

Category #6:
Supporting Institutional Operations

Category #6: Supporting Institutional Operations

6C1 Key student and administrative support processes and associated needs of students and other stakeholder groups

Student Support Processes and Administrative Support Processes are outlined in Figures 6.1 and 6.2 respectively.

Figure 6.1: Student Support Processes

Key Student Support Service Process	Student and Other Stakeholder Needs
Admissions	Friendly Service, Accuracy, Efficiency, Access
Registration	Friendly Service, Accuracy, Efficiency, Access
Financial Aid	Friendly Service, Accuracy, Efficiency, Access
Advising	Friendly Service, Accuracy, Efficiency, Access
Counseling	Confidentiality, Access, Accuracy
Student Activities	Variety, Access
Athletics	Variety, Access
Campus Safety	Safety, Reliability, Timeliness
Campus Health	Friendly Service, Accurate Information, Access
Bookstore	Quality, Affordability, Access
Dining Services	Quality, Affordability, Access

Figure 6.2: Administrative Support Processes

Key Administrative Support Service Process	Student and Other Stakeholder Needs
Finance	Fiscal Responsibility, Integrity, Efficiency
Information Technology	Security, Reliability, Accuracy, Timeliness
Public Safety	Safety, Reliability, Timeliness
Campus Services	Reliability, Timeliness
Facilities Management	Fiscal Responsibility, Integrity, Efficiency, Reliability
Research & Planning	Accuracy, Reliability, Access

6C2 How key student and administrative support reinforce Category 1 and 2 processes

Key student support services promote processes described in Categories 1 and 2 in a variety of ways. Admissions, Registration, Financial Aid, and Advising are all critical to Helping Students Learn. Student Activities oversees the student government process, thereby offering students practical experience in both co-curricular and extra-curricular options. Special services are available for students with disabilities (typically over 1,000 such students). Advising is widely available to students for help with pre-course testing and course selection.

Key administrative support services reinforce student learning and assist in meeting objectives by allocating appropriate fiscal and human resources,

recruiting and evaluating employees, supporting technology needs, and maintaining a clean, safe and secure environment where learning can take place.

6P1 Identifying student support service needs

The support service needs of students are identified in several ways, many of which are a shared process involving several departments within the College. In terms of Helping Students Learn, the College has implemented a placement testing system to identify the under-prepared students. Data from the placement testing reveals much about support service needs, such as the need for advising or for instructional support. In terms of user satisfaction, the College solicits feedback from students in all student-oriented areas by means of surveys, comment cards, focus groups, response to e-mails, analysis of complaints, benchmarking other institutions, and student leadership participation on advisory committees. In addition, all departments evaluate their services on an annual basis to determine if any improvements or changes would better serve students. The institution performs an annual survey of student and satisfaction with various services is an element of that survey. During the budgeting process, the Cabinet utilizes all such information when determining the allocation of funds.

6P2 Identifying key stakeholder support service needs

Administrative support service needs are identified through several methods. Advisory committees are used to obtain input from stakeholders regarding services provided by each department. Advisory committees review user surveys, make suggestions for improvements, and provide communication links to each of the constituency groups. Advisory committees are used for the following services: Bookstore, Dining Services, Public Safety, Facilities, Employee Health Insurance, Affirmative Action, Environmental Health and Safety, and Research and Planning. In addition, service needs of faculty, staff, administrators, as well as other stakeholders also are identified through satisfaction surveys; comment cards; e-mail; meetings with constituents, community members and businesses; reviews of relevant national surveys; service unit evaluations; and user requests.

6P3 Managing key student and administrative support service processes on a day-to-day basis

The key student and administrative support service processes are managed on a day-to-day basis by the

division managers and area supervisors. In the area of technology support, nightly processes are verified each day for successful completion, and bandwidth utilization graphs are reviewed daily. Registration analyzes the modes students are using to register, as well as reviewing daily queue reports and usage statistics, to ensure sufficient support to heavy volume areas. Many areas perform both in-person and online satisfaction surveys. Additional process documentation includes textbook sales reports, dining sales reports, purchase order volume and turnaround time, duplicating services volume, campus services work order completion rates, cash and credit transaction reports, and systems assurance reports. Data is collected and analyzed, and the resulting information is used to drive improvements.

Over 700 student and administrative tasks have been documented into process maps as COD makes the conversion to Datatel Colleague. A cross-disciplinary Implementation Team has held weekly meetings to review the process maps, which has been an effective approach to share knowledge and empower staff to make improvements in their work processes.

6P4 Using information and results to improve services

Each support area encourages verbal and written feedback regarding the service rendered. This information is used to determine changes that can be implemented within a department and to benchmark against other support areas and other institutions in order to plan improvements. For example, feedback from a student forum jointly sponsored by Admissions, Registration, and Records indicated that students would prefer an installment payment plan. The suggestion was analyzed, and a payment plan that better met student needs was implemented; this plan has been well-received by students. At the same time, the process of withdrawal for non-payment was made easier to administer and for students to understand by establishing clear criteria to measure success or failure. Similarly, data gathered from statistics collected in the Academic Support Center has been compared over terms to identify the success of initiatives; changes may occur based on the analysis.

6P5 Measuring student and administrative support service process effectiveness and analyzing results

Support service processes and measure of effectiveness are outlined in Figure 6.3.

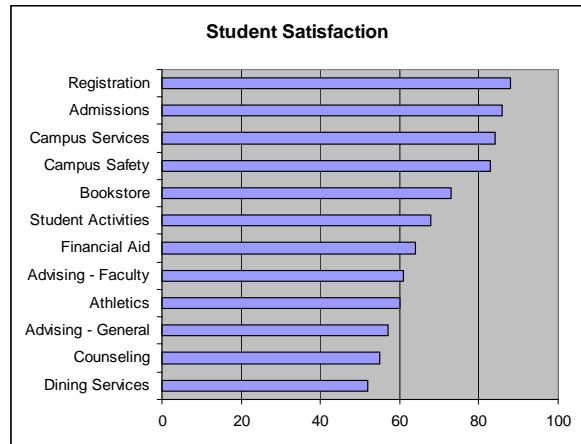
Figure 6.3: Support Service Effectiveness Measures

Key Support Service Process	Measure of Effectiveness
Admissions	Student satisfaction surveys
Registration	Number and type of registrations, system response time, student satisfaction surveys
Financial Aid	Student satisfaction surveys
Advising	Student satisfaction surveys
Counseling	Student satisfaction surveys
Student Activities	Student satisfaction surveys
Athletics	Student satisfaction surveys
Campus Safety	Great Workplace survey, student satisfaction surveys
Campus Health	Student satisfaction surveys
Bookstore	Sales figures, student satisfaction surveys
Dining Services	Sales figures, student satisfaction surveys
Finance	External audit
Information Technology	Line usage reports, help desk usage
Public Safety	Great Workplace survey
Campus Services	Great Workplace survey
Facilities Management	Great Workplace survey
Research & Planning	PACE survey

6R1 & 6R2 Results for student support services processes

Results for student support services processes include results from the Student Satisfaction Survey, Figure 6.4.

Figure 6.4: 2006 Support Service Satisfaction (2006 Student Satisfaction Survey Rating)



Figures 6.5 and 6.6 show the percent positive ratings from the 2006 Student Satisfaction Survey. This represents the percentage of students who use the service and rated their satisfaction as *Very Satisfied* or *Satisfied*.

Figure 6.5: Overall Student Satisfaction at College of DuPage (2006 Student Satisfaction Survey)

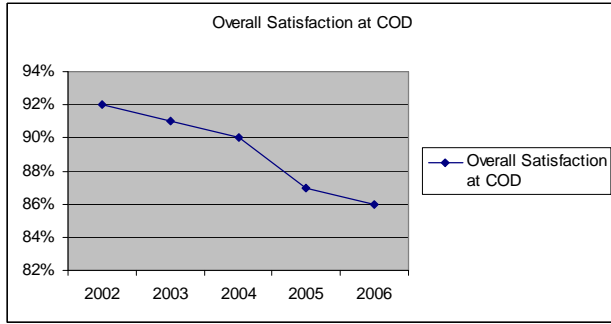
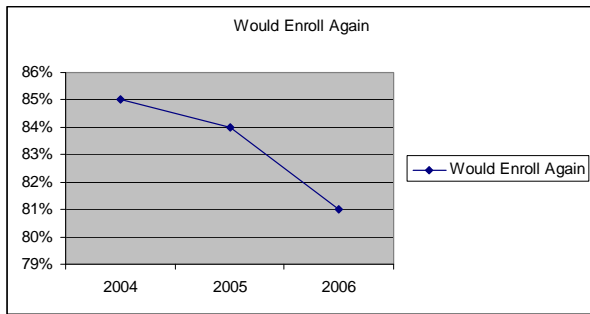
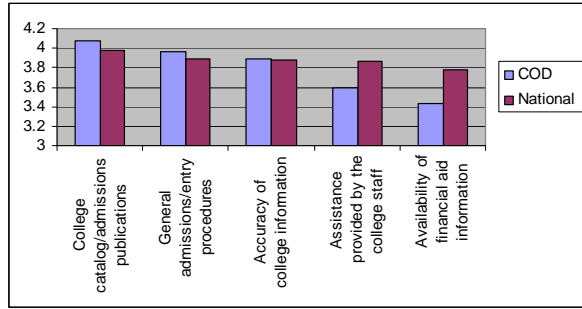


Figure 6.6: Would Enroll Again at College of DuPage (2006 Student Satisfaction Survey)



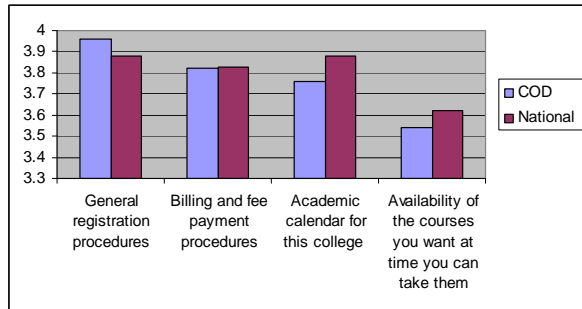
As seen in Figure 6.7, in 2005 the College was above the national norm in three of five items related to satisfaction with the admissions process, as determined by the ACT Student Opinion Survey (SOS).

Figure 6.7: 2005 ACT SOS Satisfaction with Admissions



As seen in Figure 6.8, in 2005 the College was at or above the national norm in two of four items related to satisfaction with the registration process, as determined by the ACT SOS.

Figure 6.8: 2005 ACT SOS Satisfaction with Registration



As seen in Figure 6.9, in 2005 the College was at or above the national norm in five of fifteen items related to satisfaction with student and administrative support services. Tutorial services, career planning, financial aid, counseling, advising, student employment, job placement, and food services are all areas where the College is below the national norm in student satisfaction on the 2005 ACT SOS.

Figure 6.9: 2005 ACT SOS Satisfaction with College Services

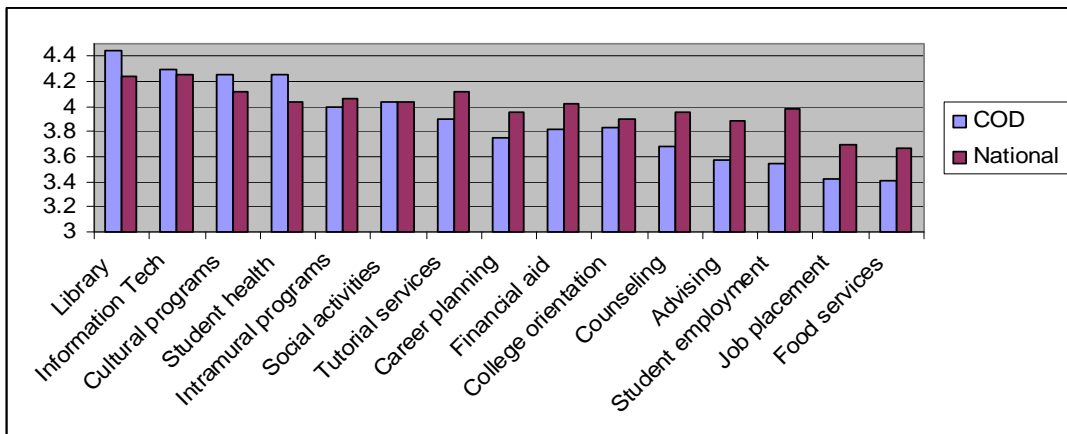
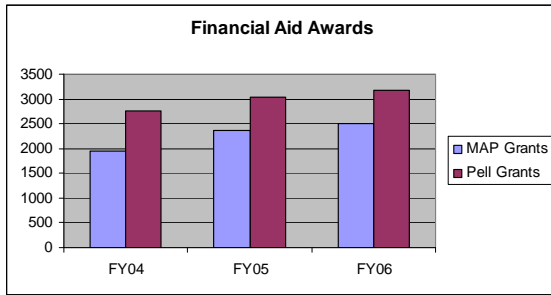


Figure 6.10 shows that the number of financial aid awards has steadily increased over the last three years for Monetary Awards Program (MAP) grants and

Pell grants. In FY2007, the Illinois Student Assistance Commission awarded 4,112 grants totaling \$3.84 million to COD students. In addition,

ISAC administered 3,618 loans totaling \$9.18 million for COD students.

Figure 6.10: Numbers of MAP and Pell Grants Awarded



In Spring 2008, the College was awarded the Certificate for Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA). In Fall 2007, the College received the Distinguished Budget Presentation Award from the GFOA. The awards recognize the College’s effort at maintaining appropriate fund balances. COD is one of a handful of community colleges in the country to receive an AAA bond rating from Moody’s and Standard & Poor.

College of DuPage has recently received a "Storm Ready" designation from the National Weather Service, making it and Northern Illinois University the only two institutions of higher learning in Illinois to receive the designation. To receive the designation, the institution must create a system that monitors weather conditions locally, promote the importance of public readiness through institutional and community seminars; develop a formal hazardous weather plan that includes training severe weather spotters; and sponsor emergency exercises.

6R3 Results comparisons

Figures 6.7 to 6.9 include comparisons to national norms.

6I1 Improvement of current processes and systems

In order to improve current processes and systems, COD has convened several CI teams to deal with student/staff identification issues, reviewing and improving the Help Desk processes, and staff use of printers and copiers. The College has implemented a more efficient class scheduling process at the regional centers and area high schools, established a collaborative budget preparation process when preparing grant proposals, and realigned work

processes to improve internal controls in the Finance Office.

6I2 Targets, improvement priorities, communications

Targets for each area are agreed to by the area supervisor, division manager and appropriate vice-president. For example, Information Technology utilizes planning interviews to determine the immediate and future needs and priorities of all areas. Current results are communicated to students and staff through a variety of means. These include, but are not limited to, Board meeting presentations, constituency group meetings and posted minutes, departmental web pages and staff meetings, the student newspaper and class schedule, staff e-mails and the College Web Board.