

Category #1:
Helping Students Learn

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1C1 Common student learning objectives

The identification of common student learning objectives is a multi-level system. At the most basic level, common student learning objectives are reflective of the Educational Opportunities that College of DuPage offers to students:

- To prepare students with the first two years of baccalaureate education for successful transfer to upper division degree programs.
- To provide career education to train or retrain students for entry into vocational fields.
- To provide students with basic education and language skills upon which they can build.

As such, courses and curricula are designed to develop knowledge, skills, and attributes applicable to both the current and future academic and professional lives of students.

At a more elevated level are the common learning objectives for degrees, certificates, and programs. Based on the feedback from the 2004 Systems Portfolio, the College implemented an action project (see section 1P1 for a discussion of QIP 7) to better define common student learning objectives for general education. Two teams have been chartered since that time, and the College currently has the following objectives, which are in the process of being ratified:

1. Critical Thinking

- a. Identify and challenge assumptions, including one's own
- b. Develop alternative solutions
- c. Evaluate practical and ethical implications
- d. Present solutions to problems or issues
- e. Provide a researched, logically structured argument
- f. Apply scholarly and scientific methods

2. Information Literacy

- a. Explain the need for information
- b. Develop a plan for finding the needed information
- c. Locate information effectively and efficiently
- d. Evaluate information and its sources critically
- e. Use information effectively, ethically, and legally to accomplish a specific purpose

3. Knowledge Integration

- a. Evaluate contemporary social issues in scientific, historical, ethical, or aesthetic terms
- b. Make connections between subject areas
- c. Evaluate critically opinions based upon new information
- d. Use interdisciplinary thinking in everyday life

4. Effective Communication

- a. Use the appropriate written convention to critically evaluate and discuss ideas
- b. Listen actively to a speaker's message and argument
- c. Identify the context and background of your audience
- d. Formulate coherent, well-supported arguments
- e. Use language and rhetoric appropriate to the setting, purpose, and audience.

5. Mathematical Reasoning

- a. Calculate values using arithmetic operations and perform algebraic tasks
- b. Discover the validity or invalidity of mathematical arguments
- c. Employ appropriate strategies to model and find the solution to a problem
- d. Identify the limitations of mathematical models
- e. Use appropriate terminology to clearly communicate solutions to problems

6. Scientific Reasoning

- a. Use appropriate lab or field methods to measure, collect data, or conduct controlled experiments
- b. Use appropriate procedures and tools to analyze data
- c. Make inferences by synthesizing analytical results with fundamental concepts and theoretical perspectives

7. Aesthetic Appreciation

- a. Demonstrate an understanding of events, values, and ideas rooted in human experience.
- b. Critically analyze issues from a cultural, historical, artistic, or philosophical context
- c. Make informed aesthetic judgments of works of art

8. Social Awareness

- a. Apply historical, ethical and scientific reasoning to social concerns

- b. Recognize social responsibilities, ethics, and individual rights of others in a global society
- c. Identify causes and variations of social diversity

Common student learning objectives for all students across all courses are present at the certificate and program levels also. As part of the College's program review process (Section IP1), each program is required to identify several key learning outcomes that every graduate of that program should attain. Accordingly, active course files and instructor syllabi specify a particular course's specific learning objectives.

1C2 Aligning learning with mission

COD ensures that student learning expectations, practices and development objectives align with mission, vision and philosophy by the set of carefully articulated common learning objectives (Section 1C1). Through assessment of student learning, the College can evaluate the extent to which the objectives have been met.

The process that ensures alignment of learning and mission begins with the curriculum development process whereby measurable student learning objectives are clearly articulated along with methods of evaluation/assessment. As part of a course's active course file, this information is evaluated first in the proposal stage by the course initiator in concert with discipline faculty members and the associate dean. Then it goes through a series of steps in which the proposal is reviewed, supported or approved by a faculty and administrators to ensure that course proposals and/or revisions and deletions are consistent with the College's mission and vision statements. The active course file for each course is subsequently reviewed and revised, following this same process, during the Program Review cycle. All procedures in the curriculum development and approval process are handled through the CurricUnet curriculum management program.

1C3 Key instructional programs and methods

COD offers seven associate degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), Associate in Applied Science (AAS), Associate in General Studies (AGS), Associate of Fine Arts-Art (AFA-Art), and Associate of Fine Arts-Music (AFA-Music). An Associate of Arts Teaching-Mathematics (AAT-Math) has been approved by faculty and is awaiting approval from Illinois Community College Board (ICCB).

Key instructional programs include 46 transfer area programs; 61 career and technical education programs; the honors program; developmental programs in the areas of reading, mathematics and writing; and English as a Second Language (ESL). Key programs are offered through the four academic divisions: Business and Technology; Liberal Arts; Natural and Applied Sciences; Health, Social and Behavioral Sciences; ESL programs are offered through the Academic Alternatives and Instructional Support Division.

Expanding current programs has been a COD priority as well. These include a commitment to developmental education in the areas of reading, writing and mathematics. AQIP Action Project #1 has made significant changes, aligning the key components of the developmental curriculum to effectuate improvements in student performance. Additionally, the team made preliminary recommendations for a developmental infrastructure that will complement existing College structures and will provide better alignment of efforts to assist developmental students.

Delivery methods accommodate a wide variety of student and program needs. Face-to-face instruction in a classroom spans daytime and nighttime classes including the Adult Fast Track (AFT) accelerated learning program. Additional methods include flexible learning opportunities, independent study, field and experiential learning, classes by audio, video, television, print, CD-ROM and the Internet. Students are also able to earn credits via dual-credit agreements, articulated credit, credit by proficiency, credit by demonstrated competence, and through internships, cooperative education and service learning. Articulated credit provides students with the opportunity to receive credit for college-level courses taken while they are in secondary school. COD has 25 programs for which students can earn articulated credit. Agreements exist with 15 public districts, three private districts, eight out-of-district schools, and with a career center, the Technology Center of DuPage (TCD). Currently COD has dual credit agreements with eight high schools, an increase of two from FY06, and the DuPage Area Occupational Educational System, the provider of most occupational/vocational programs for high school students in DuPage County.

Learning resources offered through the Library in multiple formats and modes of delivery are key to student learning. The Library provides hundreds of thousands of educational resources that support the curriculum and the teaching process, along with

computers and other types of equipment necessary for accessing these resources. Additionally, the Library itself is a physical resource in which a great deal of student learning takes place, both individually and in groups. The Library’s “collections” include over 240,000 books (including electronic books), 700 periodical subscriptions, 28,000 videorecordings, and over 70 electronic databases of articles and factual information.

Technology is readily available and widely used in the formal instructional context. Information technology at the College encompasses institutional activities that use technology for the distribution and access of information both on and off campus. It includes the use of computing technology to support instruction in classrooms and classroom computing labs, technology based learning alternatives, open computing labs, and secure connectivity to the Internet; connectivity may consist of a wired or wireless infrastructure. All full-time faculty have a personal computer, and all classrooms are connected to the campus-wide enterprise network. The “MyCOD” portal consists of 80,000 student accounts and greater than 10,000 classes downloaded, and allows students, faculty, and staff to create a personalized, customized website that integrates college links and information on a single web page, based on interests and needs. The Blackboard online course management system was adopted in 2007. In Spring 2008, 1,152 courses were using Blackboard for instructional purposes, up from 298 in the fall.

Lecture replay and Podcasting capabilities were implemented for faculty in the classroom, providing student access to replay video and audio course lecture online. Many programs, such as speech, photography, technomusicology and most career and technical education programs also have dedicated classrooms and/or labs housing discipline-specific technology. A wide variety of state-of-the art audiovisual equipment is available both on and off campus for instructional use.

According to the Office of Research and Planning, as of November 2005, technology is integrated in 75% of all courses; the College offers 255 online courses. As the campus continues to change, and the Facilities Master Plan (FMP) is implemented, it will have a profound impact on the technology available to provide the College’s programs and services. Technology resources include the actual number of PCs for FY05 – FY07 and the projected PCs for FY08-12 (Figure 1.1). The Information Technology Strategic Plan predicts a total increase of 849 computers or 15% in the number of PCs on campus over the next five years. Most of the increase is due to the new buildings in the Facilities Master Plan. The largest increase is for technology enhanced classrooms defined as the faculty’s top priority. The technology classroom increase from FY06 to FY11 is planned at 35%.

Figure 1.1 Technology Resources

Personal Computer Growth FY05-12									
Area	Actual			Projected					FY08-12
	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	Increase
Student Lab Computers	2854	2925	2996	3058	3478	3478	3628	3628	632
Faculty Computers	355	360	386	391	396	401	406	411	25
Staff Computers	1101	1121	1147	1152	1157	1162	1167	1172	25
Tech Enhanced Classrooms	100	110	139	160	260	270	296	306	167
Total	4410	4516	4668	4761	5291	5311	5497	5517	849

1C4 Preparing students to live in a diverse society and world

COD uses a variety of practices to prepare students to live in a diverse world. Diversity is specifically addressed in the College Philosophy:

The College of DuPage values diversity. We seek to reflect and meet the educational needs of the residents of our large multicultural district. We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by

people of all ethnic and cultural backgrounds. We affirm our role as a catalyst for promoting dialogue and tolerance on issues supporting the common good.

Students seeking the AA, AS, AAS, AGS, AAT or AFA degrees must complete at least one course from the International/Intercultural Studies and/or one from the Human Relations categories (Figure 1.2).

Figure 1.2 Categories

International/Intercultural Studies	Human Relations
Courses enhance student capacity to:	Courses emphasize

<ul style="list-style-type: none"> • conceptualize and understand the complexity of an international system (economics, government, political science) • understand world cultures and international events • appreciate the diversity as well as the commonality of human values, beliefs, behaviors • understand and apply the principles of intercultural communication • broaden student perspective by exposure to a culture different from the student's own 	<p>issues of:</p> <ul style="list-style-type: none"> • ethnicity • gender • race • other concerns related to improving human relations
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In 2004, the College instituted a Global Studies Program, a concentration of general education courses designed for students who are motivated to become globally literate. The program includes a language requirement and a study abroad or equivalent service learning experience. A Global Scholars Program (GSP) was subsequently initiated; global scholars are students who successfully complete 25 hours of GSP-designated courses, including two interdisciplinary seminars and a world language.

The International Education Office serves the international and intercultural needs of the College. The office:

- promotes study abroad opportunities which include 5-week language and culture programs as well as a semester or longer programs in any of 30 different sites around the world;
- sponsors cultural/educational events designed to celebrate and raise awareness about culturally diverse groups both domestically and internationally;
- facilitates opportunities for faculty to incorporate international/intercultural perspectives into their teaching;
- provides opportunity for all staff to enhance their professional development by engaging in a variety of cross-cultural experiences such as teaching at other institutions, and attending international seminars.

The College maintains a Student Support and Cultural Center, whose mission includes support of ethnic underrepresented students in receiving academic, social and cultural support. Student Support and Cultural Affairs specialists help students navigate the academic system through: **intensive academic and personal advising; field trips to four-**

year colleges and universities; academic workshops; and cultural events.

The College actively recruits people of diverse backgrounds in all levels of staffing through consciously developing a recruiting plan for each vacancy and monitoring the selection process at all phases. Board Policy 4072 includes equal employment opportunity and affirmative action policies.

The Library provides a broad range of educational materials on all types of cultures, outlooks, and experiences. In addition the Library web pages are also offered in Spanish. Resources are offered in multiple formats and delivery modes to reach all members of the College's diverse population.

The Office of Special Student Services ensures access, provides accommodations, and coordinates support services to students with disabilities. These include: sign language interpreters, note taking, large print/Braille, mobility assistance, testing accommodations, books on audio tape, TTY and assistive technology.

Because learning extends outside the classroom, the College offers numerous programs, activities and events to support and supplement instruction. For example, the College's Asia Committee sponsors a monthly hour-long lecture-discussion series centered on various Asia-related topics facilitated by expert speakers and a series of symposiums that celebrate diverse Asian cultures in their widest sense. Clubs and organizations also present options for preparing students to live in a diverse world. Six are cultural/ethnic; seven are religious; and five are political/social. Additionally, the Global Flicks program, a festival of international films presented in their original language with English subtitles, is presented each spring.

In order to address differences in learning styles, courses are offered in a variety of delivery methods and formats, as described in Section 1C3. The accommodation of diverse learning styles is also supported by the Information Technology infrastructure, also described in Section 1C3.

1C5 Maintaining a healthy campus climate

The process for maintaining a healthy campus climate is supported by the College Philosophy:
The College of DuPage promotes full participation in planning and decision

making. We support participatory governance and the involvement of the College community in the development of shared vision. We believe that all students, staff and residents can make meaningful contributions within a respectful, equitable, and responsive environment. We strive to build an organizational climate in which freedom of expression is defended and civility is affirmed.

It is also supported by the code of Shared Ethical Values:

*Integrating our shared ethical values into the daily life of the College is a continuous process. In our classrooms, offices, activities and processes, these shared ethical values guide the way we interact with each other. **Integrity**- We expect the highest standards of moral character and ethical behavior. **Honesty**-We expect truthfulness and trustworthiness. **Respect**-We expect openness to differences and the uniqueness of all individuals. **Responsibility**-We expect fulfillment of obligations and accountability.*

Student rights and responsibilities are described in Board Policy and Procedure 5715 which covers Freedom of Speech and Assembly, Freedom of Association, Freedom of Press, and Judicial Procedures and Policies for resolving matters related to violations of the Student Code of Conduct.

Board Policy 5050 covers course-related academic integrity and provides a formal structure for resolving problems that arise from academic dishonesty. A student grievance policy is in place along with student appeal procedures which embraces seven appeal procedures: Academic Regulations Committee, Financial Aid Committee, Judicial Review Board, Traffic Appeals Committee, Accessibility and Special Needs Committee, Grade Review Procedure.

Respect for intellectual property rights issues is clearly addressed in the Contractual Agreement between the Board of Trustees and the Faculty Association (the Faculty Agreement). All materials developed without substantial support of the College belong to the faculty member; all materials developed through a work for hire contractual agreement belong to the College; all materials developed with substantial support of the College will be jointly owned; substantial support is specifically defined in the agreement.

In terms of the marketing of instructional materials, Board Policy and Procedures 4076 indicates: *The College shall own all rights to any and all instructional materials made or developed by College of DuPage personnel, either in the course of employment by the College, or through the use of facilities or funds provided by or through the College.* Procedures for the marketing of instructional materials are explained in Procedure 4076 and do not abrogate faculty rights under the Intellectual Property Rights section of the Faculty Agreement.

In support of scholarship and reflection, and as addressed in the Faculty Agreement, the College annually offers full-time faculty the number of sabbatical leaves equivalent to 2% of the total full-time faculty and one-semester non-teaching assignments up to a maximum of 3% of current Faculty per academic year. Also in accordance with the Faculty Agreement, each full-time faculty member is also eligible to use funds from the Faculty Development and Renewal Fund for purposes of job-related professional memberships and associations, professional-related periodical subscriptions, and upon approval, reimbursement of tuition, fees, conference registrations and/or other professional growth activities.

1P1 Determining common student learning goals

General education is defined and coordinated by the College of DuPage faculty through the Degree Requirements Committee, a subcommittee of the Faculty Senate. The committee is responsible for developing, monitoring and reviewing coherent degree requirements in accordance with standards set by the Illinois Community College Board (ICCB), Illinois Articulation Initiative (IAI) and other agents in higher education. To meet the aims of general education (Section 1C1), some flexibility exists for each student to select courses. The requirements for each associate's degree determine specific choices in each category. General Education requirements for the Associate in Arts, Associate in Science, Associate in Engineering Science, and Associate in Fine Arts degrees are in compliance with the IAI standards.

In response to an accreditation issue raised in the *Systems Appraisal Feedback Report*, the College established a General Education Task Force, whose charge was to determine five to ten well-documented criteria against which systematic approaches to General Education might be assessed. The work of this task force led to Quality Improvement Project (QIP) 7: Improving General Education Learning

Outcomes. This team examined documents pertaining to current general education processes at the college, including the *Catalog*, the *Systems Portfolio*, the *Systems Appraisal Feedback Report*, and the *General Education Task Force Report*. After reviewing the current situation, the team reviewed best practices at peer institutions regarding general education outcomes. The team proposed a list of *measurable* general education student learning outcomes consistent with IAI and ICCB guidelines, (see Section 1C1) which was accepted by the Quality Improvement Council. Appropriate stakeholders at the College are engaged in ratifying the proposed list of general education student learning outcomes.

Program faculty establish program specific student learning objectives with review first by the Division Curriculum Committee and then the College Curriculum Committee. The process for the development of curriculum used by these two groups was the result of the work of the Institutional Curriculum Process Task Force, a group of faculty and administrators charged with establishing an effective and efficient institutional process that ensures appropriate constituent review of the development of all COD 0400 level, 1000 level and 2000 level courses and programs. (See 1P2 for Figure 1.5.)

As part of the mandated ICCB Academic Program Review process, specific program learning objectives are systematically reviewed in a five-year cycle. In Spring 2005, the College formed the Program Review Advisory Council (PRAC), a cross-divisional group of faculty and administrators, charged with overseeing the Program Review Process. To that end, in Figure 1.3, the PRAC has delineated the data/information necessary for Program Review process, along with the data/information source.

Figure 1.3 Program Review Data/Information

Data/information to be collected	Info Source
<ul style="list-style-type: none"> Program and discipline goals Benchmark comparisons Student learning outcomes Active Course File 	Faculty Administration/Faculty Faculty Administration
<ul style="list-style-type: none"> Enrollment – 5 year trend Demographic analysis 	Research & Planning Research & Planning
<ul style="list-style-type: none"> Success rate in next course Retention * within courses 	Research & Planning Research & Planning

* term to term * program completion <ul style="list-style-type: none"> Transfer information Student prepared for other disciplines Grade analysis 	Research & Planning Faculty Research & Planning
<ul style="list-style-type: none"> Student satisfaction (needs revision) * course comparison * satisfaction * student profile Faculty satisfaction Facilities/Equipment Review 	Faculty Faculty Administration/Faculty/Students
<ul style="list-style-type: none"> Graduate satisfaction Employer satisfaction Local environmental scan 	Research & Planning Research & Planning Administration

The PRAC sequenced the steps for the program review process for the Career and Technical Education Programs and for the Transfer Discipline Programs (Figure 1.4).

Figure 1.4 Program Review Processes

CTE Program Process Steps	Transfer Discipline Process Steps
<ol style="list-style-type: none"> 1. Perform an environmental scan, including benchmarks, certifications, job outlook. 2. Compile data on employer satisfaction, graduate satisfaction and transfer information. 3. Define and revise program goals. 4. Compile data on enrollment trends and demographic analysis. 5. Compile data on retention, success rate in next course, student learning assessment, and grade analysis. 6. Compile data on satisfaction measures for students and faculty. 7. Analyze data from previous steps. 8. Comment on facility, equipment, and support needs. 9. Create a five-year improvement plan with timeline/activities/measures. 	<ol style="list-style-type: none"> 1. Define and revise discipline goals. 2. Active Course Files are reviewed. 3. Identify Assessment tool that addresses selected goals. 4. Attach Student Learning Assessment findings. 5. Identify benchmarks, if any, for comparison (e.g., professional organizations). 6. Compile data from R & P, administrators, enrollment, demographics. 7. Compile data on retention, transfer success rate, student preparedness for other disciplines, student success in next course, grade analysis. 8. Compile data on student satisfaction, faculty satisfaction, employer, graduate, facilities, and equipment. 9. Compile data from Environmental Scan (External & Internal). 10. Analysis of data (6-9). 11. Make recommendations. 12. Create a five-year improvement plan.

The Program Review process aligns itself with Criterion 1-Helping Students Learn.

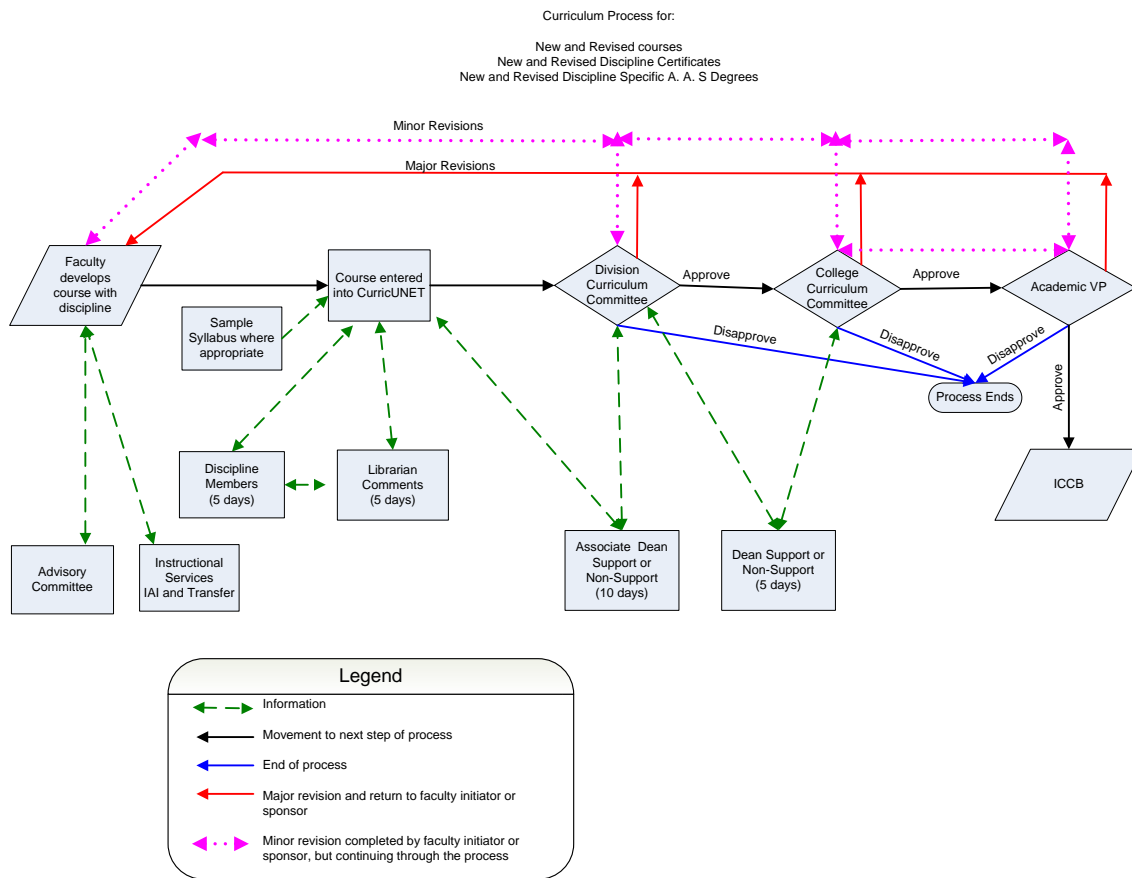
When applicable, student learning objectives must also be compliant with those set forth by the ICCB (<http://www.iccb.state.il.us/index.html>) and the IAI (<http://www.itransfer.org>). The goal of IAI is to facilitate the transfer of students among Illinois institutions of higher education. Career and technical education/vocational student learning objectives must also be compliant with program specific regulations/standards of their licensing or accrediting bodies.

1P2 Design of new courses and programs

The college strives to provide a rich and diverse curriculum that is responsive to the varied and ever changing needs of the communities it serves. All

proposals for new programs and courses must follow the Curriculum Proposal, Revision, Deletion Process (PRD); see Figure 1.5 for Curriculum Process Flow Chart. The purpose of the curriculum development process is to ensure consistent quality, accountability and adherence to high standards of excellence, while maintaining compliance with all state requirements and other accrediting bodies. Full-time faculty are responsible for curriculum development. Faculty and academic administrators collaborate to review, evaluate, and update the curriculum and oversee initiation, design, development, modification, and discontinuance of courses and programs. The entire process ultimately ensures that the PRD is consistent with College mission and vision statements.

Figure 1.5 Curriculum Process Flow



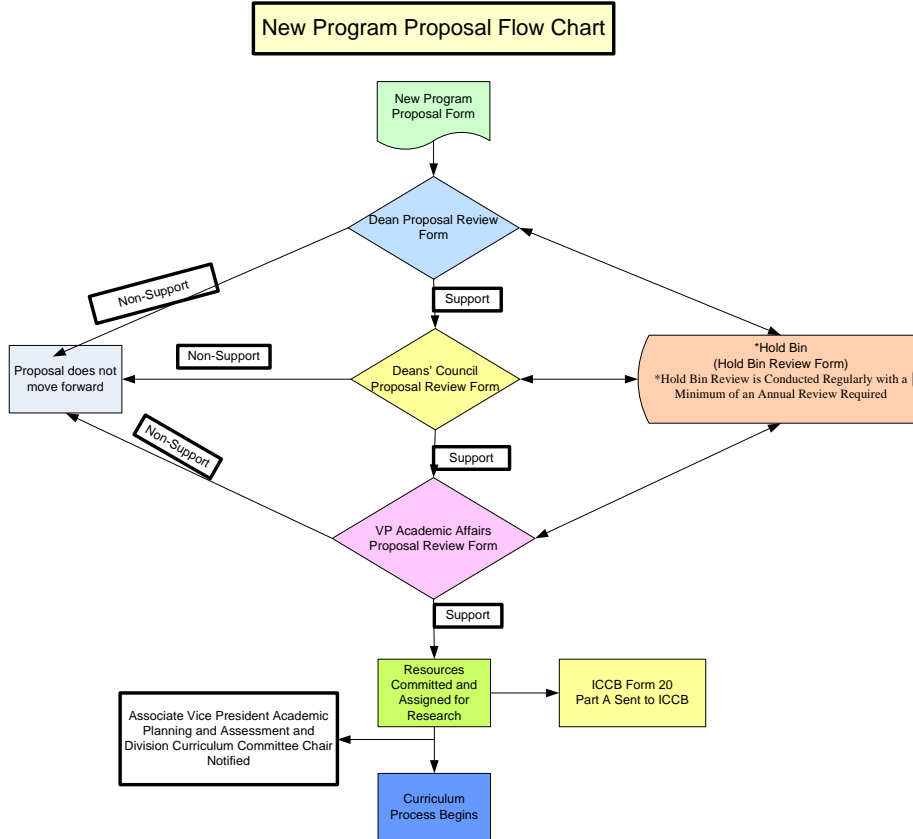
Design of new programs generally originates with faculty in the academic division, although some originate in agencies affiliated with the state and

county, career and technical education/vocational Advisory Boards, clinical site coordinators, local employers, current students, graduates, administrators

and faculty in other academic divisions. In September 2006, the Quality Improvement Council (QIC) approved a charter for Quality Improvement Project (QIP) 8: Academic Program Development and Approval Process. The QIP team produced a clearly articulated institutional program development and approval process in compliance with state and

other regulatory requirements, which is revealed in Figure 1.6. The process used for the development of new programs begins with the proposal of an idea, follows the idea through the review and research stages, and ends with the ICCB application and a link to the Curriculum Process Flow chart.

Figure 1.6 New Program Proposal Flow Chart



Both the New Program Proposal research and research required by the ICCB application for curriculum approval provide for an examination of educational market issues, along with student needs. In the College's New Program Proposal Form, the proposer must indicate if the program already exists at any college or professional school in Illinois, along with a statement of benefit to the College and the District 502 Community. This statement is supported by evidence from The Illinois Department of Employment Security (IDES), the state's premier source for labor market information. This information includes employment statistics, job forecast, wages and demographic characteristics. IDES collects, analyzes and disseminates this data in cooperation with the U.S. Department of Labor's Bureau of Labor Statistics and Employment and Training Administration. The data help monitor and forecast

national, statewide and local economic trends. Additionally, ICCB application includes a feasibility analysis, requiring documentation of the labor market need for the proposed curriculum.

In addition to ICCB and IDES, the College of DuPage balances educational market issues with student needs by also focusing on regional employment trends through data from DuPage Workforce Investment Board, local municipalities, Chambers of Commerce, and professional organizations. Additionally, the College tracks student interests and needs through partnerships with high schools, feedback during registration, enrollment trends, and ad-hoc inquiries. These initial sets of data are used to identify potential needs for new academic programming or modifying existing ones. Once identified, the College engages in an in-

depth analysis to examine the potential market and interest for a prospective program. In Fall 2006, the Business and Technology Division used these processes to launch two new programs: Cosmetology and Paralegal Studies.

The need for a post-secondary Cosmetology program was first identified by data collected by the Technology Center of DuPage (TCD). Accordingly, the TCD approached the College about partnering in the expansion of the TCD Cosmetology program by offering dual credit, by hosting a second clinic in the underserved part of the district, and by offering a program addressing the needs of the post-secondary population. The TCD was also concerned that students receive college-level coursework in business, supervision, marketing, accounting, and communication skills to prepare them for success in what is a highly competitive, small business market. Concurrently, IDES data was showing a steady growth in this service sector career niche, which traditionally opened the doors to small business ownership to minority women who could capitalize on their cultural knowledge to deliver services to their neighborhoods. Based on these findings, the College built a business plan for a new Cosmetology program, which was approved by the Cabinet and the Board of Trustees.

The need for a COD Paralegal Studies program was identified by a multi-year tracking of increased enrollment of District 502 students in a Paralegal Studies program offered by another community college. Tuition credits and state apportionment awarded for these students quadrupled in five years. To confirm a local base of potential employment opportunities, the College sent a survey to the members of the DuPage County Bar Association. Eighty-four percent of the respondents (n=25) said they currently hire or were planning to hire paralegals and responded enthusiastically when informed that COD was contemplating a Paralegal Studies program. The program began in Fall 2007.

1P3 Required student preparation

Preparation required of students begins with the completion of three pre-course tests (Figure 1.7). Evaluating a student's current skill level ensures appropriate placement in reading, writing and math courses and contributes to successful results throughout a student's career. Students may take tests on a walk-in basis in the Testing Lab on campus in Glen Ellyn, or at one of the College's four off-campus centers.

Figure 1.7 Pre-Course Tests

Reading Pre-Course Test	Test is a mandatory placement exam. Students who accumulate or exceed 6 credit hours of college-level courses must take this test. The Reading Placement Test may be taken two times in a one-year period. Test scores are used to advise students about their readiness for college-level reading. The highest score is used to determine placement, and scores that meet the Reading Competency Requirement are valid forever; all other scores are valid for one year and determine placement in the appropriate reading course. Reading pre-course test exemptions can be found at http://www.cod.edu/testing/Pre_Test.htm .
Writing Pre-Course Test	Test is a mandatory placement exam. Both new and returning students who intend to enroll in English 1101, Composition, are required to take this test to determine preparation for entry into an English composition course or, if needed, the appropriate developmental writing course. Eligibility for English 1101 also requires evidence of having met the Reading Competency Requirement. The Writing Placement Test may be taken two times in the first one-year period. The highest score is used to determine placement. Writing Placement test and Writing Placement Essay scores that place students into English 1101 are valid for a two-year period. All other Writing Placement test and Writing Placement Essay scores are valid for one year.
Mathematics Pre-Course Test	Students who intend to enroll in Math 0482, 1218, 1220, 1428, 1431, 1432, 2134 or 2231 as their first math course at College of DuPage are required to take a Math Placement Test before enrolling. This test is one component of placement in an appropriate math course. The Math Placement Test may be taken two times in the first one-year period and the most recent score is used to determine placement; scores are valid for one year. Verification of successful completion of any prerequisite courses is the second component. Prerequisites are listed under the individual course in the mathematics section of the Class Schedule and the Catalog (http://www.cod.edu/Catalog/).

AQIP Action Project #1 made a recommendation to implement the automatic checking and enforcement of prerequisites and other course pre-enrollment criteria in order to improve the proper placement of students in classes. As a result, AQIP Action Project #5 (QIP 5), Improving Student Academic Readiness, was approved and later chartered into teams: QIP 5A has completed its work on the programming of the automatic enforcement process for course prerequisites; QIP 5B has completed its work on the process of assessing the process used in the implementation of the programming; QIP 5C has completed its work on planning for automatic enforcement of course pre-enrollment criteria; QIP 5D has completed its work on developing the communication plan for that implementation, as well as necessary updates; QIP 5E has completed its work on assessing the process used to automate the

enforcement of prerequisites. Their report has been accepted by the QIC for implementation of recommendations.

All ESL programs require mandatory placement testing. In addition, all ESL programs require program-wide pre- and post-testing, mandatory advising, and specialized tutoring as requested by teaching faculty.

Program and discipline faculty define required student prerequisites and admission requirements when a program is first approved (Section 1P2). Some of these prerequisites and requirements are set internally. For example, in the foreign language programs, advanced course placement is recommended for students who previously have studied a foreign language. Students may be required to take an oral placement exam. Students seeking admission to the Nuclear Medicine Technology program must provide, among other admission requirements, documentation of two years of direct patient contact work or the completion of specific Health Sciences courses, and completion of the Health Occupations Aptitude Test with a minimum grade of 50% in all categories. These requirements are predictive of an applicant's readiness or suitability for specialized instruction in the field. Other program prerequisites and requirements may be determined externally by the IAI and/or program licensing and accrediting agencies.

Students taking courses in an alternative delivery mode may also self-assess their preparation for the learning they will pursue. Students enrolling in online courses can review the webpage "Succeeding in Internet Courses" (www.cod.edu/Online/succeed.htm), while those enrolled in the flexible self-paced courses offered through the Center for Independent Learning (CIL) can review the webpage "Are Distance Learning Courses for Me?" available at www.cod.edu/dept/CIL/CIL_Surv.htm.

1P4 Communicating expectations to students

The process for communicating general education and program-specific learning outcomes for students is multi-faceted. The 2007-2009 Catalog available online <http://www.cod.edu/Catalog/> or in hardcopy describes academic policies and procedures for new students, returning or continuing students, and incoming transfer students. The Academic

Information section describes academic policies and requirements. The section of Degrees and Certificates outlines graduation requirements for associate degrees, as well as general education learning outcomes for the AA, AS, AES, and AFA degrees. Certificate requirements are listed in the section entitled Associates in Applied Science. Degree and certificate requirements are also listed in the Program Guides for students and in the *COMPASS Student Guide and Planner*. Program Guides are available online <http://www.cod.edu/Catalog/>, and in printed version, and are updated annually.

Expectations regarding student preparation and learning objectives are also routinely communicated in advising and orientation sessions and by a variety of media such as mailings, postings, pages on the College's web site (see also section 1P3), via the MyCOD student portal, and on linked discipline and program-specific web pages. Expectations and learning objectives are included in activities such as College Night, Career Fairs, Open Houses, Information Sessions, Course Schedule Planning, FYI Sessions, Campus Visit Days and Specialized Advising which includes Program Specific Sessions, the ESL Advising Office, the Student Support and Cultural Center, and International Student Services.

Instructor course syllabi also include information on student preparation and student learning objectives. For those courses covered by the IAI, "expected learner outcomes" is listed as a syllabus requirement. All course syllabi and Active Course Files are kept on file in the academic division offices.

Expectations regarding the newly automated prerequisite checking for course registration were communicated to students not only by the normal communication devices which are part of the admissions, registration and advising processes, but via a webpage designed specifically for this purpose. QIP 5D developed a plan to communicate the status and progress of the automatic enforcement of course and pre-enrollment criteria (see 1P1) to all College faculty and staff. This plan identified efficient methods of communication (based on normal and typical communication processes) regarding implementation timeline, deadlines and progress updates. As a result, the admissions, student support and registrations services are better able to communicate to prospective and current students the expectations regarding student preparation.

1P5 Advising and Placement

Eleven multi-faceted resources assist students in selecting their programs of study. (Figure 1.8)

Figure 1.8 Advising Resources

Advising Resource	Role
Faculty Advisers	Assist students in individual appointments or in group settings with information about courses, programs and graduation requirements. http://www.cod.edu/advising/faculty.htm
General advisers	Assist students with advising questions, not specific to a particular field of study. No appointment is necessary, and new students are seen on a first-come, first-served basis only. http://www.cod.edu/advising/general.htm
Specialized advisers	Assist linguistic minority students (immigrant, refugee and international non-English-language background) through the ESL Advising Office. Required advising sessions are held at the four-week and mid-term points and at the request of faculty. http://www.cod.edu/Academic/ABE_GED/ESL_APP.htm Assist F-1 international students through International Student Office in maintaining their non-immigrant student status. http://www.cod.edu/intl_student_advising/ Assist ethnically underrepresented students, and advanced ESL students moving to college-level coursework, and underprepared developmental reading students through the Student Support and Cultural Center to provide intensive academic and personal advising. http://www.cod.edu/advising/multicultural.htm Assist students interested in learning more about the Honors Program, needing an honors permit to register for an honors course, needing help planning their honors courses, or needing assistance with special transfer information for Honors Scholars. http://www.cod.edu/Academic/AcadProg/Hon_Prog/adv_s_plan.htm
Counselors	Professionally trained to help students with decisions on a broad range of concerns: assistance to undecided students about career decisions; assistance to undecided students about transfer planning; counseling with academically at-risk students; providing career, personal and educational counseling services; providing group test interpretation; and offering off-campus referrals when appropriate. http://www.cod.edu/advising/counseling.htm
Transfer Information Office	Provide students with: referrals to faculty advisers for specific transfer planning; printed and web resources for IAI planning; course equivalency guides for transfer to four-year colleges and universities; Illinois college and university catalogs, application and scholarship information; coordination of high school articulation; and minority transfer planning. http://www.cod.edu/Academic/AcadProg/TranProg/TranProg.htm
Career Services Center	Offers career resources a variety of options. Opportunities include cooperative education, internships, full and part time employment and community service. http://www.cod.edu/advising/career.htm
Online Advising Tools	Includes links to the Academic Advising Calendar, The Helm (counseling and advising newsletter), the STARS (Student Advising Resources Site) advising resource system, online New-Student Orientation, Advising Guide, Streaming Video Resources, the Catalog, Class Schedule document, degree requirements, pre-course testing, and all programs of study leading to a degree or certificate. http://www.cod.edu/advising/
Student Planning Worksheets	A planning tool available in printed version or online which outlines the degree requirements for the various associate degrees. http://www.cod.edu/advising/studplan.htm
Degree Audit	Darwin Degree Audit system, http://www.cod.edu/AdRegRec/Records/RecFiles.htm#Deg_Com , is an electronic tool used to monitor a student's progress toward completion of a degree or certificates. [The official evaluation of degrees is done by the Records Office.]
Cooperative Education/Internships	Allows students to gain on-the-job experience related to their academic program. http://www.cod.edu/Service1/CECS/CoopEdu/CoopEdu.htm

Gaps between the necessary and actual preparation of students are addressed in the pre-course testing process (See Section 1P3). Discrepancies between the necessary and actual preparation of students and their learning styles are addressed by means of academic assistance services offered in the Academic Support Center and several of the satellite centers. (Figure 1.9) Students using these services may be having difficulty completing their coursework in one

or more classes, as well as those students who are doing fine in their coursework but feel they could do even better with some assistance. Discrepancies between necessary and actual preparation of students are also addressed in a variety of free Student Success Workshops sponsored by Student Services office, <http://www.cod.edu/advising/food.htm>. Unless otherwise noted, academic assistance services are free of charge.

Figure 1.9 Academic Assistance

Writing	Writing Center coaches provide assistance with a variety of activities, such as narrowing a topic, focusing a thesis, deciding on strategies and revising a paper. Some students are referred to the Center, while others seek assistance on their own. Coaching takes place during a single session or through a series of standing appointments. Hours are Mondays to Fridays at the Glen Ellyn campus, with Saturday morning and evening hours available at the Addison, Naperville and Westmont
Reading	Reading Center coaches help students at all levels improve their comprehension and develop strategies that enhance overall learning absorption and reading enjoyment. Some students are referred to the Center, while others seek assistance on their own. Coaching takes place during a single session or through a series of standing appointments. Hours are Mondays to Fridays at the Glen Ellyn campus, with Saturday morning and evening hours available at the Addison, Naperville and Westmont

	centers.
Mathematics	The Math Assistance Area is able to assist with Mathematics 0460 through Mathematics 2232. If a student is taking a more specialized course, calling ahead is recommended to see when instructors who are familiar with that specialty are available. The center is open weekdays both day and nighttime hours, along with Saturday morning hours. Videotapes are available for the following courses: Mathematics 0460, 0470, 0481, 0482, 1102, 1108, 1220, 1428, 1431, 1432, 1635, 2231.
Speech	The Speech Assistance Area offers coaching in delivery skills and speech writing techniques. The Speech Assistance Area is located in the Academic Support Center on the Glen Ellyn campus. The center is open week days.
Tutoring Services	Peer tutoring is free to eligible students who request this service; it is available for a variety of courses. Given tutor availability, students proficient in subject areas provide tutoring to other students. Tutors help clarify points from lectures, labs, discussions or assigned readings. Peer tutoring is conducted on campus in Glen Ellyn and at selected off-campus C.O.D. locations. Peer tutors offer the same service over the Internet. Students may also take advantage of IVCTutor, a web-based tutoring system, at http://www.ivctutor.info . Free professional tutoring is offered for students with documented disabilities in the Office of Health and Special Student Services. The Scholars Academy offers professional, fee-based tutoring in a variety of subject areas, for students who do not meet eligibility requirements for the free The Athletic Tutoring program assists student athletes in their coursework as well as obtain scholarships to four-year schools.
Skills Development	Skills Development courses are available in the four Centers for Independent Learning (Glen Ellyn, Addison, Naperville, and Westmont) and are for anyone interested in improving or upgrading their skills for college-level work. Courses in basic reading, English, math and study skills are available in a variety of learning formats. In addition to serving current students, the Skills Development program attracts prospective students who have a desire to attend college, but have not been in a formal learning environment since high school.

1P6 Documenting teaching and learning effectiveness

Standards for documenting effective teaching and learning begin with evaluation of faculty. Faculty working toward tenure are expected to complete a full evaluation cycle at least once a year during their probationary period. The performance of full-time tenured faculty members is formally evaluated every three years. The process is both developmental and evaluative. A Student Rating Questionnaire provides student feedback to the assessment and evaluation process. The questionnaire is composed of ten institutional questions. If desired, ten additional discipline questions developed by faculty within the discipline, and if desired, ten individually developed questions which provide feedback on specifics relative to the quality of instruction that takes place in an individual faculty member's classes are also included. All new part-time COD instructors are evaluated using a student questionnaire during the

first terms they teach; part-time instructors who have taught at COD for a minimum of one year will be evaluated at least once during the academic year.

Effective teaching and learning is also documented by establishing standards for syllabi. Many of these standards are set by the IAI. The *Course Syllabus Checklist*, presented to faculty at the New Employee Orientation, requires that syllabi incorporate several criteria including: course description, course objectives, topical outline, assignments, deadlines, and grading scale.

Effective teaching and learning is also measured by student retention and success rates, most especially in the core academic skill areas of composition, speech and mathematics, along with student persistence rates.

Effective learning is documented by means of a three-tiered assessment program (Figure 1.10)

Figure 1.10 Assessment Program

Classroom Level	Faculty members are expected to be active in assessment by using Classroom Assessment Techniques (CATs) to gather feedback about a single lecture/discussion, to examine students' grasp of key concepts and issues in the discipline, or to solicit students' self-reflective assessments of their progress in a particular unit of study. In the most recent formal survey of faculty, over 85% indicated that they participate in some regular form of classroom assessment techniques. The Student Outcomes Assessment Committee is in the process of developing an on-line system in which results of these classroom assessments can be shared college-wide.
Discipline/Program	Faculty members are expected to be involved in multi-section, discipline and/or program assessment. At this level,

Level	<p>faculty may examine the patterns of outcomes from multiple sections of the same course or several courses in a discipline or program. This process is a component of the Program Review Process (Section 1P1) During the Program Review cycle, program quality is assessed by the students, faculty and administration affiliated with the program.</p> <p>In the CTE programs, effective teaching and learning is documented in information gathered from the annual Graduate Follow-up Survey Questionnaire. Such information includes summary employment data for career and technical education divisions. For the certificate and AAS respondents, a summary for each career and technical education program of demographic characteristics, continuing education, and employment information is included as well. These results are published in the annual Survey of Graduates report. The IBHE requires the College to publish evidence of student success in career and technical education programs. Data collected includes the number of COD graduates who are successful in passing certification tests and licensing exams. (See Section 1R2)</p> <p>Students enrolled in any of the ESL programs are required to pre-test and then post-test after 50 hours of instruction.</p>
College-wide Level	<p>The American College Testing/ Collegiate Assessment of Academic Proficiencies (ACT/CAAP) assessments of general education competencies determine whether or not the College is succeeding in improving students' skills. The Student Outcomes Assessment Committee coordinates this assessment process. COD conducted annual rounds of entry-level and exit-level assessments using the full ACT/CAAP batteries from 1998 through 2003, using the results to build baselines and develop ways to increase the skills-bases of students. In 2007 the Student Outcomes Assessment Committee developed a "Reading Improvement Project" and in 2008, a "Critical Thinking Skills" Improvement Project using the ACT/CAAP assessment measures (See also Section 1R4)</p>

1P7 Instructional Delivery process

In developing an effective and efficient course delivery system, COD takes into account the needs of several distinct student populations: new students, continuing students, and students seeking alternative course delivery methods. Students interested in alternative course delivery options may enroll in appointment-based courses, telecourses, open labs, broadcast courses, online courses, field and experiential learning, interdisciplinary courses, and adult accelerated degree programs. However, the majority of courses are taught in the traditional classroom mode. In Spring 2007, 13,887 FTE students were in traditional classroom settings, while 1,659 FTE students were in alternative modes of instruction. Instructional delivery is reflective of the availability of staff, facilities and equipment. The College operates on a 7-day per week schedule with classes scheduled weekdays from 7 am to 10 pm. Courses are offered in the traditional 16-week semester format as well as 1st 8-week, 2nd 8-week, and 12-week classes, thereby making it possible for students to find courses at several points during a given semester.

Apart from courses on the main campus, the College offers courses at over 90 sites throughout District 502, serving the needs of a large geographical area. These sites include seven off-campus centers and 15 in-district high schools. Collectively these sites account for approximately 20% of the College's enrollment. Classes are also delivered at businesses and industry sites throughout the district. The Center for Corporate Training adds more than an average of 50 county corporate office sites to the training off campus. Both C.O.D. Online and Adult Fast Track (See AFT in Section 1C3.) have shown growth in

balancing both institutional and student needs. The AFT program began August 1999 with 90 students who were working toward the AA or AAS Business Management degree students. The program has since expanded to include the AGS degree. In FY 2007, AFT had 382 students enrolled in multiple courses. C.O.D. Online started in 1997 with two courses and now offers 250+ courses to over 3000 students per semester.

As per the Faculty Agreement, the Emerging Technologies and Alternative Delivery Formats Study and Advisory Committee is charged with reviewing practices related to preparation, performance, working conditions, and load calculation with respect to emerging technologies and alternative delivery formats. In order to maintain a progressive, integrative approach to incorporating these emerging technologies and alternative delivery formats into the curriculum, the committee makes recommendations which impact teaching and learning.

An efficient and effective course delivery system is also the result of the academic dean's/associate dean's study of enrollment trends of a previous term. Data on the number of sections for a particular course, time of day offered, frequency of meeting, day of the week, campus location and/or delivery method, and faculty availability all affect course availability for any given semester. Once the *Class Schedule* document is in place, courses and sections may be added. Opportunity to overload a course beyond the maximum number of seats assigned is left to the individual faculty member. In Summer 2008, and in light of conversion to Datatel, the QIC chartered QIP 9 in order to examine opportunities for improvement to the course scheduling process.

1P8 Curricular currency and effectiveness

College of DuPage faculty is responsible for developing curriculum and plays the central role in the development and approval of curriculum. The currency and effectiveness of curriculum is an

ongoing, rigorous process involving both external and internal (peer) review that is influenced by the Program Review cycle, the Instruction Committee, and the CurricUnet process. In addition, the College maintains a variety of external advisory and review groups to ensure currency of curriculum (Figure 1.11)

Figure 1.11 Curricular Currency

Internal (Peer) Review	External Review
<p>The ultimate goal of Program Review is to ensure the continuation of high quality programs appropriate to the College’s mission and the community served. Program/discipline reviews include (Section 1P1) written feedback from students, full and part-time faculty, administrators, and advisory committees that include local employers. In this process, curriculum, and services, facilities and equipment in support of that curriculum are examined in order for each to be maintained, refined or discontinued. During this review cycle, program faculty review the Active Course File for each course in the program in order to reaffirm as is, indicate changes made or indicate changes in progress. Beginning with programs being reviewed during the 2004-2005 academic year, an expanded review allows disciplines to define and prioritize discipline/program learning goals and evaluate how these goals are achieved throughout the entire curriculum, as well as develop a plan for action based on these results. The Program Review process also identifies: the need for new courses; courses in the program which have not been offered in the current and previous academic years and plans for offering or deleting those courses listed; current issues, problems or needs in articulating any courses with four-year colleges and universities; current issues, problems or needs in working relationships with high schools; new certificate or degree programs that have been developed during the program review period; and the use of alternative delivery systems.</p> <p>The Instruction Committee works to: consider matters of instructional importance and make recommendations to the Faculty Senate regarding action; assist individual faculty in carrying out their instructional duties and responsibilities; advance the professional interests of faculty members; maintain academic excellence in the curriculum and learning experience by assisting all efforts to improve the quality of instruction and the instructional experience at the College; assist other Senate committees with input on issues that have an instructional aspect or impact; and maintain the integrity of the educational program. The Instruction Committee has 2 sub committees: Degree Requirements and Demonstrated Competency. Membership includes liaisons from all Division Curriculum Committees as well as the Campus Curriculum Committee.</p> <p>CurricUnet is an online curriculum development and workflow automation program to facilitate all phases of curriculum development and approval. As an authoring, editing, and management tool, CurricUnet facilitated the faculty’s conversion in 2005 of over 2,000 credit courses to the semester format, as well as provide substantial benefit to COD’s overall curriculum development and approval process.</p>	<p>For the transfer curriculum, faculty and administration participate in the discipline-level Illinois Articulation Initiative panels convened through the Illinois Community College Board. The panels provide external peer review to align curriculum and thereby insure articulation of transfer credit.</p> <p>For the Career and Technical Education curriculum, the College convenes advisory councils for each programmatic discipline. Each is comprised of industry members who advise on the currency of curriculum.</p> <p>To address system-wide issues (e.g. impending shortages of health care practitioners) the discipline-level advisory councils are complemented by industry-sector advisory councils, such as the case of the Health Care Leadership Summit, comprised of senior administrators with the major hospital and long-term care facilities throughout the district.</p>

1P9 Determining student and faculty support needs

Determination of student and faculty needs relative to learning support is also supported by the Program Review process (Section 1P1). The process seeks input from faculty and administrators, as is appropriate, to identify the adequacy and currency of instructional equipment and supplies, and the adequacy and currency of support as is related to the Library, technology, lab staff, administration, advising, counseling, cooperative education and

faculty development. Input is summarized along with the strengths and opportunities for improvement.

Faculty needs relative to learning support are also determined by the nature and number of inquiries to the Information Technology Help Desk. These inquiries are tracked by means of an Information Technology Help Desk dashboard available at <http://www.cod.edu/it/helpdesk/dashboard/it/>. Such inquiries most frequently relate to software applications.

The mission of the Teaching and Learning Center (TLC) is to enable each employee at College of DuPage to achieve excellence and to promote student learning through the scholarship of teaching. The TLC offers classes, workshops and support programs to promote the faculty, staff and administrator roles in student learning and disseminates information regarding effective teaching and learning, emerging tools, ideas, and research (<http://www.cod.edu/dept/tlc/about.htm>). The Teaching and Learning Center surveys faculty and staff for information on need and interest for workshops and classes. Workshops and classes are developed and offered in response to those needs.

The Library supports the student learning and development process in a number of ways. It provides students a supportive environment in which to do research, work on their assignments, and study. Over 26,000 students hold library cards. Additional students use the Library's computers and other resources without obtaining a card. The Reference Desk provides assistance to students every minute the Library is open, seven days a week, and provides information and assistance in finding and using library materials and information. Circulation Services distributes videocassettes, DVDs and a variety of AV equipment to the classroom and provides laptops for faculty and staff use. The Library's College and Career Information Center provides information and resources related to choosing colleges, choosing careers, finding financial aid, preparing for specialized exams, and securing employment. A librarian is assigned to each discipline and program in the College to assist the faculty, students, and administrators in those areas. These liaison librarians deliver approximately 1,000 classes to more than 20,700 students each year and also provide individualized assistance to students. In addition to

teaching customized instruction sessions on library services and resources, the librarians create research guides tailored to specific classes and research-based assignments, and create suggested reading lists. The Library also offers a variety of online and face-to-face workshops and tutorials, including a program on Information and Literacy Instruction which emphasizes the acquisition of critical thinking skills while learning how to find and evaluate information resources, and the assessment of student learning of the knowledge and skills needed to do research. Additionally, the Library provides reference services via email and instant messaging.

Areas utilized in determining student support include the pre-course testing policy (Section 1P3) and demand for service of the Academic Support Center (Section 1P5). Each offers both daytime and nighttime hours to accommodate needs of differing student populations.

1P10 Alignment of curricular and co-curricular goals

A number of programs align student development with curricular learning objectives, as well as provide opportunities for students to practice the skills that develop mastery of the common student learning objectives. Student Activities provides classroom and experiential learning opportunities in a supportive, values-based environment to prepare and inspire students to be active leaders in a complex and ever-changing society. Student Activities sponsors 19 clubs that are associated with academic programs, up from nine clubs in 2004. Figure 1.12 illustrates a sampling of the numerous opportunities available to students which also offer co-curricular learning opportunities, reinforcing COD's commitment to support student learning and success:

Figure 1.12 Co-curricular Alignment

Co-curricular Activity	Curricular Alignment
Service Learning	Combines community service with academic instruction. In service learning courses, students are involved in organized service projects that address the needs of community organizations. This 'win-win' method of instruction develops students' academic skills in the classroom, as well as a sense of civic responsibility and commitment to their community.
Cooperative Education and Internship	Prepares students to pursue and succeed at internships and co-ops. Qualified students who enroll for academic credit are mentored by a C.O.D. internship adviser and worksite supervisor, which creates an ideal learning partnership leading to career and workforce development.
Student Leadership Council	Represents the student body to the administration and provides a place for students to become involved in the college community. Various levels of involvement are available for students who wish to supplement their education with practical leadership experiences. The president and vice-president have voting rights on the Leadership Council and the Quality Improvement Council.
Student Ambassadors	Assist the Admissions Office in activities designed to develop speech communication skills while promoting the College of DuPage. Those students selected for a Student Ambassador position are eligible for tuition waiver for one of two sections of Speech Comm 1100 offered during the summer term.
Courier	A weekly student newspaper with a circulation of more than 10,000, the <i>Courier</i> offers students paid, on-the-job experience in writing, editing, photography, graphics and layout. Students may also enroll in Journalism 1110, 1105

Chaparral student magazine	and/or 1130 for credit. In addition, qualified students may earn college-credit and a weekly salary through the Cooperative Education work/study program. The <i>Chaparral</i> student magazine is a themed publication. Staff members must enroll in Journalism 1115, a one-credit flexible format class offered year-round.
Prairie Light Review	The Liberal Arts humanities magazine is produced twice a year by a class of student editors enrolled in English 2210. Editors review submissions of original works in the areas of fiction, non-fiction, poetry, photography, 2-D/3-D artwork of any media.
Forensics (Speech) Team	Travels throughout the state and nation competing in various speaking, debate and oral interpretation events. Many forensics team members have been recipients of scholarships at four-year schools
Honor Societies	Phi Theta Kappa is the International Honor Society for Two-year Colleges provides opportunity for the development of leadership and service on local, regional and international levels; Alpha Beta Gamma is the business honor society; Alpha Mu Gamma is the foreign language honor society; and Psi Beta the psychology honor society. All require a minimum GPA requirement.
Student Activities Program Board	Members learn valuable business, organizational, negotiation, and leadership skills while planning and implementing events.
Athletics	Sports teams, competing in the North Central Community College Conference, include ten sports for men and nine for women. Along with recreational sport clubs are 30 intramural sports: 10 for men, 9 for women, and 11 co-ed teams. These activities support both the credit and non-credit physical education courses.
Wings-Student-run art gallery	Offers periodic displays of student artwork. Additionally, each spring the William E. Gahlberg Gallery devotes a show to the work of College of DuPage students.

1P11 Student assessment process

Determining the process for student assessment has been faculty-driven. The Student Outcomes Assessment Committee (SOAC) was formed in 1994 and has designed a series of General Education Assessment processes using the ACT/CAAP batteries. (See also Section 1P6.) The SOAC will be conducting college-wide General Education Assessments at entry level and exit level during the 2008-2009 academic year. As a point of reference, the SOAC has produced an internal document tracking all assessment-related activity at the College, as harvested by SOAC last year. The Program Review Advisory Council (PRAC) was formed in 2005 (Section 1P1). The PRAC has also been overseeing the assessment of student learning component of program review. In 2005-2006, the PRAC instituted a three-year cycle of *define/refine, assess, improve* for each program. This three-year cycle runs independently from the five-year program review cycle, but when a program is up for review, the program review will include a report on the program's student learning assessment activity. To that end, a part of each of the college in-service days has been devoted to program review activities, thereby allowing faculty dedicated time to the discipline/program's appropriate cycle: *define/refine, assess* or *improve*.

The assessment of students also relies on pre-course testing (Section 1P3) and results of mandated licensing and certification examinations for the career and technical education/vocational programs. In addition state-approved assessment instruments are used for placement, pre- and post-testing of ESL students as mandated by the ICCB.

As discussed in Sections 1C1 and 1P1, QIP 7A was a cross-disciplinary team chartered in order to examine general education student learning outcomes. Members of the team included faculty from the IAI general education areas of math; communications; physical and life sciences; humanities and fine arts; social and behavioral sciences; as well as faculty representatives in general, a representative from Counseling and Advising, an academic dean, and an associate dean. Once the outcomes are ratified, assessment of these outcomes will be developed by the appropriate stakeholder groups.

1P12 Student preparation for further study or employment

The College regularly examines how well students who complete programs, degrees and certificates are prepared for further education or employment. Nine months after program completion, the Office of Research and Planning surveys former students ("graduates") regarding employment and transfer. This information, along with that from career and technical education and vocational discipline advisory boards, local business and industry leaders and employers, and receiving baccalaureate institutions, provides insight into student preparation. Data is shared within the institution in a variety of reports and topical papers and reviewed by the appropriate constituent groups. The Illinois Board of Higher Education requires the College to publish periodic "Consumer Reports" to provide evidence of student success on state and national licensing examinations and certification tests. Collection of data regarding student preparation for further study or employment is also required by the ICCB as part of the Program Review process. Additionally, an annual Student Satisfaction

Survey is mailed to randomly selected students in order to learn how satisfied students are with their experiences at COD. Questions regarding course content and quality of instruction are included in this survey. Results of the CAAP assessment testing also allow comparison of students' general education competencies at the time of entry with their performance after taking courses at COD for at least one year.

1P13 Measures of student performance

A wide variety of student performance measures is collected and analyzed regularly (Section 1P12). These include: self-reported data from the graduate follow-up surveys; classroom and multi-section assessment instrument results; surveys of student goal attainment; student persistence rates; degree completion rates; success of developmental students; and grade distribution reports. Grade distribution reports compile data by course, program and division in order to chart overall student achievement, make state and nation-wide comparisons, as well as review and maintain consistency in standards and instruction. The Office of Research and Planning regularly collects data regarding the effectiveness of career and technical education programs and labor market needs. ESL students are tracked through state-wide match conducted by the ICCB.

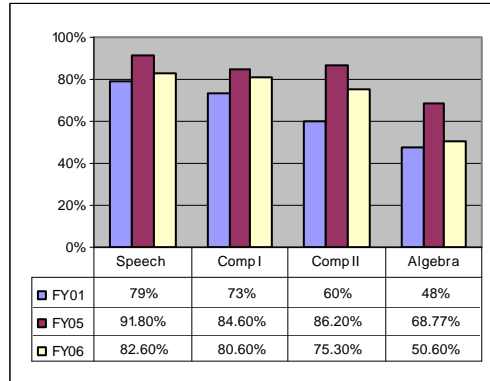
Student performance is also collected and analyzed regularly as part of the Program Review process (Section 1P1) and as part of the Strategic Planning process.

The College also participates in the National Community College Benchmark Project (NCCBP) and collects and reports measures of student performance as prescribed by that project.

1R1 Student Learning Achievement

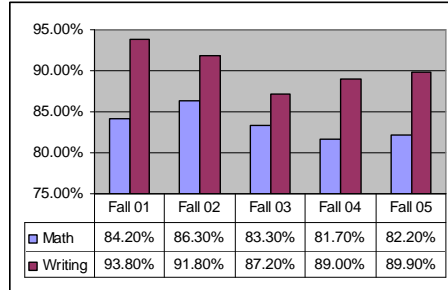
Results for common student learning objectives (Section 1C1) include data from National Community College Benchmarking Project (NCCBP) on retention and success in the core academic skill areas of Comp I, Comp II, Algebra and Speech. Data for Fall 2005 indicates an 82.75% retention rate, down from 86.8% in Fall 2004, and a completer success rate of 80.25%, down from 84.7% in 2004, for students enrolled in credit, college-level courses and earning an A, B, C or P grade at the end of the term. Overall each shows an increase in each category as compared to 2001 levels. (Figure 1.13)

Figure 1.13 Credit Completer Success Rate



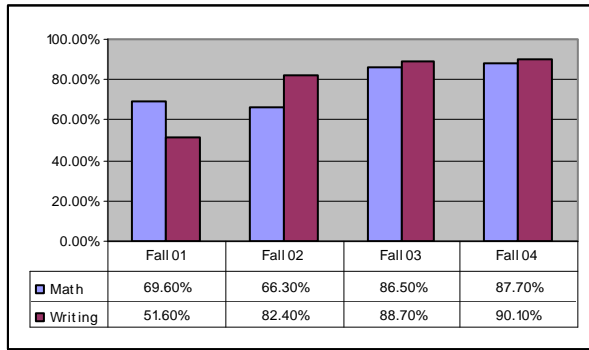
As a key instructional area, developmental courses in writing and math reflect the percent of students earning an A, B, C or P at the end of the term. Five-year NCCBP completer success rate trend data (Figure 1.14) shows an increase in Mathematics from 81.7% in 2004 to 82.21% in 2005. In Writing, the trend data showed a slight increase from 89.0% to 89.9%.

Figure 1.14 Developmental Completer Success Rate



For students enrolled in developmental courses and earning an A, B, C or P at the end of the term, four-year student retention rate NCCBP trend data (Figure 1.15) for math shows an increase from 69.6% to 87.7%. In Writing, the trend data shows an increase from 51.6% to 90.1%. (Note: 2005 NCCBP retention data was not available)

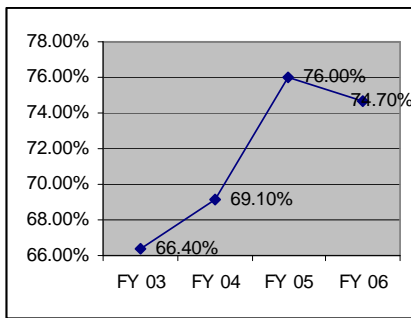
Figure 1.15 Developmental Retention Rate



A total of 3,397 students received a degree or certificate in FY2006—84 fewer than the previous record number in FY2005. Seventy percent of these graduates received a career and technical education degree or certificate.

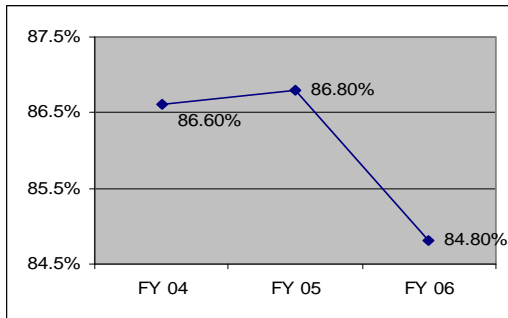
Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time has averaged 73.3% over the last three years. (Figure 1.16)

Figure 1.16 Percent FTFT Who Complete Within 3 Years



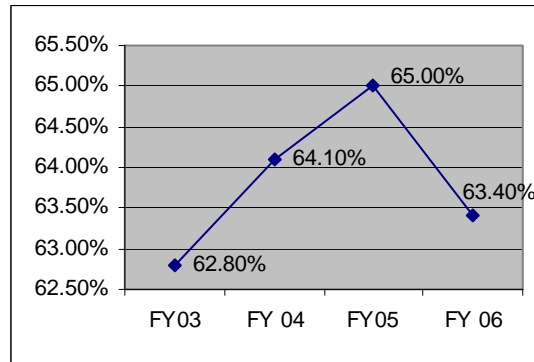
Within-term course persistence rates have held steady at around 86% for the last three academic years (Figure 1.17).

Figure 1.17 Within Term Course Persistence



Term-to-term persistence rates have averaged around 64% for FY 2003-2006 (see Figure 1.18).

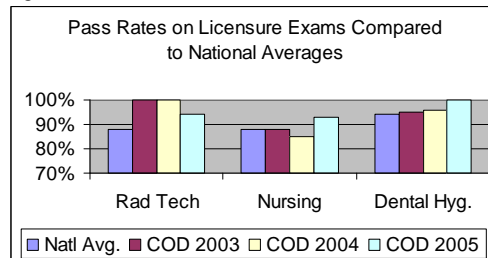
Figure 1.18 Term-to-Term Persistence



1R2 Student competence evaluation

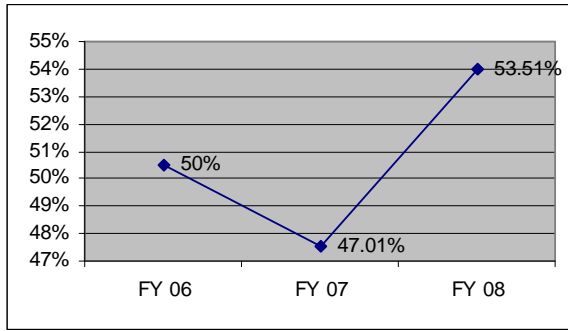
Evidence that students have acquired the knowledge and skills required for degrees or credentials include “pass rates” on state and national certification or licensing tests taken by graduates from the Allied Health programs. Results indicate that graduates of COD Allied Health programs maintain an impressive success rate (above 80%) when taking these exams, consistently above national pass rates. Figure 1.19 represents the institutional pass rates of Radiologic Technology, Nursing (ADN), and Dental Hygiene programs relative to national averages of 2003-2005, the most recent years of available data.

Figure 1.19 Pass Rates on Professional/Licensure Exams



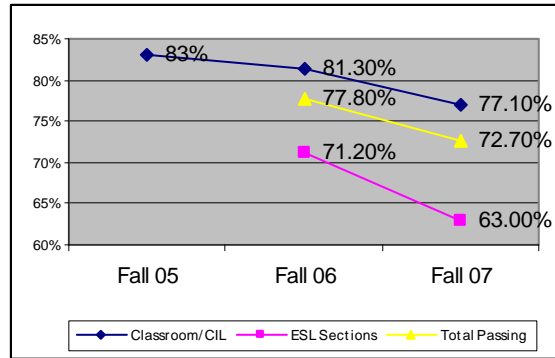
Continuation of AQIP # 1, Improve Students’ Skills in Developmental Reading, Writing and Mathematics, has resulted in focus on the percent of students passing the Exit Exam in Developmental Reading and thereby meeting the reading competence requirement (See Section 1P3). As revealed in Figure 1.20, there was a 6.5% increase from FY 2006 to FY 2008 for those passing the exit exam.

Figure 1.20 Developmental Reading Exit Exam Results



Passing the English 1101 entrance essay, in addition to meeting the reading competence requirement, is also a prerequisite for entrance to English Composition 1101. Results for those students who passed the entrance essay as a result of completing a developmental writing course indicate a decline since FY 2006 (Figure 1.21). The decline is attributed to changes in the way the essays are read. In the spirit of continuous quality improvement, the full-time English composition faculty have ratcheted up the selection and training of the essay readers, due to a longtime complaint that a number of students in English 1101 who had passed the Entrance Essay were not ready for the class. From these complaints more rigorous standards put into place. See also section 1I2.

Figure 1.21 Entrance Essay Pass Rates (ESL rates not available for '05)



Eighty-three percent of the 2006 transfer degree (AA/AS/AES/AFA) graduates continue their education after COD, including 74% who transferred to a four-year institution. In the past year, at least 63% initially enrolled on a full-time basis. Forty-two percent of career and technical education degree or certificate program graduates reported that their training at COD enabled them to acquire their present job or advance in their job; an additional 24% indicated that their training improved skills needed in their job. The median salary for A.A.S. graduates has risen steadily over the past seven years to \$47,840, outpacing the rate of inflation.

For other results, see Section 1R4 Comparative Results.

1R3 Teaching and learning process results

As noted in Section 1P1, Program Review requires that each academic discipline conducts a Student Outcome Assessment Project (SOAP) and also that each discipline conducts an improvement plan over a 5-year cycle of evaluation. The SOAP results and Improvement Plan status for each academic program/discipline are shown in Figure 1.22.

Figure 1.22 Academic Program Review Results, Segmented by Program

Number of Improvement Plans: I = Initial; O = Ongoing; C= Completed				Student Outcomes Assessment Project Stage: Initial Stage = IS; Ongoing Stage = OS		
Discipline/ Program	I	O	C	Type of Assessment	Project Stage	Outcomes
Business Law	1	2		Pre-test/ post-test	IS	Baseline year
Application Programmer	1	2		Software	IS	Revising assessment tool
Linux	2	2		Tests & projects	OS	Baseline year
Microcomputer	1	2		Software	IS	Revising assessment tool
Web Programmer	1	1		Locally developed tests	OS	Baseline year
CIT	1	4		Certification/ licensure exam	OS	Need resources to accomplish
Criminal Justice		1	4	Pre-test/post-test	OS	Revising assessment tool
Electro-mechanical		3	1	Standard Technology Literacy test	OS	None reported
Electronics engineering		3		Standard Technology Literacy test	OS	None reported
Developmental English	5	3			IS/OS	Revising assessment tool

English Comp	1	1	1	Reflective letters	IS	Revising assessment tool
Literature	1	4		Rubric, Pre/post-test, demographic analysis	OS	Significant improvement from pre-to post-test
Fashion	2	3		Demonstrated competency assessment	OS	Average score 89.3%
HIT	3	3		Certification/ licensure exam	OS	90% Pass rate
INET		2	1	Standard Technology Literacy test	OS	None reported
Journalism	1	5		Study habits instrument	OS	Student use of instrument improves performance
Long Term Care Administration		1	1	Certification/ licensure exam	OS	Meets professional criteria
Manufacturing	1			National Competency Exam	IS	None reported
MPTV	2	1	1	Portfolio evaluation	IS	Baseline year
Speech Comm			4	Oral source citation & visual aids	IS	Improvement noted; exploring development of student portfolios
Therapeutic Massage	2			Certification/ licensure exam	OS	100% Pass rate
Architecture/ Pre-Architecture	1			Building Materials pre/post-test; Building ID Assessment	IS	Baseline year
Construction Management	1			Pre-test/ post-test	IS	Baseline year
Dental Hygiene	1			Certification/ licensure exam	OS	100% Pass rate
DMI Mammography	1			Certification/ licensure exam	OS	90% Pass rate
DMI Nuclear Medicine	1			Certification/ licensure exam	OS	100% Pass rate
DMI Radiography	1			Certification/ licensure exam	OS	100% Pass rate
DMI Sonography/Vascular	1			Certification/ licensure exam	OS	93% Pass rate
EMT-B & Paramedic; Fire Science	1			Certification/ licensure exam	OS	78% Pass rate (State average = 72%)
Facility Management	1				IS	College is investigating discontinuing program.
Food Service Admin	1			Certification/ licensure exam	OS	79% Pass rate
Management	1			Pre-test/ post-test	OS	60% of items showed significant increase; 20% no significant change; 20% showed significant decrease
Office Technology	1			Pre-test/ post-test; portfolios	OS	80%-90% demonstrated competency on post-tests; portfolios- 100% met or exceeded rubric standards
Radiation Therapy	1			Certification/ licensure exam	OS	86% Pass rate (83% national pass rate)
Respiratory Care	1			Certification/ licensure exam	OS	97% Pass rate (80% national pass rate)
Surgical Technology	1			Certification/ licensure exam	OS	90% pass rate
Technical Comm	1			Pre-test/ post-test	OS	Improvement demonstrated in post-test
Mathematics	1			Course embedded questions	IS	Baseline year
Adult Ed and ESL	1			Exit exams to next ESL level	OS	22% ready to take exit exam; of these 88% passed

Results for ESL (Figure 1.23) track the number of students who made learning gains, transitioned to the next course, and are functioning at a “C” or better level in subsequent ESL coursework. While there has been a decrease in Advanced English Language

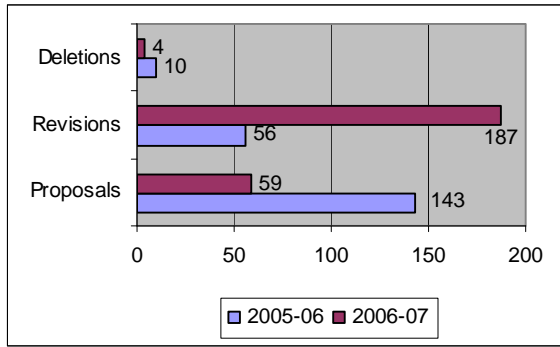
Institute (ELI) students transitioning into college-level coursework, those completing the Advanced Academic (Developmental) ESL has increased, while the others have slight declines.

Figure 1.23 ESL Results

ESL Segments	FY 06	FY 07	Difference
Students with learning gains on state-mandated tests	3,133	3,083	-1.6%
Grant students completing an educational functioning level based on state-mandated pre/post testing	1,958	1,930	-1.4%
Students completing Advanced Academic (Developmental) ESL and earned a “C” or better	75%	89%	+14%
	75%	70%	-5.0%
Students enrolled in Advanced ELI transitioning into college-level coursework and earned a “C” or better.	67%	56%	-11%
	83%	76%	-7.0%

Results for CurricUnet include the number of new course proposals, course revisions, and course deletions processed by the College Curriculum Committee. The results for 2005-06 as compared to 2006-07 are provided in Figure 1.24.

Figure 1.24 CurricUnet Results



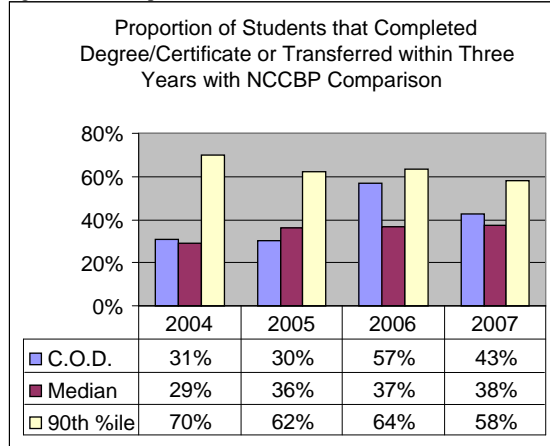
Results for the alignment of co-curricular development goals with curricular learning objectives include the degree to which participation in Service Learning improved student understanding of course concepts. Seventy percent of students say it improved their understanding of course concepts, which represents a 6% increase over last year. Results for Co-op/Internship Course Outcomes indicate in 2007, a 99.3% student satisfaction with meeting learning goals, up from 98% in 2006.

For CAAP testing results, see Section 1R4.

1R4 Comparative results

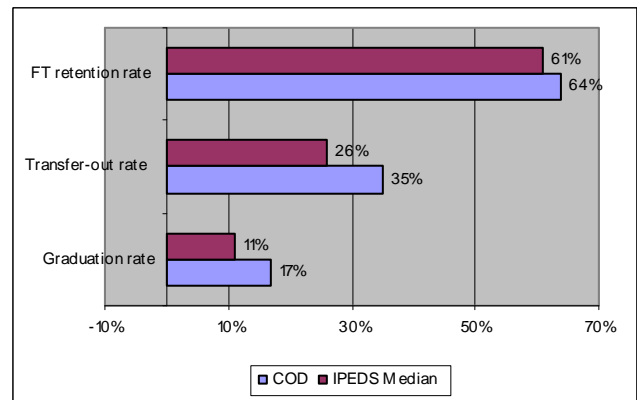
The NCCBP Revised 2007 Aggregate Data Report reveals comparative results for the College’s common student learning objectives (1C1). In terms of objectives *providing students with basic education and language skills upon which they can build and preparing students for the first two years of baccalaureate education for successful transfer to upper division degree programs*, NCCBP data places the College of DuPage in the 78th percentile rank for students who transferred in three years. In terms of *providing career education to train or retrain students for entry into vocational fields*, NCCBP data places the College in the 43rd percentile rank for students who completed a degree or certificate in three years. Figure 1.25 indicates COD results from 2004-2007 for the proportion of students who completed a certificate, degree or transferred within three years, the median results of all institutions participating in NCCBP, and the 90th percentile NCCBP results. During the 2004 through 2007 reporting period, the national median for completers steadily increased from 29% to 38% while the 90th percentile ranking decreased from 70% to 58%. COD students’ performance improved reaching a high of 57% in 2006. Although the rate dropped back to 43% in 2007, it remained five percentage points above the national median.

Figure 1.25 Completed or Transferred



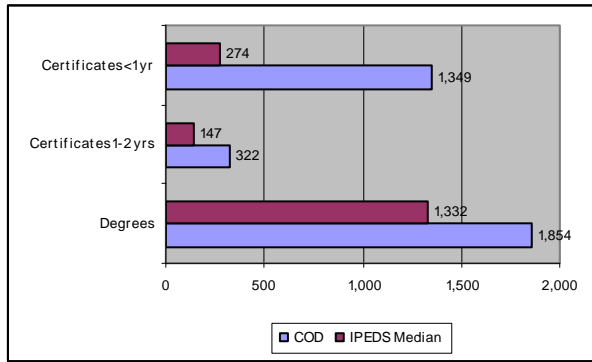
According to the Integrated Postsecondary Education Data System (IPEDS) Feedback Report 2007, the College of DuPage exceeds the graduation rate, transfer-out rate, and full-time retention rate, as compared to the IPED median comparison group where N=15. (Figure 1.26).

Figure 1.26 IPEDS Undergraduate Cohort



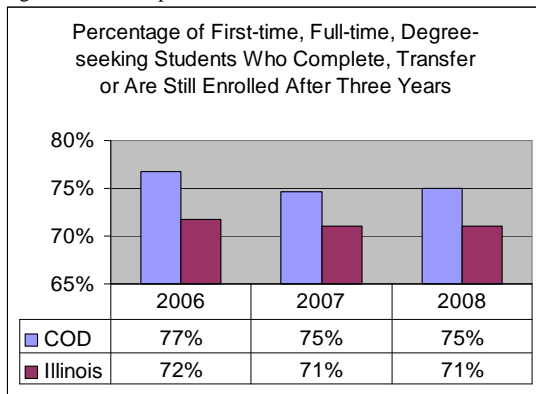
More specifically, IPEDS data also reveals that the number of Associate’s degrees and certificates awarded by COD exceeds that the IPEDS median comparison group (Figure 1.27).

Figure 1.27 IPEDS Degree/Certificates



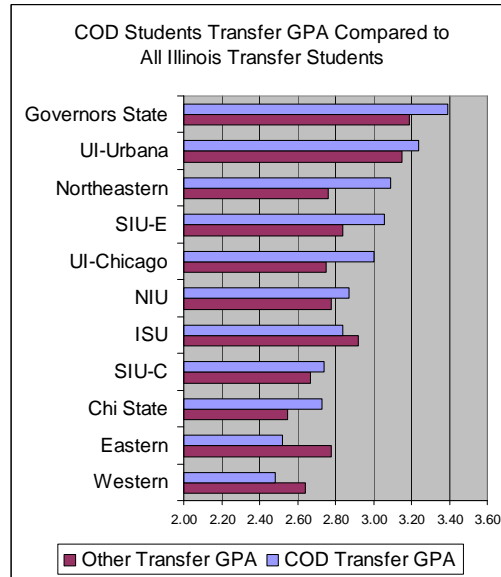
Illinois tracks first-time students who attend full-time and are pursuing a degree. After three years, approximately 75% of COD students have completed their degrees, transferred to another institution or are still enrolled at COD. For the same period, approximately 71% of all Illinois students met the criteria. Trend data for 2006-2008 is shown in Figure 1.28.

Figure 1.28 : Completed, Transferred or Still Enrolled



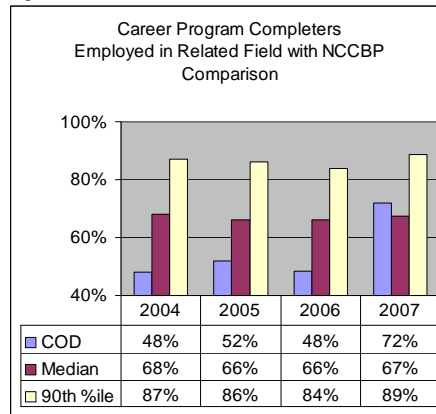
According to the Illinois Shared Enrollment and Graduation Database's *Community College Feedback Survey for the 2005-2006 Academic Year*, COD graduates/transfer students compare favorably with those of public and private two- and four-year institutions within the state, as revealed in Figure 1.29. At eight of the 11 institutions, COD students arrive with higher GPAs than the statewide transfer population as a whole.

Figure 1.29 Transfer GPA



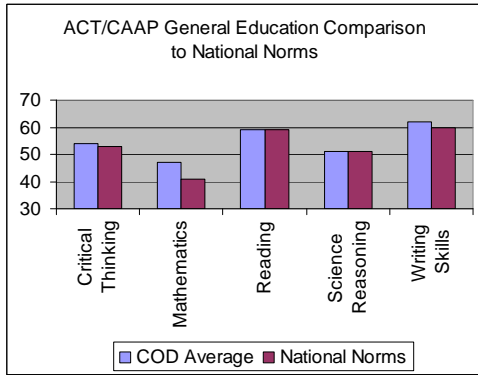
The proportion of these career completers who are employed in a field related to their certificate or degree is shown in Figure 1.30. According to NCCBP data, COD was below the national median 2004 through 2006; there was a dramatic increase from 48% to 72% in 2007 that placed COD's performance above the national median.

Figure 1.30 – Placement Success



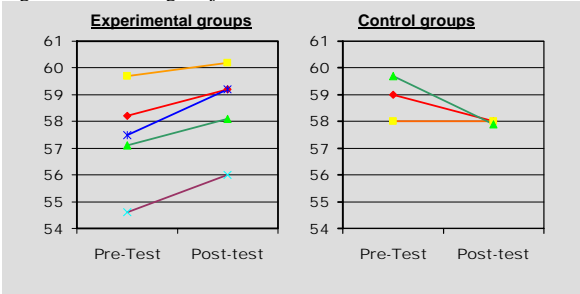
College of DuPage has used ACT/CAAP instruments since 1998 as a significant part of the General Education assessment activity. Scores across six rounds of testing showed stability of both population and instrumentation. COD scores on all six CAAP batteries, as revealed in Figure 1.31, show that COD is at the national norm in Reading and Science Reasoning, and above the national norm in Writing, Mathematics, and Critical Thinking.

Figure 1.31 CAAP Battery Scores



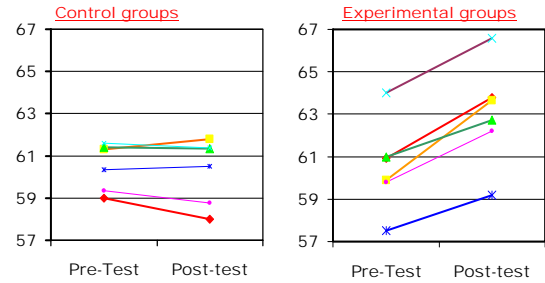
In 2006, the Student Outcomes Assessment Committee developed and supported an assessment project aimed at raising general education reading skills. Weekly “reading tips” and discussions about reading were implemented in ten sections of classes, including Chemistry, English, Philosophy, and Psychology, a total N of about 350 students. Using this design, statistically significant improvement (pre/post) was shown using the ACT/CAAP Reading Skills Assessment. As shown in Figure 1.32, all experimental groups increased their scores on the assessment, and the full cohort showed an alpha level of .04 level of statistical significance. All control groups, both pure control groups and the student-active control groups showed no statistically significant difference between pre- and post-test scores, and in some cases scores decreased slightly, although not at a statistically significant level.

Figure 1.32 Reading Project Assessment



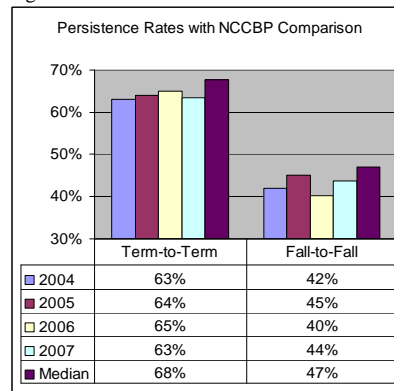
Similarly, in 2007, the Student Outcomes Assessment Committee developed a “Critical Thinking Skills Improvement” model. Weekly “Critical Thinking” exercises were conducted in selected sections of Education, Humanities, Philosophy, Physics, and Psychology courses. The ACT/CAAP assessments were used as the external measure, and again, statistically significant results were obtained in all of the experimental sections, with no change in all of the Control groups. (Alpha levels similar to above study.) Results are shown in Figure 1.33 below.

Figure 1.33 Critical Thinking Project Assessment



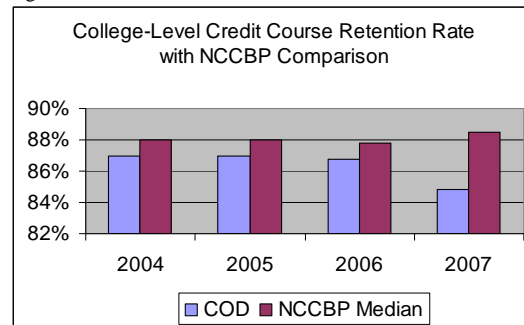
The rate that COD students return from one term to the next has consistently been around 64% (Section 1R1). Persistence rates of COD students who enroll in one fall term and then return for the next fall term are lower than the NCCBP median, as seen in Figure 1.34. However, COD showed an upward trend in 2007. Both the term-to-term and fall-to-fall persistence rates are slightly below the median for all schools in the NCCBP.

Figure 1.34 Student Persistence



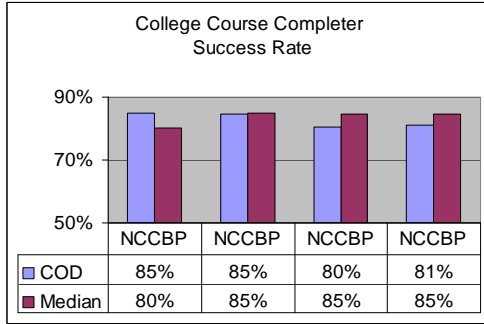
Course retention rates reflect the number of students who enroll in a course and do not withdraw before the term ends. Over the last four years 85%-87% of grades were not withdrawals, according to Figure 1.35. The NCCBP median was 88%.

Figure 1.35 Course Retention



NCCBP course completers are considered successful if they earn a grade of “C” or better. Over the past five years, 80%-86% of COD students were successful. Similarly, the NCCBP median ranged from 80%-85% (Figure 1.36).

Figure 1.36 – Course Completer Success



The NCCBP allows users to create a peer set of institutions, and in 2006, COD compared its developmental course performance to a select group of eight peers including a national Baldrige Award-winning community college. Figure 1.37, peer comparison in developmental writing, and Figure 1.38, peer comparison for developmental reading, show that COD performed near the top-of-the-class for this select group of peers in the success of completers and in Figure 1.39 near the middle for the success of completers in developmental mathematics.

Figure 1.37 Peer Comparison, Developmental Writing

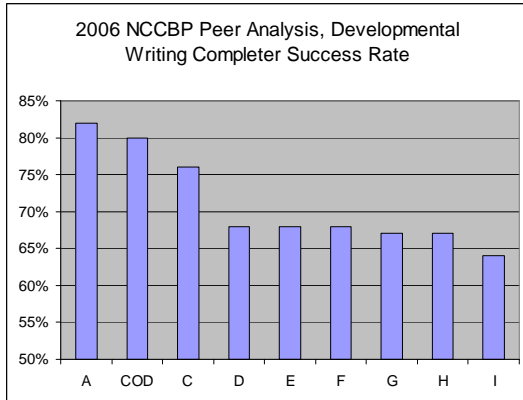


Figure 1.38 Peer Comparison, Developmental Reading

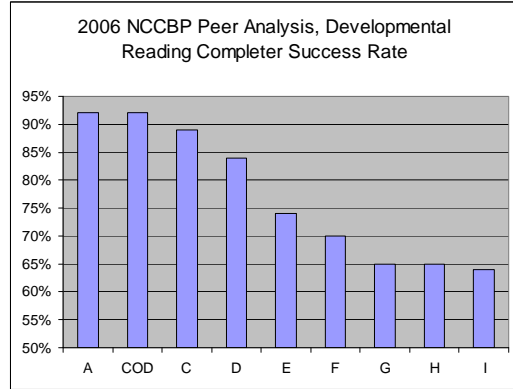
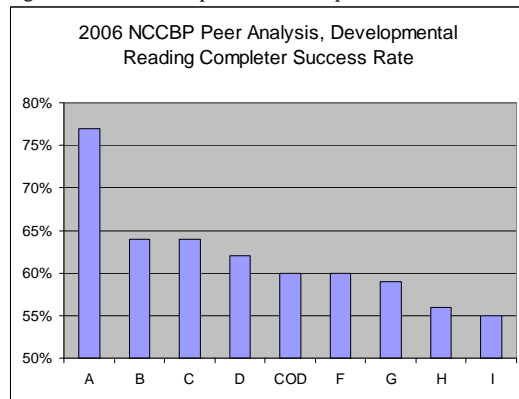
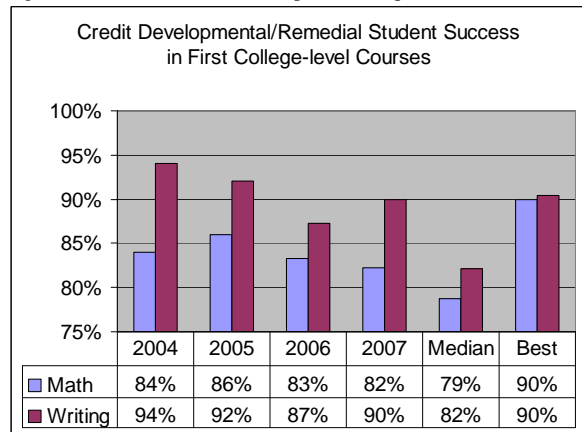


Figure 1.39 Peer Comparison, Developmental Math



Another comparative measure is the success rate of students in the first college-level courses taken after the developmental sequence. COD success rates for math have been fairly steady around 83%, exceeding the NCCBP median score. The writing success rates have been fairly steady around 90%, which puts it close to best in class, around the 90th percentile, as seen in Figure 1.40.

Figure 1.40 Success After Developmental Sequence



1I1 Improving current processes

Systematic process improvement structures have been institutionalized since the Systems Portfolio Feedback Report was received. The College formed the Program Review Advisory Council, which spent a year on a systematic analysis and improvement of the program review process. The Institutional Effectiveness Council (IEC) was restructured after a needs assessment by the Office of Academic Planning and Assessment. The IEC now is the main agent at the institution for implementing a systematic approach to improvement teams. An Efficiency and Effectiveness (E&E) process has been implemented based on an American Society of Quality audit process. The E&E team conducts 4-8 process reviews each year. In addition, there are currently four Quality Improvement Projects that are actively engaged in improving various institutional processes.

Improvements to current processes for helping students learn and develop also occur at the program/discipline level. For example, in developing appropriate assessments for the psychology courses/program offered at the College, the Psychology faculty adopted the American Psychological Association's Goals for the Undergraduate Psychology Major for the program learning objectives. Assessment instruments developed by full-time faculty were distributed to full- and part-time faculty for inclusion in their syllabus and course. A major revision of the General Psychology final exam was initiated as a result of the end-of-course data analysis; minor modifications were made in the upper division course assessments.

1I2 Setting improvement targets:

Targets for improvement in the area of student learning are set through a variety of methods. For individual courses and academic programs, targets for continuing improvement occur at the program or discipline level, in response to student performance data and the results of the assessment of student academic achievement at the program level. Priorities for improvement are also identified by college-wide analysis of student outcomes assessment data, retention and graduation rates, job placement rates, transfer rates, responses to accreditation requirements and recommendations, as well as results of local and national survey instrument results.

In March 2007, results for student learning outcomes were shared in the Strategic Planning Update Retreat which included the Faculty Senate, the Student Affairs administrators, and the Academic Affairs administrators. These discussions continued over several months and resulted in the Academic and Student Affairs Strategic Objectives for 2007-2009, two of which support Helping Students Learn. The Key Performance Indicator (KPI), Sub-Objective, Measure and Targets for each Strategic Objective were identified in subsequent sessions. Figure 1.41 represents improvements based on the Strategic Objective 2: Identify and meet the needs of under-prepared students before and after college entrance, and Strategic Objective 3: Improve student success and degree/certificate completion for all student cohorts.

Figure 1.41 Targets for Improvement

Strategic Objective 2: Identify & meet the needs of under-prepared students before & after college entrance.			
KPI	Sub-Objective	Measure	Target
2.1 Student reading skills	Improve the reading skills of students in developmental reading courses.	Compass/Asset & Gates-MacGinitie tests given pre- and post-course	Increase by 2%
2.2 Student writing skills	Improve the writing skills of students in developmental writing courses.	Compass/Asset and maybe WPE as pre-test and English Entrance Essay as post-test	Increase by 2%
2.3 Student math skills	Improve the math skills of students in developmental math courses.	Pre/post test model.	Achieve a 75% success rate.
2.4 Developmental math student success rate.	Increase the rate of success of developmental math students in college-level math courses.	Course success rate of C or better from R&P.	Increase by 2%
2.5 Developmental Success Rates	Increase the level of success as measured by grades (A, B, C).	Enrollee Success NCCBP Credit, Developmental Course Success Rates	Increase each area by 1% (Math from 30% to 31%; Writing from 59% to 60%; and Reading from 67% to 68%)
2.6 Developmental Success Rates in college-level courses.	Increase the level of success as measured by grades (A, B, C).	NCCBP Credit, Developmental Student Success rates in college-level courses	Increase each area by 1% (Math from 72% to 73% and Writing from 80% to 81%)

Strategic Objective 3: Improve student success and degree/certificate completion for all student cohorts.			
KPI	Sub-Objective	Measure	Target
3.1 Degree/Certificate Completion	Increase the number of full time, first-time students completing degrees or certificates within 3 and 5 years.	NCCBP: Proportions of students that complete degree or certificate	Increase by 0.25%
3.2 AAS Degree/Certificate Completion	Increase the number of AAS degrees & certificates completed within 3 and 5 yrs.	Local data	Increase by 0.25%
3.3 AA or AS completion or transfer	Increase the number of full time, first-time students completing AA or AS degree or IAI transfer within 3 and 5 years.	Local data	Increase by 0.25%
3.4 Student Success	Increase college-level course success rates (C or better).	NCCBP: Credit college-level course success rate	Increase next-term from 65% to 66%
3.5 Core academic area success	Increase enrollee success in core (English Comp 1 & 2, Algebra, and Speech) academic area.	NCCBP: Enrollee success in core academic skill areas	1% increase in each core area

As a result of the CAAP testing (Section 1R4), the College continues to focus improvements in each of the CAAP areas across the curriculum. Although reading score gains were modest in the “reading tips” assessment project, the implications for helping to increase student reading skills across the curriculum using this type of design continues to be targeted.

As a NCCBP core academic skill area, and based on the FY 2007 Program Review assessment, the English Composition Faculty identified the following actions in their plan for improvement:

- Review and propose updates to the Program Goals, Active Course Files, recommended textbooks, and other materials that establish, direct, or affect curriculum and instruction in composition.
- Plan, conduct, and report on student outcomes assessment in all delivery modes.
- Track and respond to persistence/retention and grade distribution data.
- Institute programs to help high school English teachers prepare students throughout the county for their college composition courses.

As a key instructional program, and based on the FY 2007 Program Review assessments and 2008 Annual Update, the developmental English faculty include the following actions as a plan for improvement:

- Research and implement assessment and reporting instruments for placement into and exit from the Developmental English program, as well as for moving through the developmental sequence of courses in Reading and Writing.
- Develop and implement options for improved assessment of student achievement in the Developmental English courses.

- Redesign the Basic Reading II course and explore the feasibility of adding a lower-level developmental course and a higher level reading course.
- Continue the process to submit the materials for National Association for Developmental Education (NADE) Certification of the Developmental English Program and follow NADE recommendations to merit certification.

Also as a NCCBP core academic skill area, and based in the 2008 Program Review assessments, the Mathematics faculty look to conduct follow-up studies related to placement scores in each of the following ways:

- Analyze Pre-Algebra scores with a view to possible placement into the arithmetic course;
- Track the effectiveness of mandatory placement into 1000 and 2000 level courses;
- Determine appropriate changes to the cut-off scores for the Math 1432, 2134, and 2231 courses.

The faculty also seeks to improve communication with part-time faculty, improve communication with, and awareness of best practices in mathematics departments of peer institutions, conduct advising sessions for students, counselors, advisers, and part-time faculty, and charge a committee to brainstorm methods of improving the success rates of developmental mathematics students.

In the process of compiling data and information for the ICCB *Community College Performance Report*, the College has analyzed statewide data from all community colleges on a common set of institutional indicators of effectiveness. The administrators of areas of the College who own the data chose goals for each specific indicator in order to improve or maintain COD performance level relative to its own

past performance, as well as benchmarking the College to the performance of other community colleges in the state of Illinois.

Results are communicated through multiple means. Results are distributed in hard copy and can be accessed online at the Research and Planning (R&P) website <http://www.cod.edu/dept/Research/Index.htm> and on the IEC and R&P websites on the College's Intranet. In addition, results are communicated via the Public Information Office which includes postings on the College's website. Also utilized are all-college email, the Leadership Council meetings and minutes, the Quality Improvement Council meetings and minutes, the Board of Trustees meetings and minutes, as well as meetings and minutes of individual disciplines and programs, the *Gold Standard* newsletter produced by the QIC, and the *Community College Performance Report*.