

Category #3:
Understanding Students' and
Other Stakeholders' Needs

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3C1 Students and other major stakeholders

College of DuPage segments its many students and other major stakeholders into broad categories and further segments them into much narrower subcategories. COD develops subcategories based on several demographic factors including address, age, gender, and ethnicity as well as academic factors including academic success, preparedness, and academic intent.

COD also recognizes its responsibility to meet the needs of other major stakeholders: COD graduates, prospective students, parents of COD students, the Board of Trustees, residents of District 502, area employers, and local legislators.

3C2 Students' and other major stakeholder, requirements and expectations

Students and other major stakeholders' needs, requirements, and expectations are determined through regularly administered surveys, focus groups, individual interviews, academic and administrative program reviews, and input from external advisory committees. These are outlined in Figure 3.1.

Figure 3.1 Students and Other Major Stakeholders

Major Stakeholders	Requirements	Expectations
Students	Quality education Convenient course offerings Affordable pricing	Successful goal attainment as defined below
Associate Degree	Degree completion Excellent advising	Success in the workplace or at a 4-yr. school
Transfer	Excellent transfer preparation Excellent advising	Successful transfer to a 4-year school and completion of degree
Certificate	Excellent workforce preparation Excellent advising	Success in the workplace
Explore Career	Comprehensive exploration of career options	Successful career choice
Upgrade job skills	Improve workplace skills	Success in the workplace
ESL/ABE/ASE	Obtain basic literacy skills	Basic skills competency
Personal Enrichment	Explore personal interests	Personal satisfaction
Graduates	Quality education	Success in the workplace or at a 4-yr. school
Prospective Students	Timely, up-to-date, information	Efficient admission

		process
Parents of Students	Quality education for children Affordable pricing	Children are successful after COD
Board of Trustees	COD meets the needs of taxpayers Fiscal responsibility	COD fulfills its mission guided by its core values
Residents of District 502	Quality education Affordable pricing	COD meets needs
Employers in District 502	Quality education Affordable pricing Responsiveness to workplace changes	COD provides well prepared employees
Local Legislators	Quality education	COD meets needs of district

3P1 Identifying, analyzing, and addressing changing student needs

College of DuPage uses a variety of instruments to identify student needs. Primary instruments are outlined in Figure 3.2. Data collected from these instruments are used by College academic divisions and administrative units to develop action plans.

Figure 3.2 Student Assessment and Survey Measurement

Instrument	Measurement	Frequency
Placement Tests	Entering student proficiency in Mathematics, Reading, and Writing	Prior to enrolling in English 1101, a college-level Math course, or enrolling in 6 credit hours.
CAAP Assessment	Student competency in general education after at least one year at COD	Every two to three years
COD Student Satisfaction Survey and nationally-normed student satisfaction surveys	Students' overall satisfaction with COD Student satisfaction with instruction, services, and facilities and student environment	COD survey done annually, nationally-normed surveys on rotating cycle.
Graduate Follow-up Survey	How well COD prepared graduates for employment or transfer; graduates' satisfaction with courses and services	Annually
Student Engagement Survey	Student connection and integration into the College	Every three years
Academic Program Review	Students assess program quality for each discipline	Each discipline every five years.
Administrative Area Program Review	Where applicable, student satisfaction with services	Each adm. area every five years.
Student Support Service Surveys	Satisfaction and effectiveness of services: advising,	Bi-annually/ Annually

	counseling, financial aid, health services, etc. (See also Category 6)	
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Placement testing is administered in Reading, Writing, and Mathematics to ensure proper student placement in English and Mathematics. This policy is outlined in Section 1P3. One of COD's three initial Action Projects was to improve student skills in Developmental Reading, Writing, and Mathematics. Student placement scores were a key element of this initiative.

After the College administers the ACT/CAAP, the College sends individual students their results.

On an institutional level, each year the College regularly conducts two major surveys to determine student satisfaction with services and programs. The *Student Satisfaction Survey* provides trends for past years and a detailed analysis completed by the Office of Research and Planning. Both quantitative data and qualitative comments are gathered. The survey covers academic programs and areas that provide service to students. Since 2003, the *Student Satisfaction Survey* has included questions focusing on the College environment from a student perspective. Individual managers as well as the president's Cabinet review and analyze findings to determine how well students' needs and expectations are being met. Trend data plays an important role in determining if further research into an area is needed. Downward trends signal the need for investigation and intervention. Cabinet members review the findings with their staff members. Corrections are made, if deemed necessary, at the unit level.

For example, a Student Services Scorecard Measures continuous improvement team was established, and balanced scorecards have been developed by Student Services in the areas of General Advising, Career Services, New Student Orientation, Reception Desk Staff, Health and Special Student Services, Multicultural Student Services, Counseling Services, and Education 1115, College Success Skills. More specifically, after seeing a downward trend in the area of satisfaction with "academic advising/course planning services" and "personal counseling services" on the ACT *Student Opinion Survey* as well as a downward trend on the satisfaction rating for "advising/counseling" in the Noel-Levitz *Student Satisfaction Inventory*, a Counseling Services Evaluation and Outcomes Assessment Committee was established to more accurately assess students' evaluation of Counseling Services, as well as make an initial effort at assessing student-experienced

outcomes which resulted from contacts with either full or part-time counselors. The surveys were sorted by counseling appointment code: Career, Standards of Academic Progress intervention, Personal Counseling, and Educational Counseling. Results are reported in Section 3R2.

Student satisfaction data also is obtained from recent graduates in the annual *Graduate Follow-up Survey*. This survey includes questions on satisfaction with various aspects of courses and with College services. As with the *Student Satisfaction Survey*, individual managers and the president's Cabinet review and analyze findings, implementing corrections, as needed, at the appropriate level. Counselors also find the results useful in career counseling.

Areas of the College occasionally request that the Office of Research and Planning conduct special surveys in order to research issues not routinely covered in the *Student Satisfaction* and *Graduate Follow-up* surveys. For example, in 2002-03 the College surveyed students whose enrollments were dropped for non-payment of tuition in order to determine if students understood and were satisfied with the College's payment processes. Results of this survey led to several improvements in the bill payment process. The College conducted an additional follow-up non-payment survey in Fall 2007. A team, charged with examining non-payment issues, used the data from these surveys to bring about additional improvements regarding billing and payment.

The College also gathers student satisfaction data from the ACT *Student Opinion Survey (SOS)*, and the Noel-Levitz *Student Satisfaction Inventory (SSI)*. These surveys are administered on a rotating 3-year cycle along with the *Community College Survey of Student Engagement (CCSE)*. These national surveys provide the College with national averages of each question, which the College uses for benchmarking.

The CCSE was administered in 2003 and again in 2006. Based upon findings of the survey, the College charged a quality improvement team with examining the impact of learning communities on student engagement. The data from CCSE has informed the team's efforts, and the team has adapted some questions for use on a local survey, which will be administered to both learning community and non-learning community classes.

On a department level, many areas within Student Services regularly conduct surveys to assess the effectiveness of the services and programs to ensure

that they are meeting the needs of the students. The *College Student Inventory* is a tool that provides counselors and advisors with an assessment of a student's strengths along with the self-identified areas of weakness, and focuses on linking students to the services they need in order to be successful in college.

ICCB requires all community colleges to review each academic and service program every five years. Student data collected through these processes is used to identify opportunities for improvement for both academic and service units.

3P2 Building and maintaining student relationships

The College begins building relationships with students during the recruitment and admission process. In addition to the normal recruitment activities in local high schools, COD sponsors annual events such as Junior/Senior Night to keep high school students informed about COD programs and services. Once a student has contacted the College for potential enrollment, the Admissions Office continues to send needed information to students. Admissions and application materials, financial aid information, invitations to register and to attend New Student Orientation are sent to students. Additionally, Admissions tailors recruitment information to specific demographic groups. Each year, a recruitment plan is authored and implemented in relation to specific student groups such as traditional-aged high school students, adult students and minority students. These plans outline the ways in which the Admission Specialists go about identifying prospective students, how they build and foster relationships with those students through the application to the enrollment process. During the annual Admissions Staff retreat, the previous year's recruitment plan is analyzed, based upon the previous year's enrollment figures. The plan is then revised to reflect demographic changes, programmatic changes, and new initiatives in recruiting techniques such as the use of podcasting, mobile web and Facebook. Furthermore, Continuing Education operates a robust, non-credit youth education program that acquaints students with COD.

Pre-enrollment processes include placement testing and academic advising and counseling for students who have not selected a major field of study. AQIP #2: Improving Student Advising resulted in a recommendation to adopt an enhanced advising system. The College adopted a Comprehensive Advising Model to create and enhance the advising

process to enhance student success and retention. Implementation of the Advising Model continues to evolve at COD, and an Advisory Committee was established to monitor the progress and have oversight of the advising function. In addition the QIC chartered Quality Improvement Project (QIP) 10, Improving the Effectiveness of the Comprehensive Advising Model.

Once enrolled, students are encouraged to attend New Student Orientation. Several College areas collaborate to sponsor campus activities during the first week of the fall semester.

Relationships with students at COD are maintained through a variety of means:

- Contact with faculty in and outside of the classroom
- Counseling and advising support
- Student Activities: Student clubs and organizations; Athletic programs
- Student Leadership Council, Student Ambassadors, Peer Leaders, Program Board
- Specialized academic programs such as Honors Program and Phi Theta Kappa
- Study abroad opportunities
- Interaction with programs targeting specific student populations
- College, Career, and Job Fairs for both traditional and non-traditional-aged
- Older Adult Institute lectures and events
- Kids and Teens on Campus Programs
- On-going communication from the Registration Office
- College-owned radio station (WDCB)
- Student performances at the McAninch Arts Center
- COD Web site
- Student participation on institution-wide committees
- Career Services, Cooperative Education, and Service Learning initiatives

3P3 Identifying, analyzing, and addressing changing stakeholder needs

COD uses a variety of methods to identify, analyze, and respond to the changing needs of major stakeholders. Figure 3.3 lists the methods used by COD to identify these changing needs.

Figure 3.3 Determining Needs of Major Stakeholders

Major Stakeholder	Method	Measurement	Frequency
Prospective Students	Interaction with Admissions Office	Enrollment at COD	On-going
Students	Surveys	Satisfaction with COD	Every three years
		Satisfaction with Orientation/Advising/Registration	Annually
Board of Trustees	Interaction with COD President, board meetings, board retreats	Satisfaction with COD	On-going
Residents of District 502	Community Needs Assessment	Programming needs and satisfaction with COD	Every three to five years
Employers in District 502	Advisory groups Interviews Focus groups Surveys	Programming needs and satisfaction with COD	On-going
Local legislators	Interaction with COD President	Satisfaction with COD	On-going

3P4 Building and maintaining stakeholder relationships

COD employees play a key role in building and maintaining relationships with major stakeholders. Figure 3.3 above outlines many of the ways that various departments at the College interact with these stakeholder groups to identify their needs and ensure appropriate programs and services are offered.

As one of the 2007 Institutional Priorities, the implementation of a Strategic Enrollment management process will take place. The purpose of enrollment management is to provide the College with a means to exert more systematic influence over the number and characteristics of new students, and with the ability to influence persistence from matriculation to graduation.

3P5 Determining new student and stakeholder groups

New student and stakeholders that require educational programs and services are identified by means of: (1) analysis of the feedback received from the students and other major stakeholders; (2) analysis of demographic information for the COD service district including U.S. Census and Bureau of Labor statistics information; and (3) outputs of the strategic planning process. Additional information comes from broad faculty and staff participation in a

variety of forums with students and other major stakeholders. Attempts are made to substantiate anecdotal identification through survey work, analysis of labor trends, regulatory agency projections, and other methods.

Reports such as the Chargeback and Cooperative Agreements summaries provide the College with valuable information about the programs that COD students are attending at other community colleges, as well as the COD programs being sought by students from other districts.

3P6 Collecting complaint information, analyzing the feedback, and communicating actions

COD responds to complaints from students and other major stakeholders on an individual basis. Students' Rights and Responsibilities, Grievance Policy, and Student Appeal Procedures are explicitly outlined in the *College of DuPage Catalog*. COD responds to complainants in person, by phone, email and letters. Staff is directed to deal with all complaints on the spot and try to resolve them immediately. If not resolved, individuals are referred to the appropriate person/department.

Comments regarding specific policies and or procedures are collected and analyzed on an as - needed basis. If it appears that a number of complaints are received in regard to one particular issue, complaints (and other related data) are collected and analyzed with the assistance of the Research and Planning Office. Course of action is chosen based on the data and communicated with affected stakeholders. Student Affairs Office maintains a database of complaints and resolution. The Division of Student Affairs monitors student and stakeholder complaints within the context of its various departments. All of the departments within Student Affairs have defined procedures to collect and analyze the complaints received, actions taken, and the end results. The data is communicated to appropriate stakeholders as needed.

3 P7 Determining student and other major stakeholder satisfaction, measuring, and analyzing results

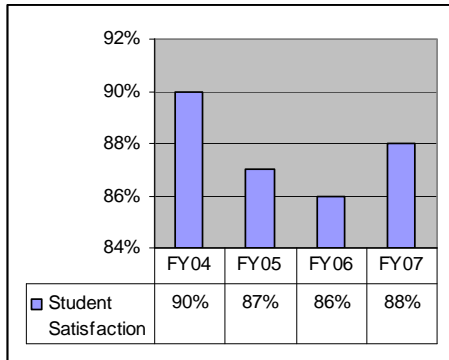
COD determines student and other stakeholder satisfaction primarily from results from regularly administered surveys, focus groups, individual interviews, academic and administrative program reviews, and input from external advisory committees. The measures of student and other

stakeholder satisfaction COD collects and analyzes regularly are outlined in Section 3R2.

3R1 Student satisfaction results

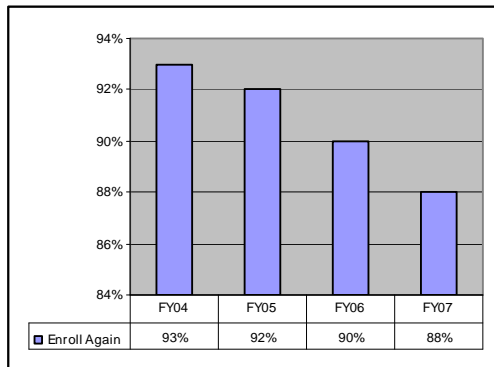
According to 2007 Student Satisfaction Survey results (Figure 3.4), 88% of students gave COD a satisfactory rating overall. This is slightly higher than satisfaction results from the previous two years.

Figure 3.4 Overall Student Satisfaction Results



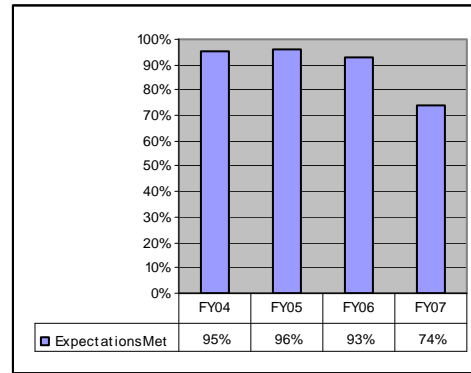
When students were asked if they had it to do all over again, would they still enroll at COD, 88% answered positively. (Figure 3.5). This is slightly lower than results from the previous three years and shows a slight negative trend.

Figure 3.5 Would Students Enroll All Over Again



When students were asked if COD was meeting their expectations, 74% answered positively (Figure 3.6). This is lower than satisfaction results from the previous three years and shows a negative trend.

Figure 3.6 Are Students' Expectations Being Met



On the Spring 2005 ACT Student Opinion Survey, 73% of students said that COD was their first choice of college at the time of their admissions, and the majority of students felt the quality of education at the college was good or excellent. When asked if they would enroll again, 70% said *definitely* or *probably yes*. While there was no statistically significant difference between COD students and the national group in ratings of satisfaction with the College in general, in many cases, COD satisfaction ratings for individual items which dealt with student engagement issues were below the national average. These individual items below the national average were:

- Demonstrating concern for students as individuals
- Improve counseling
- Improve advising services including the information advisors provide and availability of advisors
- Greater out-of-class availability of faculty
- Improve course scheduling
- Improve parking and dining services

The Spring 2007 Noel-Levitz Student Satisfaction Inventory (SSI) showed that COD students felt their experience at the College ranged from about what they expected to better than expected. Students rated their level of satisfaction with the College at 5.04 on a 7-point scale. In 2005, 64% of the respondents said that COD was their first choice of schools to attend. Compared to the national group of comparable students, COD students reported lower satisfaction with the overall College and with most specific items on the survey. The gap between the COD ratings and the national means increased slightly from the 2004 SSI. Opportunities for improvement were identified as:

- Academic advising and counseling effectiveness
- Concern for the individual

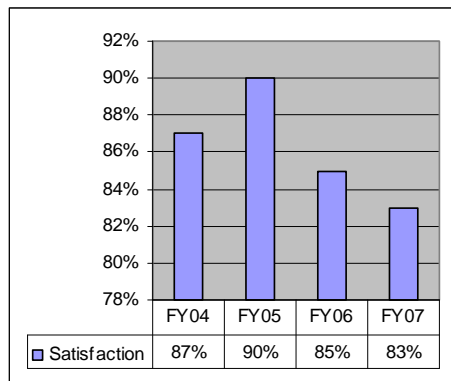
- Admissions and financial effectiveness.

Student participation in orientation is not mandatory; historically, stand alone New Student Orientation sessions had an average participation rate of 673 students (2001, 2002, 2003). Since the implementation of the “one-stop” Orientation/Advising/Registration sessions (OARS), there has been an average 76% increase in students attending orientation (2004, 2005, 2006, 2007) or 2,115 more students than with stand-alone Orientation sessions only. Due to budget restraints, OARS sessions were cut for the Summer 2006 eliminating evenings and Friday sessions altogether, which may have attribute to a 7% (637 students) drop in attendance in comparison to 2005. However, for the summer 2007 OARS event, both Wednesday evenings and Friday day sessions were added back to the session offerings, increasing participation once again (up 775 students).

3R2 Student relationship building results

As part of the COD *Student Satisfaction Survey*, students are questioned regarding their perception of the overall College environment. These questions allow the College to gauge the success it is experiencing in building relationships with students. The overall positive rating for COD student satisfaction with the College environment is 83%, down slightly from the previous year, as revealed in Figure 3.7. Results for category specific items include upward trends (1-3%) in Campus Security, Minority Student Environment, Staff Fairness, Faculty Consideration of Student Differences, and Mentor Opportunities. Downward trends (1-5%) were in the categories of Faculty Interest, Faculty Diversity, Campus Activities, Support and Respect, and Commitment to Racial Harmony, while results for Faculty Fairness and Disabled Student Environment remained stable.

Figure 3.7 College Environment Trends



The Counseling Services Evaluation and Outcomes Assessment Committee survey was completed by 541 respondents. (See Section 3P1) This information becomes the baseline data against which data gathered over the 2007-08 academic year will be compared. The areas receiving the highest positive responses are summarized in Figure 3.8

Figure 3.8 Counseling Services Evaluation Survey

Survey type / Questions	% Positive
Standards of Academic Progress intervention	
Believe that I can now move forward	79%
Know of resources available to assist me.	76%
I experienced support while addressing my concerns.	73%
Career Counseling	
Know the steps that will help me decide on future careers.	75%
Experienced support while addressing my concerns.	75%
Believe that I can now move forward	75%
Personal Counseling	
I have identified the concerns to be addressed.	82%
I experienced support while addressing my concerns.	81%
Understand my role in making any needed choices or changes in my life.	78%

3R3 Stakeholder satisfaction results

Typically, respondents to the *Graduate Follow-up Survey*, which solicits satisfaction data from students who have recently completed degrees and certificates, express satisfaction with all parts of their educational experience at College of DuPage. Results from the 2006 *Graduate Follow-up Survey* showed that 98% of respondents felt at least adequately prepared by their COD education, up one point from 2005; 98% of transfer students felt at least satisfied with the content of courses in their program in 2004, 2005 and 2006; 98% of AAS degree graduates felt they were at least adequately prepared for the workforce in both 2005 and 2006, up from 2004. Sixty-nine percent of all employed respondents to the 2006 *Graduate Follow-up Survey*, found work within District 502, up six percentage points from 2005 and ten percentage points from 2004. (Figure 3.9)

Figure 3.9 Graduate Follow-up Survey Results

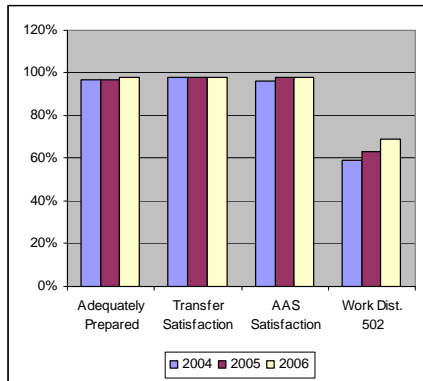


Figure 3.10 shows additional stakeholder satisfaction results.

Figure 3.10 Stakeholder Satisfaction Results

Major Stakeholder	Results	Source
Board of Trustees	Positive impression of COD	Feedback from COD President
Residents of District 502	94% had a favorable impression of COD	2000 District-Wide Needs Assessment Report
Employers in District 502	90% had a favorable impression of COD 53% rated COD as effective in meeting their needs	2000 District-Wide Needs Assessment
Local Legislators	Legislators have a positive impression of COD	Output from Legislative Breakfasts

High School Students (Prospective Students)

Results from a Spring 2002 high school student focus group representing ten area high schools indicate:

- The overall impression these high school students had of COD was mildly favorable to very favorable. Positive impressions of COD were many and included: a good reputation, respected programs, being a good value, being close to home, good teachers (who care about students not research), good courses, small classes, flexible scheduling, many choices of majors and classes, good preparation for a four-year college, and a good place for people to go who are undecided about a career.
- Negative impressions of COD were mostly indirectly related to some students who attend the College, rather than related directly to academic programs, staff or facilities. These included: that students only attend COD because they can't get in a four-year college, students who want to "freeload

off their parents" instead of working go there, other people look down on those who go to COD, and it's not prestigious. A few negative comments related to the College itself included: it's too much like high school, and credits do not always transfer. According to many students, the image of COD has improved, and it is becoming more acceptable to attend COD, especially for those who are unsure of their major.

Parents of COD Students

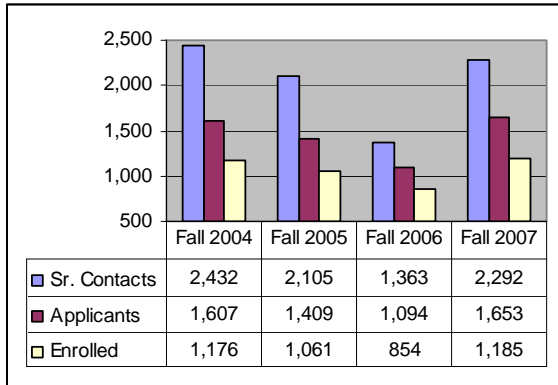
In Spring 2002, COD participated in a community college consortium to determine parents' opinions regarding the college-choice decision process. 944 parents of high school students attending COD participated. Results from parents or guardians indicated:

- 91% were confident that attending COD was the right decision for their student
- 90% had a favorable impression of COD
- 96% agreed or strongly agreed that COD was a good economic choice for students
- 95% agreed or strongly agreed that COD is a good place for students who are unsure about major and career options
- 55% agreed or strongly agreed that top high school students should consider attending COD
- 84% of respondents agreed or strongly agreed that students at COD can transfer to prestigious four-year institutions and can readily transfer to four-year institutions
- 78% agreed or strongly agreed that students who begin their academic career at COD and transfer can complete a bachelor's degree within four years
- 74% agreed or strongly agreed that the quality of teaching at COD compares favorably to the quality of teaching at four-year institutions

3R4 Stakeholder relationship building results

Over the past four years, the Admissions Office has tracked the number of in-district high school senior applicants. Fall 2007 saw a 51% increase in applicants from contacts and a 39% increase in enrolled students over Fall 2006, as revealed in Figure 3.11.

Figure 3.11 High School Senior Recruiting Results

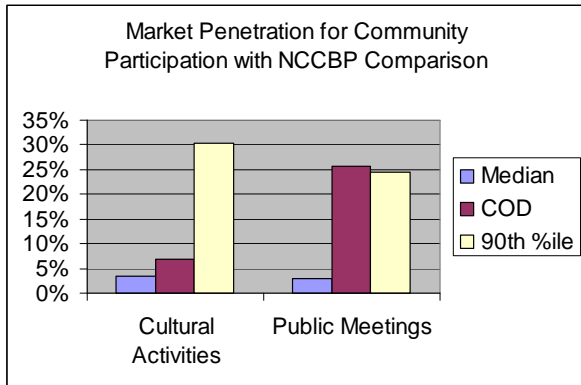


3R5 Results comparisons

College of DuPage was one of 178 community colleges to participate in the 2007 National Community College Benchmarking Project (NCCBP) in order to pool data on a variety of key performance indicators for purposes of creating a set of peer institutions and benchmarking local scores against those peers.

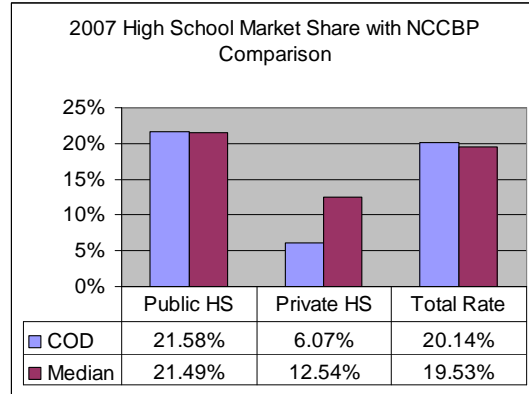
According to data from the National Community College Benchmark Project (NCCBP): COD's market penetration of 7% for Cultural Activities and 26% for Public Meetings, puts it at the 73rd and 92nd percentile, respectively, among the community colleges reporting data to the 2007 NCCBP (Figure 3.12).

Figure 3.12 Market Penetration, Community Participation



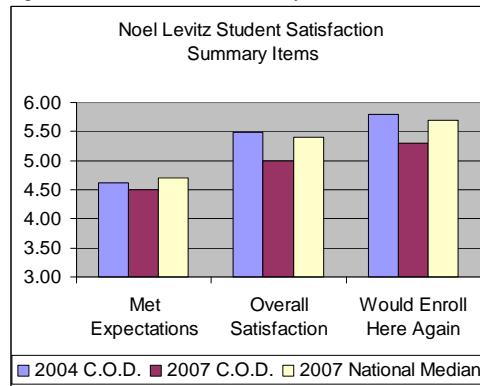
Twenty percent of high school graduating classes in the district chose COD the fall immediately following high school graduation. This is slightly higher than the median for NCCBP institutions, as revealed in Figure 3.13.

Figure 3.13 HS Market Share



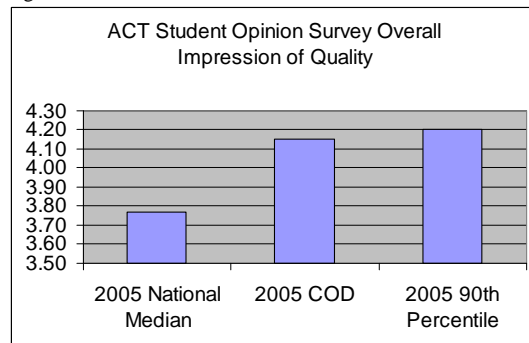
Noel-Levitz Summary items include the degree to which the institutions met student expectations, overall student satisfaction, and whether the student would enroll again. As shown in Figure 3.14, COD ratings for 2007 are below the national median in each item, and lower than that of 2004 summary item ratings.

Figure 3.14 Noel Levitz Summary Results



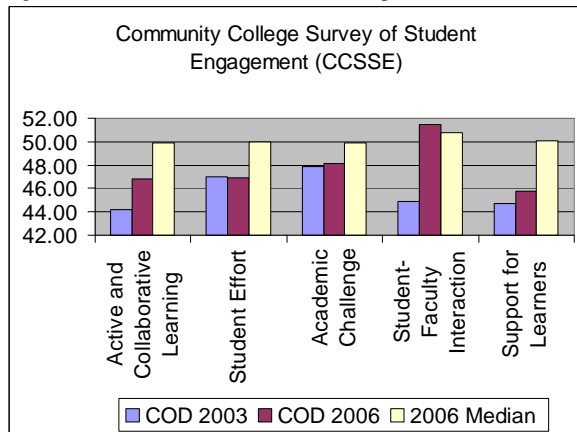
Student impressions of the overall quality in the 2005 ACT Student Opinion Survey approached the 90th percentile, well above the 2005 national median (Figure 3.15). The survey found the top reasons students attend COD are the low cost, the convenient location, and the course offerings.

Figure 3.15 ACT SOS Results



The College of DuPage participated in the *Community College Survey of Student Engagement (CCSSE)* in 2003 and 2006. The two benchmarks that deal specifically with student relationship building are Student-Faculty Interaction, where the results were above the national median (Figure 3.16) and Support for Learners, which also improved from 2003.

Figure 3.16 CCSSE 2006 Benchmark Comparison



3I1 How COD improves current systems and processes

Opportunities for improvement for students and other major stakeholders are identified by College areas through analysis of data from surveys, focus groups, interviews, and demographic reports. The Institutional Effectiveness Council (IEC) prioritizes these opportunities for improvement and charters Quality Improvement Project (QIP) teams to develop recommendations for action plans. When appropriate, QIP teams use a systems mapping approach to analyze major processes. Each major process is analyzed for efficiency and if gaps occur, recommendations for improvement are forwarded to the Quality Improvement Council (QIC), which oversees implementation and monitors progress and follow-up.

Once a QIP team has completed its charge and developed a recommendation, the IEC will meet with all available members of the team to review the recommendation. If the IEC reaches consensus to approve the recommendation, the team leader and team liaison will draft an executive summary of the recommendations for presentation to QIC. In turn, QIC members are expected to review the executive summary prior to the meeting at which the team leader and team liaison will present the recommendations to the QIC and respond to questions. At the following QIC meeting, the QIC

will discuss the recommendations and recommend changes, if necessary. The team leader and team liaison should both be present during QIC deliberations to answer questions and provide context for the recommendations. Following discussions, the QIC will vote on the recommendation (either as a package or individually as instructed by the team in the recommendation). Once voting is concluded, the recommendations will be returned to the IEC for next steps.

In a timely manner, the chair of the QIC will send a letter to all team members thanking them for their service, recognizing their efforts, and indicating that their charge is completed. The letter will inform team members of action taken at the QIC meetings and outline the next steps.

3I2 How COD sets improvement targets and communicates these targets to students and other major stakeholders

QIP teams review student and other major stakeholder benchmark and trend data, and analyze the results. The QIC sets targets for improvement, as described in Section 3I1.

COD's improvement targets include:

- Developmental reading, writing and math, along with English composition, as outlined in Section II2.
- Underprepared students both before and after college entrance, student retention, and degree/certificate completion as outlined in Section II2.
- Increase the percentage of high school graduating class choosing COD the fall immediately following high school graduation. This will be addressed by more:
 - Targeted follow-up to inquiries via telephone and e-mail
 - Advertisement in high school newspapers
 - On-campus visits for high school students
- Student satisfaction with faculty advising and general advising. This issue is being addressed in QIP 10. The work of this action project will center on improvement in alignment of advising services with students' needs and goals, as well as improvement of the student advising experience.

The QIC has the responsibility to ensure that communication regarding the quality program occurs. There are several methods of communication for improvement priorities employed at College of DuPage, including:

- The *Gold Standard* newsletter that comes from the QIC once per term and includes articles on the overall implementation of the quality initiative at the College.
- An IEC website on the College intranet at <http://www2.cod.edu/iec/>. This website contains a listing of all current and past QIP teams, minutes of QIP team meetings, and QIP team recommendations.
- Emails distributed periodically by the QIC, containing updates or major events related to current quality initiatives.
- Constituency leaders or other members of the QIC are publicized as the main contacts for more information or specific questions about the quality initiative. They are also responsible for bringing input from the constituencies back to the QIC. More specifically, Cabinet has responsibility for instilling the quality program in and through the management structure of the College. Cabinet members will also bring input from their areas back to the QIC as appropriate.