

**SYSTEMS APPRAISAL FEEDBACK REPORT
O's AND OO'S FOLLOW-UP**

College of DuPage

1P2: How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming?		
O	It is not clear how COD works to balance educational market issues.	In the fall of 2006 the College implemented a Quality Improvement Project to deal with this issue and others related to the approval of new academic programs. QIP 8 - Academic Program Development and Approval Process is examining the issues related to academic program approval including, but not limited to (1) needs assessment, (2) the definition, approval and hire of new program faculty, (3) the definition, approval and creation of program budgets, and (4) other processes necessary to the establishment of new programming. After reviewing the current situation and comparing our practices to peer institutions, the team will make recommendations (consistent with IAI and ICCB guidelines, as well as the Community College Act) for future planning and/or implementation teams.
1P4: How do you communicate expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process?		
O	It is unclear whether General Education, as well as program- and course-specific, learning outcomes are consistently and systematically communicated to students. For example, the team was not able to find a statement of the General Education competencies in any of the student information on the main COD web site.	In the summer of 2005 the Vice President of Academic Affairs charged a Task Force to begin studying the issue of General Education at the College of DuPage. The Task Force drafted a document that identified criteria against which systemic approaches to general education might be assessed. In the fall of 2006, a QIP was implemented to follow-up on the work of the Task Force and to further address the issue of General Education at the College. QIP 7 – Improving General Education Learning Outcomes is examining documents pertaining to current General Education processes including the catalog, the Systems Portfolio, the Systems Appraisal, and the General Education Task Force Report. After reviewing the current situation and comparing our practices to other peer institutions, the team will make recommendations consistent with IAI and ICCB guidelines for future planning and/or implementation teams.
1P6: How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?		
OO	Currently, the College has no formal	In the fall of 2005 the College formed the Program Review Advisory Committee.

	standards or processes by which to define excellence in teaching. Furthermore, current assessment measures as the classroom, discipline, and College level are insufficient. Two of the three are currently under review, however the institution did not comment on what precipitated the need for such review and possible revision.	This committee studied the existing Program Review process for transfer and CTE programs and concluded that faculty have felt disconnected from the current review process, and faculty and administrators have misunderstood or disagreed with data in the final stages. A major revision of the process was undertaken in the spring and summer of 2006 and implemented in the fall of 2006. The new process is based on the continuous improvement model, a vast improvement over the traditional approach which was compliance-oriented. This new process has a major focus on student assessment, which should result in documentation of effective teaching and learning. In addition, the Student Outcomes Assessment Committee has renewed the interest in assessment at the classroom level. Last year a number of faculty engaged in a reading project, the results of which will be presented at the HLC annual meeting. This year their focus is on improving critical thinking in various courses. We have also prepared a representative sample of assessment activities at the College for the spring semester of 2007 in a separate document.
1P10: How are co-curricular development goals aligned with curricular learning objectives?		
O	As the portfolio states, “no formal process exists to align co-curricular goals with curricular goals.” It is unclear whether individual programs have formal processes to effect this alignment, although several programs have associated student clubs.	The Office of Student Activities has created an action plan for the coming year to investigate this concern. They have met with the student newspaper advisor to begin to discuss how to proceed with this issue.
1P11: How do you determine the processes for student assessment?		
O	Given the academic and intellectual diversity of the College’s student profile, the institution should consider expanding the depth and breadth of student learning outcomes assessment measures that recognize and accommodate divergence of student learning styles. Currently, the	A major component of the new Program Review process is the Student Outcome Assessment Project, which all disciplines are now required to engage in on an annual basis. Current assessment measures are now valid at the classroom, discipline and College level for many of our programs. We still do not have 100% compliance with all programs, due to the fact that only 20% of our programs are evaluated each year. However, we are making significant headway in reaching all of our programs, and expect all programs to be active in all phases of assessment

	College administers the ACT CAAP battery to a random sample of students in order to collect assessment data and evaluate the congruence between student learning and the College's general education outcomes.	in 1-2 years. Faculty are given a wide berth in designing their assessment research, which allows for the divergence of student learning styles. In addition to this program-level research, the College will continue to administer the CAAP periodically to allow us to benchmark our students performance against our peers.
1R2: What is your evidence that students have acquired the knowledge and skills bases required by the institution and its stakeholders (i.e., other educational institutions and employers) for the awarding of specific degrees or credentials?		
O	COD assesses the success of their graduates by indirect measures and enrollment rates but does not employ direct measures. Direct measure results could include measures of success (i.e. grade point average, persistence, retention, graduation rates) of COD graduates upon transfer to a 4-year institution.	<ul style="list-style-type: none"> • 142,530 individual grades were assigned for the academic year 2005-06. The institutional cumulative GPA for all students was 2.77. • Within-term course persistence rates have held steady at 92% for the last three academic years. • Term-to-term persistence rates have increased over the last three academic years from 62.8% to 65.0%. • Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time has increased over the last three years from 66.4% to 76.0%. • A total of 3,481 students received a degree or certificate last year—181 more than the previous record number in FY2003. • Eighty-two percent of “transfer degree” (A.A./A.S./A.E.S./A.F.A.) graduates continued their education after completing at C.O.D., including 76% who transferred to a four-year institution. • Fifty-three percent of “transfer degree” Graduate Survey respondents who transferred to a four-year school stated they were very well prepared by their C.O.D. experience; 96% said they were at least adequately prepared. • Eighty-seven percent of "occupational degree" Graduate Survey (A.A.S.) respondents were employed either full- or part-time. • Sixty-seven percent of occupational degree Graduate Survey respondents (A.A.S. and Certificate) who were employed full-time in jobs related to their program of study felt very satisfied with their positions (compared with 62% last year). Ninety-five percent felt at least somewhat satisfied. • The median salary for A.A.S. graduates has risen steadily over the past six

		years to \$43,680.
1R3: What are your results for processes associated with Helping Students Learn?		
O	Teaching and Learning process results for AQIP Project #1 show evidence of progress, particularly for students enrolled in the College's ESL program. However, careful attention should be given to CurricUNET and Academic Program Review. Neither initiative had data available at the time of this portfolio development.	<ul style="list-style-type: none"> • In academic year 2005-06, the College Curriculum Committee processed 143 new course proposals, 56 course revisions, and ten course deletions. • In academic year 2005-06, the Program Review Advisory Committee revised the program review process for all academic programs to follow the continuous improvement model rather than the existing compliance model. • In academic year 2006-07, the College is reviewing twelve CTE degree programs, 30 CTE certificates, and four transfer disciplines.
1I1: How do you improve your current processes and systems for helping students learning and develop?		
O	It is not clear if there exists a systematic means to improve processes related to helping students learn and improvements appear to have been achieved on an ad hoc basis, as opposed to as a result of careful and deliberate planning.	Systematic process improvement structures have been institutionalized since the Systems Portfolio Feedback Report was received. The College formed the Program Review Advisory Committee, 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 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 five Quality Improvement Projects that are actively engaged in improving various institutional processes.
2P1: How do you determine your other distinctive objectives? Who is involved in setting these objectives?		
O	Determining other institutional objectives is now part of the newly implemented planning process and facilitates in	The QIC and IEC have begun work to align the College's strategic planning activities with the four-year AQIP cycle. The next submission of the Systems Portfolio will be in November of 2008, which will result in a Systems Appraisal

	identifying constituent needs in a more systematic manner. However, the College did not specifically cite how other distinctive objectives were determined, but merely stated that they have “evolved during the last 37 years.”	Feedback Report in March of 2009. Based on that cycle, we will conduct an intensive college-wide strategic planning session in the Fall of 2009, at which time we will ratify what we currently have identified as Other Institutional Objectives, and/or identify new objectives.
2P2: How do you communicate your expectations regarding these objectives?		
OO	COD has a shared system (Intranet) that communicates to campus constituents the expectations for achieving other institutional objectives. However, it is not clear that they are communicating these issues with current and potential external constituents.	The Office of Public Information has a staff of twenty who are dedicated to communicating with our external constituents. Standard approaches used by OPI include maintaining the Internet website, producing news releases and public service announcements, and publication of the College catalog. Examples of communication include publications for the McAninch Arts Center, class schedules and news releases for the Continued Education department, maintaining a separate webpage for the International and Global Education program, and producing COD Happenings on WDCB, our public radio station.
2P4: How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?		
OO	Although institutional objectives and action plans are shared among institutional vice presidents they are not shared with the college wide community. It is not clear what CODs process is for assessing and revising its other distinctive objectives.	
2R1: What are your results in accomplishing your other distinctive objectives?		
O	More concrete data would assist in identifying COD’s other institutional objectives. For example, more data needs to validate the comments, “well attended and positively rated” or	<ul style="list-style-type: none"> • From 2003 to 2005, the number of <u>businesses</u> provided with technical assistance through Business and Industry Centers increased from 107 to 759. • From 2003 to 2005, the number of <u>individuals</u> receiving customized training through Business and Industry Centers increased from 2,340 to

	<p>“indicates a high level of satisfaction.” Data should be directly linked to each of the institutional objectives and should include indices of strength and quality.</p>	<p>3,405.</p> <ul style="list-style-type: none"> • The 2005 Public Services Survey indicated that 90% of our public are satisfied with library resources; 85% felt that the Library provided a nice atmosphere in which to study; 90% found the staff knowledgeable and helpful; and 70% of users felt our weekend hours were convenient. • From 2000-2005 the Library’s Philanthropy Center served over 1,350 donors or potential recipients of donations, and its web site received more than 28,000 hits, primarily from community members.
2R2: Regarding the Question 1, how do your results compare with the results of peer institutions? How do they compare, if appropriate, with other higher education institutions and organizations outside of the education community?		
O	Participants and activities at the Center for Corporate Training as well as external funding has decreased.	
2R3: How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community(s) and region(s) you serve?		
O	Although COD cites the success of WDCB Public Radio, non-credit lifelong learning coursework and high quality cultural opportunities as vehicles to enhance relationships with the community, further evidence is still needed to support COD’s claim that their relationship with the community has been enhanced because of other institutional objectives.	<ul style="list-style-type: none"> • 87.7% of DuPage County respondents to the Area Resident Telephone Survey rated the College as Good or Excellent in meeting the needs of the community. • 93.0% of DuPage County respondents rated the College as Good or Excellent in overall impression. • 71.2% of DuPage County respondents stated they would be likely to recommend COD for Continuing Education. • 67.1% of DuPage County respondents stated they would be likely to recommend COD for cultural and fine arts events. • 72.8% of DuPage County respondents stated they would be likely to recommend COD for library, computer or information resources.
2I2: With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?		
OO	It is not clear how COD establishes	<ul style="list-style-type: none"> • The Business, Professional and Continuing Education Division establishes

	targets for improvement and whether or not these targets are achieved through the systematic review of pertinent data.	<p>targets for improvement in the following ways: for advisory groups and steering committees, targets for improvement include greater stakeholder participation and satisfaction as well as increased student satisfaction (e.g. removal of barriers to satisfaction); for internal focus groups and working groups, the targets for improvement are defined in the charter for each group, e.g. improved/streamlined registration processes and customer-friendlier refund policy.</p> <ul style="list-style-type: none"> • The Library sets targets for improving processes by reviewing the current processes against changing needs of the institution and changing methods for accomplishing tasks. We collect data on use of our resources and services, observations of our users' behaviors and social and learning environments, and input from our stakeholder constituencies through surveys and solicitation of comments and suggestions in a variety of ways. We assign staff and other resources on the basis of numbers of students in specific programs, aligning resources with program needs. For instructional targets (which information literacy classes to teach), we request input and obtain feedback from partner teaching faculty on what is needed and what works in teaching their student how do to research and complete assignments.
3P3: How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs?		
O	Measures of stakeholder needs are limited to satisfaction ratings, which may limit the breadth and accuracy of COD's environmental scan. There is no clear process for how the College selects a course of action regarding changing stakeholder needs.	
3P4: How do you build and maintain a relationship with your key stakeholders?		
O	There is an opportunity to more fully articulate ways by which COD builds and	College of DuPage has a relationship with approximately 60 colleges and universities. These relationships include Dual Admission agreements, 2+2 and

	<p>maintains stakeholder relationships.</p>	<p>3+1 articulation agreements, and a few 3+2 articulation agreements. The College hosts recruitment fairs such as PICU and State Universities Transfer Fair in the Spring and the College Fair in the Fall thus allowing the schools to promote their programs and recruit students. The College also hosts on-site admission events for the colleges and universities as well as hosting on-site transcript evaluations. Each semester, tables in our classroom hallways are made available to the colleges and universities by reservation for recruitment and promotion purposes. The colleges and universities run advertisements in our student newspaper. We also maintain relationships through our transfer guides, which demonstrate to students how our courses transfer to the respective colleges and universities. Additionally, the College Articulation office runs and maintains a website that has links to transfer guides, articulation agreements, the college or university's homepage and contact information. During the course of the academic year, the Articulation Coordinator visits approximately 15-20 colleges and universities in the state. As a result of building relationships, College of DuPage is a top feeder school for many colleges and universities such as Northern Illinois University, University of Illinois – Chicago and Illinois State University.</p> <p>The College also ensures the building and maintaining of relationships with area high schools through regular meetings with high school superintendents, principals, and counselors. This past year, the COD Board of Trustees hosted a meeting for area high school boards of education. This is planned as an annual event. In addition, meetings between both high school and college faculty are part of the dual credit process.</p>
<p>3P5: How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services?</p>		
<p>O</p>	<p>Educational program and service needs for new student and stakeholder groups are determined through the analysis of feedback and demographic information. However, it is unclear how</p>	<p>QIP 8 - Academic Program Development and Approval Process is examining the issues related to academic program approval including, but not limited to (1) needs assessment, (2) the definition, approval and hire of new program faculty, (3) the definition, approval and creation of program budgets, and (4) other processes necessary to the establishment of new programming. This process is intended to</p>

	information is fed back into the planning process. Current practice appears to be heavily influenced by anecdotal information.	move us away from an anecdotal, ad hoc approach to new programming and lead to a more systematic approach.																												
3P6: How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?																														
O	Although COD responds to complaints on an individual basis, there is no systematic process for the aggregate review of complaints. Specific methods to communicate results and resolution to stakeholders are not evident.	We have developed a process to monitor the number of student complaints, nature and the action taken for resolution. By having a formal process, we are now able to establish a student complaint summary report. The reports get monitored regularly each semester looking for trends and identifying areas of improvement. Information is distributed to appropriate areas within the college for possible future planning. Information for students regarding formal policies regarding student academic grievance procedures and discipline grievance procedures is found in the College Catalog (page 52).																												
3R1: What are your results for student satisfaction with your performance?																														
OO	While COD collects data from multiple sources, only results from the Student Satisfaction Survey for FY02 and 03 are provided. Students gave lower satisfaction ratings to the Academic Computing Center, Assessment/Testing, Athletics, Career Services, Faculty Advising, Library, Records Office and Student Activities Events during FY02 and 03. In particular, satisfaction with advising and counseling appears to be relatively low and declining. For instructional areas, students gave lower satisfaction ratings to availability of classes, desired times and teaching staff, as well as course content, quality of	<ul style="list-style-type: none"> Overall Student Satisfaction from the last three years of the Student Satisfaction Survey are shown in the following table: <table border="1" data-bbox="940 933 1617 1237"> <thead> <tr> <th></th> <th>FY06</th> <th>FY05</th> <th>FY04</th> </tr> </thead> <tbody> <tr> <td>Overall Student Satisfaction</td> <td>86%</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>Very Satisfied</td> <td>27%</td> <td>29%</td> <td>32%</td> </tr> <tr> <td>Satisfied</td> <td>59%</td> <td>58%</td> <td>58%</td> </tr> <tr> <td>Neutral</td> <td>11%</td> <td>10%</td> <td>7%</td> </tr> <tr> <td>Dissatisfied</td> <td>3%</td> <td>2%</td> <td>1%</td> </tr> <tr> <td>Very Dissatisfied</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> </tbody> </table> According to the 2006 Student Satisfaction Survey, 86% of students gave COD a satisfactory rating overall. This is slightly lower than satisfaction results from the previous two years, and shows a slight negative trend. According to the 2005 Graduate Follow-Up Survey, 98% of Occupational 		FY06	FY05	FY04	Overall Student Satisfaction	86%	87%	90%	Very Satisfied	27%	29%	32%	Satisfied	59%	58%	58%	Neutral	11%	10%	7%	Dissatisfied	3%	2%	1%	Very Dissatisfied	1%	1%	1%
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	instruction, and regional centers.	<p>Program Graduates felt at least adequately prepared for the workplace.</p> <ul style="list-style-type: none"> According to the 2005 Graduate Follow-Up Survey, 98% of Transfer Students reported they were satisfied with the content of courses in their program. 																								
3R2: What are your results for the building of relationships with your students?																										
O	<p>COD student engagement scores for the CCSSE were lower than the national Community College benchmark. Trend data are not provided.</p>	<p>The College of DuPage participates in the Community College Survey of Student Engagement (CCSSE). The two benchmarks that deal specifically with student relationship building are Student-Faculty Interaction, where we scored about 5% higher than our peers, and Support for Learners, where we scored about 7% lower than our peers. Trend data are very positive, with significant increases in three of the five benchmarks, and holding steady in the other two:</p> <table border="1" data-bbox="837 711 1488 1341"> <thead> <tr> <th>Benchmark</th> <th>COD 2003</th> <th>COD 2006</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Active and Collaborative Learning</td> <td>44.2</td> <td>46.8</td> <td>+2.4</td> </tr> <tr> <td>Student Effort</td> <td>47.0</td> <td>46.9</td> <td>-0.1</td> </tr> <tr> <td>Academic Challenge</td> <td>47.9</td> <td>48.1</td> <td>+0.2</td> </tr> <tr> <td>Student-Faculty Interaction</td> <td>44.9</td> <td>51.5</td> <td>+6.6</td> </tr> <tr> <td>Support for Learners</td> <td>44.7</td> <td>45.8</td> <td>+0.9</td> </tr> </tbody> </table>	Benchmark	COD 2003	COD 2006	Difference	Active and Collaborative Learning	44.2	46.8	+2.4	Student Effort	47.0	46.9	-0.1	Academic Challenge	47.9	48.1	+0.2	Student-Faculty Interaction	44.9	51.5	+6.6	Support for Learners	44.7	45.8	+0.9
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3R4: What are your results for the building of relationships with your key stakeholders?		
O	COD has begun working with peer institutions to identify benchmarks for comparing results. The College's market penetration exceeds the median for all participating institutions. However, It is not clear from the data provided who COD's key stakeholders are or the results of building relationships with them.	<p>COD's key stakeholders (other than students) are prospective students, parents, trustees, residents of District 502, employers in district 502, and local legislators.</p> <ul style="list-style-type: none"> • For the local high schools, stakeholder relationships include 104 dual credit agreements and 200 articulated credit agreements on file with 28 high schools in 25 programs of study. • Also for the local high schools, 95% of principals interviewed indicated COD was meeting the needs of their students. • As for local employers, 63% of employed respondents to the Graduate Survey report that they are employed by District 502 companies, this is an increase of 4% from the previous year. • As for prospective students, 23% of public District 502 high school students enroll at the College, which is above the median reported by all community colleges in the National Community College Benchmarking Project (NCCBP). • As for residents of District 502, the market penetration for public meetings at the College was at the 93rd percentile for all community colleges in the NCCBP. <p>We still have work to do to define and measure results for the other stakeholder groups.</p>
4P2: How do you recruit, hire, and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel?		
O	Although COD enjoys a very low turnover rate, there are no formal retention efforts in place. There are climate issues that will be addressed with a new AQIP Action Project on Valuing People. There is no formal plan in place	QIP #4 - Valuing People Through Communication has resulted in the planned formation of an advisory group to the QIC for the purpose of improving climate and morale through the improvement of communication processes.

	to prepare for personnel changes. This may be a concern if more minorities are hired to enhance the diversity needs of the college. The College should give additional consideration to methods to increase recruitment and retention of minority faculty and staff. There is also opportunity to institutionalize the mentoring program that exists in several of the departments.	
4P3: How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?		
OO	The contribution of work processes to communications, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing is not described, except to say that the CI process addresses these issues. This issue was raised as a concern by employees in the Great Workplace Team and Personal Assessment of the College Environment (PACE) surveys. Modes of communication and expectations of ethical behavior are listed but the linkage to work processes and activities is not addressed.	The College's work processes and activities achieve effective communication, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing through the cross-functional participation in committees, forums, and governance and the strong two-way collaboration between administration, faculty, and staff, as exemplified by the Leadership Council. All units have periodic staff meetings conveying unit, division and university priorities and providing an avenue for idea generation and development. The information technology infrastructure also supports communication and information sharing. Best practices are shared across campus through CI teams, training programs hosted by the Teaching and Learning Center, and in-service day activities. For example, a recent in-service day activity focused on student outcome assessment, with a number of peer presentations following a keynote speaker.
4P6: How do you design and use your personnel evaluation system? How does this system align with your objectives in <i>Helping Students Learn</i> and in <i>Accomplishing Other Distinctive Objectives</i> ?		
O	COD's personnel evaluation system is not specifically aligned with the objectives in Criterion #1-Helping	

	<p>Students Learn or Criterion #2- Accomplishing Other Distinctive Objectives.</p> <p>There is an opportunity for the College to adopt performance review processes directly related to expected outcomes and coordinated with professional development processes.</p>	
<p>4P7: How do you design your recognition, reward, and compensation systems to align with your objectives in <i>Helping Students Learn and Accomplishing Other Distinctive Objectives</i> How do you support employees through benefits and services?</p>		
O	<p>The reward, recognition and compensation systems are not aligned with the college's objectives.</p>	
<p>4R1: What are your results in valuing people?</p>		
O	<p>Analysis of data from the most recent PACE survey identifies "communication and collaboration" as the lowest rated category amongst employees.</p>	
<p>5P1: How do your leaders set directions in alignment with your mission, vision, and values and that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?</p>		
O	<p>This section does not specify how continuous improvement ensures that leaders' decisions align with COD's mission, vision and values with high performance, individual development, organizational learning and innovation, or how student needs are incorporated into the process.</p>	<p>The President and the Cabinet (Vice-Presidents) set the Institutional Priorities. The action planning process ensures that the directions set by the leadership are aligned with the mission, vision and values of the College. This is done by a process in which Cabinet members approve Area Objectives, and departmental areas establish individual action plans that must link to the Area Objectives. The Area Objectives are based on the strategic goals of the College, which include a focus on students and learning.</p>

5P4: How do your leaders use information and results in their decision-making process?		
O	The response does not discuss how COD makes systematic use of data in decision-making, and it is not evident that key results are reviewed from all organizational areas as described in the nine AQIP criteria.	The College is in the process of implementing Datatel Colleague, which will involve a through study of critical processes. Each process will be mapped prior to converting to the Datatel system, so this will provide an excellent opportunity to improve the processes prior to Datatel implementation. In addition, the College is currently in the process of acquiring Business Intelligence software, which is intended to allow us to access data and information for all decision-makers, including the President and his Cabinet, for the purpose of making data-informed decisions. The acquisition and use of Datatel and BI software will be a major improvement in our current ability to access information for decision-making purposes.
5P6: How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?		
O	Although the College mission, policies, values and Strategic Plan are published and made available to students and staff, it is not clear how the institution's leaders communicate shared vision, mission, values and performance expectation, etc.	The President conducts quarterly dialogues and also holds occasional forums with the College community for the purpose of discussing mission, vision and values and the expectations attached to them. Leadership Council, which includes the President, Cabinet, and leaders from full-time faculty, part-time faculty, administrators, classified, and student leadership, meets every other Tuesday afternoon. This provides a regular opportunity to discuss issues related to mission, vision and values. QIP #4 - Valuing People Through Communication made a recommendation that was approved by the QIC that an advisory group be formed to examine this issue, as well as other issues related to communication.
5P7: How are leadership abilities encouraged, developed and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?		
O	It is not clear how leadership best practices, knowledge, and skills are communicated and shared throughout the institution.	Recently, all supervisors were required to undergo a 12-course training curriculum that was in part designed to address this need. In addition, the Administrative Council provides Professional Development sessions during the year for the purpose of sharing best practices for all administrators.

5P8: How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?		
OO	The college does not have a formalized succession plan. This is a concern given the retirements of key leaders as noted in 5R1.	There is a process for succession at the Cabinet level. The process involves 1) the President reviewing the need for replacement, 2) the President revising, if necessary, the job description and duties of the incoming Vice President, 3) an overlap in the hiring of the new Vice President if necessary to provide succession training. In addition, the College conducts New Employee Orientation, which is a required semester-long program for all new employees
5P9: What measures of leading and communicating do you collect and analyze regularly?		
O	The evaluation and review processes for College leadership and academic staff are not clear and seem to be limited to professional evaluations of individuals rather than explicit measures of leading and communicating. The relationship between evaluation, performance improvement plans, and compensation is ambiguous.	Items related to Leading and Communicating are included in the Personal Assessment of the College Environment (PACE), which is conducted by COD every three years. This is a nationally normed instrument, providing a benchmarking opportunity. In addition, the leadership of the College is currently examining the performance and compensation structure for administrators, which will offer an opportunity to address the issues related to performance evaluation and compensation.
5R1: What are your results for leading and communicating processes and systems?		
O	The presentation of survey data is difficult to interpret. There are no analyses, trends or benchmarks provided. The impact of the departure of numerous administrators is not discussed.	According to the most recent PACE results, COD is at or above the national PACE norm in all seven of the benchmarks, with the highest ratings in Work Design and Student Focus.
5I1: How do you improve your current processes and systems for leading and communicating?		
O	Although it is stated that the adoption of the CI model has led to more effective communication, it is not evident from the results section where there have been downward trends in areas related to this.	QIP #4 - Valuing People Through Communication made a recommendation that was approved by the QIC that an advisory group be formed to examine this issue, as well as other issues related to communication.

5I2: With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?		
O	The report speculates how the Balanced Scorecard may provide a basis for establishing targets, improvement priorities, communications, but at this stage no formal plans have been articulated.	The conversion to Datatel Colleague and Business Intelligence software is intended to facilitate our ability to set targets for improvement, and communicate those results to all appropriate stakeholders.
6P2: How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni, etc.)?		
O	The College demonstrates that it utilizes processes to identify stakeholder service needs through a variety of methods such as meetings with constituent groups, customer satisfaction surveys as well as advisory committees, technology council, project requests, surveys, emails, meetings, and service unit evaluations. However, it is not clear how COD identifies the support service needs of their students. Complaints and surveys are mentioned as a means to evaluate services but it is not clear how student need identification is achieved.	
6P3: How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment?		
O	Although key student and administrative	The conversion to Datatel Colleague and Business Intelligence software is

	<p>support process are managed on a day-to-day basis by the division managers and area supervisors, there is no evidence that documented processes are used to encourage knowledge sharing, innovation, and empowerment.</p> <p>The College should consider collecting and analyzing longitudinal data (as well as standard daily transactions) to determine common-cause and special-cause system and process variations. Strategic planning processes will benefit from longitudinal analysis of student and support service processes.</p>	<p>intended to facilitate our ability to document our key processes, and to use those processes to encourage knowledge sharing and innovation., and communicate those results to all appropriate stakeholders.</p>
6P4: How do your key student and administrative support areas use information and results to improve their services?		
O	<p>Several examples—such as the new payment plan for students--of how the College uses information and results to improve services were cited. However, the Portfolio states that each support area encourages verbal and written feedback regarding the service rendered. As a result, it appears that the statements in this section are not supported by examples or data and that verbal and written feedback are not institutionalized.</p>	
6R1: What are your results for student support service processes?		
O	<p>Although COD identifies several student and administrative support services, there is little evidence of their</p>	<p>According to the National Community College Benchmarking Project (NCCBP) data, our results in Fall 2004 for Student to Professional Student Services Staff Ratios were as follows:</p>

	effectiveness. Examples of improvement based on student input are provided, but a systematic or institution-wide process is not described. Fig 6.1 presents numerical totals but does not include benchmarks or trend data.	<ul style="list-style-type: none"> • Career Services – 85th percentile. • Counseling and Advising – 65th percentile. • Recruitment, Admissions, Registration – 94th percentile. • Financial Aid – 83rd percentile. • Student Activities – 95th percentile. • Testing & Assessment Services – 97th percentile. <p>These high numbers reflect our commitment to providing high-quality student and administrative support services.</p>
6I2: With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?		
O	Although targets are set by the area supervisor, manager and vice-president, there does not seem to be a systematic process of using trend data and comparisons from other institutions. The portfolio would benefit from a more carefully developed section in which the College gives clear examples of improvements.	
7P1: How do you select, manage, and use information and data (including current performance information) to support student learning (<i>Helping Students Learn</i>), other institutional objectives (<i>Accomplishing Other Distinctive Objectives</i>), planning (<i>Planning Continuous Improvement</i>), and improvement (all Criteria) efforts?		
O	Based on an AQIP Action Project, COD has established systems and processes for pre-entry assessment; CAAP testing is also in place. More broadly, however, the College would benefit from implementing a cycle of more systematic, proactive institutional research and assessment studies. To	Addressing a need for more systematic, proactive institutional research and assessment, the College has implemented a three-year cycle of institutional surveys of students using nationally-normed instruments, including in alternate years Community College Survey of Student Engagement (CCSSE), the ACT Student Opinion Survey, and the Noel-Levitz Student Satisfaction Inventory. The results from the early rounds have already led to further systematic studies and a Quality Improvement Project focused on improving student engagement through learning communities. In 2004 the College began an analysis of the effectiveness

	begin with, the College should analyze carefully the flow of ad hoc data requests with an eye toward centralization and standardized reporting.	of the major administrative systems at the college. After careful study, upgrade of the college's financial system was the highest priority. Second, it was determined that a search for a new student record system should be undertaken. After review of a number of options, Datatel Colleague was selected in late 2006. The new system will provide much more integrated and flexible approach to student records and their access. Additionally, the College is now in process of selecting a Business Intelligence software product to provide additional power and utility in information management. A recommendation will be made to the Cabinet in March 2007.
7P2: How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met?		
O	The current process for determining the information and data needs of departments and units appears to be largely reactive. The College should seriously consider adopting a systematic needs assessment process that takes into account campus-wide, as well as unit-specific, information needs.	Access to information has improved as research results are now posted on the College intranet website and MIS data are routinely provided electronically from general-access servers.
7P3: How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?		
O	While the College cites several examples of comparative data sources it has used, it does not describe processes for identifying comparative data needs or criteria for selecting information sources.	In many cases, data collected by ICCB or IPEDS (Integrated Postsecondary Education Data Systems) data have been a useful source of comparative information and data. The nationally-normed survey instruments, e.g., CCSSE and the PACE employee climate survey, also provide comparative data as well as data useful for helping students and employees.
7P4: How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?		

O	While data and analyses are widely distributed throughout the institution, the portfolio does not explain how these data are analyzed and transformed into information useful for improvement. It might be beneficial to evaluate the reports and studies conducted and distributed by the Finance and Research and Planning Offices to determine the need for them, their uses, and their effectiveness.	Leadership Council (LC) has recognized this issue and is discussing and clarifying the existing process. The current process is 1) reports are produced, 2) reports are given to Cabinet for review, 3) reports go to LC for discussion, 4) constituency leaders share information with their constituency groups, 5) suggestions and concerns are brought back to LC for further discussion, and finally 6) Cabinet assigns issues to staff for resolution. LC is undergoing an analysis of the current process for the purpose of improving the effectiveness of the process.
7P5: How do you ensure department and unit analysis of information and data aligns with your institutional goals regarding student learning (<i>Helping Students Learn</i>) and overall institutional objectives? How is this analysis shared?		
O	The College identifies alignment of department and unit goals with institution-wide goals as an ongoing concern. While the portfolio mentions plans to use the Balanced Scorecard to help improve this alignment, it is not clear how this will be done.	The Balanced Scorecard is currently under development, and will provide a single overall view of the effectiveness of the College. This will serve as the starting point for setting priorities as to which areas should be the focus of improvement efforts. The Business Intelligence software will also facilitate the development of common reports that are linked to the Balanced Scorecard as well as institutional goals and priorities.
7P6: How do you ensure the effectiveness of your information system(s) and related processes?		
O	Although there are procedures for identifying needed modifications to information systems, COD lacks formal processes for measuring effectiveness, integrity, and security of information systems and completeness, accuracy, and currency of data.	In 2004 the College began an analysis of the effectiveness of the major administrative systems at the college. After careful study, upgrade of the college's financial system was the highest priority. Second, it was determined that a search for a new student record system should be undertaken. After review of a number of options, Datatel Colleague was selected in late 2006. The new system will provide much more integrated and flexible approach to student records and their access. Additionally, the College is now in process of selecting a Business Intelligence software product to provide additional power and utility in information management. A recommendation will be made to the Cabinet in May 2007.

7P7: What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?		
OO	Although an Institutional Effectiveness Council has been charged with monitoring CI processes, the College also needs to develop and implement an evaluation of the Council's progress in carrying out this task.	The IEC is in the process of establishing measures that will be collected and analyzed on a regular basis. The output of these measures will be available in a Balanced Scorecard format.
7R1: What is the evidence that your system for measuring effectiveness meets your institution's needs in accomplishing its mission and goals?		
OO	Without a system for measuring effectiveness, the College cannot report on the results of such measurement. Currently, the data collected are not aligned with planning processes and priorities; availability of information determines what questions are asked, instead of the other way around.	Having evaluated and reflected on past results for measuring effectiveness and finding some deficits, the College redesigned its program review process in the direction of systematic needs assessments and strategic evaluation planning for all academic units. It also evaluated its ability to address data needs of various constituents in a timely and accessible manner and committed to a new student record system and business intelligence software in order to better align data and information with planning processes and priorities. The Office of Research and Planning has also assisted numerous areas within the College in developing strategic evaluation plans for their respective programs.
7R2: Regarding the question 7, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?		
O	The College acknowledges that it "has little comparative information with which to evaluate the effectiveness of institutional systems at this time." COD should continue to work on developing assessment and evaluation rubrics to measure institutional effectiveness in comparison to actual and aspirational peer institutions.	The National Community College Benchmarking Project and the use of several nationally-normed surveys have allowed the College to measure its progress with peer institutions. The College has taken these results seriously and instituted a quality improvement project to improve student engagement through learning communities. In addition, the College encourages and provides support for participation in national and state professional organizations that provide staff the opportunity to gauge their operations against peer organizations and to share and learn best practices for their particular functions.

8P2: How do you select short-and long-term strategies?		
O	An institution-wide process that engages faculty, staff and the community is used to select short and long term strategies with an eight-step process that is integrated with the mission, vision and strategic plan. Although there is a process in place to select strategies, there does not appear to be a systematic process for tracking progress reports, key influences and challenges, how to deal with conflicting expectations from different stakeholders, and communicating results to key stakeholders.	The Institutional Effectiveness Council was reconfigured in the fall of 2005 partly in response to the Systems Appraisal Feedback Report. The Institutional Effectiveness Council will implement and monitor processes for tracking action plans, key influences and challenges, how to deal with conflicting expectations from different stakeholders, and communicating results to key stakeholders.
8P3: How do you develop key action plans to support your institutional strategies?		
O	While the adopted eight step approach to establish area objectives seems to have the necessary elements to effectively develop key action plans, there appears to be a need to address how progress reports are regularly tracked and communicated to key stakeholders. There are no examples of plans that have been implemented and revised, e.g., AQIP Action Projects.	The IEC has instituted a website that includes minutes from each of the QIP project teams. The QIC tracks the progress of each team through the use of an appointed liaison who regularly reports back to the QIC on the progress of a given QIP team. A matrix has also been developed by the IEC that lists each team, its members, and its current status and progress. This is also made available to the College on the IEC website. The College has eight AQIP Action Projects that are either active or completed.
8P4: How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?		
O	There is little evidence that coordination among various departments and units	In the fall of 2005 the College formed the Quality Improvement Council (QIC). It is comprised of the 12 members of the Institutional Effectiveness Council and the

	fosters alignment of planning and institutional strategies. The need for increased planning for regional centers was identified as a key challenge facing the college and it is not evident that it is addressed in coordinating and aligning planning processes.	Leadership Council. The Leadership Council is a constituency-based group that shares information and issues at an institutional level. One of the roles of the QIC will be to ensure that planning processes and action plans are aligned at each of the institutional levels.
8P8: What measures of the effectiveness of your system(s) for planning continuous improvement do you collect and analyze regularly?		
O	COD collects evidence from the Planning Council on timeliness and adherence to Planning Process Guidelines. While the College has tracked on-time completion of planning processes, and has assessed employee satisfaction, there has only been anecdotal information related to planning effectiveness.	The IEC is in the process of creating a Quality Manual for the College. One of the items to be spelled out in this manual will be the measures of the effectiveness of the planning systems (e.g., how many teams have been chartered, how long each team takes to completion, satisfaction rates with the planning process.)
8R1: What are your results for accomplishing institutional strategies and action plans?		
OO	The College directly states that they are not in a position to provide performance measures for its planning processes. The college has not systematically quantified its level of success in accomplishing all institutional goals and objections.	As stated above, the IEC is developing performance measures for the College's planning processes. We do have concrete results, however, for accomplishing institutional goals and objectives. The first three AQIP Action Projects have been completed, and the College has implemented or is in the process of implementing many of the recommendations made by those teams. For example, one of the recommendations from AQIP 1 - Improve Students Skills in Developmental Reading, Writing, and Mathematics was to implement a computer-based system for enforcing course prerequisite checking when students are in the process of registering for classes. An action project is currently following through on this recommendation. In addition, the College has implemented another five AQIP Action Projects (QIPs).

8R2: Regarding Question 1, what are your projections of performance for your strategies and action plans over the next 1-3 years?		
O	The College has some areas that do not collect baseline data regarding processes and no institution-wide results are presented. Without a system of delineated performance measures as indicated in 8R1, the College may not be able to fairly establish projections.	Once the IEC has defined the performance measures, we will set projections for short- and long-term planning periods.
8R3: Regarding Question 2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside of the education community?		
OO	With regard to projections of performance for action plans, COD has no comparative data. Without comparative data, it may be difficult to determine level of performance and to set appropriate targets.	Using standard benchmarking techniques to compare our performance with other comparable institutions, the College's projections for its strategies and action plans seem to be on par with other institutions. We participate in the Community College Survey of Student Engagement, the National Community College Benchmarking Project, Noel Levitz Student Satisfaction Inventory, and ACT's CAAP Testing program, among other common measures. In addition, we have data comparing our performance to other Illinois community colleges. On the whole, our performance is at or above nominal performance at comparable institutions. The Institutional Effectiveness Council will be focusing more closely on these benchmark levels, and will track and report to key stakeholders these results.
8R4: What is the evidence that your system for planning continuous improvement is effective?		
OO	The college's results on the PACE survey indicate that there has been a decline in the level of employee understanding of the planning process and satisfaction with its effectiveness. COD has created thirty-nine Continuous Improvement (CI) teams since November 2001 and though it is	Evidence that our system is effective would include 1) the formation of the Quality Improvement Council, 2) the revision of the Institutional Effectiveness Council, and 3) the chartering of five new QIP Action Projects.

	stated that they are moving into various stages of implementation, there is little documented evidence of their effectiveness.	
8I2: With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?		
O	While the College provides good examples of specific improvement priorities and how it communicates with stakeholders, it does not provide adequate information in how targets are set. It is unclear from this response whether students have any involvement in or awareness of planning processes and improvement priorities.	Two major initiatives underway that will result in allowing us to set targets for improvement are the College's Balanced Scorecard and the Academic and Student Affairs Strategic Plan update. The College also will be making an application for a Lincoln Foundation for Performance Excellence award, which is the Illinois state quality award based on Baldrige criteria. This process will result in our identification of targets for improvement in all of our work processes.
9R2: Regarding Question 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?		
O	The college is in the beginning stages of gathering comparative results through the National Community College Benchmarking Project. There are no comparisons with organizations outside of education.	