

# First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by City Colleges of Chicago-Wilbur Wright College on 10/28/2022. Last modified on 6/4/2023.

## Application Deadline

May 1st, 2023 at 11:59 PM CST

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## Data Provided

Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

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## Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

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## Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

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legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

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## Primary Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only).

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### First Name

Gabe

### Last Name

Estill

### Email

jestill@ccc.edu

### Phone Number

(773) 481-8816

### Title

Associate Dean of Instruction

### Institution

City Colleges of Chicago-Wilbur Wright College

### Mailing Address 1

4300 N Narragansett

### Mailing Address 2

-- empty or did not respond --

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## City

Chicago

## State

IL

## Zip Code

60634-1500

## Full Name of Institution's President/Chancellor

Dr. David Potash

## President/Chancellor's Email Address

dpotash@ccc.edu

## Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)

6738

## Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)

-- empty or did not respond --

## # of Full-Time Equivalent Staff (as reported in IPEDS)

625

## # of Full-Time Equivalent Faculty (as reported in IPEDS)

88

## **SECTION 2: Campus, Community, and Community Engagement Context**

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**1. If your campus has an institutionally sanctioned definition of community engagement and related terms, provide them here. Describe the context for the creation of the definition, how it was approved, how it is used, and any evidence of its effectiveness in guiding community engagement on campus.** If your campus does not have an institutional definition of community engagement but you are on a campus that has multiple definitions reflecting how different units and disciplines interpret community engagement, provide some description and examples here. If your institution does not have such a definition, please describe any work under way to adopt one.

Wright College, an independently accredited institution within the City Colleges of Chicago system, does not have an institutionally sanctioned definition of community engagement and neither does CCC. In tandem with the other six colleges within CCC and the District Director of Civic Engagement and Community Relations, Wright will explore creating a more streamlined definition that can be shared across the City Colleges of Chicago. Wright defines community engagement through its mission, planning, programs, practice and policy. Wright's Civic Action Plan CAP defines community engagement in four primary areas: partnerships; curriculum and instruction; co-curricular and student activities; promotion of the college and its work. Wright's Strategic Plan, Equity Plan, and Strategic Enrollment Plan all elevate community engagement.

The mission statement, updated in 2023, calls out community: 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. The college-wide evaluation of mission is part of Wright's reaccreditation processes.

In Wright's Strategic Plan, "community" serves as one of the College's four main values. Its importance is reflected in one of the Plan's key priorities—community engagement. The Strategic Plan provides the high-level framework for all of Wright's critical efforts.

Community undergirds the College's Equity Plan. The Equity Plan is a data informed intentional effort to serve our students across all categories, paying close attention to student behavior, wants, opportunities and performance based by race, gender and age and other critical factors. The college's equity work is grounded in the knowledge that diversity enriches the College and community, that inclusion is a core college value, and that equity work is essential if we are to see more students succeed at the college. Chicago has a lengthy and problematic history of segregation. Accordingly, all equity work is closely aligned with community engagement.

The Strategic Enrollment Management (SEM) Plan further illustrates Wright's commitment to its community and student success through. A pillar in that plan, Total Community Development, seeks to expand the college's scope and impact to improve institutional relationships, bolster community, and improve enrollment. The College is achieving these aims through enhancing outreach and support for all students, including Adult Education, Continuing Education, Dual Credit, Dual Enrollment and others; celebrating intergenerational student success, and amplifying economic prosperity and economic mobility. These initiatives and Wright's intentional actions to help build, repair, and grow community constitute the College's understanding of community engagement.

**2. Describe your college or university in a way that will help to provide a context to understand how community engagement is enacted. For an institution with multiple campuses, please describe each campus for which you are seeking endorsement. Include descriptors of special type (regional, metropolitan, multi-campus, faith-based, etc.), location, unique history and founding, demographics**

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## **of student population served, specific institutional priorities, initiatives and other features that distinguish the institution.**

Since 1934 Wright has emphasized access, excellence and service to meet community needs. Originally serving a mostly European immigrant population, Wright has adapted to the changing demographics of Chicago. Multiple generations of students, families, alumni, neighbors, employers, employees and community stakeholders know and trust Wright as a comprehensive college committed to them and their needs.

As part of the City Colleges of Chicago system, Wright's focus is to support city-wide efforts at community engagement and community-specific efforts in northwest Chicago. The largest of the colleges in CCC, approximately 9,500 students enrolled at Wright in Spring 2023 (60% credit, 30% in Adult Education – ESL and ABE, 10% continuing education). Wright welcomes all. Tuition is the only cost borne by students and all services are free. Wright's main campus is the Dunning area and the Humboldt Park Vocational Education Center sits ten miles to the east. The demographics of Wright students reflect the great diversity of northwest Chicago. Sixty percent of Wright students identify as Hispanic, and within these students claim heritage from Mexico, Puerto Rico, Central and South America. One in five identify as white, with many students claiming heritage from Poland and eastern Europe. Just under ten percent are Asian, with many from southeast Asia, and similarly, just under ten percent are Black. The college celebrates this great diversity through academic, co-curricular and extra-curricular programming and community specific outreach.

Wright's priorities are inclusive excellence, making certain the students across all programs feel welcome, benefit from outstanding student services, and obtain a high-quality education. Wright's commitment to being an HSI and its Center of Excellence in Engineering and Computer Science illustrate these values.

With one of the largest Hispanic enrollments of any community college in Illinois, Wright has developed and implemented multiple efforts to serve Hispanic students more effectively. These range from on-campus efforts at cultural competence and inclusion to specialized supports (La Noche de Familia) to bilingual academic programming (Avanza for Spanish-speaking first year students) to financial wellness in the community (in multiple languages). These and other efforts were recognized by Excelencia in Education in 2021. Wright College received the Seal, one of two institutions in the state.

Wright's Center of Excellence (CoE) provides multiple points of entry and wrap around services to students who seek to transfer to four year institutions in Engineering and Computer Science. Growing from 9 students to 500 this fall, the CoE does extensive outreach in the community to open pathways for prospective students. Student success rates and retention are extremely high and the program has been recognized nationally. CoE students are 80% Hispanic or Black and alums are at UIUC, IIT, UIC, Northwestern and in the workplace.

Wright's HSI and CoE work represent intentional efforts to partner with the community as well as with external institutions to provide students with greater access, greater opportunities, and excellence to insure lifetime success.

## **3. Describe the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that aligns with the culture and history of the community(ies) partners.**

Wright College's primary service area is the northwest side of Chicago, more than 630,000 residents, although CCC does not distinguish areas among colleges. Key neighborhoods served by Wright include: Avondale, Edison Park, Humboldt Park, Logan Square, O'Hare, Belmont Cragin, Forest Glen, Irving Park, Montclare, Portage Park,

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Dunning, Hermosa, Jefferson Park, and Norwood Park. Wright is also making a concerted effort to serve more Black students on Chicago's west side (Austin, North Garfield Park, North Lawndale). The area encompasses great heterogeneity of wealth, race, and opportunity.

**4. Describe how community engagement has been structured and shaped at your campus. This may include the institution's founding and history, community requests/demands for campus responsiveness to community issues, leadership priorities, the evolution of community engagement on campus and in communities, institutional culture (e.g., highly decentralized), or any number of longstanding or recent factors including a response to a legacy narrative that may not always have been positive.**

Wright has been working hard to strengthen existing relationships, forge new partnerships, and to be relevant to all members of the community as CCC priorities have shifted over the years. The College aspires to be an intellectual and community hub for the Northwest side of Chicago, an anchor institution that serves the entire family through two campuses and strong relationships. That ambition is reflected in organizational structure, staffing and programming. Wright's leadership has prioritized community needs and responsiveness across all units. Recent highlights include:

- Regular Community Roundtables to share and listen.
- An annual Report to the Community
- Development and implementation of Civic Action Plan
- Active membership in Campus Compact
- Routine breakfast sessions with high school professionals
- Creation of on-campus Food Market, providing thousands free meals and goods
- Training program with high schools and businesses for students with cognitive and developmental disabilities, leading to long-term employment.
- Annual Day of Service for Wright employees
- Leading the only service learning in the classroom program within the City Colleges of Chicago

**5. Describe how community engagement efforts have been impacted by recent national and global events, including the COVID 19 pandemic; greater attention to racial justice; the crisis of decreasing trust in American democracy and institutions; and natural disasters.**

Wright has become more intentional about prioritizing racial justice, equity, and student's socioemotional well-being, particularly in light of recent injustices and the toll of the global COVID-19 pandemic. While extensive equity work began in 2015, it took several years to the development of an Equity Plan with support from the Partnership for College Completion. That work informed significant investment in technology and support to students, all free, throughout the pandemic, and substantial investment in support programs such as Wellness.

## **SECTION 3: Quality of Community Engagement Relationships**

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**1. Describe specific systematic actions and strategies used to ensure the institution, academic units (colleges, departments), and faculty and staff are building academic-community partnerships that center mutuality and reciprocity. Please provide one example for each of the following categories of practices that indicate mutuality and reciprocity (maximum word count 1000):**

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- a. how the effectiveness of those actions and strategies are shared with partners.**
- b. how the campus ensures that community partners have “significant voice” and input into institutional or departmental planning.**
- c. how the systematic data from the feedback and assessment of partnerships is used to improve reciprocity and mutual benefit.**

Wilbur Wright College’s strategic plan ensures that the college and its constituent units build academic community partnerships that center mutuality and reciprocity. The plan, which was developed with the City Colleges of Chicago’s strategic framework, details Wright’s focus on creating a comprehensive “educational engine for social economic, mobility and racial equity for all Chicagoans.” Wright’s plan provides frameworks for actions at the system level and at the college and unit level.

For CCC, a central office is dedicated to legislative and community affairs. This unit informs college actions to “maintain positive relations between government offices, local campuses, and our neighbors and to work collaboratively with community groups to improve the educational experience of our students.” Wright’s full-time community relation strategist focuses on college priorities and coordinates CCC-wide activities. Core objectives include identifying key indicators of excellence in the community, state organizations, and local schools; identifying potential goals for achieving excellence in community engagement; situating the college within that vision; and addressing how best to make progress toward sustained excellence in community engagement through appropriate programs, networks, relationships, and structures; addressing questions amongst government officials and school/community events. All of these are routed through the President and shared with the college’s Executive Council and appropriate unit.

Initiatives center to Wright’s Strategic Plan include expansion of Early College, Continuing Education and Workforce, outreach to underserved members of the community, and the removal of barriers to entry and completion. Each requires active leadership from distinct college units.

Wright’s Early College goals are to “increase participation in Early College and improve transition from Early College to college status.” Reporting through Dean of Instruction’s Office and aligned with Community Relations and Enrollment Management, Early College provides college- level courses at more than 15 high schools and at Wright’s campus. 1,500 high school students participated in early college in the 2022-23 Academic year. These students also received opportunities for career and academic counseling, invitations to events with their families, and full access to all of Wright’s services. Early College outreach and support was furthered informed by neighborhood outreach, data, and listening sessions from high school educators. Early College enrollment is slated to grow in the coming year.

Reporting through the VP for Finance and Administration, Wright’s Continuing Education and Workforce team partners internally with academic affairs, enrollment management, community affairs, and other units. Charged through the Strategic Plan with strengthening “responsiveness to whole families in the Wright service area through new and expanded programming,” CE offers a wide range of learning opportunities to meet diverse community needs, from business-related skills to online classes in IT-related fields, to job-ready certificates such as Solar Panel Installation. Programming is informed by community input, discussions with employers and community organizations, community and political leaders, and data. Enrollment in CE will increase significantly in the coming academic year.

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Organized under the Dean of Instruction with collaboration through Adult Ed, Continuing Education and community, Wright is institutionalizing "Prior Learning Assessment (PLA) to accelerate adults' return to school by recognizing work experience and certifications." The first at CCC to tackle this opportunity, Wright's PLA effort dovetails with outreach in the community to offer older students easier and faster paths to certificate and degree completions. While our initial efforts have only reached scores of students, we anticipate greater numbers as we start outreach in the coming academic year.

The expansion of Wright's Adult Education program, in coordination with community work and outreach, offers student ESL, high school equivalence and citizenship courses all for free. Adult Education gives students all their learning materials, loans laptops and other technology, and insures that Adult Education students are integrated into the college. These students have access to all of Wright's resources and are actively sought to participate. During from the pandemic Adult Education enrollment shrank and with a return to campus, it is now growing, with 2,500 students in spring of 2023 and expectations for significant increases in the coming year thanks to partnerships with community-based organizations.

Wilbur Wright College's Community Relation Strategist leads and coordinates community engagement efforts. Working alongside the President and looping in college administrators, faculty, staff and students, the team maintains an ambitious schedule of meetings, outreach and events. Wright makes sure to share CCC- Wilbur Wright College strategies and effectiveness with community partners through site visits, emails with updates, mail, community round table meetings and City Colleges Newsletter. The next report to the community is being prepared, and it will be supplemented with video assets.

At the CCC level, the Chancellor and his office regularly share information and seek input from community members across the City. This work includes annual reviews, roundtable events, and other activities.

At the college, Wright's community relation strategist organizes community round tables each semester. Entitled "Community Partners Connect," these events share updates and provide invaluable opportunities for the college to hear from community partners. Engaging and listening to professionals discuss community needs and opportunities helps Wright to understand the communities we serve and better support, improve or implement our service in order to meet the community needs. The responses are collected and reviewed by the President and relevant committees to understand gaps, plan strategies and set timeline for follow up. All manner of suggestions emerge through these forums, from grant opportunities to service needs to specific programming. In addition, Wright is increasingly becoming a vehicle for community focused organizations and leaders to network with each other.

**2. Community engaged campuses collect data about the mutuality of community partnerships. Describe the nature of data your institution collects about community partnerships. Describe how the use of disaggregated partner demographic data (specifically by racial and/or demographic groups) is used in your assessment and planning. Please describe at least two but not more than four examples of how this data is used (maximum word count 1000).**

Wilbur Wright College does not have one systematic method to collect data about community partners. For this application, the college created a form to collect the data for this application from internal stakeholders. The partners that we work with are near the campus in these neighborhoods; Dunning, Jefferson Park, Portage Park, Belmont Cragin, Austin, Humboldt Park, Hermosa, and Lawndale. Each partnership is based on the needs of the students and the community. Other initiatives are assessed individually and examined in the context of broader community data.



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Towards that end, City Colleges has engaged in more systematic data collection on Chicago with college-specific community information. In 2021, CCC engaged with Northern Illinois Universities for an economic impact study that contained actionable data at the neighborhood level. The same group worked with CCC in 2019 on a detailed environmental scan. Wright College's institutional research arm frequently consults the City of Chicago's data portal, an open access site with actionable data and a helpful staff for many neighborhood specific issues.

### **3. Provide an example of collective goals that the campus and community have developed and agreed upon to guide community engagement. How are these goals tracked, measured, and reported annually to various stakeholders?**

Wilbur Wright College plans community round tables to engage community-based organizations, businesses, and other partners. The purpose of the community round tables is to inform stakeholders about City Colleges of Chicago and Wilbur Wright College updates and to hear from community members about pressing issues and concerns. These can include successful partnerships, enrollment, policy, and programs.

It is essential that the round table participants share their ideas about the needs of the communities they serve. The information collected helps the college develop plans and actions to create intentional partnerships that will create supportive programs to reflect the community's needs. At a general level, information is collected through guided questions that are created that facilitators use to start the conversation. Facilitators make sure to take notes during the conversation. Wright follows up with surveys to obtain more information. With these challenges, we made sure that the following round table folks are prepared and given more time to answer the questions.

An example of how this plays out is Wright College's partnership with Vaughn Occupational High School, a community neighbor. Vaughn serves students with intellectual and cognitive disabilities. Discussions at open forums led to more in-depth discussions and the creation of a non-credit program at Wright for Vaughn students. As the college and Vaughn learned more about each other and needs, the partnership deepened. Accordingly, when Illinois's Department of Commerce and Economic Opportunity advertised a request for proposals for programs that would help underemployed populations, Wright was quickly able to bring Vaughn to the planning sessions, along with another high school and an employer.

The platform used for communication and tracking among Wright, CCC and community partners is. Through Salesforce we are able to collect data from contacts that have looked at the type of communication they have received and read from the college. This platform also tracks any type of events that Wilbur Wright College hosts and automatically uploads any new contact that is not in the system. Also, it collects bounced emails of contacts that need to be updated. This list gets updated by the Community Relations Strategist at Wilbur Wright College.

### **4. Describe how community partners in marginalized communities are compensated for their labor in enriching student learning and faculty research.**

City Colleges of Chicago policy allows for compensation to community partners through formal contractual relationships. These are evaluated closely and must speak to a service or need that CCC does not provide.

Accordingly, Wright and CCC often establish memoranda of understanding to align CCC efforts with the efforts of a community partner. Wright has memoranda with several community-based organizations to insure deeper

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partnerships as well as informal relationships with many such organizations.

Wright College's Workforce Equity Initiative Grant illustrates how the college directly helps students and coordinates and supports community-based partners. The competitive grant, offered by the Illinois Community College Board, challenges institutions to develop and implement short-term programs to chronically underemployed individuals to lift them out of poverty. Designed primarily for Black community members, the WEI program provides wraparound services, free tuition, and an entryway into higher education for individuals who otherwise might not cross our thresholds. There is a high degree of accountability.

Wright's program, called Wright JobHire, offers nine programs that lead to jobs that could provide a living wage. The college intentionally sought the program. Now in its third year, Wright's JobHire has a presence in primarily Black neighborhoods in the west side of Chicago: Austin, East Garfield Park, Humboldt Park, North Lawndale, and East Garfield Park. Students participating in Wright JobHire receive transportation and job placement assistance. Students who complete the program receive a stipend and are eligible students who have CCC debt can be removed from their accounts. The grant has also required deeper relationships with community-based organizations in these neighborhoods, and in some cases, formal partnerships and contracts for services rendered. The solar panel installation program, as an example, is offered through JobHire and delivered at Wright, collaboratively, through a third-party community-based organization.

## SECTION 4: Academic Community-Campus Partnerships

Describe at least five but no more than eight representative examples of partnerships (i.e., institutional, centers, departmental, and faculty/staff) that illustrate both the breadth and depth of community engagement during the most recent academic year.

### Partner #1

Project/Collaboration Title	Adult Education Courses
Community Partner Name	Eli's Cheesecake Company
Community Partner Contact	Marc Shulman and Juana Rivera 773-308-7026
Campus Partner (person, program, department, center, etc.)	Joseph Tully, Associate Dean of Adult Education
Purpose of the Community-Campus Partnership	Eli's Cheesecake Company is located on the northwest side of Chicago. Eli's is a company dedicated to giving back to the community by providing opportunities to their employees who are refugees and to those who have a disability. Eli's hosts Wright College English as a Second Language (ESL) classes at their company.
Length of Partnership	30 years
Number of faculty involved	1

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Number of staff involved	2
Number of students involved annually	9
Grant funding, if relevant	N/A
Impact on the campus	Wilbur Wright College benefits from the partnership to create visibility in the community that it serves. It creates awareness of the programs that are offered at the college, but also programs that can be offered in the community to make it accessible to community members.
Impact on the community	The type of impact that the partnership that Wilbur Wright College and Eli's Cheesecake create in the community is economic mobility and access to education through employers. It is about making education accessible. Students also learn about other educational opportunities to reinforce their work skills.
Provide one example as to how reciprocity is enacted through the partnership	The impact that the partnership creates is making sure that refugee employees of Eli's Cheesecake Company have access to ESL courses. Also, it makes it accessible to refugee employees to take classes at their job. Wilbur Wright College makes sure to hire a professor to teach the class at Elis' Cheesecake Company and make sure students have the materials for the class. The adult education team at Wilbur Wright College makes sure to administrate the placement test and post-test to determine the levels of gains in the English language. Each student receives a report and each maintains its metric based on attendance and level gains. Through this process, Eli's is committed to supporting their employee's educational growth. Even though the students are taking the classes at their job location they also have access to the campus. They have access to use any resource that the campus offers to all students.
Titles of Courses Linked to Partnership	English as a Second Language

## Partner #2

Project/Collaboration Title	Vaughn Classes at Wilbur Wright College
Community Partner Name	Vaughn Occupational High School
Community Partner Contact	Principal Stephani Anderson
Campus Partner (person, program, department, center, etc.)	Adam Kashuba, Continuing Education
Purpose of the Community-Campus Partnership	Wilbur Wright College has a partnership with Vaughn Occupational High School which is located in the Portage Park neighborhood on the Northwest side of Chicago. Vaughn Occupational High School is a Chicago Public School that specializes in education for students with cognitive and intellectual disabilities. The high school offers programs that will prepare students for social and emotional support. Wilbur Wright College offers courses for Vaughn Occupation students each semester through the Continue Education department. The purpose of these courses is to give students a college course experience. The classes vary from creative writing, arts, fitness, nutrition, and many other courses.
Length of Partnership	8 years

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Number of faculty involved	1
Number of staff involved	1
Number of students involved annually	20-40
Grant funding, if relevant	N/A
Impact on the campus	The impact that creates at Wilbur Wright College creates an inclusive campus. Also, it encourages the college to offer courses to students who are part of the cognitive and intellectual disabilities community.
Impact on the community	The impact that Wilbur Wright College's partnership with Vaughn Occupational High School creates within the community is offering accessible and inclusive educational college programming for cognitive and intellectual disabilities students.
Provide one example as to how reciprocity is enacted through the partnership	Wilbur Wright College makes sure to hire a professor who has experience working with a diverse population of students. These classes are held during the school hours of the students to make it accessible to students. Vaughn Occupational HS makes sure to transport students to Wilbur Wright College. The college is intentional about providing additional support from Vaughn three teachers from Vaugh Occupational are present at all times during the college course to support students.
Titles of Courses Linked to Partnership	Spring 2022 courses ADLTFIT 1328: Stretch, Strength and Abs CHLDPERD 2305: Citizen Scientist Fall 2023: ADLTART 1008: Painting and Studio Class CE IT 4008: Computer Basics Spring 2023: CHLDLANG 1910: Creative Writing Grades 2-4 CHLDART 1720: Arts and Crafts Workshop

## Partner #3

Project/Collaboration Title	American Sign Language
Community Partner Name	Chicago Police Department
Community Partner Contact	Deborah L. Pascual
Campus Partner (person, program, department, center, etc.)	Adam Kashuba, Continuing Education
Purpose of the Community-Campus Partnership	The purpose of the partnership between Wilbur Wright College and the Chicago Police Department is to prepare officers to be able to communicate with the American Sign Language (ASL) community in order to do their duties in the community. The course is offered at the headquarters of the Chicago Police Department. This course has to be taken in order for police officers to get sworn in.
Length of Partnership	1 year
Number of faculty involved	1

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Number of staff involved	1
Number of students involved annually	90
Grant funding, if relevant	N/A
Impact on the campus	Wilbur Wright College offers criminal justice for students who are interested in becoming police officers. Having a partnership with the Chicago Police Department gives students the opportunity to learn from CPD process, and experiences and understand the need for ASL. Also, CPD tables on campus to share employment opportunities, courses, and general information about CPD.
Impact on the community	The impact that this will have on the community is that Chicago Police Officers will learn to community with ASL community members. Especially, in emergency situations. It will be requirement for police officers to get sworn in.
Provide one example as to how reciprocity is enacted through the partnership	Having a partnership with the Chicago Police Department (CPD) gives an opportunity to students to learn about the process of becoming a police officer. Wright College offers criminal justice as a major. Students get the opportunity to learn from CPD experiences in the work field.
Titles of Courses Linked to Partnership	ADLTLANG 1424 Sign Language - Part I

## Partner #4

Project/Collaboration Title	Community Partner
Community Partner Name	Puerto Rican Agenda
Community Partner Contact	Mariana Osorio
Campus Partner (person, program, department, center, etc.)	Sandra Payan Catano, Community Relation Strategist
Purpose of the Community-Campus Partnership	Wilbur Wright College has two campuses one is in the northwest side of Chicago and the other campus is located north of Chicago in the Humboldt Park neighborhood which is called Wilbur Wright College Humboldt Park Vocational Educational Center. As a community college, it is important to learn from the community that the college is based on. For the college, it is important to engage in the community to learn about the positive attributes and the needs of the community in order to serve the community.
Length of Partnership	10 years
Number of faculty involved	1
Number of staff involved	3

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Number of students involved annually	10
Grant funding, if relevant	N/A
Impact on the campus	The impact on the campus is learning the needs of the community and a means to make certain that Wright College is offering the right mix of programs and supports that the community wants and needs. It also gives ongoing opportunities to reinforce knowledge of current programming, obtain feedback on how students and community members perceive the program, and to add new and/or different programs. The partnership also impacts students in giving an additional forum for voice and action. They are the community and it is essential that Wright's Humboldt Park campus acknowledge, elevate and work with all in the community - academically, culturally, programmatically - in any way that we can. It is Wright's aim to maintain an inclusive environment to reflect the community that the college serves.
Impact on the community	The impact of this partnership in the community is the visibility of the Wright College Humboldt Park Vocational Educational Center. Make sure the community is aware of free certificate programs, and affordable workforce programs. Creating visibility of the college to community members who are looking for educational growth opportunities.
Provide one example as to how reciprocity is enacted through the partnership	Wilbur Wright College participates in all manner of events that the community hosts. Wright is part of the educational committee to make sure to share any programs that the college offers. The college participates in the Puerto Rican Parade which is organized by the Puerto Rican Cultural Center. The college also makes sure to share space on campus for community meetings or events. The college has also participated in community events like fundraising, job placement, health drives, back to school, and many more. In any event that happens in the community, the college makes sure to share the information with the Wright College community.
Titles of Courses Linked to Partnership	The impact of this partnership in the community is the visibility of the Wright College Humboldt Park Vocational Educational Center. Make sure the community is aware of free certificate programs, and affordable workforce programs. Creating visibility of the college to community members who are looking for educational growth opportunities.

## Partner #5

Project/Collaboration Title	Civic Engagement
Community Partner Name	League of Women Voters Chicago
Community Partner Contact	Carol Paulini
Campus Partner (person, program, department, center, etc.)	Kathleen Ordinario, Student Activities
Purpose of the Community-Campus Partnership	Civic engagement is important to City Colleges of Chicago to give students opportunities to foster awareness of societal issues and address public concerns.
Length of Partnership	4 years
Number of faculty involved	

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Number of staff involved	2
Number of students involved annually	50-60
Grant funding, if relevant	N/A
Impact on the campus	The impact on campus that students receive from this experience is being exposed to information, students being able to register on campus, and having opportunities to volunteer during election season.
Impact on the community	The impact that is created in the community is to be informed about voter registration, voter rights, and voting polls location.
Provide one example as to how reciprocity is enacted through the partnership	Wilbur Wright College students volunteer to support the League of Women Voters to get folks to register to vote, share voting rights information, and share voting polls locations. The college makes sure to let League of Women Voters to table on campus.
Titles of Courses Linked to Partnership	N/A

## Partner #6

Project/Collaboration Title	Wright JobHire
Community Partner Name	The North Lawndale Employment Network
Community Partner Contact	Bernida Davenport
Campus Partner (person, program, department, center, etc.)	Onie L. Riley, Workforce Equity Initiative
Purpose of the Community-Campus Partnership	The North Lawndale Employment Network (NLEN) is an organization located in the west side of Chicago in the neighborhood Lawndale. The North Lawndale Employment Network (NLEN) has shared goals and values that are directly related to the Workforce Equity Initiative at Wright College. The partnership that is in place allows Wilbur Wright College programs and NLEN's services to be employer-driven particularly for high-demand occupations in order to get companies the skilled workers need. The North Lawndale Employment Network has demonstrated expertise and sound practices to provide workforce training and provide strength based and trauma informed services to the individuals and student population that the college serves. Their intensive wrap around services and case management has been proven to help students succeed long-term.
Length of Partnership	3 months
Number of faculty involved	1
Number of staff involved	3

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Number of students involved annually	20
Grant funding, if relevant	Wright JobHire is a program that is funded by the State of Illinois Workforce Equity Initiative. The grant offers nine short-term programs for free. The grant is designed to offer it to specific neighborhoods in the west side of Chicago which are Austin, East Garfield Park, Humboldt Park, North Lawndale, and East Garfield Park.
Impact on the campus	The impact of this partnership between Wilbur Wright College- Humboldt Park and North Lawndale Employment Network is it is intentionally designed to recruit Black/African Americans and underserved communities of color. Not only recruitment but also preparing faculty and staff through professional development. Also, encourages the college to analyze students' processes through an equity lens.
Impact on the community	The impacts on the community are that it creates economic mobility, access to free education, and visibility of other programs that are affordable at the college.
Provide one example as to how reciprocity is enacted through the partnership	The reciprocity of the partnership is that the North Lawndale Employment students received access to Wilbur Wright College resources, scholarships, stipend completion, assist previous CCC debt, job placement assistance, and books for their classes.
Titles of Courses Linked to Partnership	

## Partner #7

Project/Collaboration Title	Adult Education
Community Partner Name	Onward Neighborhood House
Community Partner Contact	Mario F. Garcia
Campus Partner (person, program, department, center, etc.)	Joseph Tully, Adult Education
Purpose of the Community-Campus Partnership	Onward Neighborhood House (ONH) is an organization based in Belmont Craigin, a neighborhood in the northwest of Chicago. ONH services focus on supporting families from Belmont Craigin. The organization makes sure that families have access to educational programs like Early head start, after school, technology courses, English as a Second Language, citizenship courses, and GED. The purpose of the partnership is to support the families at ONH with their education journey.
Length of Partnership	8 years
Number of faculty involved	2
Number of staff involved	1
Number of students involved annually	32



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Grant funding, if relevant	N/A
Impact on the campus	The impact of this partnership at the college is the resources that ONH offers. Making sure to share the resources with students to have access to services that will support their learning opportunities.
Impact on the community	The impact that it creates in the community having a partnership with Onward Neighborhood House is the visibility of the free educational courses that Wright offers. Also, making it accessible to the community in their neighborhood with a community-based organization that they trust.
Provide one example as to how reciprocity is enacted through the partnership	Onward Neighborhood House is an offsite to offer ESL and GED. Wright College offers the materials for the courses, the professors, and the process of testing. Wright College also makes sure to share ONH services with students.
Titles of Courses Linked to Partnership	

## Partner #8

Project/Collaboration Title	Partnership
Community Partner Name	Northwest Center
Community Partner Contact	James Rudyk
Campus Partner (person, program, department, center, etc.)	Sandra Payan Catano, Community Relations Strategist and Joseph Tully, Adult Education
Purpose of the Community-Campus Partnership	Northwest Center is located in the Belmont Cragin which is a neighborhood in the northwest side of Chicago. Northwest Center offers housing services, financial resources, educational programs, health services, resources for immigrants, business resources and many other programs. The purpose of the partnership is to deliver the resources to the students at the college.
Length of Partnership	10 years
Number of faculty involved	1
Number of staff involved	3
Number of students involved annually	22
Grant funding, if relevant	N/A

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Impact on the campus	The impact that Northwest Center offers its resources to our students is the access that they give students. Students like to have access to resources on campus instead of going to the location to receive information. Also, it is great for students to receive information in Spanish. All the resources that Northwest Center offer to Wright College students creates an impact on students in a positive way. The resources are basic needs that students need.
Impact on the community	The impact of this long and strong partnership that Wright College and Northwest Center have is making the college visible to the community, especially in the free programs that the college offer. There are many programs that the college offers. Also, making ESL courses accessible to community members at their closes locations.
Provide one example as to how reciprocity is enacted through the partnership	Northwest Center makes sure to table at the college to share its resources. Northwest Center has also offered virtual and in-person bilingual (English/Spanish) financial literacy sessions through the financial aid department. Also, Northwest Center serves as an offsite for Adult Education. The classes are offered at Steinmetz College Prep which is located in Belmont Cragin. Wright College has also assigned a work-study student at Northwest Center. This gives the student an opportunity to get work experience. Wright College makes sure to pay the student and Northwest Center get a student to help them out. There are many examples of the strong partnership that Wright College and Northwest Center have.
Titles of Courses Linked to Partnership	

## SECTION 5: Institutional Identity and Culture

### 1. Describe how your campus mission and vision reflect an institutional commitment to community engagement. Provide a quote from the mission and/or vision statement that best represents your institution's commitment to community engagement.

Wright's mission statement— "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" is intentional and reflects the institution's priorities and values. The mission statement was revised and approved by the CCC Board of Trustees in 2022.

The revisions to the mission-statement were based on open forums, surveys, meetings with stakeholder groups, and numerous discussions. All members of the Wright College community participated. College stakeholders believe that putting the words "community-based, equity-focused" was essential to Wright's mission. The change better reflects the College's commitment to the communities it serves as well as the emphasis on equity that guides all facets of the College's work.

### 2. Describe the formal recognitions provided by your institution through campus wide awards and/or celebrations for community engagement.

Major non-profit organizations and civic groups have recognized Wright's commitment to community engagement. These accolades are the result of Wright's intentionality around community affairs and the hard work college stakeholders.

Wright is proud to be an Hispanic-Serving Institution. 2021, Excelencia in Education awarded Wright its

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prestigious Seal of Excelencia, which acknowledges colleges' and universities' outstanding commitment to intentionally serve Latino students and help ensure their success. A rigorous college-wide process was required for the effort, noting specific programs and initiatives. Data on students, employees and programs was also required. This multi-year initiative demanded true college dedication.

Campus Compact recognized Wright's continued success in promoting and carrying out civic and community engagement in 2020 when the College received the Eduardo J. Padrón Award for Institutional Transformation. The award recognizes community colleges that have successfully implemented institution-wide efforts to address issues of public concern by aligning teaching, research, practice, and values in service of the common good. Recipients are institutions that have undertaken comprehensive efforts to advance the values articulated in Campus Compact's 30th Anniversary Action Statement of Presidents and Chancellors.

In March 2023, the Voter Friendly Campus Initiative (a partnership between the Campus Vote Project and NASPA – Student Affairs in Higher Education) designated Wright a Voter Friendly Campus. The Voter Friendly Campus Initiative stated that Wright's "...efforts, even during a non-national election year, to break down barriers and empower students with the information and tools they need to participate in the political process lead to tremendous youth voter turnout and opened the door to lifelong civic engagement for your students."

### **3. Describe how community engagement is defined and planned for in the institutional strategic plan and provide quoted examples from the strategic plan that demonstrate a clear definition and specified steps for achieving deep and pervasive community engagement at your institution.**

In Wright's 2021-25 Strategic Plan, "Community" is highlighted as a key College value. "Community engagement" is one of the five key priorities that will help Wright demonstrate these values.

Under the Economic Responsiveness Goal of the Strategic Plan, Objective 3.3 states that Wright will "Strengthen existing and establish new community partnerships." The College is utilizing the following tactics to achieve this objective:

- 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 basic certificate, advanced certificate, 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.

### **4. Describe how community engagement is emphasized as part of the institution's brand message identity or framework.**

As Wright makes equity a very intentional focus of its mission and practices, its marketing and communication efforts are aimed at a wider audience, reaching underserved populations and communities. Wright has recently made inroads into the Auston community, a neighborhood of great economic need on the West Side of Chicago. Per Wright's 2021-25 Strategic Plan:

Wright is strongly committed to improving the employment prospects in the underserved West Side Chicago

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neighborhoods currently inadequately served by higher education, as well as neighborhoods with disproportionately high rates of underemployed Black men. Expanding our programming and outreach allows us to plant deeper roots of commitment in the Austin neighborhood, as well as use a data-driven approach to align careers with greater income potential to approaches to serving minority populations. Wright will provide better marketing and outreach to populations regarding educational and career options.

In 2019, Wright received a competitive million-dollar Workforce Equity Initiative (WEI) grant that has allowed the College to increase marketing efforts to communities like Austin and provide training and education that make historically underserved students workforce ready upon completion.

## **5. Describe how executive leadership of the institution (president, chancellor, provost, chief diversity officer, trustees, etc.) explicitly promote community engagement as a priority.**

Wright's President, Dr. David Potash, has made Wright's reestablishment in the community a top College priority. This is evident in the College's Strategic Plan, Equity Plan, and Civic Action Plan, college-wide collaborative efforts that bring values to life in terms of programming, budgeting and action. Wright's strong emphasis on civic engagement, including membership in Campus Compact, voter engagement efforts, and community dialogue events, starts at the top of the organization with strong executive leadership affirming the College's place in the community and its desire to strengthen existing relationships with community partners and forge new partnerships that can grow enrollment and community presences.

President Potash, Wright Community Strategist, and many members of the college's leadership team are active and engaged throughout the community. These efforts are in addition to the presence of City Colleges of Chicago leadership and activity in the community. President Potash also serves on the board of Campus Compact, a leading organization for civic and community engagement in higher education.

## **SECTION 6: Infrastructure and Finance**

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### **1. Describe the structure, staffing, and purpose of the campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement.**

Wright College's infrastructure for community engagement reflects the college's institutional priority for community engagement as well as the larger emphasis on community with the City Colleges of Chicago system. As an independently accredited college, Wright can set and fulfill institutional priorities. As a member of a seven-college system with a single chancellor and board of trustees, Wright supports system-wide all-Chicago efforts. Accordingly, Wright's infrastructure for community engagement support is a mix of local and CCC district funds and resources. Wright College's Community Relations Strategist is the primary staffing member charged with community engagement. The Community Relations Strategist is a full-time staff member with extensive experience. Her primary responsibilities reside at Wright and she also supports initiatives across CCC. Community engagement support for faculty at Wright takes the form of release time from teaching and special assignments (supplemental payments in addition to the contractual payments for teaching duties) for full-time faculty members. Part-time faculty members receive special assignments. One full-time faculty member is

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charged with leading Wright's Service Learning efforts and the Diplomacy Lab program. Another full-time faculty member is provided a special assignment to coordinate the College's annual Day of Service event. Recently, release time and special assignments are given to full-time faculty members to lead the Women, Gender, and Sexuality Studies and Latin America and Latino/a Studies programs. Administrative staff are charged with community engagement on a project basis. These include leadership in Adult Education, which involves partnerships and off-sites, the Dean of Humboldt Park with extensive community based responsibilities, the college's financial aid leadership, which provides multilingual financial wellness in the community, Wright's enrollment management team, which is charged with partner high schools and external organizations, Wright continuing education and workforce arm, which partners with employers and community organizations, and Wright's leadership, who make it common practice to participate in as many community-based events and programs as possible. Wright has two major grants that are community-focused. The first, the Workforce Equity Initiative (WEI), a state-sponsored grant from the Illinois Community College Board, offers several free, short-term programs designed to improve employment outcomes across Chicago's Black, unemployed, and underemployed residents. The WEI-funded JobHire program has enabled Wright to make inroads into Chicago neighborhoods like Austin, Lawndale, and Garfield Park, which have high rates of poverty and are underserved by higher education. The Avanza Transitional Bilingual Program is an initiative to support cohorts of English as a Second Language (ESL) students as they enter college. The program, supported through federal Title V funding in a collaborative Northeastern Illinois University and Wright College grant, targets English Language Learner students from area high schools. The program helps these students strengthen their English, math, and college success skills. Other college-funded community engaged programming has been centered on financial literacy, including financial literacy and paying-for-college workshops offered through Wright's Financial Aid Office as well as tax information and help through Wright's Continuing Education. At the District Level, CCC employs a full-time Director of Civic Engagement and Community Relations who works closely with Wright's Community

## **2. Describe the internal budgetary allocations dedicated to supporting institutional engagement with the community. Describe whether the sources of these funds are permanent or temporary. Describe how budget shortfalls may have impacted funding for community engagement.**

Both the College's general funds and support from grants provide the budgetary allocations for community-engaged programming, staffing, and services. Here is a breakdown of funding and its sources and a brief description of the item. All costs are annual amounts unless stated otherwise.

1. Community Relations Strategist. \$42,725 paid from Wright College's general funds. This position supports community engagement efforts, including cultivating and maintaining partnerships.
2. Director of Civic Engagement. \$75,000. This position leads civic engagement efforts and supports community-focused initiatives across CCC. This salary is paid from CCC's District Office's funds.
3. Offsite location staffing and support. \$200,000. Wright has five Adult Education offsite locations that span portions of the College's service area. These sites offer primarily ESL and GED classes and are in partnership with community-based organizations and area nonprofits. Staffing at these five locations includes about \$200,000 in costs. These costs are covered under general college funds.
4. Federal Work Study offsite support. \$6,050. Through support from the Federal Work Study (FWS) program, Wright is able to place a FWS student at an offsite partner location.
5. Workforce Equity Initiative. Fiscal year 2022 = \$1,145,030. Fiscal year 2023 = \$600,000. The JobHire program, supported by WEI state grant funds, offers several free, short-term programs designed to improve employment outcomes across Chicago's Black, unemployed, and underemployed residents.
6. Avanza (Title V). \$200,000 over five years. The Avanza Transitional Bilingual Program is a Title V-funded initiative to support cohorts of English as a Second Language (ESL) students as they enter college. The funds cover instructional and service costs as well as a Director staff position. The position also provides information

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and tailored support for undocumented students.

7. Project Wright Access. \$300,000 over two years. Project Wright Access provides job training skills for students with intellectual, physical, and other disabilities. The program is a partnership between Wright, Eli's Cheesecake, and Vaughn High School. The funding is provided by the state of Illinois's Job Training and Economic Development (JTED) Program, a grant aimed at developing training programs that prepare Illinois residents for careers of the future.

### **3. Describe any strategic fundraising efforts or external funding (grants) specifically undertaken to support community engagement and identify any specific endowments earmarked for community engagement.**

Fundraising is managed through CCC's District Office and involves support for all seven colleges within the system under the auspices of the CCC Foundation. At Wright, aforementioned external grants like Title V, WEI, and JTED support community-focused work and are high priority grants within Wright's external funding mechanisms. On a smaller scale, mini-grants from Campus Compact, ECMC and Civic Nation have supported voter engagement efforts and the development of Wright's Civic Action Plan.

### **4. Describe any specific community investments made by the institution and/or the business practices adopted by the institution that complement and align with community engagement efforts. Provide at least two but not more than four examples from the following practices (maximum word count 1000):**

- a. Description of how the business operations of the campus align with local economic and community development agendas through hiring, purchasing, and procurement.**
- b. Description of the specific mechanisms that are employed to assure community benefit when the campus is involved in local property acquisition and real estate development.**
- c. Description of the campus's participation in a local Payment in Lieu of Taxes (PILOT) program.**

a) Wright has been intentional about hiring employees that reflect the diversity of the students and communities that we serve. As Wright is a Hispanic-Serving Institution, this intentionality is of paramount importance. Among the President's Executive Council (comprised of the President, Vice President, and Deans), 42% of the membership (20 administrators) consists of minority (non-Caucasian) employees. On the faculty side, Wright is working towards better representation in diversity and inclusive hiring efforts. As part of the College's Equity Plan, Wright has included "Diversification of Faculty & Staff as one of its key strategies. Some of the propose actions have already taken place as Wright has inserted inclusive criteria for job postings, including removing candidates' names when interview teams review resumes and application materials.

b) Purchasing and procurement services have also been focused on practices that reflect community composition and needs. For procurement services, CCC and Wright have included provisions regarding opportunities for Minority Business Enterprises (MBE) and Women Business Enterprises (WBE). CCC's procurement procedures read as follows:

Purchases of \$10,000 and up to \$25,000: Informal competitive bidding is required and therefore each user department must obtain three written bid quotations, with at least one being a certified MBE or WBE vendor,

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specifically describing the goods or services and their prices. The bid quotation describing the goods and specific price(s) may be obtained either on a bid quotation form or on the vendor's letterhead stationery. In either case, the bid must be written in ink or typed and signed by an authorized representative of the vendor. If three bids are not obtained, an explanation must be provided on the bid-recap sheet. If a quote from either an MBE or WBE vendor is not obtained, a written explanation must be provided that outlines the efforts made to identify a certified MBE or WBE firm. A copy of the scope provided to the vendors must be attached to the bid recap sheet to ensure all vendors received the same information. Formal Bids - The terms of the purchase may include payment terms, prevailing wage requirements, bid deposit requirements, minority-owned business enterprise ("MBE") requirements, and women-owned business enterprise ("WBE") requirements. (WBE's and MBE's are businesses wholly or partly owned by women or minorities.). The Department of Procurement Services will determine which conditions are required for particular purchases, and include the appropriate terms in the specifications. The Department of Procurement Services will determine the vendor's adherence to the Board approved.

Beyond procurement policies, other inclusive and community-focused practices reflect Wright's commitment to thoughtful and intentional support for community vendors and services. When Student Government Association is purchasing food for events there is a preference to work with small local vendors when possible. If the College has surplus furniture, Wright's Business Office offers the furniture to local nonprofit organizations. The College has also provided surplus adult education learner materials to local nonprofits.

c) Not applicable

## **5. Describe the ways that your campus provides unencumbered financial resources to local communities of color and/or other historically marginalized communities.**

Wright College's students and community are primarily Hispanic or Black. As a Hispanic-Serving Institution and a College committed to open access, high quality education and outstanding student services, the college serves historically marginalized communities. Many of Wright's students are housing insecure, food insecure, have little wealth and fall below the poverty line. As a public open access institution, Wright accordingly meets each student where they are. Wright's offerings of affordable learning options, community services, and access to campus resources serve as unencumbered means for the community to gain access, expand learning, and improve their lives. Wright has made enrollment inroads in high poverty, underserved neighborhoods beyond its traditional service areas. The college's equity efforts, which span all students and all programs, inform the allocation and prioritization of resources.

## **SECTION 7: Institutional (Campus-Wide) Tracking, Monitoring, and Assessment**

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### **1. Describe the mechanisms for systematic assessment of community perceptions of the institution's engagement with community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

Systematic assessment of community perceptions is an area of opportunity for Wright. The College assesses its community engagement work on an initiative by initiative basis. Much of this assessment falls to the Community Relations Strategist with support from the Office of the President as well as the local Campus Compact chapter and its leaders. For other initiatives, such as Wright's Workforce Equity Initiative, the Adult Education off-site partnerships, and cooperative grant activities, assessment is done through the unit and shared.

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The Community Relations Strategist and the College President meet regularly with community stakeholders to gauge the community's needs and share updates on Wright's programs, services, and student success. These meetings occur with individual organizations and as part of the once-a-semester Community Roundtable where local community organizations visit campus to share their needs and learn more about how Wright can serve them. The Community Relations Strategist surveys participants before the event to share questions and presentation overviews and also post-event to gauge feedback and gain insights on how to improve future events and perform optimum follow-up communication. Wright leadership also meets regularly with local elected officials, including alderpersons Daniel La Spata, Gil Villegas, Nicholas Sposato, Ariel Rebroyas, as well as state officials like Representative Lindsey Lapointe and Senator Robert Martwick, as well as federal representatives such as Delia Ramirez, Mike Quigley and Raja Krishnamoorthi.

Wright consistently participates in two groups that hold monthly meetings, bringing community stakeholders together to talk about the community. The Portage Park Chamber of Commerce serves as an outstanding vehicle for learning on a regular basis about community concerns and Wright's potential role. The group's focus is on the northwest side of Chicago, close the college's main campus.

In contrast, the Puerto Rican Agenda's focus is on the Humboldt Park area and the communities directly to the east, including Belmont Cragin and Hermosa. The Agenda's monthly meetings are well attended by a wide range of stakeholder groups along with elected, city and state officials. Wright participates in the Puerto Rican's Education and Workforce committees. Feedback through the Agenda is consistent and ongoing.

The College's Civic Action Plan (CAP) is being modified to include greater emphasis, and a more streamlined approach, to broad assessment of community engagement efforts across the college and in line with the Strategic Plan, Equity Plan, and Strategic Enrollment Management Plan. These efforts will help ensure that data is utilized to drive decision making for collaborative community engagement.

## **2. Describe how the institution maintains systematic campus-wide tracking or documentation to record and/or track engagement with the community. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

The Community Relation Strategist has the primary responsibility for recording and tracking data on community engagement from partners and internal stakeholders. As an open access community college with plethora of programs, initiatives, and partnerships, information also moves from college units to the Strategist and President.

Key are the Community Partners Connect events, community round tables featuring college representatives, Wright students, and area organizations. Many community stakeholders are invited. The information gathered is shared with the President, the planning committee, Community Relations Strategist, and appropriate college units.

Another way that the college gathers information is through ongoing one-on-one meetings with elected officials and community partners. The President and the Community Relations Strategist do this consistently. Meetings with elected officials keep the college up to date and create opportunities for partnerships between elected officials. They also lead to Wright student internships in elected official's offices.

In addition, the President and Vice President meet regularly with service area high school principals and four-year transfer partners. Multiple ongoing conversations with Northeastern Illinois University and the University of Illinois at Chicago, Wright's most prominent transfer destinations, leads to much more than transfer



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agreements. We serve the same communities and that means common programming and support. Among other educational partnerships, Wright's Early College program, which includes dual enrollment and dual credit coursework, requires Wright to meet regularly with high schools. In 2022, Wright maintained dual credit coursework at 15 area high schools serving 1,500 students. Wright's Early College Coordinator documents and shares this information.

At the programmatic level, coordinators, faculty members, and other college representatives meet regularly with area professionals and organizations. These include but are not limited to the Criminal Justice program's work with the Chicago Police Department and the Restorative Justice Court; program advisory board comprised of area industry leaders, fieldwork site officials, program alumni, and field experts in Wright programs like Paralegal Studies, Addiction Studies, Criminal Justice, Computer Numerical Controls, and Occupational Therapy Assistant. Records of these meetings are maintained by the Dean of Career Programs as well as the respective program coordinators within these Career and Technical Education programs. That information is shared on a regular basis with the President and Community Relations Strategist. Along like lines, ongoing community partners with Wright's Adult Education program share information frequently.

Other forms of tracked and recorded partnership outreach occur within special projects like Wright's partnership with Be the Match, a national organization for bone marrow donors. This partnership has produced an annual Be the Match Student Fellow who promotes the organization's work on campus and within the community.

In recent years, Wright has recognized the need to perform better tracking of these relationships. The Community Relations Strategist now uses Salesforce to manage the database of partners, status updates, and systematic, intentional outreach. Wright's Civic Action Plan has yielded an internal list of partners that can be widely shared (without Salesforce access) with college stakeholders for follow up outreach, accreditation information, program review, and other forms of documentation and communication.

### **3. For your institution, what are the standards of high-quality community engagement that the campus aspires towards and how were those standards determined (who was involved, what was the process, and how are they implemented)?**

Wilbur Wright College's Community Relations Strategist supports and builds new partnerships in the neighborhoods that surround the College. The Community Relations Strategist works closely with Wilbur Wright's President and college staff to identify partnerships needed to serve students and the community. High-quality community engagement is based on the programs that are developed to serve students and community members as well as the response to Wright's programs and services, including enrollment and retention numbers as well as individual student success stories and the College's work in the community. Constant communication between the partner, Community Relations Strategist, and others involved is key. Also, the partners and Wright College's internal stakeholders receive feedback on partnership outcomes. The Community Relations Strategist and a cross-section of other Wright representatives attend partners' events. Some examples of community events are open houses at area schools, elected officials' community events, summer festivals, and community activities. The College's Community Relations Strategist attends and presents at community meetings to deliver updates, gather stakeholder feedback, and share insights on Wright's programs, services, and students. The College makes sure to invite community members to on-campus events and to staff tables at events like Wright's Job Fairs, celebrations like Wright 85, and regular information sessions throughout the semester. Partners participate during Financial Literacy Week, Community Day, Health Fair, Hispanic Heritage Month, and many others. To keep community partners engaged and updated, the Community Relations Strategist and the Office of the President maintain email listservs with community contacts as well as share the

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College's annual Report to the Community.

One of the most important documents that Wright College distributes is the annual Report to the Community. The Report contains a letter from the President, an overview of current academic programs, profiles in student success, highlights related to teaching, learning, and service, and updates on any strategic plans or related college priorities. This Report is distributed to community partners and provides important contact information so stakeholders can contact the college or access programs and services.

#### **4. Describe any campus-wide assessments or self-study of community engagement (not including this application) that has taken place in the last five years and how it was used to advance the depth and pervasiveness of community engagement at your institution.**

Campus-wide assessment of community engagement is an area of growth. Wright has utilized campus-wide assessments to better connect with its students. One such assessment, the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, has proven valuable. Though the SSI is not distributed to community members, the data on the student experience indicates positive attributes of the College and students' (most of whom reside in Wright's services) positive opinion of Wright's teaching, programming, services, and facilities. The results indicate that Wright performs above the national average for community colleges on every single metric within the SSI. These results can be shared with the community to showcase Wright's strengths, areas that can be improved, as well as how different populations of Wright's students view their experience at the College. Wright administered the SSI in 2019 and 2022. In 2018, CCC partnered with Bain Capital to develop its Value Proposition, a project focused on four distinct stakeholder groups: 1.) students and families, 2.) private sector representatives, 3.) four-year institutions, and 4.) communities. Bain obtained information on these groups from over 45 employer and 4-year institution interviews, over 10 community and student focus groups, a student survey with over 1300 respondents with over 1,300 respondents, and conversations with CCC staff. From the Bain results, Wright learned a tremendous amount about the communities and students it serves: • Students rate Wright College high on convenience, affordability, academic prep, and diversity. • Needs-based segmentation reveals that academic intent and convenience drive student groupings. • Student Net Promotor Score (a measure of customer/student loyalty) can be used as a metric to encourage a focus on students and support ongoing improvement. • Wright can use student segment data to drive different actions to support student success, including retention, persistence, enrollment, and preparation for college level work. In 2019 and 2021, Wright administered the Trellis Survey to gain insights into students' financial health and needs. The results paint a compelling and comprehensive picture of a student body that does not have cash on hand, struggles financially, and balances academic priorities alongside familial and professional obligations. Most of our students work, support family, and are financial stressed. • 72% of Wright students worry about having enough money to pay for college • 61% of students have run out of money 3 or more times in the past year • 52% of students show signs of housing insecurity • 30% of students show signs of very low food security In response Wright has bolstered its on-campus healthy food market, added resources and workshops for financial literacy, bolstered emergency funding and Wellness Center staff. Additionally, the Community Relations Strategist reaches out to multiple community partners to gather insights on how Wright is meeting their needs and what further work can be done to enhance communication and best practices. These examples illustrate that Wright is seeking and harnessing data to help serve its community and students. Future semesters will show that the College will become more systematic about collection, dissemination, and usage of

#### **5. Describe how the institution aggregates and uses all its assessment data related to community engagement. Who is responsible for gathering data, how is the data managed, how often is it gathered, and how is the data used?**

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Obtaining, aggregating and assessing data at Wright College is an ongoing process. It has proven instrumental in the development and assessment of Wright's Strategic Plan, its Equity Plan, its Strategic Enrollment Plan, and its Civic Action plan. All college planning initiatives are cross functional, with participation from faculty, staff, and students. Some involve external stakeholders. The college's Director of Institutional Research and Planning and Wright's Data Strategist support each of these planning efforts.

Community information from the wide range of sources moves from the relevant units to the President and Data Relations Strategist. They are shared at the College's primary decision-making body, Executive Council, and with the appropriate planning group. By way of illustration, Wright's Workforce Equity Initiative on Chicago's west side emerged through data-informed discussions at Executive Council about Wright's impact, or lack thereof, in the Black community. Ongoing communication with west side community-based organizations presented significant challenges. Stated simply, Wright was viewed as present and a reliable partner. When the Illinois Community College Board announced the WEI initiative, Wright was poised to take action. The initiative was discussed through Executive Council, a cross-functional team led by the Vice President for Academic Affairs was charged with writing the proposal, and multiple units contributed. Now in its third year of funding, Wright has a full-time executive director of WEI, a growing slate of programs, and stronger relations with multiple community-based stakeholders on the west side of Chicago.

In the coming semesters Wright will continue to rely on a host of quantitative studies (such as the SSI, Trellis, and event/programmatic feedback) and qualitative data from meetings, outreach and active listening. The college is committed to improve its service to student sand community.

## SECTION 8: Outcomes and Impacts

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### 1. Provide an example of institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged, and describe one key finding.

In 2020, Wright's Assessment Committee revised the College's institutional learning outcomes to better reflect the College's mission, changing student population, and learning priorities. This work predates the College's decision to pursue the Carnegie Community Engagement Classification as well as the adoption of the College's Civic Action Plan (CAP). Wright now has five institutional learning outcomes:

- 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.

In the appropriate context all five outcomes are community engaged. Wright College, however, has focused on intercultural competence as the most germane to this process. Attention to intercultural competence outcomes provides multiple opportunities, in the classroom and the field, to the development of explicit community-focused goals. Moving forward, Wright College plans to embed a community engagement focus within its institutional learning outcomes and related assessment practices. One of the College's four primary goals in the

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CAP addresses curriculum and instruction. The supporting practices around this goal include:

- Implementing citizenship coursework and resources in Adult Education
- Adopting globalization curriculum in applicable credit coursework
- Expanding service-learning opportunities to include more disciplines and participants
- Developing community-based projects/courses
- Utilizing new Institutional Learning Outcomes to foster closer civic engagement alignment among course and program learning outcomes
- Creating a separate transcript that documents the outstanding civic engagement work of students
- Building on resources for undocumented students
- Infusing sustainability principles and practices into applicable curricular and instructional areas

All of these practices, particularly “utilizing new Institutional Learning Outcomes to foster closer civic engagement alignment among course and program learning outcomes” will go far to infuse community engagement throughout curricular and instructional practices.

This effort requires Wright’s CAP team to work closely with the College’s Assessment Committee to ensure that there is faculty buy-in to modified institutional learning outcomes, which were recently adopted and are being submitted as part of an update to the College’s regional accreditor, the Higher Learning Commission. Wright College looks forward to implementing this reform.

## **2. Describe how institutional, departmental, and/or programmatic learning outcomes for students who participate in for-credit courses that are community engaged are systematically assessed. Include the strategy and mechanisms for assessment in your description.**

Community-focused courses undergo a variety of assessment methods that are primarily confined to the respective course or program.

Within Service Learning courses, students write a reflective paper on their experience in the service component of the course. This assignment relates to the goals of the service learning program, the course’s student learning outcomes, as well as the effect the service component had on the student’s learning. As part of serving learning courses, the program coordinator collects feedback from students as well as community partners.

This feedback is then used to inform programmatic changes, alter assessments, create new pedagogical practices, and develop new service learning opportunities. One unique example can be found in the service learning course Computer Information Systems 260, a capstone course involving a field project. In the assessment, students participate in a planned and coordinated field project with a local employer, community-based organization, or Wright office serving as a client. Students work with the service learning partner to gather their needs, get a feel for their organization or unit, develop a business plan, and execute the plan to create web project (often a new or revamped website) for the client. Pertinent to Wright’s other community-focused activities, CIS 260 students designed a website for the Democracy Commitment (the former name of Wright’s Campus Compact chapter). This assessment gives students the opportunity to collaborate with community partners and develop valuable experience that benefits the client and community as well as cultivating skills directly transferable to the workplace.

In 2022, WGSS program leadership assessed the recently revised institutional learning outcome (ILO) for intercultural competency, which reads “Students connect with differing cultures to understand how systems are

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shaped by values, beliefs, and experiences.” Faculty linked this ILO through three WGSS programmatic outcomes. The WGSS faculty utilized an internally developed survey to assess students’ participation and feedback related to a variety of WGSS- sponsored programming during Women’s History Month. The survey responses suggest that students who attend WGSS events and respond to the survey mostly feel comfortable connecting with people of different cultures, backgrounds, and beliefs. No respondents selected unlikely / very unlikely or disagree/ strongly disagree, though there were a few (3 and 5) who chose neutral. The results will be used to inform programming practices and future assessment.

While these assessments have proven valuable and are relevant to community engaged work, Wright recognizes an opportunity to perform more systematic assessment of these community-focused courses and their related outcomes. The Civic Action Plan provides a space for further collaboration with faculty on the development of streamlined systematic assessment methods for community engaged courses, programs, and activities.

### **3. Provide examples of changes made to for-credit courses that are community engaged based on the results of institutional, departmental, and/or programmatic learning outcomes assessment.**

Closing the loop is often the most important facet of assessment of student learning. The examples cited in item 2 have all yielded changes to curricular, instructional, and assessment practices. For instance, the WGSS program’s survey feedback, as cited in item of section 8, indicated that further assessment was needed to gauge the effect of WGSS programming on students’ learning of programmatic and institutional learning outcomes. Thus, WGSS faculty will be developing a pre- and post-survey so they can better understand where students fall prior to attending the WGSS event and where they stand after experiencing the WGSS programming and its related themes. There is an opportunity to perform this work more systematically so changes can be more routine and better documented. This is also work that the curricular and co-curricular goal of the Civic Action Plan will address.

### **4. Provide an example of a systematic, campus-wide, mechanism for assessing student achievement of institutional community engagement learning outcomes for students who participate in co-curricular experiences that are community engaged, and describe one key finding of each.**

The Be the Match Fellows Program is one community-engaged co-curricular activity that allows students the opportunity to closely collaborate with a national non-profit organization. In this program, a Wright student serves the Campus Fellow for Be the Match, a national organization devoted to securing donors for patients in need of life-saving blood stem cell therapy. The organization operates the national Be the Match Registry, the world’s largest and most diverse listing of potential stem cell donors. The Be the Match Fellow performs outreach work to promote the mission of Be the Match, organize campus registration drives, and work closely with the Be the Match faculty advisor and regional organization representative. The Fellow produces a reflective piece at the end of the Fellowship and the faculty advisor collects feedback on the Fellow’s performance and the organization’s thoughts on partnering with Wright College. After first year of the Fellowship concluded, the organizational representative from the Be the Match shared her positive experience working with Wright:

We [Be the Match] would love to continue with the fellowship. It has been wonderful working with Shanna [Fellow] this year, and despite the Covid challenges, she has become an expert and an advocate for our mission. I definitely can see the enormous potential of this fellowship during non-Covid (or at least less-Covid) times. I know we are all holding our breath for fall semester. Please let me what you need from me and when. I am definitely all in.

Wright is happy to report that Fellowship is nearing the completion of its third year and the solicitation for next year’s Fellow is underway. Based on the experience of the Fellows and informal assessment conducted with Be

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the Match, the College will:

- Develop clearer learning outcomes for the Fellow and Fellowship
- Schedule more regular check-ins between Wright, Be the Match, and the Fellow
- Create a more streamlined reporting structure for the Fellow and their work on securing donors and contacting students and community members.

The WGSS program assessed one of the institutional learning outcomes most closely related to community engagement—intercultural competency. Exposition of this assessment project can be found in items 2 and 3. The results were used to inform changes to future assessment practices.

Wright recognizes that these assessment methods concern assessment on the individual initiative or co-curricular activity level rather than a systematic, campus-wide mechanism for assessing student achievement of institutional community engagement learning outcomes.

## **5. Provide an example of a systematic, campus-wide, assessment mechanism for assessing community engagement outcomes and impacts on community indicators and describe one key finding of each.**

Systematic, campus-wide assessment is an area of opportunity for Wright as its community engagement efforts continue to evolve. Items 1 through 4 of this section describe assessment that occurs within the community-focused individual activity or initiative. Areas where Wright has seen its community-engaged work have a direct impact include the following initiatives:

1. Voter engagement efforts. Per data from NSLVE, every year since 2012, Wright has seen its student voter registration numbers increase with each election cycle. These efforts have been recognized. NASPA and Campus Votes designated Wright a Voter Friendly Campus in 2023, making the College one of only 41 community colleges to earn this distinction.
2. Enrollment in LALS and WGSS courses. Wright has had more faculty participate in the development of courses within this program, more students enroll and complete, and more courses offered in subsequent years.
3. Wright's intentionality with community-engaged efforts has motivated the College to pursue grants that benefit the community, these include JTED and WEI, two major state grants that serve populations often underrepresented in higher education, helping those students earn valuable work experience and develop employment-ready skills.

While Wright is proud of these efforts, there is more work to be done to ensure that systematic assessment is more routine and highly documented, and that results are more widely distributed. A combination of the ongoing Civic Action Plan and the potential of earning the Carnegie Community Engagement Elective Classification will aid these goals of more systematic assessment practices.

## **6. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty and describe one key finding of each.**

This is an area of opportunity for the College as it moves forward with more mature community engagement assessment practices. The potential for systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on faculty is high among the following initiatives:

- Teaching community-engaged courses. Wright needs to gather feedback from faculty and more nuanced feedback from students on their experience teaching and learning in these programs and courses.
- Faculty participation in co-curricular and extracurricular activities. From serving as advisors for student activity groups to participating in events like the annual Day of Service and serving on the Civic Action Plan team, there are opportunities to assess the effect these efforts have on faculty.
- Faculty involvement in community activities beyond Wright. Wright faculty members perform outreach and

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volunteer within their communities and the communities that Wright serves. There is an opportunity to assess and better publicize this work in the hopes of more faculty getting involved in this work.

- Building community into tenure and post-tenure processes. While these processes are contractual and negotiated between CCC's faculty union and the District Office, Wright has the opportunity to make a case for greater emphasis on service to the college and service to the community within the tenure processes.

## **7. Provide an example of a systematic, campus-wide, mechanism for assessing community engagement outcomes and impacts on the campus and describe one key finding of each.**

This is an area of opportunity for the College as it moves forward with more mature community engagement assessment practices. However, some existing initiatives illustrate how the College is responding to community needs and ensuring that those needs can be met on campus. Over the last five years, Wright has launched its Healthy Market to address campus food insecurity, a growing need among students and within the community. Data from Wright's Trellis Survey results indicate that 30% of Wright students have experienced food insecurity. Wright's Healthy Market is conveniently located on campus and open every week so students can have healthy food for free.

Wright's Healthy Market has reached a sizeable number of individuals and households. In 2021-22, Wright's Healthy Food Market served 67,106 pounds of food to 3,722 individuals in 2,199 households. The College tracks this data in order to determine the number of students and families reached. There are even greater assessment opportunities to measure the impact that this food has on students' well-being and how access to healthy food could improve academic outcomes. This is an assessment initiative worth pursuing and one that could become a part of future community-engaged efforts.

## **8. Describe how the institution uses and disseminates data from the mechanisms described in questions 4-7 above and provide an example.**

A variety of assessment methods, most of them at the initiative-level, help determine the effect that community-engaged efforts have on student learning and success, as well as the positive footprint that Wright leaves in the community. Data is collected by two primary entities — the leaders of the initiative and Wright's Office of Research and Planning. The latter is the primary point of contact for all College data inquiries and distribution requests. These data are shared with internal and external stakeholders via a variety of channels including email updates, in the annual Report to the Community, in campus newsletters, with CCC's District Office, with governing bodies like the Illinois Community College Board, accrediting agencies like the Higher Learning Commission, and with the National Student Clearinghouse.

## **9. According to data from the National Survey of Student Engagement (NSSE), community engaged teaching and learning (service learning, community-based learning) is the only "high impact" practice in which students of color have higher participation rates than white students. Provide an example of how your campus disaggregates student data by race, ethnicity, gender, and other identity-based demographics to understand who is participating in community engaged courses and how their outcomes may differ.**

The Office of Research and Planning, staffed by a full-time Director and reporting directly to the College President, is the primary point of contact for data inquiries and dissemination at Wright College. In recent years, Wright has been more intentional about the disaggregation of data according to different student populations.

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The College is eager to provide the framework for all students to succeed and more mindful about the specialized interventions and supports needed for different populations.

Relevant to community-focused coursework and disaggregated data, the Office of Research and Planning and Service Learning Coordinator have prepared data related to student enrollment and outcomes in service learning courses. Here are some highlights:

Service Learning Course Enrollments by Ethnicity, Academic Year 2022-2023

Ethnicity Groups Unduplicated Headcount Duplicated Headcount

Asian 33 33

Black 66 69

Hispanic 268 291

White 64 67

Other 11 13

Total 442 473

Service Learning Course Enrollments by Gender, Academic Year 2022-2023

Gender Unduplicated Headcount Duplicated Headcount

Female 251 265

Male 189 206

Blank 2 2

Total 442 473

Service Learning Course Retention & Success by Ethnicity, Fall 2022

Ethnicity Groups Unduplicated Headcount Duplicated Headcount

Asian 73% 73%

Black 86% 69%

Hispanic 87% 70%

White 79% 71%

Other 83% 83%

Total 85% 70%

Service Learning Course Retention & Success by Gender, Fall 2022

Gender Unduplicated Headcount Duplicated Headcount

Female 85% 70%

Male 84% 70%

Blank 100% 100%

Total 85% 70%

It is Wright's goal to disaggregate this data even further as additional analysis can help address two College priorities—community engagement and equity. Data analysis will serve as a larger piece of the Civic Action Plan as the College continues to evolve its practices.

**10. Research indicates that the academic success of minoritized students is enhanced by increased opportunities to take courses with faculty who share a minoritized social identity because of the potential of shared experiences in learning - faculty who represent ethnic, racial, gender, and**



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**cultural diversity. Further, research shows that women and faculty of color are more likely to bring active and collaborative teaching approaches into their courses, such as community engaged courses. Provide an example of how your campus disaggregates faculty and student data by race, ethnicity, gender, or other identity-based demographics to understand who is participating in community engaged courses and the effect of community engagement.**

Wright has been intentional about the need and desire to better support students of different ethnic, racial, gender, and cultural diversity. This intentionality is the result of changing student demographics (Wright is a Hispanic-Serving Institution with over 60% of its students identifying as Hispanic), community needs, and because it is simply the right thing to do to help all students succeed. The Office of Research and Planning disaggregates data along ethnic, racial, and gender lines. These data are shared with college stakeholders through a variety of in person, print, and digital resources. There is a need for academic departments to better utilize disaggregated data to address performance gap and learning inequities. While some academic departments have made strides, these practices have not permeated academic departments and disciplines at the level that Wright desires and its students deserve.

The data on enrollment and outcomes on community-engaged courses mentioned in item 9 of this section presents a great opportunity to develop more culturally relevant pedagogy. Wright has made some headway in this area, particularly in efforts to decolonize the curriculum, offer more courses within community-engaged programs like WGSS and LALS, and tailor assessment efforts to different student populations and their needs. This desire and progress extend to other areas of the college, such as greater intentionality in hiring more diverse applicants that better reflect Wright's student populations and the communities the College serves. Recent initiatives include exploring new avenues for broadcasting job opportunities and removing names from candidates' applications before they are presented to hiring teams. This work undergirds the College's Equity Plan and Strategic Plan.

Wright has seen some of these efforts already pay off. The College's Engineering Program, with pathways to University of Illinois, the Illinois Institute of Technology, among other four-year partners, enrolls over 500 students, the bulk of whom identify as minority students. Student success interventions aimed at specific populations is also underway. Wright is beginning its Black Male Initiative, focused on improving outcomes for Black male students. The Carnegie Community Engagement Classification could bolster these initiatives, enabling Wright to continue to develop new and hone current community-focused strategies.

## **SECTION 9: Faculty and Staff**

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**1. Describe professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who seek to develop or deepen community engaged approaches and methods.**

Wright College offers a variety of professional development opportunities for faculty and staff. These opportunities are academic-centered, student service-focused, and/or involve direct service to the college and community.

The five Talents of Teaching inform City Colleges of Chicago's tenure process for full-time tenure-track faculty members. One of the Talents is Academic Citizenship, Shared Governance, and Leadership:

CCC faculty members enrich the CCC community by participating actively in departmental, college and/or district committees and activities; they contribute to and provide leadership in their academic and professional

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communities, and they promote collaboration and teamwork among members of these communities. CCC faculty members maintain leadership organizations that determine and maintain standards of academic integrity and excellence and that participate in policy and curriculum development.

Every tenured faculty member undergoes post-tenure review every five years. During this process, faculty compile a portfolio highlighting major accomplishments in teaching and service, including "Community service performed." Wright faculty members who volunteer at local nonprofits and community-based organizations regularly report this.

In 2022, Wright initiated its annual Community Service Day, which enables any Wright employee the opportunity to perform volunteer work at an area nonprofit organization during the workday. In 2022, Wright volunteers cleared debris at a Cook County Forest Preserve location, and in 2023 packaged clothes and books for Cradles to Crayons, an area nonprofit that provides reading materials and gently used clothing to families in need.

Wright offers four professional development opportunities for faculty annual. Prior to the fall semester, Wright's Office of Instruction holds Faculty Development Week, when full-time faculty engage in a variety of professional development activities, including presentations related to community service and civic engagement. Faculty members have shared sessions on service learning, the Diplomacy Lab, local volunteer efforts, and Wright's participation in Campus Compact. Full-time faculty members also participate in a one-day Faculty Development Day prior to the start of the spring semester. Part-time faculty members attend Adjunct Faculty Orientation prior to the start of each fall and spring semester.

Two tenured faculty members receive compensation for community-focused work. A professor in the Social Sciences Department receives release time from teaching duties for coordinating Wright's Service Learning Program, which allows students in cross-section of programs and courses to complete service hours at local nonprofits while they are enrolled in select courses. The professor also receives release time for coordinating Wright's Diplomacy Lab efforts, a partnership between higher education institutions and the U.S. State Department. Participating students collaborate with foreign embassies and State Department officials on projects around diplomacy and foreign relations. Wright is the only two-year institution in the nation to do Diplomacy Lab.

Another Wright tenured faculty member from the Biology Department receives a stipend for planning Wright's Annual Day of Service activity. In this role, the faculty member works closely with a local nonprofit or community-based organization on details related to the Day of Service activity and location.

## **2. In the context of your institution's community engagement support services and goals, describe at least two but not more than four examples from the following practices, as they specifically relate to community engagement:**

- Professional development programs
- Facilitation of partnerships
- Remote/on-line community engagement
- Student teaching assistants
- Planning/design stipends
- Support for student transportation
- Eligibility for institutional awards
- Inclusion of community engagement in evaluation criteria

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- Program grants
- Participation on campus councils or committees related to community engagement
- Research, conference, or travel support
- Support for peer-reviewed publishing about community engagement
- Training to understand diversity, inclusion, and equity related to community engagement

## Professional development programs

- In 2022, Wright launched the annual Day of Service. Wright faculty and staff spend the day volunteering at a local community-based organization. The first Service Day took place at a Forest Preserves of Cook County nature area. Faculty and staff members cleared debris from the forest preserve. 65 attendees participated in the event.

During the 2023 Day of Service, Wright volunteers visited Cradles to Crayons, an area non-profit focused on collecting gently-used clothes and books for families in need. 74 Wright faculty and staff members participated. Wright's work at Cradles to Crayons (based on the boxes volunteers sorted) served 1182 children.

## Facilitation of partnerships

- In 2022, Wright partnered with Eli's Cheesecake and Vaughn Occupational High School (a Chicago Public School focused on students with physical, intellectual, and other disabilities) and the Chicago High School for Agricultural Sciences launch Project Wright Access, a \$300,000 state of Illinois funded program that creates a workforce education pathway for young adults with developmental and cognitive disabilities at the college. Providing wraparound services, work-based learning and the earning of a food handling and food safety certificate, this innovative program creates employment trainings and job opportunities for the city's underserved disabled community.
- Since 2020, Wright has partnered with Be the Match, a national non-profit organization that delivers cures to patients in need of life-saving blood stem cell therapy. Each year, a Wright student serves as the Be the Match Fellow. In this role, the student develops and leads a public awareness campaign regarding the need for donors, particularly those from minority groups, and educates the campus community on what joining the Be the Match registry entails. The Fellow visits classrooms, organizes registration drives, and performs community outreach related to Be the Match's mission.

## Support for student transportation

- Wright College is served by two Chicago Transit Authority (CTA) buses (Routes 78 and 86), which drop students off in front of campus. Bus 78 connects students with the CTA's Blue Line Train. In order to help ease the burden of public transportation costs, Wright offers students enrolled in nine or more credit hours the Ventra U-Pass. The U-Pass, available for only \$70 and covered under financial aid, enables unlimited train and bus rides for students who meet the credit threshold while they are enrolled during the semester. Students can obtain Ventra U-Passes through their online portal or in person at the Office of Student Activities.

## Participation on campus councils or committees related to community engagement

- Wright is a member of Campus Compact, a national organization devoted to civic engagement and higher education's role in serving the public good. Wright's Campus Compact chapter includes students, faculty, and staff. A combination of the Associate Dean of Instruction, the College's Service Learning Coordinator (also a tenured faculty member), the Newman Fellow (a student who serves as the College's civic engagement ambassador), and the Community Relations Strategist lead Wright's Campus Compact chapter. Since 2018, Wright's Campus Compact chapter has
  - Led Wright student voter engagement efforts. Since 2012, Wright has increased the number of participating student voters, according to data from the National Study of Learning and Voter Engagement (NSLVE) from Tufts University. NASPA and Campus Vote Project designated Wright a Voter-Friendly campus, one of only 41 community colleges to earn this designation. Other voter engagement efforts include hosting multiple election year forums on issues important to Wright students. These forums occurred during presidential, midterm, and

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mayoral elections.

- Directed the 2020 Census awareness campaign. Wright's Student Census Fellow, supported in partnership with the District Office, visited nearly 20 classrooms of classrooms, reached 300 students, distributed "I Count" buttons, created multilingual Census materials, and produced Census awareness videos all during the height of the COVID pandemic.
- Participated in a study on deliberative dialogues from the Council of the Study of Community Colleges and the Kettering Foundation. In these extremely polarized times, Wright's Campus Compact chapter has held four deliberative dialogues attended by dozens of students, staff, and faculty members. Dialogues have focused on free speech on campus, the universal income, and balancing safety and justice.
- Created the spring and fall editions of a local Campus Compact newsletter that provides updates on civic engagement and community outreach initiatives and events at Wright, through CCC, and in the surrounding community.

Wright's Student Government Association (SGA) has a Civic Engagement Committee where student senators collaborate on civic awareness and community outreach campaigns. This committee works closely with Wright's Campus Compact chapter.

The Civic Action Plan (CAP) team, consisting of 23 faculty, staff members, and students, drafted Wright's Civic Action Plan, an intentional effort to streamline Wright's levels of civic engagement and community outreach work. The team has held subsequent meetings and working sessions to implement the CAP.

There are three primary teams (core, secondary and community) for the Carnegie Community Engagement application process.

The core team consists of five internal Wright stakeholders including

1. College President
2. Community Relations Strategist
3. Associate Dean of Instruction/Campus Compact Administrative Liaison
4. Social Sciences full-time faculty member/Service Learning Coordinator
5. Director of Research and Planning.

The secondary team, also comprised of internal stakeholders, consists of 15 campus members including the following colleagues:

1. College President
2. Associate Dean of Instruction/Campus Compact Administrative Liaison
3. Social Sciences full-time faculty member/Service Learning Coordinator
4. Biological Sciences full-time faculty member/Day of Service Coordinator
5. Community Relations Strategist
6. Associate Dean of Career Programs
7. Director of the Office of Student Activities/Student Government Association Advisor
8. Dean of the Center for Engineering and Computer Science
9. Dean of Enrollment Management
10. Director of the Wellness Center
11. Perkins Grant Coordinator/Adjunct Faculty member
12. Director of Civic Engagement (District Office position)
13. Associate Dean of Adult Education
14. Associate Dean, Humboldt Park Campus
15. Newman Fellow/SGA Secretary (student member)

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The third team, the community team, consists of external stakeholders including partners from local community-based organizations. These partners are detailed in section 3 of this application.

If the application is successful in yielding the Community Engagement designation, these teams may expand to include additional members, particularly from the student population and additional academic disciplines.

### **3. Describe any search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement and cite at least one example:**

Wright welcomes applicants with experience in community engagement work. Some current employees have worked for other nonprofit and community-based organizations. Community engagement, however, is not a formal pre-requisite for formal hiring practices. Wright is an open access two-year college; therefore, there participation in civic or community engagement activities is a requirement for admission.

### **4. Indicate the campus approach to faculty tenure and promotion: (Check all that apply)**

My campus has a tenure and promotion structure defined at the institutional level.

### **5. Describe the policies for faculty promotion (and tenure at tenure-granting campuses) from any level of the institution (campus, college or school, department) that specifically reward faculty scholarly work that uses community engaged approaches and methods. If there are separate policies for tenured/tenure track, full time non-tenure track, part time, research, and/or clinical faculty, please describe those as well.**

Faculty promotion details are found within the contract for full-time faculty negotiated between local 1600, the union chapter for all full-time community college instructors in Cook County, including CCC and Wright, and the District Office. There are four distinct ranks for all full-time faculty: instructor, assistant professor, associate professor, and professor.

Non-tenured full-time faculty members are ranked as instructors upon hire. After completing three years of teaching and successfully undergoing the Tenure Assistance Program (TAP), instructors can ascend to the level of assistant professor. After six successful years of college teaching and three years in the rank of assistant professor, faculty members can earn promotion to associate professor. After ten years of college teaching experience and four years in the rank of associate professor, faculty members can earn the title of professor. When eligible, full-time faculty members can apply for rank promotion to progress to the subsequent rank. Rank promotion is determined by committee and outlined in the 1600 contract. The criteria for rank promotion include performance in teaching, creative reaching methods, professional growth, college service, creative productivity, professional associations, and community service. Thus, one component of the promotion system involves service to the community.

### **6. Provide the text of the policy for faculty promotion, reappointment, bonuses and/or merit pay**

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**(and tenure at tenure-granting campuses) from any level of the institution that specifically reward faculty for the following. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

**a. Community engaged teaching and learning (maximum word count 500):**

-- empty or did not respond --

**b. Community engaged research and creative activity (maximum word count 500):**

-- empty or did not respond --

**c. Community engagement as a form of service (maximum word count 500):**

With the exception of community service criterion for rank promotion, the local 1600 contract does not have specifics related to rank promotion based on community engagement. The official contract language states: No fewer than three recommendations on initial employment including initial rank and salary assignment, and renewal of employment contracts of non-tenured faculty members shall be made by the eligible members of the department or a committee of their democratically chosen representatives. All applications for faculty vacancies shall be made available to the department prior to its consideration of candidates for initial employment. In cases of initial employment during the summer, a democratically chosen committee shall be constituted from among the eligible members of the department to make such recommendations.

Nonetheless, the college service and creative productivity criteria for rank promotion could include community engaged research, as well as community-focused teaching and learning practices (such as service learning or other forms of community-focused pedagogy).

**7. Describe the pervasiveness of the policies outlined in question six. For example, do the policies appear in guidelines across the institution? In most department guidelines? In a few?**

These policies are in the local 1600 contract for full-time faculty members as well as the application for rank promotion.

**8. Cite three examples of college/school and/or department-level policies, with text taken directly from policy documents, that specifically reward faculty for community engagement across teaching, research, creative activity, and service.**

The post-tenure process, as dictated by the local 1600 contract for full-time faculty members, contains the option for faculty members to include "Community service performed" in a portfolio that highlights their work over a five-year period.

The rank promotion process, as dictated by the local 1600 contract for full-time faculty members, includes "service to the community" as a consideration criterion in promotion of rank.

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**9. Describe any revisions to the promotion and tenure (at tenure granting institutions) guidelines to reward faculty for community engaged teaching and learning, research, creative activity, and service. Describe when the revisions occurred and the process resulting in the revisions. Describe the involvement of the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders. Describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

N/A

**10. If revisions have not taken place but there is work in progress to revise promotion and tenure (at tenure granting institutions) guidelines to reward faculty scholarly work that uses community engaged approaches and methods, describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, vice presidents/chancellors, provost, vice provosts, deans, chairs, faculty leaders, chief diversity officer, community engagement center director, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Specify if these policies are different for faculty of different employment statuses (adjunct, full-time contract, tenure track, tenured, etc.).**

There have been no revisions to promotion and tenure based on community engaged teaching and learning, research, creative activity, and service. However, the latest 1600 contract, approved in fall 2022, requires that all full-time faculty members “provide service to the college each semester.” The contractual language, as stated in Article VIII, B.4:

All full-time faculty members must serve on at least one official department, college or District committee (or taskforce) or provide service to the college each semester. The District and the Union shall create a joint committee composed of equal numbers of Union representatives (one faculty from each college and Union VP or designee) and administration members to resolve issues such as, which committees qualify for this requirement, how committees are assigned, how committees are tracked, length of service, tracking of committee service, considering service outside of committees, and considering the impact on rank promotion. This committee shall complete its study of these issues within one year of ratification of this Agreement. If the District and the Union do not resolve all issues related to committee assignments within this one- year period, the District shall have the right to proceed with implementation of this service requirement based on those items mutually agreed by the committee, and the committee shall determine whether it will continue to meet. There shall be no additional compensation for committee service that meets this obligation.

**11. Provide 5-10 examples of staff professional activity (conference presentation, publication, consulting, awards, etc.)- a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).**

- Day of Service for Wright College
- HACU – Hispanic Association of College and Universities. Participation from faculty, staff and students with ongoing work at community engagement

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- Equity Summit (2018) – Wright hosted an equity summit for City Colleges of Chicago and Chicagoland HSIs (13 of 16 attended) to learn about equity efforts
- HACU (2018) – Wright faculty, staff and students participated in conference planning and organization
- ILACHE – Illinois Latino Council on Higher Education. Faculty and staff regularly participate with a focus on community engagement. Wright’s Community Strategist is on the ILACHE board
- Adult Education partners with community-based organizations and participates in community events
- Immigrants Rights Justice Group, providing support for undocumented students, has held events and Wright and participated in faculty and staff training.
- Excelencia in Education, focused on improving Hispanic student success, has informed Wright activities in the community through several different measures:
  - o Pursuit of the Seal of Excelencia, which documents data-informed efforts
  - o Conferences and workshops, geared at increased institutional attention to access, student success, and data-informed programming
  - o Participation in the Excelencia Post-Completion outcomes study, examining ways that institutions can better track and support students after completion.
  - o Presidents for Latino Student Success, sharing best practices
- Campus Compact – at the college and through active participation in programming, events, professional development and other activities. Wright’s president serves on the Campus Compact board
- Deliberative Dialogue – Wright faculty and administrators have participated
- Greater Chicago Food Depository Wright was the first City College to have a relationship with GCFD and now has an active food pantry
- National Hispanic Community College Leadership Council – a professional organizational group that provides professional development, often with a community-focused lens, for entry and mid-level Hispanic community college administrators
- WEI – Wright’s Workforce Equity Initiative actively recruits, supports and educates underserved people on Chicago’s west side.

**12. Provide 5-10 examples of faculty scholarship from as many different disciplines as possible - a title may not convey how the example is about community engagement, so please provide a short description of how the activity is related to community engagement (maximum word count 1000).**

Wright is a two-year public institution. As published scholarship is not a requirement for faculty to earn tenure, there are few examples of scholarship, and none particularly related to community engagement.

**13. Describe the ways in which the tenure and promotion process, and the staff reward process, accounts for the often-racialized nature of community engagement that disproportionately impacts faculty, staff, students and communities of color.**

This is an opportunity for Wilbur Wright College and CCC. While several initiatives (the College’s Equity Plan, the Land Acknowledgement Statement, and an upcoming initiative related to improving outcomes for Black male students) illustrate the College’s strong desire to be more equity-focused and answer to American society’s historical injustices, these efforts are not directly tied to the tenure and promotion process. If faculty produced scholarship related to these concepts, it would be a welcome addition to the College’s work in equity and social justice.



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## SECTION 10: Curricular Engagement

The questions in this section use the term “community engaged courses” to denote academically based community engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

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### **1. Provide the definition used for community engaged courses, the standard and required components for designation of community engaged courses, and the process through which the institution assures fidelity to the definition in those courses.**

Wright College does not have an institutionally sanctioned definition of community engagement and neither does CCC. Wright will explore creating a more streamlined definition for all the City Colleges of Chicago. Wright defines community engagement through its mission, planning, programs, practice and policy, and these inform the community-engaged courses at Wright. This group includes courses found within the Service Learning Program; the Women, Gender, and Sexuality Studies Program (WGSS); the Latino/a and Latin American Studies (LALS) Program; the Diplomacy Lab Program. Though no formal standard for community-engaged courses is yet in place, Wright is confident that courses and sections within these programs reflect the community engagement focus of its mission. Many courses within these programs have learning outcomes that link to students’ understanding of the world beyond the academic discipline of each course.

For instance, the WGSS program has program learning outcomes that inform the course content, related pedagogy, and learning expectations. A successful WGSS student will be able to:

- Communicate intersectional feminist and queer concepts through writing, speech, and/or visual media
- Apply intersectional feminist and LGBTQ+ ideas to diverse contexts
- Analyze systems of privilege and oppression using intersectional feminist and LGBTQ+ lenses
- Connect intersectional feminist and LGBTQ+ concepts across disciplines and historical periods
- Perform praxis grounded in intersectional feminist and LGBTQ+ frameworks

In addition to the courses’ traditional discipline-specific learning outcomes, Wright’s many service learning courses have these outcomes embedded into the expectations for students:

- Engage students with real world problems
- Allow students to learn more about their community
- Enable students to learn actively, not just through lecture or in class
- Foster relationships with fellow students, faculty and outside professionals
- Help students develop career-related skills, such as working as a member of a team, communicating effectively and solving problems

Wright faculty use four types of service learning:

- Direct Service – person-to-person activities. Example: Political Science students have worked as tutors for Heartland Alliance, volunteering as ESL and citizenship test tutors.
- Indirect Service – students do not interact directly with recipients. Example: Psychology students have created flyers to educate students on the importance of sufficient sleep.
- Advocacy - Activities to create awareness of a problem and action. Example: Political Science and Sociology students regularly engage in a non-partisan campus postering to call attention to the election and educate students
- Research – students collect data and/or do research and report on information in the public interest. Example: Wright’s participation in the U.S. Dept. of State’s Diplomacy Lab Program (Kaye, 2010).

Wright faculty have discretion to design service learning projects to best meet course objectives. Faculty

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coordination with the service learning coordinator is not mandatory. The college will create a more rigorous process within Wright's Civic Action Plan.

For courses within the Diplomacy Lab, students collaborate on projects under the guidance of the U.S. State Department. The program's foundation rests on two pillars —engagement and education. These two pillars are highly relevant to Wright's understanding of community-engaged coursework.

## **2. Complete the table below using the most recent complete academic year data. Data should be drawn from undergraduate and graduate for-credit courses and be indicated accordingly:**

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### **a. # of for-credit community engaged designated courses (UG/G)**

In fall 2022, Wright offered 12 community-designated courses. In spring 2023, Wright offered 18 community-designated courses.

### **b. % of community engaged designated courses as part of all for-credit courses(UG/G)**

1.9% (30 Service Learning sections; 1,576 course sections offered in 2022-2023).

### **c. # of faculty teaching for-credit community engaged designated courses**

7

### **d. % of faculty teaching for-credit community engaged designated courses as part of all faculty**

1.9% (7 faculty teaching Service Learning Sections; 373 faculty teaching in 2022- 2023).

### **e. Of the faculty teaching for-credit community engaged designated courses, what % are full-time?**

71%

### **f. Of the faculty teaching for-credit community engaged designated courses, what % are part time?**

29%

### **g. Of the faculty teaching for-credit community engaged designated courses, what % are tenured or tenure-track?**

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71%

## **h. # of academic departments offering for-credit community engaged designated courses**

5 separate departments: Biology, Computer Information Systems, English, Humanities, Social Science (Political Science, Sociology)

## **i. % of academic departments offering for-credit community engaged designated courses as part of all departments**

29% (5 departments offering; 17 departments/division identified in OpenBook, CCC's data management tool)

## **j. # of students enrolled in for-credit courses community engaged designated courses (UG/G)**

473

## **k. % of students enrolled in for-credit courses community engaged designated courses as part of all students (UG/G)**

473

## **l. What academic year does this data represent?**

2022-23

## **3. Describe how the data for a-k in the table above were derived. How was it gathered, by whom, with what frequency, and for what purpose? Reflect on how the data indicates the levels of pervasiveness and depth community engagement is infused in the curriculum.**

Wright College has a section code ("6") designating courses that contain a service learning component, which allows the College to track these courses and their student outcomes through our regular data analysis system overseen by Wright's Office of Research and Planning. However, not all courses end up with a "6" for a few reasons. Some faculty offer service learning projects as an option and so students can participate in service learning, but this project is not always mandatory to successfully complete the course. In Diplomacy Lab Program, students undertake research that furthers U.S. foreign policy goals and therefore falls under service learning and Wright's understanding of community-engaged coursework. However, due to the timetable of applying for and being awarded a Diplomacy Lab project, faculty do not know early enough to have the "6" added to their course for registration purposes.

Courses within the LALS and WGSS are designated with a course note within the registration screen so students are aware that these courses have a special focus in addition to the traditional learning outcomes related to the subject's discipline. Sixteen courses across a variety of academic disciplines, including History, Humanities,

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Literature, and Spanish, fall under the LALS program. The high number of courses increases Wright students' exposure to LALS concepts and learning outcomes, enabling students to connect with the history, politics, and culture of Latina American studies and the contributions of Latino/a writers and scholars.

Wright's WGSS courses provide students the opportunity to engage in academic scholarship that focuses on intersectional equity, inclusion, and social justice for all people. WGSS courses are found in specially designated sections among existing Wright's general education curricular offerings.

The goals of the WGSS Designation include

- Equipping students with knowledge and skills from an intersectional feminist and LGBTQ+ perspective to radically improve equity and social justice for all people
- Fostering a culture of regular, meaningful civic engagement grounded in an intersectional feminist and LGBTQ+ research and theory
- Providing active learning opportunities that are grounded in intersectional feminist and LGBTQ+ pedagogies
- Introducing academic intersectional feminist and queer discourses on the construction of sex, gender, and sexual orientation and the consequences of those constructions
- Analyzing and interrogate ideology, power structures, and oppression through intersectional feminist and LGBTQ+ lenses

These goals inform the WGSS program's learning outcomes, which are embedded in the WGSS-designated sections. These learning outcomes include:

1. Communicate intersectional feminist and queer concepts through writing, speech, and/or visual media
2. Apply intersectional feminist and LGBTQ+ ideas to diverse contexts
3. Analyze systems of privilege and oppression using intersectional feminist and LGBTQ+ lenses
4. Connect intersectional feminist and LGBTQ+ concepts across disciplines and historical periods
5. Perform praxis grounded in intersectional feminist and LGBTQ+ frame

## **4. Describe how community engaged courses are noted on student academic transcripts.**

Unfortunately, Wright does not have a means of noting community engaged courses on students' transcripts. All courses at CCC are standardized across all seven colleges in the stem and an individual college does not have the discretion to add to a student's transcript.

Accordingly, all designations for a particular course "Discipline 123" is the same at all of the seven colleges that chose to offer it. As noted before, Wright is the only community college in CCC actively pursuing service learning courses. Community engagement, hence, is addressed at the section level or through specialized programming.

## **5. Describe how community engagement is integrated into traditional curricular structures by providing at least two but not more than four examples from the following categories (maximum word count 1000):**

- Core Courses
- Capstone (Senior-level project)
- First-Year Sequence
- General Education
- In the Majors
- In the Minors
- Graduate courses
- Medical education/training/residencies

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## Core Courses

The College has specific programs that further its commitment to community engagement.

Courses that fall under service learning (including the Diplomacy Lab), WGSS, and LALS constitute Wright's community-engaged core courses. All of these courses have distinct features that lend themselves to a community-engaged focus or with community engagement as a supplemental piece to the existing academic discipline found within the original course. For instance, the catalog course description for Literature 113: Fiction is "Reading of representative novels and short stories from various periods for analysis. Writing assignments, as appropriate to the discipline, are part of the course." This is the course description for the traditional sections of Literature 113. For those sections of Literature 113 that are found within the WGSS program, the course description has a supplemental piece that conveys the community-focused lens through which the discipline will be taught: Filtered through feminist, womanist, and queer theoretical lenses, this course examines representative fiction from the Middle Ages through the end of the 20th century. Readings in the genres of short fiction and at least one novel are complemented by film selections. We situate the fiction within cultural-historical contexts while investigating their transhistorical-cultural relevance. Writing assignments, as appropriate to the discipline, are part of the course. This course is also a Great Books course."

The WGSS program has offered 7-8 courses and 10-13 sections per semester for the past two years. Usually between 200-300 students enroll in WGSS courses each semester and the program also impacts the wider college community by holding various events during the year.

The LALS program has 16 courses across history, the humanities, literature, and Spanish. There are also seven potential LALS courses across English, the humanities, and literature that are instructor-designated LALS courses. As part of the Civic Action Plan, a streamlining of these courses and sections would prove beneficial.

Item 2 in this section 10 of the Carnegie Community Engagement Classification application provides further details on the community-engaged course offerings and related enrollment figures.

## General Education

Most Wright students enroll in courses that fall within the General Education Core Curriculum (GECC), which includes a state-mandated 37-41 credit hours of specific courses within an associate's degree program offered at Illinois Community Colleges. Within the GECC, there is a requirement, by Illinois state law, that mandates at least one course fulfill a human diversity requirement. These human diversity-designated courses are determined by the Illinois Community College Board and CCC. The courses are also part of the Illinois Articulation Initiative (IAI), which ensures their transfer across the network of Illinois higher education institutions.

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 to enable them to engage fully with the wider communities they live in. Toward this goal, Wright offers 30+ courses that fulfill the "Human Diversity" (HD) requirement.

## **6. Describe how community engagement is integrated into the following academic activities offered for credit and/or required by a curricular program by providing one or two examples from the following categories:**

- Student Research
- Student Leadership
- Internships, Co-ops, Career exploration
- Study Abroad/Study Away
- Alternative Break tied to a course
- Campus Scholarship Program

## Response

Since 2016, Wright has been a partner in the U.S. Department of State's Diplomacy Lab program in which

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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. Nearly 600 students have participated in Diplomacy Lab in courses spanning seven separate disciplines, among them Arabic, English, Speech, Sociology, and Cybersecurity. To provide this opportunity to the maximum number of students, Wright also offers a one-credit, stand-alone Diplomacy Lab course.

Diplomacy Lab projects have introduced students to a wide range of global communities and their main concerns, while giving students the opportunity to help the U.S. Dept. of State in its efforts to find solutions. In one project students learned about the current protracted crisis in Haiti and then were tasked with reaching out to organizations of the Haitian American diaspora to put together a database of potential groups the State Dept. could partner with to help Haiti. Another project required students to learn about the pervasive role social media and disinformation play in Philippine politics, and consider possible solutions not just for the Philippines, but all democracies facing this challenge. The Diplomacy Lab Program also allowed students to engage directly with State Dept. personnel in a conference call to ask questions and get further directions. Several students have found the program so worthwhile that they have chosen to participate in more than one Diplomacy Lab project during their time at Wright.

To improve Wright students' civic engagement, multiple faculty members in sociology, political science, math and psychology have taken part in a non-partisan election poster project, requiring students in their classes to research subject-related policy positions. Posters are then exhibited around campus to increase awareness of the upcoming election and provide potential voters nonpartisan candidate information.

## **SECTION 11: Co-Curricular Engagement**

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**1. Describe how community engagement is integrated into institutional co-curricular practices by providing at least two but not more than four examples from the following categories (maximum word count 1000):**

- Social Innovation/entrepreneurship
- Community service projects - outside of the campus
- Community service projects - within the campus
- Alternative break - domestic
- Alternative break - international
- Student leadership
- Student internships/co-ops/career exploration
- Student research
- Work-study placements
- Opportunities to meet with employers who demonstrate Corporate Social Responsibility
- Living-learning communities/residence hall/floor
- Student teaching assistants (provided the TAs are not receiving credit)
- Campus Scholarship Program
- Athletics
- Greek Life

Community service projects - outside of the campus

Wright College Environmental Club actively partners with the Dunning-Read Conservation Area volunteers to maintain the Dunning Read Conservation Area a 23 acres of prairie, woodland and wetland that is near Wright's main campus. Environmental Club members partner with Dunning Read volunteers to clean up debris, remove invasive plants, and restore native plants. Members from the Dunning Read offer mentoring opportunities for

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our students by volunteering to come to the campus to speak on environmental issues and careers in environmental sciences.

Wright College Student Government Association (SGA) has a well-established partnership with Young Invincibles. Young Invincibles is a national organization that was founded to amplify the voice of young people in the political process. Both organizations' missions are aligned in bringing awareness to issues such as additional funding for higher education and campus mental health resources for college students. Young Invincibles hosts trainings and workshop on personal storytelling telling and advocacy 101, which SGA utilizes to educate our student body and advocate to elected officials at the city, county and state levels.

Students enrolled in Wright's Service Learning courses have the ability to participate in both on and off campus service projects while earning college credit. Service learning courses include a variety of academic disciplines. Wright students have completed service learning projects with the U.S. State Department, Wonder Works Museum, and the Logan Square Neighborhood Association among other community and civic partners.

## **2. Describe any co-curricular engagement tracking system used by your institution that can provide a co-curricular transcript or record of community engagement.**

Wright college currently utilizes a student engagement software by Presence. This software is administered through Wright's Office of Student activities to track attendance for all co-curricular events. From these data, Wright can quantify student participation search by multiple criteria to measure and understand different levels of student involvement. Students have access to a record of their participation in co-curricular events during their time at Wright College. This helps students quantify their participation levels and these records are conveniently located in one place so students can document their activities for employers or college admissions offices.

## **SECTION 12: Pathways for Student Development and Learning Through Community Engagement**

### **1. Describe the curricular and co-curricular developmental pathways through which students can progress to increasingly complex forms of community engagement over time.**

Curricular Students at Wright College are presented with multiple opportunities to foster community engagement skills through coursework aimed at service learning, as well as courses housed within specialized programs such as the Women, Gender, and Sexuality Studies (WGSS) Designation and the Latin American and Latino/a Studies (LALS) program. Service Learning Designation Wright's Service Learning program provides students with valuable community service experience while they are enrolled in credit coursework at Wilbur Wright. Established for nearly a decade, Wright's Service Learning courses span a variety of disciplines, faculty members, and students. Women, Gender, and Sexuality Studies Designation The Women's, Gender, and Sexuality Studies (WGSS) Designation is attached to a collection of courses that provide students the opportunity to engage in academic scholarship that focuses on intersectional equity, inclusion, and social justice for all people. All courses possessing the WGSS Designation seek to radically improve equity and social justice for all people by analyzing and interrogating ideology, power structures, and oppression through intersectional feminist and LGBTQ+ lenses. The program applies an intersectional, interdisciplinary, and inclusive framework to its coursework, pedagogy, and praxis; values diverse modes of intellectual development and knowledge generation; and promotes community development through education, art, dialogue, service, activism, and engagement. Goals of WGGS are to:

- Equip students with knowledge and skills from an intersectional feminist

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and LGBTQ+ perspective to radically improve equity and social justice for all people • Foster a culture of regular, meaningful civic engagement grounded in an intersectional feminist and LGBTQ+ research and theory • Provide active learning opportunities that are grounded in intersectional feminist and LGBTQ+ pedagogies • Introduce academic intersectional feminist and queer discourses on the construction of sex, gender, and sexual orientation and the consequences of those constructions • Analyze and interrogate ideology, power structures, and oppression through intersectional feminist and LGBTQ+ lenses Latin American and Latino/a Studies (LALS) Designation The Latin American and Latino/a Studies Curriculum at Wright College includes a set of courses across a variety of disciplines that bring alive the vast artistic, literary, and cultural contributions of Latin American and Latino/a writers, artists and thinkers through an intellectually rigorous and socially supportive learning environment. Additionally, LALS courses educate students about the Latin American and Latino/a arts and literature; the histories of Latin American and Latino/a peoples; the social and political foundations of Latin American countries; race and ethnicity in Latin America and the US; and a variety of other dynamic fields of inquiry related to language, identity, and immigration, among others. LALS courses provide general education and elective credit in transfer programs leading to the Associate in Arts and Associate in Science degrees. They may also be transferable as credit towards majors in Humanities, English, Latin American and Latino/a Studies, and International Studies, among others. College students who have pursued Latin American and Latino/a Studies go on to successful careers in law, social work, the media, healthcare and medicine, engineering, business, and education, among others. LALS offers a four-course certificate program. Students must take four courses, including one

**2. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How is student leadership in community engagement recognized (awards, notation on transcript, etc.)?**

As an open access community college with deep ties to the community it serves, Wright has been educating and supporting families in northwest Chicago for nearly ninety years. To maintain and strengthen those relationships, the college actively seeks out partnerships, relationships, programs and support that meet community need. More often than not, students, especially student leadership, is the vehicle by which Wright College identifies an issue and takes action.

Student leadership is integrated throughout college leadership. Student Government sits on the college's executive council. Student participation marks development of the college's equity plan, civic action plan, strategic enrollment plan, and strategic plan. Students participate in the college's reaccreditation efforts and are invited to all task forces.

Thanks to student ideas and engagement, the college has heightened awareness and professional development, as well as services, for undocumented students. The college has provided culturally competency training for many Wright employees. Wright has initiated Spanish-speaking nights for students and families to increase understanding and awareness of higher education. The college's involvement in relief efforts (Hurricane Maria, as one example), in charity drives (the Veterans Group leads Wright's Toys for Tots and Coat Drives), and other initiatives is often driven by student priorities.

**3. Describe how your campus has designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students**



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**have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.**

Wright College has pledged itself to continuous improvement. Data informs college decision-making, in particular data on student retention and success. Years of equity work has sharpened the college's analytic lens, providing multiple opportunities for data-informed equity efforts to improve student engagement. Examples are woven throughout all of the college's planning efforts and in day-to-day as well as semester-to-semester activities.

- Wright College tracks student need and use of its food pantry closely. The college has moved the site's location, with another move to take place in the summer of 2023, to meet increasing student demand. The hours of scope of the food pantry have likewise been shifted. Many Wright students are food insecure. The pantry is one effort to address the issue and student volunteers assist.
- Wright College tracks student debt, student payments, and demand for emergency funds closely. Data reveals that many students and their families lack knowledge of credit, budgeting and other financial wellness skills. The college has dedicated resources, accordingly, to address this need. Wright offers bilingual financial wellness support on and off campus to all members of the community. Student volunteers and student employees assist.
- Wright's Wellness Center provides confidential therapy and counseling. While privacy regulations prevent student employees, the Wellness Center obtained a Vista volunteer for extensive student community outreach. Many in the Hispanic community do not seek mental health support and other services. The Vista's work, in alignment with student groups, greatly broadened the understanding and participation of Wright students in Wellness services.
- All of Wright's service learning opportunities in the classroom are celebrated, with multiple opportunities for students to share.
- Wright has actively pursued Federal Work Study opportunities for students in community based organizations.
- Wright's efforts at voter engagement have grown through multiple efforts. Student-led groups are at the front of the charge, with college-wide efforts supplementing. In addition, many faculty members adopt and promote voting registration as a key duty.
- Wright's Adult Education program offers free citizenship classes, celebrates those that successfully complete, and promotes citizenship applications for all.
- Wright student clubs and activities are encouraged and supported in their community-based efforts. The Veterans group does outreach for suicide prevention. PTK has sought tutoring opportunities in local elementary schools. Varsity athletic teams have joined fundraising efforts as team-building and service opportunities. The pre-pharmacy club was instrumental in bringing Be The Match, a bone marrow donor non-profit to the college. Similar efforts from other health care student groups have facilitate blood pressure testing on campus, blood donation drives, testing for diseases, and many other public health measures. All of these efforts emphasize students' important as leaders at the college and in the community.

## **SECTION 13: Community Engagement and other Institutional Initiatives**

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**1. Indicate if community engagement is intentionally and explicitly aligned with or directly contributes to any of the following additional institutional priorities: (Check all that apply)**

campus diversity, inclusion, and equity goals (for students and faculty)  
efforts aimed at student retention and success  
encouraging and measuring student voter registration and voting

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development of skills and competencies to engage in dialogue about controversial social, political, or ethical issues across the curriculum and in co-curricular programming  
outreach activities  
campus food security programs (internal and external)

## 2. Describe at least two but not more than four examples from question one, including lessons learned and improvements made over the past two years (maximum word count 1000).

### Diversity, Inclusion and Equity

Wright College's efforts in support of diversity, equity and inclusion are intentional, longstanding and informed by community engagement. Wright's commitment being a serving Hispanic Serving Institution, to reaching new communities, particularly those under-resourced, and to voter registration efforts are not new yet have continued to change and improve in the past two years. All of these efforts are reflected in the College's new mission statement, approved by the City Colleges Board of Trustees in 2023.

Excelencia in Education established the Seal of Excelencia, a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students. An institution earns the Seal by demonstrating alignment across the three core areas of data, practice, and leadership. With one of the largest enrollments of Latino students of any institution in Illinois, serving those students effectively is a priority for Wright. The college first applied for the SEAL in 2018. Unsuccessful, the process led to changes and a renewed effort. Wright earned the SEAL in 2021.

Wright's Early College work, informed by community needs, the City Colleges of Chicago's STAR Scholarship, which offers a free (tuition and books) scholarship to any Chicago Public School graduate seeking an associate degree, and Wright College's Center of Excellence in Engineering and Computer Science, which offers reliable pathways to top four-year institutions, were central to the application. Approximately 80% of all students in the Center of Excellence are Hispanic or black and the vast majority are drawn from neighborhood public high schools. Wright's pursuit of the SEAL of Excelencia and its work with Early College, STAR and Center of Excellence all demanded higher levels of community engagement. The college provided guidance, student navigators to high schools, high school students and their families, and used current Wright students in paid and volunteer roles to help prospective students and their families make informed decisions regarding higher education. A collaborative grant with Northeastern Illinois University provides additional support.

Changes in the past two years have been ongoing, thanks to continuous improvement. The college is piloting differing schedules and onramps for mathematics instruction and support. To better meet the needs of students whose Spanish remains much stronger than their English, a bilingual first year program, Avanza, has been implemented and refined. With an expected enrollment in Fall 2023 of more than 50 students, Avanza is taught by bilingual faculty and supported by bilingual staff. Wright has also upped its financial outreach in Spanish to the community, based on feedback from current students and community members. Hiring and onboarding processes have been revamped to insure better decision-making and inclusivity. Grounding all of this and other work is ongoing close attention to student behavior and performance, disaggregated by race, gender, and financial aid status. The key lesson we have learned from this is that studying data will always lead to change.

Wright's work on the west side of Chicago, serving a primarily Black population, has been informed by community engagement and community concerns. Community based organizations in the area were frank in the complaints that Wright College was not doing enough. Those conversations led to Wright's pursuit of the Workforce Equity Initiative, an Illinois Community College Board competitive grant. Initially slowed by the pandemic, Wright's WEI has taken hold. More programming has been developed, a full-time executive director

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leads the efforts, and strong partnerships have been established with multiple west side community based organizations. Wright is now visible and reliable on west side of Chicago. Students in these programs have been invaluable in guiding the college in future community engagement efforts. Wright's enrollment and student completion of Black students and students from west side Chicago neighborhoods has improved, all thanks to intentionality, and equity focused community engaged work.

Wright's collaborative partnership with Vaughn Occupational High School, the Chicago High School for Agricultural Sciences, and Eli's Cheesecake provides an additional example of community engagement driving change at the college. Students at Vaughn have intellectual and cognitive disabilities. Working together, Wright obtained a grant from the Illinois Department of Economic Opportunity. The program provides for support as Wright educates students from the two high schools, giving them support and training to lead to obtaining a food handling and food safety certificate. Eli's offers workplace training and has given the grant a platform to meet other potential employers. The program is now proceeding with students obtaining certificates, being placed into jobs, and new employers being brought into the fold. This has all been possible through community engagement and the college is now looking at how to a) hire graduates of the program; b) align the program with existing service learning opportunities; and c) broaden Wright's outreach with the disabled community.

A final example of community engagement explicitly aligned with college priorities is Wright's efforts at increasing voter registration and voting. Wright is actively involved in voter engagement efforts and has been recognized nationally for its efforts and outreach. In 2023, NASPA and the Campus Vote Project affirmed Wright as a Voter-Friendly Campus, placing the College in elite company as one of only 41 community colleges to earn this distinction.

Since 2018, Wright has participated in National Study of Learning and Voting Engagement (NSLVE) from Tufts University's Institute for Democracy and Higher Education (IDHE). NLSVE data indicates that Wright's student voter turnout rates have steadily increased. Wright participated in the All In Challenge, a national voter engagement campaign from Civic Nation. The All In Challenge asks college students to take the pledge to vote in upcoming elections and provides non-partisan voting information on national, state, and local elections. As part of the Challenge, Wright hosted two events in collaboration with Pizza to the Polls, a 501(c)(3) nonpartisan, nonprofit public charity. Wright organized these Pizza to the Polls events around the 2022 midterm election as well as the 2023 Chicago mayoral election. Wright finished 8th out of 193 colleges in the pledge drive

## **SECTION 14: Reflection and Additional Information**

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### **1. Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?**

The Carnegie Application process highlighted to the drafting committee and stakeholders across the college the challenge of systemizing community engagement at an open access community college with broad and deep ties to the community. Wright students are from the community. Most Wright faculty and staff live in the community, or at least nearby. Generations of community members have memories, thoughts, suggestions and ideas about the college and its impact on the community. Adding to the level of complexity, as part of a Chicago-wide system, Wright does not have a clearly defined service area. For these and other reasons, it has been challenging to document the many facets of Wright's community engagement.

For example, when the attorney leading the Chicago's Mayoral Office for People with Disabilities met with President and Community Relations Strategist at a community event, she asked for her team to visit Wright

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College. Her mother had worked at the college decades ago and she had memories of people, employees and students. Her eventual visit to the college highlighted Wright's support for students with disabilities, in the classroom and in the community, and provided college employees with additional incentives for follow up with the Chicago Office for People with Disabilities. The college has been working with its Access Center to integrate disabilities into the institution's equity work. From the initial meeting and follow up visit, there are new relationships now with Wright's Career Services, the Office of Disabilities, the Dean of Instruction Office, Office of Information Technology, and the team involved with Wright's project with Vaughn Occupational High School, Chicago High School for Agricultural Sciences, Eli's Cheesecake, and several other community employers. This kind of interaction and network exchange happens frequently. It is not a one-off, but rather an essential component in the college's mission and business.

Prior to the Pandemic, Wright's aquatic program offered swimming classes to hundreds of students and in busy semesters, nearly 1,000 community children learned to swim at Wright's pool. Thousands upon thousands in the community thank Wright for low-cost and high-quality swimming programs for their families, for serving as host for the Sea Stars, an all-ages synchronized swimming team with deep ties to the community, and for setting swim schedules and courses to meet community demand. Wright College is not a YMCA or an off-shoot of Chicago's Park District, yet the college makes every effort within constrained resources to offer these and other services.

Those realizations highlighted the value of the college finding new and better ways to get more reliable information about community interaction, involvement and activities. The college does not require an ID card to enter either campus. Accordingly, tracking will have to rely on different measures. In addition, program and unit specific work will necessitate different data measures. When the college has an Adult Education course at a community based off-site, the college is interacting in partnership with the organization and the students multiple times a week. Many CTE programs, programs in the Workforce Equity Initiative, have the same extensive interactions. These are baked into college planning and behavior.

**2. During the process of completing the application, did your campus work with a consultant, attend a workshop/webinar, or utilize other resources? If yes, what resources were utilized? This is also an opportunity to provide feedback on those resources.**

Wright College's participation in the "Carnegie Community Engagement Webinar: Collecting Data and Selecting Examples for the Application" was very helpful. College personnel also met with Lori Moog from Raritan Valley Community College. It was a supportive, informative and extremely encouraging conversation and we learned a great deal about how Raritan pursued the classification. The meeting also provided some suggestions on how to proceed on analytics without a formal data collecting structure.

**3. (Optional) Reflect on who was around the table, who was missing, representation of the community members, and how might these voices have improved this report.**

When Wright began the application process, we followed normal process, calling a meeting with various departments around the college. It proved challenging for all units to share about their partnerships. They had extensive partnerships but the work was so intertwined with regular work that calling it out was difficult. For example, there are literally scores of community partners woven throughout the college's Occupational Therapy Assistant program. Many of those offsite health organizations have Wright graduates in place, admitting current Wright students.

Similarly, when it comes to obtaining more detailed information from our community partners, we would benefit

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from external expertise. Feedback is consistently positive. This is gratifying, but not actionable. Wright has actively sought interaction with all major community based organizations in northwest Chicago. College leadership has likewise visited events, faith-based organizations, elected officials – everywhere and anywhere it sees a potential partnership. That presence is deeply appreciated. However, it does not necessarily lead to collective action.

**4. (Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).**

-- empty or did not respond --

**5. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.**

-- empty or did not respond --

**6. (Optional) Please provide any suggestions or comments you may have on the application process for the Elective Classification for Community Engagement.**

-- empty or did not respond --

**7. Request for Permission to use Application for Research and Training:**

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released to researchers. We encourage you to indicate your consent below to advance research on community engagement.

**Please respond to A, B, or C below:**

B. I consent to having the information provided in the application used for the purposes of research and training application reviewers. In providing this consent, I also agree that the identity of my campus may be revealed.

**8. Before you submit your final application, please provide a list of community partners that should receive the partnership survey. Include the partners described in Section 4, but you may**

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**include additional partners up to a total of 15 ([see guide for partnership survey information](#)).**

**Surveys will be sent to community partners when emails are inputted in this section. Please do not add partner contacts until your campus is ready for emails to be sent.**

- a. Partner Organization Name**
- b. Partner Organization Contact Full Name**
- c. Partner Organization Contact Email Address**

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## Partner #1

<b>Community Partner Contact</b>	Stephanie Anderson
<b>Community Partner Name</b>	Vaughn Occupational High School
<b>Email</b>	'saanderson8@cps.edu'

## Partner #2

<b>Community Partner Name</b>	Chicago Police Department
<b>Email</b>	ADACoordinator@Chicagopolice.org
<b>Community Partner Contact</b>	Deborah L. Pascua

## Partner #3

<b>Community Partner Name</b>	The North Lawndale Network Emplo
<b>Email</b>	bdavenport@nlen.org
<b>Community Partner Contact</b>	Bernida Davenport

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## Partner #4

<b>Community Partner Name</b>	<b>Puerto Rican Agenda</b>
<b>Email</b>	<b>Mariana.Osoria@family-focus.org</b>
<b>Community Partner Contact</b>	<b>Mariana Osoria</b>

## Partner #5

<b>Community Partner Contact</b>	<b>Mario F. Garcia</b>
<b>Email</b>	<b>mfgarcia@onwardhouse.org</b>
<b>Community Partner Name</b>	<b>Onward Neighborhood House</b>

## Partner #6

<b>Community Partner Contact</b>	<b>James Rudyk</b>
<b>Community Partner Name</b>	<b>Northwest Center</b>
<b>Email</b>	<b>jrudyk@northwestcenterchicago.org</b>

## Partner #7

<b>Community Partner Contact</b>	<b>Carol Paulini</b>
<b>Community Partner Name</b>	<b>League of Women Voters Chicago</b>
<b>Email</b>	<b>voyage68@sbcglobal.net</b>

## Partner #8

<b>Community Partner Contact</b>	<b>Marc Shulman</b>
<b>Community Partner Name</b>	<b>Eli's Cheesecake Company</b>
<b>Email</b>	<b>mschulma@elicheesecake.com</b>

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