructors are accessible for student inquiry.

[Section 10.02](#) of the Academic and Student Policy Manual and Article [VIII, Section D.2](#) of the collective bargaining agreement, require first and foremost that scheduling must meet the needs of students. This section also specifies that full-time faculty teach at least four days per week. Faculty are also required to be available for 30 hours a week for the purposes of teaching, advising, conference hours and other professional assignments. Of these 30 hours, faculty are required to use seven hours per week for the purposes of advising and student conferences. The office hours are mandatory and are required to be listed in the course syllabi. Faculty are also encouraged to post their office hours outside their office door as well as in the College's learning management system. Office hours are expected to take place in person, though faculty teaching online and remote classes are allowed to hold virtual office hours. All full- and part-time instructors are assigned office space, and the room numbers are posted at the designated place for each department.

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.

The tutors employed at the Tutoring Center are an active and vital part of student support at Wright College. Students taking English and other subjects requiring essay writing are supported in the Writing lab. Some tutors have attended ICCB Reading Clinician professional development. In addition, Peer Tutors (trained students) work in the tutoring lab. Wright employs [Skills Tutors](#), who hold at least an associate's degree, and [Professional Tutors](#), have a baccalaureate or graduate degree. Wright College's Center for Excellence in Engineering and Computer Science offers program-specific tutoring.

The Office of Financial Aid participates in [professional development](#) provided by District 508 central office staff twice a year. Through this training, they are made aware of changes to the verification process, the FAFSA application, Satisfactory Academic Progress (SAP) and other policies and procedures. Financial Aid Advisors also have the option of participating in training throughout the fiscal year to attain NASFAAU certifications, which help Financial Aid Advisors to develop managerial, leadership and other competencies associated with financial aid and student services.

Advisors and other staff in the Advising and Transfer Center participate in [professional development](#) sessions offered at the College and through the internal professional development initiatives. A major focus of training includes academic and transfer advising. On an ongoing basis, information sessions related to Student and Academic Support Services and academic departments are provided to ensure they stay abreast of curriculum changes and new developments. In addition, advisors receive training in customer service, and serving special populations, including adult learners, Hispanic, undocumented, international and veteran students.

District 508 also offers numerous [professional development](#) opportunities for the advisors to develop expertise and knowledge in coaching, academic and transfer advising, key programs, services and initiatives.

Advisors are members of numerous professional organizations, including the National Association

for Academic Advising (NACADA), Illinois Academic Advising Association (ILACADA), and Illinois Latino Council on Higher Education (ILACHE). These organizations provide them with webinars, conferences and resources for professional development in an array of areas to better support student success.

In a continued effort to combat sexual harassment, Community College District 508, along with the State of Illinois' Workplace Transparency Act ([Public Act 101-0221](#)), has mandated that all District 508 employees complete sexual harassment prevention (one hour) and bystander training (one hour). Employees in supervisory positions receive one additional hour of anti-sexual harassment training. A completion certificate is generated for each employee upon successful completion of the training sessions.

Sources

- 2022-23 District Verification Training
- Advise in 45_S2023_Feb_Coordinated Care
- CCC Adjunct Evaluation
- CCC CCCLOC Collective Bargaining Agreement 2020 2024
- CCC HR
- CCC Local 1600 Faculty 2018 2022 Rev101119 62821 AM
- CCC Post-Tenure
- CCC TAP
- Evidence 06 - CCC_Credential_Guidelines_2022.23_(FINAL)
- IL Public Act 101-0221
- TrainingOneSheet_In-Person_Final.3.3.2022
- Tutor (Skills) 2015
- Tutor -PT 2015
- WR Employee Demographics
- Wright College Faculty Sabbaticals 2021-2024
- WRIGHT GOVERNANCE FALL 2022 FY23

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.

Wright College offers student support services focused on all students' success in-person and [virtually](#). An overview of the many units and functions offered by Wright College to students includes:

- [Adult Education](#): Adult Education is a comprehensive program of free classes for adult students who need to learn or improve their English language or basic literacy skills, obtain a GED® certificate, or prepare for the Citizenship exam.
- [Admissions](#): Guides and supports students with the enrollment process, provides resources and tools to help students successfully register for classes.
- [Advising & Transfer](#): College Advisors are available to assist students at every stage of their education at Wright College -- from clarifying education and career goals to academic planning, to helping students succeed along their journey, to applying for graduation and transfer.
- [Academic Support Services](#): The Academic Support Services at Wilbur Wright College is pleased to support student success through peer, professional, and embedded tutoring.
- [ACCESS Center](#): The ACCESS Center at Wright collaborates with students with disabilities to facilitate supportive services that provide equal access to programs and services.
- [Business Services](#): Business Services is responsible for protecting the assets of the college by ensuring policies and procedures are adhered to while maintaining the financial integrity of the college.
- [Career Development Center](#): The Career Development Center provides comprehensive services to help students make informed decisions about careers. Through counseling, resume reviews, mock interviews and other services, the Center helps students successfully transition into the workforce.
- [Early College](#): The Early College programs provide opportunities to high school juniors & seniors to earn college credits while still in high school. It will reduce the time for earning a degree and provide exposure to rigorous college courses.

- [Financial Aid](#): The Financial Aid Office at Wright College helps students explore options on how to pay for college, which includes: grants, scholarships, work study, and loans.
- [First Year Experience \(FYE\)](#): Mentoring program at Wilbur Wright facilitates mentoring relationships by matching students with faculty members; providing a framework for a professional relationship that encourages goal setting and personal growth; training faculty to effectively assist their mentees; and coordinating with advisors to ensure the best advice for the student.
- [Information Technology Resource Center](#): Information Technology Resource Center provides access to resources designed to improve teaching effectiveness and learning outcomes. The ITRC also provides IT support services to every area of the college and its constituents.
- [Library](#): The library promotes critical engagement with information, supports excellence in teaching and learning, and prepares individuals for active citizenship in a diverse global society through research workshops, information literacy instruction, in-person and virtual reference, digital and print collections, and collaboration with other faculty.
- [Registrar](#): The Office of the Registrar administers the enrollment of students, maintains student records, and works with faculty, administration and staff on academic matters.
- [Student Activities](#): The Student Activities Department provides student services for UPASS, food pantry, opportunities for engagement through offerings of programs, activities, leadership opportunities, Student Government Association, student clubs and organizations.
- [Testing Center](#): The Testing Resources (Assessment) Center provides a variety of testing services to assist students as they pursue their academic goals.
- [Veteran Services](#): The Veteran Services Center at Wright college provides a wide range of services which include Transitioning from Military to college life, peer support, VA Benefits, College services, Advocacy with student /instructor mediation, help with services and support, connection to external veteran's services organizations, and connections to businesses and organizations seeking to employ veterans.
- [Undocumented students & refugee services](#): Wright College supports and assists undocumented student and refugees. An Undocumented Student Liaison leads the effort with a team of trained employees, connecting students to resources within and outside of the institution.
- [Wellness Center](#): The Wright College Wellness Center provides mental health and other social services to support students' personal well-being and academic success.

These and other services are essential to Wright College's commitment to seeing its students succeed in and out of the classroom. Students greatly benefit from these services. As documented in multiple planning documents and efforts, Wright strives to continuously deliver high-quality services to students with the aspiration of offering all students an exceptional student experience.

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 Testing Resources \(Assessment\) Center](#) provides various testing services to assist students in pursuing their academic goals. The Center administers the following tests:

- CCC Placement Test which includes ALEKS for Math placement and a locally developed Read to Write (RTW) test used for English placement;
- [Language Placement Test](#) - for students taking their first world language course at City

Colleges

- [CLEP Foreign Language Exam](#) - students may earn credit by successfully completing a CLEP proficiency exam (Spanish and French languages);
- [CLEP General Exam](#) - students may earn credit by successfully completing proficiency exams; 33 exams in 5 subject areas are offered;
- American Council on the Teaching of Foreign Languages (ACTFL) test - students may earn credit by successfully completing an ACTFL proficiency exam (Italian, Arabic, Polish, Chinese, and Japanese languages);
- Proctored testing for Online Learning (OL);
- [Ability to Benefit \(ATB\)](#) - testing for financial aid applicants with no high school diploma;
- Illinois nurse aide testing - for Certified Nursing Assistant (CNA) students;
- ATI TEAS (nursing);
- [General Educational Development \(GED\) examination](#);
- U.S. & Illinois State Constitution test - part of the GED examination; U.S. citizenship;
- Tests of Adult Basic Education ([TABE](#));
- [CASAS](#) tests for English as a Second Language students.

Students who are new to credit study at Wright are afforded several options for [Math and English Placement](#). All students are required to take the ALEKS test for Math placement and the Read to Write test for English Placement. ALEKS is a nationally recognized exam; RTW is District 508 specific. Students' performance on these exams determines their course placement in Math and English. While SAT and ACT scores are not required for admission, students who present appropriate SAT or ACT scores can have the placement test requirement waived and be placed directly into college-level courses.

A new option for placement was added beginning in fall 2022. Chicago Public Schools students who complete two semesters of transitional Math (or English) while in high school can be placed into college-level Math or English courses. Beginning in fall 2022, Community College District 508 added consideration of high school GPA in the placement process. Students with lower placement scores may be placed into college level courses if they have a high school GPA of 3.00 or higher.

Students in the [Adult Education Program](#) take classes to complete high school equivalency courses or study [English as a Second Language](#). Through a placement exam, the Adult Education program assesses their language skills or academic preparation and places them accordingly. Students working on their high school diploma meet for at least 16 hours a week per semester and take the math, language arts, science, and social science courses needed to pass their exams. As students progress in these programs, they can qualify for the Career Bridges Program and the Gateway Scholarship. Students in the [Career Bridges](#) are introduced to career information, take contextualized Language Arts and Math courses, begin working on credential courses towards an industry recognized certification, and attend support courses. The [Gateway Scholarship](#) program is designed for those who have demonstrated solid academic achievement and persistence and plan to complete a certificate or degree program. Faculty recommendation and a review of academic work can lead to reduced tuition for credit courses for up to four semesters.

[New Student Orientation \(NSO\)](#) is an important support for entering students, students who have completed testing are invited to New Student Orientation. The "traditional" New Student Orientation was redesigned in summer 2019 and provides a broad range of information about the college and programs of study, student policies and expectations, support services to help the students succeed, and clubs and organizations which provide enriching experiences. First time students or students

returning after a stop-out are encouraged to register for a College Success course to learn tips and skills to help them succeed in college. The orientation is free to students, and it provides a thorough introduction to student life at Wright College. A standing committee evaluates NSO and makes recommendations for different kinds of orientation for different categories of students.

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

Wilbur Wright College strives to provide high quality academic advice to students. The College's academic advisors are trained to assist Wright students with their academic needs through the following outlets: appointments, walk-in services, and virtual services. Academic advisors provide guidance on program selection, course scheduling, and how to maintain the necessary pathway to completing a degree or certificate or transfer to a four-year institution. Students are encouraged to receive the most out of their visit to advisors through advising session tips.

The Office of Advising and Transfer offers Virtual Student Services, which allows students to reach their Academic Advisors online in real time. Wright works to provide the same quality of advising as in person, assisting students in what classes they should enroll, their transfer pathway, and more. Many students find this to be an easier way to access their Academic Advisor.

For walk-in meetings, Wright uses the QNomy system to annotate what service the student needs and routes them to the appropriate destination. QNomy is a reliable way for departments to note student needs, questions, and resolutions. Wright College regularly assesses effectiveness in meeting students' needs, especially when it comes to students who need support from multiple departments.

Students at Wright College, and students throughout Community college District 508, use a software tool, Navigate, to make appointments to see their assigned advisor. Navigate is also used to send out communications via text and emails to students. The communication functionality of Navigate assists the advisors and other front-line staff in strengthening connections with students. Advisors use Navigate for early alerts for registering for classes, alerts on midterm/final grades, New Student Orientation (NSOR), and events happening on campus. Navigate provides advisors and students an important way to keep students informed and up to date on a wide range of item topics, as well as reporting information so the College can better allocate resources.

Wright College assigns advisors into distinct groups to assist different populations of students. For example, STAR students, Engineering students, Athletes, First Year students, Early College, Dual Enrollment, Veterans, International, and students who are ready to transfer to a four-year institution all have distinct needs. Advisors focus on the specific needs of the individual student with the aim of helping the student get to their endpoint. Advisors often detail classes and programs that will be the right fit for the student. This involves more than a review of classes at City Colleges of Chicago. Advisors also reference the school the student wants to transfer to, as many Wright students are seeking a bachelor's degree. Although there are many courses available to students, research indicates that students are more successful if they are able to develop clear pathways and plans. The advisors work to make this happen.

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, museum collections, as appropriate to the institution's offerings).

Wright College provides computer lab access for City Colleges of Chicago students and the public. Community College District 508 and Wright also collaborate with the Chicago Public Schools Chicago Connected Initiative. The library promotes critical engagement with information, supports excellence in teaching and learning, and prepares individuals for active citizenship in a diverse global society through research workshops, information literacy instruction, in-person and virtual reference, digital and print collections, and collaboration with other faculty. Wright has a Laptop Loaner Program provided through the Information Technology Resource Center (ITRC). The ITRC also provides access to resources designed to improve teaching effectiveness and learning outcomes in the classroom. ITRC also provides IT support services to every area of the college and its constituents. Wright College has various spaces such as laboratories and studios to give students the spaces needed to achieve their academic goals. Wright College has science, maker, and photography laboratories; visual and performance, film, podcast and dance studios; and a theater. The College Fitness Center is open for use by the college's students, faculty and staff. Wright College has a swimming pool that can be used by students, staff and the community through the Division of Continuing Education.

Sources

- CCC Ability to Benefit
- CCC AE
- CCC Bridge Programs
- CCC Gateways Scholarship
- CCC Language Placement
- CCC TABE and CASAS
- CCC Undocumented Services
- CCC VSS
- City Colleges Adult Education Welcome Guide ESL
- Cook County HSE
- Evidence 07 CLEP General Examination
- Evidence 08 CLEP Foreign Language Examination
- Placement Rubric CCC
- WR Academic Support Services
- WR ACCESS Center
- WR Admissions
- WR Advising and Transfer
- WR Business Services
- WR Career Center
- WR Early College
- WR Financial Aid
- WR FYE
- WR Info Tech Resource Center
- WR Library
- WR LRC
- WR NSO

- WR Registrar
- WR Student Activities
- WR Testing Resources Center
- WR Veterans
- WR Wellness Center

3.S - Criterion 3 - Summary

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

Summary

Wright strives to provide a high-quality education informed by its mission statement and students' needs. The College offers a variety of associate degrees and certificates designed to ensure easy transfer to a four-year university or workforce entry. The College maintains academic programmatic currency through its curriculum process, support from program advisory boards, guidelines established by the Illinois Community College Board and Illinois Articulation Initiative, and the evolving needs of the student populations it serves.

Programmatic and course student learning outcomes are aligned to the College's five institutional learning outcomes, which were rewritten in 2021 to better reflect coursework and be more widely applicable to the student services and co-curricular programming that contributes to the overall Wright student experience. Each academic program publishes its learning outcomes on its respective website. Course syllabi include course-level student learning outcomes.

In-person, hybrid, remote, and online courses all adhere to the same standards for faculty qualifications and assessment methods. The College maintains a District 508-authored credentialing guide that conveys the minimum qualifications to teach specific courses at Wright and CCC. Online faculty are required to undergo training that enables them to teach in online modalities across Wright and CCC.

Collective bargaining agreements state the evaluation procedures for CCC faculty. New full-time faculty members undergo a three-year Tenure Assistance Program that ensures tenure upon completion. Tenured faculty undergo post-tenure review on a four-year cycle. Part-time faculty are evaluated according to their respective bargaining agreement. Full-time faculty are mandated to 30 hours of weekly service in the form of teaching, advising, office hours, or other professional activities like committee work or other reassigned time for college or District service. The College recognizes the need to diversify its faculty population to better reflect student demographics and the makeup of the communities it serves.

Wright students are supported through a variety of support services, including but not limited to academic advising, tutoring, counseling, library instruction, laboratories, and information technology resources. A variety of clubs and activities also help students be a part of campus life and pursue academic and non-academic interests.

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.

All academic programs are reviewed every five years. This Program Review is mandated by the [Illinois Community College Board \(ICCB\)](#), the state's governing board for community colleges. ICCB developed the [five-year rotational model](#) for degrees, certificates, and services to ensure: the continuing need and improving the quality and cost-effectiveness of instructional programs; the assessing, improving, and updating programs on a regular basis; discontinuing programs when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or they are no longer cost effective; and, to identify best practices, exemplary innovations, and program issues that need to be addressed at the state-level by the ICCB.

Community colleges throughout Illinois follow the same program review schedule and use templates created by ICCB. At Wright, program coordinators (usually full-time faculty members) with support from the Dean of Instruction's Office and the Vice President of Student and Academic Affairs complete program reviews according to the ICCB schedule.

The Dean of Instruction's Office manages Wright's annual Program Review process. The Associate Dean of Instruction notifies program coordinators of their program review date during the preceding fiscal year. Program coordinators and lead writers submit program review drafts to the Community College District 508 Office of Academic Programs, which reviews the drafts and provides feedback. After revisions are complete, the Office of Academic Programs submits program reviews for all seven City Colleges to the ICCB by September 1.

Program Review requires evidence that the programmatic outcomes remain relevant and align with student, workplace, and societal needs. To make Program Review more meaningful, Wright emphasizes the utilization of data review and data-informed decision making. There are three primary areas of data considered during program review: student success data (program and course completion and retention rates), equity data (success rates across demographics), and labor market data (evidence that the program remains relevant to local labor needs). Labor market data is of great importance when evaluating CTE programs and less so for transfer programs focused on the liberal arts.

Career and technical programs are required to indicate what work-based learning opportunities are available and integrated into the curriculum and to explain the ways in which employers are engaged in the program. Academic programs must explain the mechanisms in place to determine programmatic needs and make changes to the academic program, and how programmatic needs/changes are evaluated by the curriculum review committees and the College's academic leadership teams. The [Program Review](#) process also requires evidence of student success in relevant courses and program retention and completion rates, transfer rates to four-year colleges where applicable, and employment rates for students earning CTE credentials.

Program Review provides programs the opportunity to use data, examine labor market trends, and review curriculum and pedagogy, reinforcing Wright's commitment to continuous improvement. For example, the [2022 Cybersecurity program review](#) indicated that the program needed to expand industry partnerships in order to offer students more choices and to develop new industry connections. The effort will benefit the program when soliciting third-party funding for programmatic improvements and seeking partners with a focus on employing students from underrepresented groups in IT, Cybersecurity, and related fields. Reviewing evidence related to the number of current partnerships to the number of available partners in the Chicagoland area as well as equity data related to the diversity of the program's student body drove the decision. Similarly, the [2022 program review](#) for the Networking Systems and Technologies (NetTec) program indicated the need to explore partnerships and new recruitment strategies to enroll more underrepresented students, develop surveys to collect student and employer feedback on program preparation and employer satisfaction, establish more consistent assessment of program learning outcomes, and gather student and other stakeholder feedback on program effectiveness. These decisions were made because the Program Review exposed needs through assessment, student feedback, and analysis of demographic data which revealed equity gaps.

For programs with programmatic accreditation or approval, such as [Occupational Therapy Assistant](#) or [Paralegal Studies](#), student learning outcomes are aligned with outcomes prescribed by the accrediting or approval body, and the College mission. Advisory boards also contribute to the development and review of programmatic learning outcomes. These advisory boards include representatives in the field as well as alumni practicing in the given discipline. These members bring knowledge of the current industry demands for practitioner skills.

Programs that have specialized accreditation or certification requirements, such as paralegal, or

occupational therapy, undergo thorough reviews with their accreditors or certification boards. During these reaccreditation and re-approval processes, these programs also review program learning outcomes to affirm that the program is current with industry standards. In some cases where there is not an external accrediting body, the faculty work with industry partners to ensure that programs or certificates continue to produce graduates with the requisite skills and knowledge to contribute to the field.

The College, through the Dean of Instruction's Office, sees an opportunity to expand Program Review to an annual, rather than an every five-year, process. The shift to more frequent formal reviews will help program coordinators review data with greater consistency, avoid putting off programmatic self-reflection to the end of the five-year review period, and better align programmatic practices with changing labor market needs. As a result of its recent work with the Aspen Institute, which was supported by District 508, and reviewing best practices from other community colleges, the College is exploring ways to make Program Review more frequent and meaningful.

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

All credits earned at or transferred into Wilbur Wright College are subject to review from the Registrar's Office. Students earn credit through completion of courses at Wright or any of the other six City Colleges as many courses are offered at multiple colleges within the Community College District 508 system. Other means for students to earn credit include military credit, advanced coursework at secondary education institutions, prior learning assessment or credit for prior learning (PLA/CPL), and standardized examination/testing.

Students can earn college credit through [Armed Forces/military service](#) and schooling. The rewarding of these credits is in alignment with standards set by the American Council on Education. Recipients of military credit are obligated to fulfill all traditional graduation requirements, including residency requirements.

Students may earn college credit through their high school coursework by participating in the [Advanced Placement \(AP\)](#) and/or [International Baccalaureate \(IB\)](#) programs. Faculty members determine the equivalency to Wright courses and the appropriate score required on the AP and IB exams. Additionally, District 508 recognizes the [State Seal of Biliteracy](#) and can award credit according to the State Seal as determined by the Illinois State Board of Education.

[Prior Learning Assessment \(PLA\)](#) is another opportunity for students to earn college credit. PLA, also known as Credit for Prior Learning (CPL), includes awarding credit based on experience outside the classroom setting, including employment history, military service, and applicable training experience. The awarding of PLA credit is also influenced by student's academic standing and the requirements of their chosen academic program.

Credit through standardized examination/testing is another means for students to earn college credit. Credits earned through examination procedures include the [College-Level Examination Program \(CLEP\)](#), the [CLEP Foreign Language Examinations](#) (in French or Spanish), and the [American Council on the Teaching of Foreign Languages \(ACTFL\)](#) in Italian, Arabic, Polish, Chinese, or Japanese.

Students can also receive credit for prior learning through [articulated credit](#) in nine programs through District 508, including four at Wright (accounting, criminal justice/law academy, entrepreneurship, and information technology). Students must achieve a grade of “C” or better in their articulated courses, meet the general education requirements for the articulated course, have graduated within two years of the date of application, and meet any other requirements as established by the specific articulation agreement.

Many students [transfer credit](#) from other institutions when they enroll at Wright. The College Registrar is responsible for the process of approving transfer credit. The rules regarding the awarding of transfer credit can be found in the [Transfer Credit Policy](#) section of the Academic and Student Policy Manual. All approved courses are in a Records Office database. If the course is in the database and the transferring institution is regionally accredited, the Registrar confirms the course description to the course description at Wright. The Registrar may also request a syllabus for the course, which is then forwarded to the appropriate academic department for review. The department chair’s recommendation is sent to the registrar who has final approval.

District 508 colleges also have a [course directive](#) process to review course credits from outside of the curriculum so the student can satisfy academic requirements for degree completion. The student initiates the course directive often with the support of an academic advisor. The Advising and Transfer Office then submits the course directive to the Dean of Instruction’s office where a representative will review the course directive request. The process is outlined in Section 5.10 of the Academic and Student Policy Manual.

Students who have earned academic credit through a college or university outside the borders of the United States can have the transcript evaluated through the [foreign credential evaluation](#) process.

The degree audit process keeps students abreast of their academic progress towards their selected degree or certificate. Students can run a degree audit via Navigate, District 508’s online Student Success Management System.

4A3: The institution has policies that ensure the quality of the credit it accepts in transfer.

As indicated in 4.A.2., WWC offers multiple options for the awarding of credit. These include allowing students to transfer credits from other institutions, receive credit through course directive and for students with credits from institutions outside the United States foreign transcript evaluation.

As noted in Criterion 3.B.1., Wright also participates in the Illinois Articulation Initiative (IAI), which is a statewide course credit transfer agreement between over 100 public and private postsecondary institutions throughout Illinois.

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.

Pre-requisites

[Prerequisites](#) are clearly identified as part of course descriptions within the [Academic Catalog](#). If prerequisites are not met, District 508's registration portal (Campus Solutions 9 from PeopleSoft) disables course registration for courses in which the pre-requisites have not been satisfied.

Rigor of courses

Faculty establish, review, and affirm the requirements for curricula, programs, and courses. Faculty members determine the gateway and capstone courses for each program or certificate. All courses and programs throughout Community College District 508 undergo the same approval process. Faculty members serve as the lead sponsor for curricular changes within their respective programs and courses. The College's [Academic Affairs Committee](#), consisting of full-time faculty members and a non-voting administrative representative from the Dean of Instruction's Office, reviews and approves all courses and programs. This review includes checks for all appropriate learning outcomes, course concepts, and expectations of student performance.

Within Community College District 508, the process to propose, review, and approve curricular changes is called [Proposed Academic Curriculum Changes \(PACC\)](#). The PACC process initiates at the college level. At Wright, this process originates with a faculty member proposing a curricular project to the local Academic Affairs Committee. The Academic Affairs Committee reviews and approves all Wright course and program proposals. The review includes a check to ensure that all syllabi include the appropriate learning outcomes and rigorous expectations for student performance. Once the Academic Affairs Committee has completed its review, the proposal is moved through two district-level groups. The first group, the Academic Discipline Committees, provide assurance that faculty from the same academic disciplines across District 508 teach common learning outcomes. The second group, the [Joint Curriculum Development Committee \(JCDC\)](#), consisting of faculty representatives and senior academic administrators from across all seven colleges, provides oversight across District 508 as individual colleges seek to make changes to curriculum. Once District 508 has completed its curriculum process, the proposal is sent to the Illinois Community College Board (ICCB) for approval. Finally, programs are submitted to the Higher Learning Commission (HLC) for its approval as necessary. Once ICCB (or HLC) approves the proposal, Wright can offer the course or program and begin registering students. These multiple layers of oversight allow many reviewers to examine the rigor of proposed curricular changes and their relevancy and benefit to students.

Expectations for learning

All courses and programs throughout District 508 utilize the PACC approval process. The College's Academic Affairs Committee reviews and approves all courses and programs and, with support from appropriate disciplines, ensures that all syllabi include the appropriate learning outcomes and rigorous expectations of student performance. Early College (dual credit and dual enrollment) courses contain the same student learning outcomes as courses taught in the general curriculum. The Senior Coordinator for Wright's Early College Program manages the quality control aspects of dual credit coursework, working with academic departments to ensure dual credit course expectations and outcomes are in alignment with courses in the general curriculum. Each academic department has an Early College liaison who observes dual credit instructors, provides feedback on teaching and learning, and keeps dual credit instructors abreast of curricular changes. Faculty discipline meetings provide assurance that discipline faculty across the system are teaching to common learning outcomes. Learning outcomes for new and revised courses are reviewed at the local and district level through their respective curriculum review groups, the local Academic Affairs Committee and the District's Joint Curriculum Development Group.

All course syllabi include a statement defining active pursuit. [Active pursuit](#) is determined by class participation, taking required examinations, quizzes, submission of papers, work assignments, and class attendance. Students deemed not in active pursuit at midterm can be administratively withdrawn from a course. If active pursuit ends after midterm, the student receives an F.

As a Title IV Federal Student Aid provider, students receiving federal student aid are required to make [Satisfactory Academic Progress](#) (Section 6.16). Students are made aware of these expectations during New Student Orientation and reminded of them at the time of aid dispersal and through the College's Early Alert system.

Student academic performance is reviewed at the end of each semester. Students who are not on Financial Aid are notified of concerns regarding academic standing and are encouraged to meet with an advisor to develop an academic improvement plan.

Access

Wright houses four student tutoring centers at its main campus and additional tutoring support is available at the Humboldt Park campus. [Tutoring services](#) are delivered through multiple means: in-person or virtual one-on-one sessions, course-specific study group sessions, and embedded tutoring options in classrooms based on student and/or faculty demand. The [Gateway Advising and Transfer Center](#) (The Gateway) is responsible for providing students with academic, transfer, advising, and registration services. The Gateway employs a case management model where college advisors help students develop education and/or transfer plans. The [Learning Resource Center \(LRC\)](#) manages the College's print periodicals, books, electronic databases, and eBooks. A virtual chat feature is available when students need remote assistance or in the evening after the physical library closes. LRC staff provide bibliographic, information literacy instruction and research and reference services. The LRC has integrated mobile technology into information literacy instruction, teaching students how to search electronic resources through their mobile devices. College librarians maintain Wright Library's Research Guides page, where students and other stakeholders can access resources related to research, information literacy, books, and contact information for assistance with library resources and staff. The LRC has also played an integral role in the College's push for more open-education resources (OER), which can increase textbook and course material accessibility through free and reduced-cost textbooks and other supplementary educational materials.

In accordance with the Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act of 1973, Community College District 508 makes every effort to integrate students with disabilities into all courses and programs. Each college has an [ACCESS Center](#), which provides supportive services and equal access to programs and services to students with disabilities. Accommodations based on the documentation received and the needs of the student, are designed to ensure that students receive equal access to all District 508 programs and services. Wright's ACCESS Center (AC) is led by a full-time director. AC services include testing accommodations, assistive technology, note-taking services, and sign language interpretation. An overview of the ACCESS Center and its services is available in the AC Handbook. The ACCESS Center provides students with step-by-step instructions for obtaining AC services via the student portal. The AC has created a Guidebook for Faculty and Staff, which outlines AC services, shares common AC terms, and provides context on the Americans with Disabilities Act. A resource book for accommodations in remote classes is also available.

Faculty Qualifications

[District 508 Policy](#) conveys a universal process for ensuring that faculty are appropriately credentialed to teach courses at each of the seven colleges. At the local level, all credentials for full-time and adjunct credit faculty are reviewed and approved by Wright's Vice President of Academic & Student Affairs. Teaching disciplines have distinct credential requirements and credential guidelines are regularly reviewed by the Vice President and the District 508 Academic and Student Affairs Office. The Vice President solicits input from the department chairpersons, program coordinators, directors, and deans to ensure the integrity of credential requirements. When approved, a Credential Evaluation Form is completed and signed by the Vice President, and transcripts and the evaluation form are submitted to the District 508 Office of Human Resources, along with the employee's hire packet. Additionally, District 508 employs an outside agency to verify academic credentials of all candidates pursuing employment. All dual credit instructors must meet the same credential guidelines as full-time and adjunct credit faculty. For most general education courses, minimally qualified faculty must possess a master's degree in their teaching discipline or a master's degree in any discipline plus 18 graduate hours of study in their teaching discipline. Hiring guidelines vary for career and technical education (CTE) instructors. These records are maintained in the human resource office with support from the office of the Vice President for Student and Academic Affairs.

Modalities of Teaching

All online courses are offered by faculty credentialed to [teach online](#). In addition to meeting the standard requirements to teach, interested faculty must complete professional development related to teaching online. These requirements include completion of the courses [Teaching Online: An Introduction to Online Delivery \(TOL\)](#) and [Applying the QM Rubric \(APPQMR\) from Quality Matters](#). Online instructors must also complete an internal course developed specifically for District 508 teachers— [Introduction to Teaching in Brightspace at CCC \(BSP 201\)](#). This course helps instructors better utilize Brightspace, the District's Learning Management System.

Dual Credit Alignment and Equivalency

Dual credit courses align to their equivalent courses in the College's curriculum. Dual credit instructors are required to use the College's [master syllabi template](#) when planning to teach a course section. The master syllabi template contains the catalog information, course description, student learning outcomes, prerequisites, required text and materials, course objectives, and college policies. The only permitted differences between the two syllabi is limited to grading policies, portions of a course calendar, and instructor policies regarding absences and classroom behavior. Dual credit faculty are also required to meet the [same credentialing standards](#) as other faculty members teaching credit courses.

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

Three of the Wright degree or certificate programs maintain specialized accreditation: [Addiction Studies](#) (Illinois Alcoholism and Other Drug Abuse Professional Certification Association, IAODAPCA), [Occupational Therapy Assistant \(ACOTE\)](#), and [Paralegal Studies](#) (ABA approved). The decision to seek specialized accreditation is based on the effect the accreditation has on either transferability to a four-year school, licensure requirements, or establishing a higher quality standard. In all cases, the program or certificate follows the guidelines established by the accrediting body, such as the requirement for an advisory board, professional development stipulations, and the

preparation of self-studies and subsequent site visits.

4A6: 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.

Wilbur Wright College strives to evaluate the success of its graduates. Student success is demonstrated through multiple measures, including the College's participation in several national, state, and local initiatives around documenting, reviewing, and sharing student outcomes data; the [College's Program Review](#) process; program accreditation through third party accreditors; as well as graduate surveys and other means to track post-graduate outcomes. These measures allow the College to create courses and programs informed by industry standards and transfer needs and subsequently track student outcomes after students complete their studies at Wright. Credentials earned at Wright College prepare students for advanced study at a transfer institution or the workforce.

Wright's Career Programs have advisory boards that meet once per semester, helping to ensure programs stay abreast of industry changes and requirements. Additionally, the College's accredited Career Programs receive oversight from accrediting bodies that determine standards that programs must meet to remain accredited. As also discussed in 4.A.4, College curriculum proposals are vetted through the multi-layered [PACC process](#). Approved projects then move to the Illinois Community College Board for further review and approval. By the time ICCB's review is complete, the College is confident that it is offering a high-quality course or program, and its students can be assured that they are earning credentials that will lead to successful transfer or entry into the workforce. and its students can be assured that they are earning credentials that will lead to successful transfer or entry into the workforce.

The College's [Registrar](#) is the primary overseer of students' academic records, ensuring that transcripts are kept on file and retrieved upon request. The Registrar's Office serves as the main intake unit for transfer credit, ensuring that incoming credits are reviewed as well as credits earned at Wright are processed accordingly and reflected on students' academic transcripts. Community College District 508 publishes an [online Transfer Guide](#) that links to destination colleges' transfer websites. Additionally, Wright has an on-campus [Transfer Center](#) housed within the Gateway Advising and Transfer Center. The Transfer Center is led by a full-time Director who administers transfer policies set forth by District 508 and communicates with partnering institutions to help ensure a seamless transfer process for outgoing Wright students. The College's participation in the Illinois Articulation Initiative (IAI), discussed in 3.B.1., guarantees that [selected courses](#) that have received IAI approval will transfer to over 100 participating colleges throughout Illinois.

Tracking student success post-graduation is an area of opportunity for Wright College. District 508 receives data from the [National Student Clearinghouse](#) and houses it within its business intelligence tool. This allows Wright to track students who transfer in and out of the college. Wright also administers an annual [Graduate Follow-Up Survey](#) to determine post-graduation outcomes for certificate and associate degree completers. Other recent efforts to track post-graduation outcomes include the College's participation in [Illinois College 2 Career](#), a collaborative project from the ICCB, Illinois Department of Employment Security (IDES), Illinois Student Assistance Commission (ISAC), Illinois Board of Higher Education (IBHE), and Illinois State University (ISU). College 2 Career offers a public-facing searchable database on Illinois two-year and four-year institutions that includes career outcomes of graduates by type of program and field of study. The College 2 Career

initiative also offers a non-public portal that allows public colleges and universities to conduct deeper comparative analyses. This project is still in its early stages but provides a promising opportunity to make outcomes data transparent and easy to locate for prospective students. The College is exploring the use of the [Postsecondary Data Partnership](#) from the National Student Clearinghouse, which will allow for more benchmarkable data between institutions. Wright participated in a [2022 study](#), sponsored by Excelencia in Education, to examine alternative methods to evaluate post-completion outcomes.

Sources

- CCC Articulated Credit
- CCC Foreign Transcript Evaluation
- CCC Master Syllabus
- CCC PACC
- CCC Teaching Online
- CCC Transfer Credit Guidelines
- Evidence 01 - Academic Catalog Course Descriptions
- Evidence 01 ICCB Program Review Homepage
- Evidence 01 Military Credit from Policy Manual 2022
- Evidence 02 - Academic Affairs Meeting Minutes 2023_01_20
- Evidence 02 Program Review Schedule 2022-2026
- Evidence 03 - PACC Homepage
- Evidence 03 2022 Program Review Submission to ICCB
- Evidence 03 Advanced Placement (AP) Credit
- Evidence 04 - ATP Preparatory Standards March 2022
- Evidence 04 - JCDC Agenda 2023_02_10
- Evidence 04 International Baccalaureate (IB) Credit
- Evidence 04 OTA Advisory Board Minutes 2022_03_01
- Evidence 05 - 2018-ACOTE-Standards-8-2022-1
- Evidence 05 Illinois State Seal of Biliteracy
- Evidence 05 Paralegal Advisory Board Minutes Fall 2022
- Evidence 06 - aba-guidelines-for-the-approval-of-paralegal-education-programs-2021-web
- Evidence 06 - CCC_Credential_Guidelines_2022.23_(FINAL)
- Evidence 06 PLA Policy 2022
- Evidence 07 - Quality Matters Teaching Online Site
- Evidence 07 CLEP General Examination
- Evidence 08 - Applying the QM Rubric (APPQMR) _ Quality Matters page
- Evidence 08 CLEP Foreign Language Examination
- Evidence 09 - BSP 201 Information
- Evidence 09 ACTFL Foreign Language Examination
- Evidence 10 Transfer Credit Policy 2022
- Evidence 11 Course Directive Policy 2022
- Evidence 11 Transfer Guides - City Colleges of Chicago
- Evidence 12 Transfer Centers Website
- Evidence 14 IAI GECC Courses
- Evidence 16 NSC Homepage
- Evidence 18 FY 2021 Graduate Follow-up Summary Results(1)
- Evidence 19 Illinois College2Career

- Evidence 20 Postsecondary Data Partnership - National Student Clearinghouse
- INDEX NUMBER 2.30D
- Program Review Schedule 2022-2026
- WR Academic Support Services
- WR ACCESS Center
- WR Advising and Transfer
- WR Excelencia Beyond Completion
- WR Library
- WR LRC
- WR Registrar

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.

Wright's Student Learning Committee is composed of faculty, staff and administrators. The committee is chaired by a full-time faculty who consults with the Vice President of Academic and Student Affairs regarding the direction of assessment of student learning at the College. The College awards the Chair of the SLC, a full-time faculty member, six hours of release time. Other members of the SLC receive a special assignment to perform the Committee's work. Each academic department has a project lead who will carry out each department's assessment proposal and work through the results analysis with support from the SLC. Special assignments and compensation for assessment work in Student Affairs is in development for the fall 2023 term and will largely mirror the work of academic affairs.

Wright College has been assessing and revising its processes for assessment of student learning. Beginning in the summer of 2019, the Vice President's Office and faculty on the former Assessment Committee began an initiative to restructure the College's assessment programs for greater integration and effectiveness. The model that the college had been previously following called for a five-year review cycle, in which one of the five college General Education Student Learning Outcomes (Gen Ed SLOs) was assessed by each academic department/program. Faculty feedback about the efficacy of this model informed the Assessment Committee of the need to adopt a different model. Faculty members asserted that too often assessment projects were not meaningful or effective at improving student learning, as not all courses pertained to a particular Gen Ed SLO. Additionally, the two-semester time frame for conducting assessment projects was in some cases insufficient to obtain statistically significant data from which to derive reliable conclusions. These obstacles led to gaps in the conducting and reporting of assessment projects.

To address these legitimate concerns, a team consisting of faculty and staff members attended the HLC Assessment Academy. One key Wright College take away from the Academy was the encouragement for colleges to view assessment work as something to undertake because of its intrinsic value, helping improve student learning, as opposed to obligatory compliance. The individuals that participated in the Academy, embracing this perspective, formed the initial membership of a new ASLC.

The new Student Learning Committee, informed by the Academy, further identified a need to revisit and update the Gen Ed SLOs, primarily focusing on improved clarity and measurability of the outcomes. The committee facilitated the creation of new outcomes, renamed [Institutional Learning Outcomes \(ILOs\)](#), during the 2019-2020 fiscal year. The new ILOs were written with intentionality and inclusivity; for example, communication was expanded beyond oral and written as *Students exchange ideas through interpersonal expression*. With this change, faculty in art or theatre could integrate assessment of this ILO with course-level student learning outcomes assessment.

The process began with the Academy Team leading a presentation of what was learned during their participation in the Academy during the fall 2019 Faculty Development Week (FDW) and adjunct orientation. The presentation included a rationale for the need to revise the Gen Ed SLOs. Doing so functioned to facilitate thoughtful participation among all faculty in the development of revised Gen Ed SLOs. The Academy Team also later shared initial drafts of the new ILOs with Faculty Council, Academic Affairs, and department chairs. All faculty and staff participated in the process of vetting and approving the new ILOs through participation in break-out sessions during faculty development week (FDW) as well as online surveys. Final versions of the [new ILOs](#) were presented to the college during fall 2020 FDW.

Below are the Institutional Learning Outcomes (ILOs) for Wright College. They are publicly displayed on the college [website](#).

- **Intercultural Competence:** Students connect with differing cultures to understand how systems are shaped by values, beliefs, and experiences.
- **Critical Thinking:** Students apply a cognitive process involving questioning, analysis, synthesis, and reflection.
- **Communication:** Students exchange ideas through various modes of interpersonal expression.
- **Information and Technology:** Students demonstrate the ability to design, implement, and evaluate technological and/or information resources to accomplish goals.
- **Personal Accountability:** Students demonstrate personal integrity and respect needed to create and sustain social, physical, economic, and emotional well-being.

Beginning in fall 2020, the college created a new curriculum/student learning outcome (SLO) map to align outcomes at all levels to the new ILOs. Departmental, programmatic, and co-curricular SLOs were mapped directly to the ILOs. Course SLOs were mapped to departmental/programmatic SLOs. During this process of creating new [SLO maps](#), no ILO assessment projects could be undertaken until the revised SLO maps were complete. The completed SLO maps demonstrate the alignment between a given course-level SLO to its corresponding departmental/programmatic SLO(s) and the corresponding ILO(s).

The new ILOs and revised SLO maps formed the basis of subsequent assessment work. For example, the course-level SLO in Biology 226 and 227 (i.e., Human Anatomy and Physiology I and II) is “Explain the relationship between anatomy and physiology at various levels of organization.” It aligns with the departmental SLOs: “Students will demonstrate an understanding of the basic concepts in the biological sciences”, “Students will collaborate effectively with their peers”, and “Students will demonstrate reasoning skills by interpreting biological data and solving biological problems.” These department-level SLOs further align with the Critical Thinking, Information Technology, and Communication ILOs. Through these connections, any course-level assessment contributes to the assessment of the connecting program SLO and ILOs.

Informed by the 2019 Assessment Academy, the ASLC began the process of restructuring the college

assessment process/cycle. As described above, the college selected one of the five Gen Ed SLOs each fiscal year and each department and program contributed to the assessment of the selected SLO. With five ILOs, the assessment cycle was thus a 5-year cycle, with reports being generated annually. The college mandated that each department and program conduct assessment projects, regardless as to how far-removed a given course or department/program level SLO may be in relation to the selected ILO for that year.

The restructured college assessment process allows each department and program to select the ILO of its choice to assess, instead of continuing the previous practice in which all departments and programs assessed the same ILO in a given fiscal year. These changes were driven by faculty and staff feedback and the ASLC continues to gather feedback on elements of assessment at the college in the spirit of continuous improvement.

With new ILOs and a new model for college assessment developed, college assessment leaders created a new committee [mission statement](#) and set of [bylaws](#), an essential step for the long-term functionality of the ASLC. By making the goals and operations of the committee aligned with the new assessment model, the Student Learning Committee will continue to achieve its objectives over time despite changes in leadership or membership. The mission statement and by-laws are publicly visible on the college assessment website.

The SLC also created a [new template](#) for reporting of assessment projects, thereby standardizing the format for all project reports moving forward. The assessment rubrics, methods, and timelines are left up to the discretion of individual departments and programs. The template was designed to be as straightforward and easy to complete as possible, especially for individuals with little or no prior experience in conducting assessment projects.

The reporting template consists of two parts. Part 1 serves as both an initial project proposal and, upon review and approval by the SLC, a summary of a project's background. The SLC reviews proposals and works with interested individuals in creating and refining project ideas. Part 2 of the template is completed after data collection. In part 2, project personnel summarize the data collected, their conclusions/interpretations of the data, and how they intend to use the data to enhance student learning. Assessment project reports collected by the ASLC are housed in the committee's Teams site and are also publicly visible on the [college assessment website](#). In both locations, reports are organized by department/program as well as stage (i.e., proposal/pre-data collection stage [part 1] and post-data collection stage [part 2]).

Unfortunately, several factors slowed the college-wide of engagement of faculty and staff in assessment work, including, the pandemic and mandate for multiple new course modalities in response to COVID-19, as well as changes in committee membership and leadership. During the fall 2022 FDW, the SLC facilitated an activity for faculty in which they completed a short [brainstorming exercise](#) to generate ideas for new assessment projects. The SLC collected the completed brainstorming documents, housed them in the committee's Teams site, and followed-up with the faculty and staff that produced them. Through this practice, several new assessment projects were developed, and many began implementation in spring 2023. Projects were initiated in [Biology](#), [English](#), [Physical Science](#), [Math](#), [Social Sciences](#), and [Visual and Performing Arts](#). Through the connections evident in the SLO maps, departmental and programmatic assessment projects directly assessing course SLOs indirectly assess ILOs, and all five ILOs were assessed in spring 2023.

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

The ways in which data gathered by individual assessment projects are used to enhance student learning are summarized in part 2 of the assessment report template. Faculty volunteers running assessment projects are encouraged to share their findings with their colleagues and consider ways to extend the incorporation of learning interventions that successfully improved student learning among their course sections. Time is regularly allocated to accomplish such discussions during FDW and department meetings.

Information on assessment projects and how they are used to enhance student learning is made accessible on the [college assessment website](#) and shared through newsletters (i.e., annual reports). Newsletters on college assessment processes were created each spring semester and distributed to all college personnel in prior years. The restructuring of the college ASLC and assessment processes, beginning with the college's participation in the Assessment Academy, resulted in a temporary suspension of assessment processes and generation of annual reports. The college assessment structure has been revised, assessment projects are underway, and creation of annual reports resumed in spring 2023. In addition to the projects that started in spring 2023, there are several areas in which assessment has been and continues to be an ongoing process, such as the Occupational Therapy Assistant (OTA) program.

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.

As described in 4.B.1., the Academy Team emphasized to the college the message from the Higher Learning Commission that assessment of student learning should not follow a compliance-based model. The directive improved the assessment practices at the college. As described in 4.B.1., the Academy Team's experience at the Assessment Academy stimulated the process of developing new [ILOs](#), which in turn led to the creation of new [SLO maps](#).

There is regular substantial participation in assessment through multiple opportunities. During each annual fall FDW, there are presentations on assessment and time allocated for departments to meet to have targeted discussions on assessment of student learning in their academic areas.

In addition to FDW, departments regularly meet throughout the year and produce minutes. One function of departmental meetings is to develop assessment plans, review assessment data, and discuss next steps (i.e., "closing the loop"). Academic assessment plans involve the selection of one or more courses with a department or program. The SLO(s) to be assessed are selected, and through the SLO map, the corresponding departmental/programmatic-level SLO(s) and the college ILO to which the selected course SLO(s) align are identified. Consequently, assessment of course-level SLOs is a direct measure of student learning which indirectly measures student achievement of departmental/programmatic-level SLOs and college ILOs.

With the college-wide assessment program fully underway, the college has implemented a systematic assessment schedule. During the summer 2023 department and program chairs' meetings, faculty members and administration developed a college-wide schedule in which each department and program will begin with assessment of the Critical Thinking ILO. Co-curricular offerings will also be incorporated into the college assessment program. Fall 2023 FDW will provide time for departments

and programs to meet and develop course assessment projects to achieve this goal. Members of the ASLC will attend these meetings to provide support and feedback. To further facilitate project development, faculty members that conducted projects during spring 2023 will share with their peers their learning interventions and assessment data and use this as an opportunity to consider ways in which these projects may be more broadly implemented across more sections and/or courses. The assessment projects will be developed during fall 2023 and will be conducted during fall 2023 and spring 2024. Afterwards, departments and programs will evaluate their projects and determine next steps, such as modifying their learning intervention(s) and reassessing, expanding their project(s) to incorporate additional courses and/or sections, or selecting a different ILO to focus new projects on during the following fiscal year.

Sources

- Assessment Brainstorming Questionnaire Fall 2022
- BIO 3 Assessment Report Template
- Biology Brainstorm
- English Brainstorm
- Math Brainstorm
- Mission of the Assessment Committee
- PhySci Brainstorm
- SLC Bylaws
- SLO maps master
- SocSci Brainstorm
- VPA Brainstorm
- WR Assessment Site
- Wright ILOs 2020

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.

[Key Performance Indicators \(KPIs\)](#) are developed at the system level of Community College District 508 by senior staff including the participation of the college presidents. The KPIs are reviewed regularly and have been evaluated in the context of District 508's strategic plan. KPIs targeting student retention, completion and transfer have been included as part of the broader set of KPIs since 2012. The current KPIs include the following:

- Unduplicated Total Enrollment
- Unduplicated Credit Enrollment
- Unduplicated Adult Education Enrollment
- Unduplicated Continuing Education Enrollment
- Credit Hour Production
- Fall-to-Spring Credit Retention
- First-Year Fall-to-Spring Retention
- Taking and Passing College-Level English
- Taking and Passing College-Level Math
- Adult Education Level Gains
- IPEDS 150 Graduation Rate
- CCC 4-Yr. Outcome Measure
- Transfer with Degree

Beginning in 2023, the college and District 508 will add additional retention targets for fall-to-fall and spring-to-fall retention.

Individual college presidents work with their staff to establish “floor” and “reach” targets for each KPI. At Wright College, a preliminary set of targets for the college’s KPIs are developed by the Office of Research and Planning based on historical data and current trends in higher education and the environment of the college’s local service area. These initial targets are shared with members of the college’s Executive Council for discussion, revision and finalization. The targets are then presented to Community College District 508 leadership for final approval (or further revision).

Strategic planning at Wright takes place at the college-level and through the Community College District 508 system office. The [college’s strategic plan](#) aligns with the districts six strategic priorities of 1) create an exceptional student experience, 2) significantly narrow achievement gaps, 3) respond to the economic needs of the City (of Chicago), 4) build a culture of excellence, 5) create a collaborative and connected ecosystem and 6) develop, monitor, and improve institutional health measures.

The college’s strategic plan also aligns to goals established by the Chancellor of Community College District 508. The chancellor’s goals are to:

- Achieve **unprecedented and equitable retention and completion rates**;
- Be regarded as the **smart choice** among students, K-12 partners’ alumni, partners, universities and employers; and
- Advance **upward mobility** among City Colleges students and alumni through our colleges’ high-quality pathways.

In addition to influencing the college’s strategic plan, the KPIs have also been used in the development of the college’s [Strategic Enrollment Management Plan \(SEM\)](#), [Equity Plan](#) and assessment projects taking place at the academic department and program level.

Recognizing that course retention and success are crucial factors in overall student retention, persistence and completion, Wright administration has charged academic departments with reviewing teaching and learning in what the College refers to as its Badly Behaving Courses (BBCs). These courses have the highest enrollments and the largest number of D/F/W grades. A review of [course results](#) over multiple years has indicated that courses that should be serving as gateways to upper division courses, are acting more like gatekeepers that can negatively impact student retention, persistence and completion. At the KPI level, these courses negatively impact fall-to-spring retention rates as well as taking and passing college-level Math and English in the first year. Long-term, they can also negatively impact the four-year outcomes measure, three-year graduation rate and transfer to a four-year institution. Academic departments have been asked to choose at least one course to evaluate and develop plans for reducing the number of D/F/W grades. Departments have been further encouraged to include the implementation of their plans as part of their assessment program(s) beginning in fiscal year 2024.

Wright College and Community College District 508 will undertake a project beginning in fall 2023 that examines efforts to improve results of the first-year student fall-to-spring and fall-to-fall retention rates. Under the [Chancellor’s Equitable Outcomes Fund](#), Wright and the other colleges in Community College District 508 have been challenged to set higher retention rates and to look at the rates through an equity lens, challenging the institution to set higher retention rates for Black and Hispanic students to close equity s between Black and Hispanic students and White students. It is asserted that through improving overall retention rates, Wilbur Wright and its sister colleges will achieve a universal target of 55% of students completing or transferring to a baccalaureate institution within four-years (four-years outcome measure).

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

Retention, persistence and completion are tracked at multiple levels throughout the organization. District-wide reports are distributed by the Office of Decision Support at the system level. Locally, the Office of Research and Planning addresses the college's local research needs.

The college's research office is charged with the following functions:

- Providing research and analytic support to college leadership, faculty and staff to support informed decision making;
- Working collaboratively with central office and college administrators to develop benchmarks, key performance indicators, score cards and dashboards;
- Supporting regional and specialized accreditation activities;
- Providing support for the assessment of student learning;
- Coordinating the completion of state coordinating board reports, accreditation reports and reports to the U.S. Department of Education;
- Supporting the development and implementation of the college's strategic plan, SEM plan and equity plan.

Research and Planning conducts initial target setting for KPIs and then [tracks progress](#) toward meeting targets. Regular reports on progress are shared with the President's Executive Council and disseminated to other units and administrative department heads. Additionally, research is regularly undertaken for more [detailed analyses](#) of student performance within certain KPI cohorts looking at characteristics like ethnicity, gender, age, employment status to determine student progress and identify groups that may need additional attention. For example, Wright has not met expectations in achieving its targets for the Community College District 508's Four-year Outcomes Measure. This KPI considers successful completion of the General Education Core Curriculum, completion of a basic or advanced certificate, completion of an associate degree and/or transfer to a four-year institution within four years of a student's first enrolled fall term. [Analyzing the first two cohorts](#) of the KPI, the college discovered a number of pain points. For instance, Wright learned that almost 20% of students in the cohorts were enrolled for only one term while 40% were enrolled for one-year or less. Additionally, one-quarter of cohort students had at least one Satisfactory Academic Progress (SAP) hold during the active years of the cohort. The college also found in analyzing cohort completions along with our IPEDS graduation rate cohort results that its students are more likely to complete an associate degree than they are to complete a certificate. These findings identified a need to address student retention within the cohort as well as to look at ways to increase certificate completions as well as a need to further examine transfer patterns among cohort students.

Community College District 508 Decision Support staff have created a [tracking report](#) in the system's business intelligence tool (OpenBook) that allows faculty and staff across the district to track KPI progress. Wright College's Research and Planning office also houses reports within the college's SharePoint site for broader access by college faculty and staff. The college posts its [year-end results to its website](#).

Methodologies for cohort groups within the KPIs are largely determined by the Office of Decision Support at the system level with input from the research offices at the individual colleges, as well as the college presidents.

In addition to looking at its own historical data, the college considers its results within the broader [District 508 system](#). The College is a member of the National Community College Benchmarking Project, (NCCBP) with the next scheduled participation to take place in 2023. In the years when the college does not participate in the NCCBP, it has employed its IPEDS data to measure its progress. In 2023, the College will change the peer group used in its IPEDS Data Feedback Reports to a more representative group of peer institutions. Wright is also evaluating ways to integrate and use data from the National Student Clearinghouse's Postsecondary Data Partnership.

As appropriate and as conditions permit, the College utilizes two external peer groups. The [first group](#) consists of community colleges within The Illinois Department of Economic Security's Economic Development Region Four. This region includes Cook, De Kalb DuPage, Grundy, Kane, Kankakee, Kendall, Lake, McHenry and Will counties. Wright's selected peer group consists of all public, two-year colleges located within these counties.

As indicated, Wright uses a [group developed using IPEDS data](#). Criteria for selecting colleges included sector, degree of urbanization and institutional size. Also given consideration is a college's status as a Hispanic-Serving Institution (about half of the colleges in the peer group are HSIs).

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

Wilbur Wright College collects, tracks and analyzes data on student retention, persistence, and completion of its programs. Retention is defined as a student remaining enrolled, or retained, through the end of the term. Persistence is defined as enrollment in the following "big" term (fall or spring). Completion refers to the completion of a degree, certificate or the General Education Core Curriculum (GECC). The use of data assists with designing strategies to increase momentum and student success. The following are key strategies that have been identified to promote retention, persistence and completion.

From Point of Entry

Recognizing that retention, persistence and completion start with the College's initial contact with students, Wilbur Wright strives to establish communication with students as soon as possible. Students receive messages from City Colleges of Chicago and Wright College, providing information, links and opportunities for further support. Formal onboarding takes place for most students through With Onboarding through New Student Orientation, a collaborative effort with Enrollment Management, Financial Aid and First-Year Experience. This work is strengthened through support from CPS Navigators, admissions specialists, advisors, faculty and programming, such as the First Flight Mentoring program.

Analysis of data has further indicated the need for different onboarding measures for students in specialized programs. [Wright's Workforce Equity Initiative \(WEI\)](#) relies on partnerships with community-based organizations and trained Wright College staff to prepare students. Entering students in Wright's Center for Excellence in Engineering and Computer Science receive multiple opportunities for support with a focus on students' self-efficacy and quantitative skills.

Wright advisors are given caseloads for most students who enter the college. Years of analysis and study have developed key student segments, providing opportunities for communication and

messaging according to assigned caseloads. Communication takes place via email, phone, text and in person. Students meet with advisors as walk-ins and by appointment, both in-person and virtually. The coaching model is embedded in the process of providing comprehensive academic and transfer advising services through the assigned advisor.

Ongoing Attention

Key offices including advising, Financial Aid, First Year Experience and Academic Support Services collaborate with faculty to ensure students continue to progress successfully throughout the semester and intentionally conduct outreach to students prior to midterm and after midterm grades have posted. The collective message is to encourage students to do well, utilize all available services and register for the subsequent semester. Data suggests that [midterm outreach efforts have helped](#) 60% of students receiving a D or F at midterm to achieve a final grade of A, B or C.

A communication tool, Navigate, provides a backbone for data-informed outreach communication to students. It allows for direct messaging to students in addition to a platform for a range of college employees including faculty, advisors, and specialized office to coordinate efforts in support of student needs. Wright tracks use and activity in Navigate.

Specialized Supports

The [ACCESS Center](#) works closely with the onboarding and orientation process to ensure students with disabilities receive the accommodations they need. Students can begin their registration with the ACCESS Center completely online in their student portal. The ACCESS Center student portal now allows students to complete the intake questions, upload their documentation, and request semester accommodations. This allows for more streamline and efficient connection to the ACCESS Center staff and the students receiving their accommodation and accommodation letters.

The ACCESS Center conducts ongoing outreach to students with increased efforts prior to and during midterms and finals. Students who need additional support can meet with the ACCESS Center Director for a re-evaluation of accommodations. Accommodations may be updated to include tutoring, receiving assistive technology and/or referrals to the Wellness Center or other campus supports. For students who request their accommodations early and utilize the ACCESS Center testing services, there is continual improvement and retention of these students. WWC has discovered an opportunity exists to better assess ACCESS Center student outcomes as much of our existing outcomes data is anecdotal and noncomparative.

The ACCESS Center is one of the care units that participates in the college-wide Midterm outreach. In accordance to maintaining the privacy of the students utilizing the ACCESS Center, the staff connects with the students in need of additional support. The Center meets with students to make sure they are receiving accommodations, re-evaluate accommodations, and connect students to additional campus resources.

In an ongoing effort for continuous improvement, the [First Flight Mentorship](#) and [Jump Seat Peer Mentorship Programs](#), signature initiatives under First Year Experience, developed [pre- and post-survey tools](#) to assess program effectiveness and student development. This work mirrors the NSF supported first year work in Wright's Center for Excellence in Engineering and Computer Science. Research evaluating peer mentoring programs at community colleges has shown improvement in self-efficacy and academic performance. The First Flight Mentorship and Jump Seat Peer Mentorship Programs work to improve student self-efficacy and [academic performance](#). The College plans to

measure the success and retention rates of the students upon completion of the program, looking for ways to make sure that the College finds ways to help close equity gaps between underrepresented students and their white peers. The programs were piloted in spring 2023 and have no measurable data at this time.

As part of the [Student Success Framework](#), Tiering, a District 508 Initiative, is another data-informed process to identify students that might be less likely to be retained through an algorithm that recognizes risk factors for each student. Risk factors include GPA, financial aid eligibility, first generation and employment status. The initiative segments students into three tiers. Tier 1 identifies students in need of coordinated care with high touch and frequent contact and is marked by a structured partnership with care units. Tier 2 identifies students in need of collaborative care involving moderate touch and significant contact. It is marked by facilitated efforts with student support units. Tier 3 is considered on-demand care with limited intrusive contact and provides referrals as needed to services.

Upon receiving student profiles for each tier, intentional targeted outreach is initiated to connect students to college resources. Events are designed to help support engagement between students and faculty and staff. Wright College events include [Meet and Greet Your College Advisor](#) and [What to Ask the Professor](#).

An illustration of the success of the tiering project and intentional programming is the “It’s Okay Not to Know” workshop. It was designed to help students determine their major, and it aligned with the Career Peer mentoring initiative in the Career Development Center. Many students in Tier 1 and Tier 2 are undecided, without an identified program plan. The program yielded positive outcomes.

	Student Numbers	Undecided Before	Undecided After
Tier 1	306	66%	34%
Tier 2	764	59%	41%

The Career Development Center saw an increase in total engagement from 445 to 550 monthly visits, and the Career Peer role was created as an additional resource to engage and empower students to explore careers and plan.

Academic Support Services had 5,732 student appointments in the 2022-2023 AY. Some of the appointments were initiated by efforts such as targeting D/F students through Tiering and Midterm Grades outreach and responding to “Alerts” issued by faculty or staff suggesting Academic Support Services target specific students for tutoring. Academic Support Services completed over 3,200 student-contacts as part of its D/F campaigns. The Office also responded to more than 300 alerts, initiated through Navigate. Upon receiving an alert, a tutor reaches out directly to students to set up tutoring appointments. Tiering data was further used to determine which students would benefit most from tutoring, resulting in an outreach to more than 800 selected students, offer them tutoring services.

Wright College is developing a trauma-informed framework that embeds the following six principles

in practice and services: Safety; Trustworthiness and Transparency; Peer Support and Mutual Self-Help; Collaboration and Mutuality; Empowerment, Voice and Choice; Cultural, Historical, and Gender Issues. Wright defines Trauma-Informed Education as a college-wide system that recognizes the prevalence of adverse and traumatic childhood experiences and equips faculty and staff with knowledge to recognize trauma and strategies to support students who experience trauma. To become a trauma-informed campus, the Wellness Center provided ten trauma-informed trainings for 313 faculty and staff to help these employees better understand and support students experiencing trauma; 47 staff were trained in Mental Health First Aid; and the College was selected to be a JED Foundation campus.

A collaboration between Student Services units and Academic Affairs is key to students' persistence and completion. Completion advisors monitor students' progress, run degree audits to identify potential completers and find ways to encourage and assist students with completion of their degree, retaining completers through the assigned advisor caseload model and specific initiatives such as the D/F midterm grades outreach.

The [fall-to-fall retention rate](#) for Wright students reflects an increase from 45.8% to 48.4% from fall 2019 to fall 2021.

As a result of COVID-19, Wilbur Wright College, like other colleges and universities, pivoted to a fully on-line environment during the spring 2020 and fall 2020 semesters. The environment was challenging but forced the College leadership to think of different and better ways to provide services and instruction. It is important to note that the College was able to maintain stable retention rates throughout the pandemic. The College will continue to monitor the impact of the pandemic on student success and adjust interventions as needed.

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

From the point of entry, at [Orientation](#) and through RAMS Week, new students are intentionally connected with faculty and staff. Events offered through RAMS Week build relationships that foster a sense of belonging. These include Convocation, What to Ask the Professor, Wright Start, and Family Night/Noche de Familia. The software system Navigate is used by advisors to foster relationships with students through making appointments and maintaining communication through email and text messages. Cultivating relationships with faculty and students can be seen through [Student Government Association](#) clubs/organizations, [Diplomacy Lab](#), the [Great Books Program](#), [Honors Program](#), and the peer mentoring program.

Faculty track attendance and student performance and issue alerts that prompt the care units, Advising and Transfer, Tutoring, [Wellness](#), and the Access Center, to intervene and provide support as needed. During the midterm process, our college-wide midterm outreach and intervention for students with D/F grades promotes persistence, retention and academic success by connecting students with faculty, tutoring, advising, and counselors in the Wellness and Access Centers.

Wright helps to support students holistically by meeting basic needs with operations in the [Healthy Food Market](#), a homeless liaison through the [Wellness Center](#), by providing financial assistance through the All-Chicago grant fund, ECMC emergency grant, Local 1600 Fast Funds, and gift cards to cover food and transportation. Wright partners with social and human services agencies in the city

to ensure students apply for SNAP benefits and childcare services.

The [Student Activities Office](#) works collaboratively with students, faculty and staff to form clubs and organizations on campus. Beginning with Welcome Week, students are introduced to the campus community and the array of opportunities for engagement and leadership. Student Government Association leaders are invited to participate in college-wide committees to gather the students' voice and consider it in the decision-making process. Throughout the semester, Student Government promotes inclusive and diverse programming and events to connect students to the campus community. Over 20 student clubs have been formed, and the Wright Life platform serves as a one-stop shop to foster student awareness and engagement in these activities. The Wright Flier Program incentivizes students to attend events to receive Wright College swag.

Wright collaborates with Community Based Organizations, Chicago Public Schools, [One Million Degrees](#), and [OneGoal](#) to provide additional mentoring, stipends, scholarships, workshops, and tutoring. Through Noche de Familia/Family Night, the college supports the family unit, especially for those who speak Spanish, by providing a space for them to learn about the college and to learn how to support their college student.

Through Navigate students provide feedback via the intake survey and polls. Advisors receive the results of the surveys and polls and during their appointments use this information to coach and mentor students. Wright's use of national surveys, such as Noel Levitz, helps inform changes to improve the student experience.

The College connects students to an array of opportunities within and outside the campus community. Students are encouraged to get involved in campus life, participate in internships, civic engagement, research and volunteer opportunities to enhance their student experience.

Sources

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- WR Jump Seat Mentoring
- WR NSO
- WR One Goal
- WR One Million Degrees
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- WR Student Government Association
- WR Wellness Center
- WR_SEM
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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

Wright 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 through a variety of review processes, relevant policies, and support services. Wright conveys programmatic highlights, curriculum changes, assessment methods, as well as data analysis on equity gaps in student achievement through its ICCB-mandated Program Review.

Wright's Registrar ensures that all credits earned at Wright or transferred in from other institutions or alternative credentialing procedures are of high quality and acceptable for documentation on student transcripts. The College utilizes prior learning assessment and other standardized exams to award credit for work experience, industry expertise, and/or demonstrated knowledge and skills.

Academic rigor is maintained through CCC's curriculum process (PACC), where faculty and other internal stakeholders review new and revised courses and programs. This work is supported by additional oversight from the Illinois Community College Board, the Higher Learning Commission, and, in some cases, program accreditors. This rigorous check extends to the College's Early College offerings in both dual credit and dual enrollment coursework.

Wright is intentional in its support for student success while also adhering to state and federal guidelines. Students receiving federal financial aid are required to meet progress requirements through the Satisfactory Academic Progress system. Wright offers multiple tutoring services, both in-person and online, as well as support for students with disabilities through the work of the ACCESS Center, which can provide accommodations for individual students who self-report disabilities and related challenges or conditions.

Wright uses a variety of tracking and reporting tools to ensure the integrity of its student data, including the National Student Clearinghouse. Internal tracking tools like the Post-Graduate Survey and third-party applications like the Ruffalo Noel Levitz Student Satisfaction Inventory also generate useful data on post-graduate outcomes and the student experience.

The College participated in HLC's Assessment Academy, drafted new assessment templates, and performed SLO mapping after converting its former General Education Learning Outcomes into five newly revamped Institutional Learning Outcomes. The new ILOs fit a wider variety of courses and provide applicability to student affairs units.

Retention, persistence, and completion targets are established in collaboration with Community College District 508. Efforts around improving retention and completion are built into the College's latest Strategic Enrollment Management Plan and current Strategic Plan. Wright's fall-to-fall retention rates increased from 45.8% to 48.4% between fall 2019 and fall 2021 even during the midst

of a global pandemic.

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.

Wright College is committed to shared governance and consistent in the knowledge that a cross-section of stakeholders is critical to sound decision-making. Accordingly, Wright College's standing committees and task forces have membership drawn from a wide range of college stakeholders. In a similar manner, Wright's key decision-making bodies and planning groups consist of administration, faculty and student representation. Examples of these include:

- [HLC Steering Committee](#)
- [Noel Levitz Response Team](#)
- [Strategic Planning Implementation Taskforce](#)
- [Strategic Enrollment Management Committee](#)

Throughout the College, committees have broad membership. As appropriate, the College creates committees and task forces inviting faculty, staff and students to participate. While student participation can be difficult to achieve at times, the College makes every effort to work with its Student Government Association to find students to represent their interests.

Cross-functional planning and work is multi-directional. The Student Government Association regularly invites administrative and faculty leadership to meetings; Faculty Council invites administration and will work directly with student groups. A recent initiative to provide greater structure and support for students in business illustrates the many ways that students, faculty and

administration work together.

The collaborative processes extend to nearly all of the college's programming, such as [Hispanic Heritage Month](#) (now a year-round committee), [Black History Month](#), [Land Acknowledgement Committee](#), and many more. When appropriate, external stakeholders are invited as well. The hiring of full-time employees is another example of shared governance. Above and beyond contractually mandated processes, the hiring of full-time faculty regularly includes student feedback. Hiring of non-bargained for employees in leadership roles always includes participation from faculty and, when appropriate, other stakeholders. Wright's pursuit of wide-ranging inclusion supports a culture of quality and shared governance in all areas of the College.

Upon his appointment, Wright's president created an Executive Council for regular high-level discussion and deliberation of key college issues. While specific membership of Executive Council has shifted over the years, core membership has remained constant, including the Vice Presidents of Academic and Student Affairs and Finance and Operations, the Deans of Student Services, Enrollment Management, Instruction, Adult Education and the Humboldt Park Vocational Education Center, and the chair of Faculty Council. Other members include the Directors of Human Resources and Research and Planning as well as the Associate Deans of Student Services and Instruction, the Registrar, Director of Information Technology and Executive Director of Student Financials. Also represented on the Council is the President of the SGA (or their representative). The group meets every three weeks to share information at a high level, to consider important initiatives, to review key college commitments, such as the strategic plan, the budget, the assurance argument for the Higher Learning Commission, and identify major college issues. The Executive Council served as the College's initial Campus Response team when Wright moved to a remote environment during the pandemic, before being pared back to a smaller core of key personnel.

The President and Vice President of Academic and Student Affairs meet regularly with Wright's Faculty Council to discuss both academic and administrative matters. The President and Vice Presidents hold regular meetings with representatives of the local clerical union and the faculty and professional staff union. The College's bi-weekly department chairs' meetings are led by the Vice President of Academic and Student Affairs and the Dean of Instruction. The Vice President of Finance and Operations regularly participates to provide budget and facilities updates and solicit feedback and suggestion from chairs. The Director of Human Resources regularly attends to provide updates on faculty hiring as well as changes in human resources policies.

Wright holds at least one college-wide meeting, "[State of the College](#)," each fall and spring term to address key issues. Figuring prominently in these meetings are updates on the college's progress on the Strategic Plan and its Key Performance indicators, as well as key steps the college is taking to improve student success. These meetings are required for all full-time faculty and staff. In addition to providing updates about the college, the meetings also include breakout sessions where important issues facing the college are addressed in small group settings. In recent terms, these meetings have focused on approving and socializing the college's new mission statement as well as socializing the new Institutional Learning Outcomes.

The president also holds at least two administrators' meetings per year. These meetings bring together all Non-Bargained For employees to update them on policy changes, district-wide initiatives and address issues facing the college.

All meetings of the Executive Council, the State of the College and administrators' meetings solicit agenda items from stakeholders and distribute information and material (reports, summaries, and the

like) electronically for consideration and review.

Ad hoc committees and task forces are created to respond to identified needs or opportunities. In response to the College's 2019 Noel Levitz Student Satisfaction Inventory results, the President created the Noel Levitz Response Team, consisting of administrators, faculty and students. The College's Noel Levitz Student Satisfaction Inventory (SSI) in [2019](#) indicated some important areas where Wright did not meet student needs. The results indicated that students were not satisfied with some elements of instructional effectiveness, campus climate, advising and safety. The Response Team prioritized the findings by addressing those which were determined to be statistically significant and began working to address issues. When the survey was administered again in spring [2022](#), some issues remained, but the overall number of areas previously indicated as being "challenges" had been reduced from 19 to 12. For areas that are still problematic, individual offices are developing action plans to address challenges. These plans will take effect in fall 2023 although some measures serving as a response to the SSI Results have already been implemented, including more specialized advising and new ways to provide more frequent and through updates on student academic progress.

Wright's HLC Steering Committee consists of faculty and staff. Students have been invited to participate but the College has not successfully retained long-term student membership. The Steering Committee is led by the President and Vice President of Academic and Student affairs and consists of the Criterion committee chairs. Each Criterion committee has co-chairs, one of whom is an administrator while the other is a member of the full-time faculty. This committee has oversight of the Assurance Argument but also works to integrate the use of data into the college's decision-making as well as establishing links between HLC expectations and the implementation of Wright's strategic planning efforts. The model of pairing faculty and administrators is common to committee structures at the college.

In 2021 Wright and Community College District 508 initiated a new strategic planning cycle. To ensure that the College's new strategic plan was successfully implemented and remained an active document, the President created the [Strategic Plan Implementation Taskforce \(SPIT\)](#). Led by the Vice President of Academic and Student Affairs and the Director of Research and Planning, the group consisted of twelve members of the faculty and staff. Working in groups of two or three, SPIT members reached out to conduct status checks with initiative leads at the six-month mark and again at the end of the first year. Beginning in 2022-2023, responsibility for continued progress on the Strategic Plan was transferred to the President's Executive Council.

The College's [Strategic Enrollment Management Committee](#) consists of faculty, staff and students. Led by the Deans of Enrollment Management and Student Services, this group is charged with monitoring and improving the enrollment life cycle of students. Most recently, the committee was charged with writing the College's new Enrollment Management Plan which will be implemented in Fall 2023.

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

Wilbur Wright utilizes data to inform decisions that are in the best interest of the college and the community. WWC's administration regularly consults [enrollment](#), [retention](#) and budget data when making decisions for the college. In addition to sharing, discussing and evaluating quantitative data

as part of its decision-making process, qualitative data is consistently used as well.

One important example of this is the use of KPIs to plan and evaluate major strategic initiatives at Wright. The [KPIs](#), discussed in Criterion 4C, are a set of measures, including enrollment, credit hour production, retention, fall-to-spring retention, adult education level gains, and taking and passing college-level English and Math in the first year of study. During registration periods, WWC's Office of Research and Planning provides [enrollment and KPI](#) data to the College's administration and faculty leadership on a weekly basis. These data play a role in the determination of recruitment and enrollment outreach strategies as well as when and where to schedule additional course sections. So, too, are discussions with front-line staff, faculty and meetings with students, surveys and focus groups.

The [Strategic Plan](#) is an example of the use of data to evaluate the College's initiatives. Each objective and strategy contained within the plan is linked to one or more of the KPIs which are used to assess the college's success in implementing the plan's various strategies. Wright's [Equity Plan](#) is a different example of the use of data to identify areas in need of improvement. Data on retention and completion was reviewed to identify achievement gaps among different demographics as a starting point to developing strategies to address those gaps. Wright has disaggregated student performance by race at the course level and shared with faculty for many years, along with many other reports.

In [fall 2019](#) and [fall 2021](#), Wright College participated in the Student Financial Wellness Survey administered by Trellis Research. The survey aimed to document the financial well-being and student success indicators of postsecondary students across the nation. By collecting and analyzing financial wellness data, Wright College sought to gain valuable insight into the financial challenges faced by students. Results have enabled the college to evaluate services and programs, as they demonstrate a need to support students with the understanding that finances play a role in academic success. Beginning in Fall 2020, the Office of Financial Aid initiated [specialized programming, Financial Literacy Week/Financial Empowerment Week](#) to better prepare students to make financially informed decisions as they enter their postsecondary experiences. Offered every term, the programming connects students with Wright College partners such as BMO Harris, Operation Hope, Northwest Side Center, Wintrust Bank to cover important topics such as: budgeting, understanding credit, debt management, and identity theft.

A persistent concern from students is the ability to receive services at times that are convenient. Since July 2021, the College has gathered data to determine [how and when to staff offices](#) during its hours of operation. While Wright follows Community College district 508 guidelines which call for consistent hours across colleges, Wright has discretion for staffing operating hours, modalities and the need for extended hours. Using data collected from in-person and virtual student services, admissions, advising, and other offices can schedule staff based on when students seek services whether in-person or virtually.

Regular reviews of budget status reports by the President, Cabinet and Executive Council help the College allocate its resources to the greatest effectiveness. A key example is the allocation of full-time faculty lines. In a period of changing enrollment patterns, the Vice President for Academic and Student Affairs, the Dean of Instruction Office and the academic departments work to prioritize faculty hiring recommendations. That process extends to the College's administrative hiring. Wright used enrollment data, task analyses, and department size to reallocate a reduced number of academic department secretaries based on the number of faculty and students served. This resulted in some departments having a dedicated department secretary while smaller departments now share department secretaries. The Vice President of Finance and Operations also produces staffing ratios

that are used in budgeting and funding competing requests for staff among offices.

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.

As part of Community College District 508, most curricular decisions take place in partnership with district leadership and the other six colleges that comprise the district. The primary mechanism for curricular change is the [Proposed Academic Curriculum Change \(PACC\)](#) process. Discussed in Criterion 4, PACC is required for updating existing programs and courses, or initiating new ones. The process requires initiation at the college-level with a faculty sponsor. Once approved at the college, proposals are forwarded to two district-level committees before final approval is granted. It is a rigorous process that ensures that curriculum change is by faculty and demands that changes make sense for the college, the district, and students.

Wright's faculty are actively engaged in the [PACC process](#). Most recently, faculty have worked toward approval of the College's new Cannabis Studies program and the pursuit of a new program in Manufacturing. Faculty have also worked on sunseting outdated and under-enrolled programs as well as updating and developing new courses.

Changes to student and academic policies are overseen at the District 508 level. These policies are found in the [Academic and Student Policy Manual](#), which is updated twice annually and when circumstances, such as COVID-19, dictate more expedited policy changes. The District Office solicits input from all seven Colleges when drafting changes to the Manual. The Provost's Office for District 508 solicits feedback from faculty, staff and students before changes are finalized and presented to the Board of Trustees for final approval.

Sources

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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.

Wright possesses the talent and infrastructure to deliver quality education offerings. Hiring is prioritized on student needs, acknowledging the importance of other factors (collective bargaining agreements, positions necessitated by grant awards, District 508 initiatives, as well as priorities set by state and local legislatures) depending upon the position. Searches for full-time staff can only be initiated after review and recommendation by the President's cabinet, consisting of the President, Vice Presidents, Deans and Director of Human Resources.

Wright's Human Resources (HR) Office works in tandem with the District 508 Human Resources Office to ensure that all employees hold the requisite skills, experience, and education related to their published job descriptions. At the college, the HR Director and HR teamwork with hiring managers to review job descriptions and the qualifications required for vacant positions. Updates to position descriptions are done in accordance with District 508 policies and procedures.

All available positions are advertised on the [District 508 website](#). The College also uses local and national outlets, such as *Inside Higher Ed*, HigherEdJobs.com, *The Chronicle of Higher Education*, and LinkedIn to advertise available positions. Discipline-specific positions may also be posted in professional journals and magazines or on related websites.

District 508 utilizes the Taleo online applicant tracking system (ATS), which directs applicants to create individual employment profiles; search for available opportunities; submit applications for posted positions; and upload pertinent documents. Taleo allows for screening questions to filter qualified candidates, and tracks and maintains documentation of manager reviews, phone screenings, in-person interviews, and hiring decisions.

District 508 employs [Talent Acquisition Specialists](#) to manage the recruitment and onboarding lifecycle, partnering with human resources staff, campus leaders, and hiring managers to design and implement recruitment strategies and maintain a robust pipeline of candidates. Talent acquisition promotes multicultural awareness to attract a diverse pool of qualified applicants and facilitate an inclusive, diverse, and respectful college community and workforce. The College expects new

employees to learn the College's mission, values, history, and identified goals and values. These are outlined in the College's 2021-25 Strategic Plan, which is shared with finalists for full-time faculty and administrator positions.

Wright utilizes search committees consisting of diverse membership. Depending on the position, search committees will consist of faculty, staff, administrators, and district-level colleagues. The search committees review applicant documents, interview candidates and make final selections. In the case of full-time faculty and administrators, two to three finalists may be chosen. In these instances, all finalists have an additional interview with the President who then provides his feedback to the hiring committee. Candidates for Dean, Vice President and President may also be asked to conduct community forums with faculty and staff and interview with the Provost and/or Chancellor for Community College District 508.

As discussed in 3C2, Wright faculty and staff are provided with numerous opportunities for professional development and continuing education. These opportunities are outlined in the [Employee Handbook](#) and the various collective bargaining agreements. Among the opportunities available to employees are tuition waivers for courses taken at District 508 college's, tuition reimbursement for coursework external to District 508, and district-wide training programs conducted by district staff or external trainers.

The College [annually recognizes](#) the faculty and staff for their longevity and service to the college. This practice emphasizes the value of the work college personnel perform and helps foster and encourages continued engagement in the shared governance of the college. The College celebrates employee milestones at its annual Wright Appreciates ceremony every spring. Annual employee awards include Excellence in Teaching Award, Outstanding Service Award, and Distinguished Adjunct Faculty Award.

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

Wilbur Wright incorporates goals in its mission and any related statements that are realistic considering the institution's organization, resources and opportunities. The design of the college's mission is intentional and reinforces Wright's commitment to serving all types of learners and the community equitably. The College directs its resources towards helping carry out this mission to the fullest extent possible. The College has the resources needed to put its mission into action.

Finalized after the Strategic Plan's publication, the College Mission aligns with the Strategic Plan and other college planning documents. The [Strategic Plan](#), developed within City Colleges of Chicago's Strategic Framework, was formally adopted in 2021. The College's plan was developed through collaborative efforts among internal and external stakeholders, guided by three data-informed, broad-based college planning efforts: with an emphasis on data-informed decision-making, responsiveness to student needs and changing demographics, as well as intentional outreach to the community. All of these points of emphasis are found in the three preceding planning efforts that helped form the Strategic Plan. The first is the College's culture and practice of continuous improvement fostered through Wright's participation in HLC's former AQIP process. The second emerges in the form of the thoughtful, realistic enrollment planning within the [Strategy Enrollment Management Plan](#). Third, Wright's [Equity Plan](#) outlines how the college will systematically erase achievement gaps in student success among different demographic groups, with a particular focus on

race and ethnicity.

As discussed in 5A2, A [Strategic Plan Implementation Team \(SPIT\)](#), led by the Senior Vice President for Academic and Student Affairs and the Director of Research and Planning, was charged with plan implementation. Progress on the plan was reviewed in both the [spring and fall](#) of each year. At the start of fiscal year 2023, responsibility for plan activities and updates shifted to department heads and offices. These rolled up to Wright's Executive Council, which is accountable and responsible for college-wide progress. Annual review of the strategic plan helps to chart progress toward the plans completion and serves to guide goal and priority setting for the coming year(s). The Chancellor of District 508 regularly meets with the President to [review Wright's progress](#) on the Strategic Plan.

For focus on its operations, the College intentionally includes the mission statement in its strategic, enrollment management and equity plans. The mission statement is also available on the College's website and is posted on signage throughout the College. The Director of Special Projects has added the mission statement to the College's [letterhead](#). To ensure that Wright maintains a mission focused on its priorities and changing environment, the College reviews and revises its mission statement on a regular basis. More on Wright's process to review and update its mission can be found in Criterion 1.

The allocation of resources is based on enrollment and other factors, including relevant data, student needs, community outreach, and District priorities. Plans and budgets to support those plans adhere to ambitious yet attainable goals. [Wright's Strategic Plan](#) contains strategies and tactics that helped inform the development of this recently updated mission statement. The strategies and tactics include six strategic levers: 1) Student Experience, 2) Equity, 3) Economic Responsiveness, 4) Excellence, 5) Collaboration, and 6) Institutional Health.

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

Wright College's budgeting and monitoring processes are consistent with policies and practices established by Community College District 508. The budget process consists of five stages: 1) definition of goals and objectives (strategic plan) for the next year, 2) budget planning and preparation, 3) adoption, 4) implementation, and 5) evaluation. District 508 and its colleges operate on a fiscal year system that runs from July 1 through June 30 annually.

Wright engages in year-round processes of monthly monitoring, evaluation, and planning. The Vice President of Finance and Operations compiles and reviews monthly spending trends through monthly budget status reports for each department. Budget reports are then made available to each department through a SharePoint site. Reports include a budget status report, a list of all purchase orders, and a detailed list of all payroll charges. The Vice President of Finance and Operations shares any concerns or large variances with department chairpersons and managers. High-level budget information is shared at all college meetings and through Executive Council.

All expenditure requests are submitted through the District 508 PeopleSoft Finance system. The system first ensures that there is budget available for the expenditure, and then routes requests through an approval process that includes the appropriate Dean, Vice President of Student and Academic Affairs, the Vice President of Finance and Operations, the President, and the appropriate

District 508 Vice Chancellor. The approval process ensures that budgets are not exceeded, and all expenditures are appropriate.

If departments need to adjust their budgets, requests are submitted to and reviewed with Wright’s Vice President of Finance and Operations. The Vice President of Finance and Operations then explores options for adjustments. Budgets have been optimized to meet various programmatic goals with the full consent of stakeholders. If a transfer requires a change in program or account code, approval by the District 508 Board of Trustees is required.

Budget decisions are made within a context of prioritization of student success and harvesting greater efficiencies. The Vice President of Finance and Operations solicits inputs from colleagues at other colleges as well as college staff regarding recommendations for efficiencies and cost saving measures, especially in non-student facing areas.

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

Wright’s allocations support the achievement of its educational purposes. As indicated in Community College District 508’s [Comprehensive Annual Financial Report \(CAFR\)](#), the district operates on a fiscal year that runs July 1 through June 30. Each year, Wright submits a budget request based on the College’s strategic and tactical plans. After plans have been reviewed and approved by the Chancellor’s Office, District 508’s Budget Office compiles requests and recommendations to the budgets for the system and the individual colleges. Following public hearings as mandated by Illinois law, the budget package is submitted to the Board of Trustees for allocation, appropriation, and approval. Through the use of budgetary control, Wright analyzes the effectiveness of actual and forecasted expenditures. In accordance with District 508 policies and practices, the College employs an encumbrance accounting system where funds are appropriated by fund type/departmental budget, so expenses are pre-approved, which decreases the potential for overdrawn accounts.

Student success is the central focus of Wright’s planning and budgeting efforts. Community College District 508 and Wright derive revenue from three main sources: state funding, local property taxes, and tuition and fees. The College and District 508 have seen expenditures for student resources increase significantly since March 2020. To offset these increased expenditures, Wright and District 508 have actively worked to expand their grant portfolios. As of FY 2023, the Community College [District 508 Budget Book](#) reported the following:

FY 2023 Expenses by Program	
Instruction	51.2%
Student Services	19.0%
Academic Support	10.0%
Institutional Support	5.0%
Scholarships, Grants, Waivers	0.3%

Auxiliary Enterprises	0.8%
Operation and Maintenance	13.6%

Between FY2018 and FY 2023, the College's operating budget increased 3% from \$35.6 million to \$36.9 million. Expenses by program have seen slight growth in the proportion of expenditures among instruction, student services, and academic support, while institutional support and auxiliary/enterprise expenditures have declined slightly.

Sources

- CCC Talent Acquisition
- EC Agenda July 12 2023
- Final ACFR FY22
- FY2023 Final Budget Book
- Wilbur Wright College Strategic Plan 2021-2025
- WR CCC Job Postings
- WR Committee Assignments
- WR_SEM
- Wright Appreciates (1)
- Wright College June 2023 Spring Check-in Strategic Objectives
- Wright Strategic Plan Spring 2021 Progress Report
- Wright_ILEAEquityPlan_Final

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.

Wilbur Wright carefully allocates its resources in alignment with its mission, strategic goals, and priorities, doing so in alignment with the budgeting principles within Community College District 508. Wright College utilizes the [budget framework](#) (page 33) provided by District 508's Finance Office, allowing Wright to correlate policies and budget methodologies in accordance with its established priorities that enable flexibility in relation to the changing needs of the institution. Criterion 5B has already explained the complex network of relationships within which Wright's budgeting framework occurs.

Wright receives most of its budgeting resources from District 508's appropriation funding. Revenues are received from a variety of sources, including local property taxes, tuition and fees, state apportionment, state and federal student financial aid, and other institutionally generated revenues. For context, District 508's budget for Fiscal Year (FY) 2024 is \$522.3 million. These monies are shared across the seven colleges and the central office. The specifics of this budget can be found in the [Budget Book for FY2024](#).

District 508 has a policy intended to ensure fiscal health based upon [three primary principles](#) (page 22), which. They are:

- Goal 1: Implement an annual budget and financial planning process that reconciles the need to serve the district's constituencies and support its mission with the reality of the financial environment in which District 508 operates.
- Goal 2: Diversify current funding sources to guard against fluctuations while aggressively advocating for District 508's equitable share of federal, state, and local funds.
- Goal 3: Develop a model for program and service management based on achieving both

mission related and fiscal management goals."

As a member of Community College District 508, Wright College also operates under these goals to ensure that it remains fiscally healthy.

Wright College's FY24 budget is [\\$39.2 million](#) (page 152) exclusive of some restricted grant monies. While each department claims their allocation for the upcoming year, each department is also required to justify their expected expenses in relation to the mission, strategic goals, and priorities of the institution.

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

Wright has a robust planning system, as described in previous components, that links planning, budgets, and operations, and assessment to fulfilling the College's mission. The [Strategic Plan](#) is a comprehensive effort that encompasses key college activities and also serves as a thread that runs through all processes. Additionally, as detailed in 5.A.2, [enrollment](#) and [performance](#) data and Budget Status Reports are viewed in relation to assessment data to ensure that both the KPIs are being achieved and that equity, as outlined in the [Equity Plan](#), remains a primary concern. Further, related initiatives that support planning, budgeting, and assessment include [Program Review](#), the College's Equity Plan, and [Strategic Enrollment Management Plan](#). Accordingly, all activities, evaluations of operations, budgeting (most concretely, the allocation of resources in support of mission), and planning are aligned with the goal of increasing student success.

Assessment of student learning is a key activity that drives curricula, academic priorities, and subsequent planning and budgeting. As an illustration, course review data are shared first with the department, establishing a framework for evaluation of course materials and objectives, as well as the success or failure of courses at reaching their desired outcomes. This course level information figures prominently in Program Review, which shapes programming discussions. Program review information, coordinated with data and analysis, is shared with college stakeholders (at Executive Council, with appropriate committees, at college-wide meetings, advisory board meetings). With multiple levels of involvement and information, the college can make informed decisions regarding the effectiveness of its operations. As an example, the college's increased investment in first year activities (mentoring, tutoring, advising), have been informed by [student performance](#) in developmental education and key gateway courses, which in turn has informed college decisions about the effectiveness of specific courses and course sequences.

Wright follows ICCB policies and rules in relation to its program review as mandated by ICCB and as described in Criterion 4.A.1. Program Review serves as the primary vehicle for programmatic planning and reflection outside the College's Strategic Plan. Within the Program Review template provided by ICCB, program coordinators present an overview of their program highlights over the most recent five-year period, goals for their upcoming review period, financial summaries, data on student achievement and equity gaps, and action plans with next steps and timelines.

The College's [Equity Plan](#), drafted in 2020, addresses the gaps in enrollment, retention, persistence, and completion among targeted student populations. Wright began its equity journey in 2016 when it received a grant from the Association of American College and Universities (AAC&U). To carry out its work, the College has invested time and dollars in strategies such as [course data disaggregation](#),

pre-college advising, coaching and mentoring, Open Education Resources (OER), asset mapping, college capacity building, intentional employee diversification, and inclusive teaching practices.

The College's [Strategic Enrollment Management \(SEM\) Plan](#) is another planning effort that links mission to resources and uses data to drive improvement. To meet enrollment goals found within the SEM Plan, the College has devoted increased resources including recruiting strategies that target specific underserved populations, targeted advertising and marketing tactics, and related support systems for Early College, Black, and Adult Education students.

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

Multiple stakeholders both internal and external are involved in the College's major planning efforts, including the Strategic Plan, the Equity Plan, the SEM Plan, the Civic Action Plan (CAP), as well as their supporting initiatives. Considering and involving the community in college planning is one of the key strategic objectives in the Wright College Strategic Plan. Per the Plan, Wright College pledges to strengthen existing and establish new community partnerships in the following ways:

- Expand Wright's presence and relevance with Northwest Chicago Community-Based Organizations (CBOs), and businesses, stressing intergenerational success and relevance.
- Seek new grant/partnership opportunities for specialized programs – building from success with organizations such as Erie House, Safer Foundation, and Dr. Pedro Albizu Campos High School (PACHS).
- Craft and implement Civic Action Plan (CAP).
- Build relationships with Sweet Water Foundation and GreenCorps Chicago to develop a BC, AC, and associate degree program in urban agriculture, with articulation to the University of Illinois system.
- Leverage success in work-based learning opportunities with Accenture, Chase, and other national companies to expand opportunities for Wright students. Wright has invested in relationships with community-based organizations, community organizations, and local businesses to ensure the college utilizes input from stakeholders in planning. As resources diminish due to the international economic crisis, partnering with non-profits to impact systemic problems will be beneficial.

In addition to including faculty and staff on its various planning committees, prior to submission of all plans to District 508, the Strategic Plan, Strategic Enrollment Management Plan and Equity Plan were all circulated among college faculty and staff to solicit feedback. Once feedback was collected and incorporated (if appropriate), the plans were then submitted to the District 508 central office for consideration and approval.

In 2021, the College published its first [President's Report to the Community](#). In this report, the President reports to the community on the programs, opportunities, and achievements of Wright staff, faculty, and students. Another report will be produced in Fall 2023. Additionally, Wright hired a Community Relation Strategist to engage with community stakeholders, forge new partnerships, and expand Wright's presence in the communities it serves. Wright has reinstated its Community Roundtable discussions that allow the College to receive direct feedback with community stakeholders, including local community-based organizations, transfer partners like Northeastern Illinois University, and feeder high schools. The College also gathers input and feedback from the

members of its career programs advisory boards, which meet up to two times per year.

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.

Wright College plans on the basis of a sound understanding of its current capacities. As mentioned previously, Wright exists within a complex framework for budgeting that includes Community College District 508 Board of Trustees' decisions as well as state and local budgeting matters. These dynamics require that Wright ensure wise and sound fiduciary decisions are made in accordance with this framework. For example, the FY24 Budget (and all budgets since FY 2019) was prepared as a collaborative effort from various internal constituents who hold budget authority within their departments. The Business Office under the auspices of the Vice President for Finance and Operations continuously monitors conditions to ensure that they and key Wright stakeholders are aware of the real time valuation of the revenue and expenses. This ensures that the College and the District remain flexible to deal with unexpected shifts in environmental factors, like the COVID-19 pandemic, while simultaneously staying stable enough to ensure the continuity of basic departmental functions remains intact.

The Strategic Enrollment Management Plan, Equity Plan, Strategic Plan and Key Performance Indicators all encourage the college to track its progress and be aware of demographic and other changes within its service area that can impact enrollment and revenue.

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

Wright College's planning anticipates changing external factors. The use of advisory boards for the College's career programs ensures that Wright remains competitive and provides students the greatest opportunity for success in their chosen fields of study. It was feedback from the advisory group for Wright's Computerized Numerical Control (CNC) program as well as District 508's Center of Excellence for Manufacturing that led to the development of a new CNC program. Advice from leaders in the field allows Wright College to adapt its offering to the changing landscape of the current and future job market. In collaboration with other colleges, the engineering program has been improved for increased transferability and usability of courses. Of note, Wright College led Community College District 508 through a broadening of its engineering course offerings in recent years to include all courses in a renewed AES degree after a survey of high transfer institutions found the existing AES award to be outdated. Wright also consulted with another college in Community College District 508 in the development of its new Cannabis Studies program. These interactions all make the college more aware and proactive in its planning.

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

Wilbur Wright implements its plans to systematically improve its operations and student outcomes.

The [Strategic Plan](#) presents a five-year timeline for Wright's improvements. It was created in

alignment with the [Strategic Enrollment Management](#) and [Equity Plans](#). These three documents provide a paradigm for focusing attention on the future and for judging the progress in reaching goals and objectives. The Strategic Plan contains specific tactics to ensure that the institution remains on track toward achieving its goals. These goals were identified in relation to both the Strategic Objectives and the [KPIs](#) which have been discussed throughout this document. The Strategic Plan was developed by a committee consisting of members of the various internal constituents from the college including faculty, staff, and administrators. This ensures that the Plan provides a univocal statement of the concerns and opportunities of the institution.

Wright College monitors its various plans and ensures that they align with the mission and vision of both the College and Community College District 508. The Director of Research and Planning works with Vice President of Academic and Student Affairs to track and report on the [implementation](#) of the Strategic Plan. They have also coordinated, along with the President, reporting [mid-year and annual results](#) to the District 508 central office. As they were developed and implemented first, Wright's Strategic Plan encompassed the goals and initiatives of the Strategic Enrollment Management Plan and the Equity Plan. The Strategic Plan also established new initiatives to be undertaken as part of the College's forthcoming Strategic Enrollment Management plan update. By aligning campus' efforts, duplication of work is reduced and an alignment among planning, assessment/evaluation, and KPIs becomes central to the process.

Sources

- Badly Behaving Classes 2018-2023
- Evidence 03 2022 Program Review Submission to ICCB
- Fall Enrollment Comparisons 2021-2023
- FY2024 Final Budget Book
- KPI Update 4-18-23
- Wilbur Wright College Strategic Plan 2021-2025
- WR Community Report Spring 2021 5-4-21
- WR_SEM
- Wright College June 2023 Spring Check-in Strategic Objectives
- Wright Strategic Plan Spring 2021 Progress Report
- Wright_ILEAEquityPlan_Final (1)

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

Wright's leadership, infrastructure, and processes ensure that the College delivers on its mission and produces results that benefit stakeholders. The College upholds shared governance, practices data-informed decision-making, and engages in effective planning.

Shared governance serves as one of the College's principles. Wright committees typify this commitment as nearly all standing committees and working groups contain a cross-section of stakeholders. Initiative and project-based teams like the HLC Steering Committee, the Strategic Planning Implementation Taskforce, the Strategic Enrollment Management Committee, the Noel Levitz Response Team, as well as groups like the Hispanic Heritage Month, Black History Month, and the Land Acknowledgement Committees consist of broad representation from a variety of internal stakeholders. Other standing groups like Executive Council include faculty, staff, and students. Shared governance is also demonstrated through executive leadership's meeting with Faculty Council and local collective-bargaining units. Collegewide meetings like State of the College help ensure transparency and provide opportunities for the President and other leaders to engage in open forums with college personnel. The College's revised mission is the result of collaboration between internal stakeholders to create a statement that reflects the diversity of Wright's constituents and the Wright community's shared, collaborative commitments to student success. In recent years, the College has reestablished its place in the local community. This is evident in the increased presence of external stakeholders engaged in work with local high schools, community-based organizations and programming partnerships.

Wright's commitment to transparency and collaboration extends to its budgeting processes and financial operations. The Vice President of Finance and Operations provides monthly status reports that are accessible via SharePoint and documents purchase orders and payroll charges. District 508 helps the College maintain fiscal health through annual planning and budgeting driven by the need to serve constituents effectively and diversify funding sources to uphold equity.

Planning and assessment efforts are also mission-driven and linked to sound budgeting and carrying out effective operations. The creation of Wright's current Strategic Plan reflects collaboration and data-informed decision-making. After a period of stagnation, assessment of student learning has undergone recent transformations to ensure collaboration, results utilization, and a commitment to measuring student learning holistically.

Sources

There are no sources.