

**Index to the location of evidence
Relating to the Commission's
Criteria for Accreditation
found in the College of DuPage's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The Board of Trustees mission documents are clearly and publicly stated. [O1, 8C1, http://www.cod.edu/mission_priorities/mission.htm]
- Mission documents identify commitments to the varied internal and external constituencies served—students, faculty, staff and community. [1C3, 3C2]
- Mission documents support the common student learning objectives; student learning objectives are in the process of being vetted through established institutional processes. [1C1, 1C2, 1P1]
- As part of the planning process, internal and external stakeholders review mission documents in open dialogue. [8P1, 8P2]
- Prospective and currently enrolled students can access mission documents through a variety of sources. [5P6, http://www.cod.edu/Catalog/College_07-09.pdf, <http://www.cod.edu/dept/plan/Instport/InstPort20062007lg.pdf>]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- College of DuPage (COD) philosophy recognizes the need to meet the educational needs of its multicultural district. [O4, 1C4, <http://www.cod.edu/dept/plan/Instport/CODPhilosophy.htm>]
- Degree requirement documents, available in both hard copy and online, address the preparation of students to live in a diverse society and world. [1C4, <http://www.cod.edu/advising/studplan.htm>]
- COD provides services to students with disabilities. [1C4, http://www.cod.edu/service1/health/special_student_services.htm]
- College instructional delivery methods, scope of educational offerings, community member training opportunities, and cultural opportunities recognize the diversity within the College community. [O2, 1C3, 2C2]
- Board of Trustees policies and procedures support and protect student rights and responsibilities [1C5, <http://www.cod.edu/boardpolicy/>]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Processes for the design of new courses and new programs are consistent with COD mission and vision statements. [1C2,1P2]
- Short- and long-term planning strategies align with COD mission. [8C2, 8P1-8P3]
- Action plans must support strategic objectives, which in turn, link to COD mission. [8P1, 8P3, 5P1]
- Units involved in community outreach support COD mission. [2C2, 9R1]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- Formation of Board of Trustees policies, procedures, and practice is within context of the mission. [1C5, <http://www.cod.edu/boardpolicy/>]
- Individuals within governance and administrative structures work collaboratively to fulfill the mission. [4C1, 5C1]
- Distribution of responsibilities is through the channels of delegated authority, as per the organizational chart. [O5, 5C1, 5P3, <http://www.cod.edu/adminstr/Cabinet.htm>]
- Faculty and several levels of administration share responsibility for coherence of curriculum and integrity of academic processes. [1P2, 1P8]
- COD monitors the effectiveness of its processes and revises them as needed. [3I1, 8P1, 8P3]

Core component 1e. The organization upholds and protects its integrity.

- COD processes, policies and procedures ensure compliance with local, state, and federal laws, codes and guidelines. [4P3, 4P9, 9C1]
- COD implements clear and fair policies regarding rights and responsibilities of internal constituencies. [1C5, 4P3]
- Board of Trustees policies and procedures uphold and protect organizational integrity. [1C5, 4P3]
- COD takes great care to present itself accurately and honestly to public. [1P12]
- College practices support a timely response to complaints and grievances. [3P6]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Strategic planning documents reflect a sound understanding of organization's current capacity. [8C2, 8P1]
- Strategic planning process includes attention to emerging factors as technology and demographic shifts. [8C2, 9I1, 9I2]
- Planning processes include a thorough environmental scanning. [1P1, 1P2, 8P1, 8P3, 9R1]
- COD has multiple processes in place to ensure curricular currency. [1P1, 1P2, 1P8, 1P12]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Processes for resource development and allocation provide commitment to supporting and strengthening the quality of education. [5P2, 6R1&2, 7C2, 8P6]
- Human resource processes provide for meeting future changes. [1C5, 4P1, 4P2, 8P7]
- College of DuPage Foundation offers financial support to educational programs. [2R1, <http://www.cod.edu/foundation/>]
- Human, financial and physical resources are more than adequate for supporting educational programs. [O5, O6, 6C1, 6R1&2, http://www.cod.edu/facilities_plan/index.htm, http://www.cod.edu/adminstr/Board%20Packets/BOT_Financials.pdf]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Evaluation and assessment processes provide evidence that performance meets the COD's stated expectations for institutional effectiveness. [1P6, 1P8, 1P11, 1P13, 1R1-1R4, 3R1-3R5, 6R1, 6R2]
- Effective systems exist for collecting, analyzing and using organizational information in order to inform improvements. [2R2, 3R1, 3R2, 4R1, 6P5, 7R2, 8C1, 8P1]
- Data collection, reporting, and analysis documents are available and used to support improvement. [1P1, 1P8, 3I1, 3I2, 6P4, 6P5, 6I1, 7P1, 7R1, 7R2, 8P1]
- Personnel evaluation systems inform institutional effectiveness practices. [1P6, 4P6,]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Planning processes center on mission documents that define vision, values, goals, and strategic priorities. [8C2, 8P1-8P3]
- Planning processes link with financial resources. [8P3, 8P6]
- Implementation of planning is evident. [7R1, 7R2, 8C2, 8P3, 8R1,]

- Planning processes involve a mix of constituent groups. [8C2, 8P1, 9P1]
- New program development process supports mission and vision. [1P2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The Program Review process involves the identification of goals for student learning outcomes and thereby makes effective assessment possible. [1C1, 1P11, 1R1-1R4]
- Assessment of student learning provides evidence at multiple levels: classroom, program or discipline and institutional. [1P3, 1P6, 1P11, 1R3, <http://www.cod.edu/testing/>]
- Assessment of student learning includes multiple direct and indirect measures. [1P13, 1R2-1R4]
- Faculty define student learning outcomes and create strategies to determine whether outcomes are achieved. [1C1, 1P1, 1P11]
- Faculty and administrators routinely review the effectiveness of programs in order to assess student learning. [1P1,1P8]

Core component 3b. The organization values and supports effective teaching.

- Discipline faculty determine curricular content, strategies for instruction, and development of new courses and programs. [1P1, 1P2]
- Professional development opportunities facilitate effective teaching. [1C5, 4P4, 8P7]
- Openness to and support for innovative practices in Academic Alternatives and Instructional Support enhance teaching and learning opportunities. [1C3, <http://www.cod.edu/Academic/AltLearn.htm>]
- COD acknowledges and rewards both full-time and part-time “Outstanding Faculty.” [4P7, <http://www.cod.edu/Academic/outstanding/>]
- Teaching and Learning Center provides support for faculty to keep abreast of research on teaching and learning, and the technological resources and advances that can positively affect student learning and delivery of instruction. [4C4,4P5, 4R2, <http://www.cod.edu/tlc/>]

Core component 3c. The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources and student services .[1R1-1R4, 1I2, 3P1, 3R1, 3R2, 3I2]

- College environment offers multiple means and opportunities to support all learners and respect their diversity. [1P10, 1C3, 1C4, 1P5, 1P9, 3P2, <http://www.cod.edu/espanol/>, <http://www.cod.edu/library/services/espanol.htm>]
- Student Services focuses on issues related to student learning and academic success. [1P5, 3P1, 3R1, 3R5]
- Employment of new technologies enhances effective learning environments for students. [1C3, 7R1]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Students can readily access COD's learning resources. [1C3, 1C4, 1P5, 1P9, 1P10]
- Evaluation and assessment of learning resources support student learning and effective teaching. [2C3, 2R3, 3R1, 3R5, 6R1&2]
- Current systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. [2C2, 2R3, 9P1, 9R1]
- Evaluation of students' current skill levels determines proper placement of students in courses and thereby contributes to student success. [1P3, 1R1]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Planning and fiscal allocation processes value and promote life-long learning for students, faculty and staff. [1C3, 1C4, 2R1, 4C4]
- Board of Trustees approves and disseminates statements supporting freedom of inquiry for students, faculty and staff. [1C5, [http://www.cod.edu/dept/Hum Res/EMPL COD/FTFacContract.htm](http://www.cod.edu/dept/Hum_Res/EMPL_COD/FTFacContract.htm)]
- Administrators, faculty and staff have professional development opportunities. [1C5, 4C4, 4P3, 4P4, 4P5, 4R2, 8P7, <http://www.cod.edu/tlc/>]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Degree/certificate requirements develop skills and attitudes requisite for life-long learning in a diverse society. [1C1, 1C4, 1R1, 1R4, http://www.cod.edu/Academic/AcadInfo/Cert_Deg/Degrees.htm]
- Linkages between curricular and co-curricular activities support inquiry, practice, creativity, and social responsibility. [1P10, 1R3]

- Student learning outcomes demonstrate achievement of a wide breadth of knowledge and skills. [1C1, 1P1, 1R1-1R4]
- Student learning outcomes demonstrate effective preparation for transfer and continued learning. [1P3, 1P12, 1R2-1R4]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Program Review, Curriculum Process Flow, and New Program Proposal processes pay attention to currency and relevance of courses and programs. [1P1, 1P2, 1P8, 1R3]
- Learning goals and outcomes include skills essential to a diverse workforce. [1C4]
- Learning outcomes document that graduates have gained the skills and knowledge needed to function in a global, diverse, and technological society. [1C1, 1C4, 1R1-1R4]
- Evaluation of curriculum and programs involves alumni, employers and other external constituents who understand relationships among courses of study, currency of the curriculum, and utility of the knowledge and skills gained. [1P1, 1P2, 3P1, 3R3, 9C1, 9R1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Both academic and student support programs contribute to development of student skills and attitudes fundamental to responsible use of knowledge. [1P5, 1P9]
- Policies and procedures ensure ethical conduct in instructional activities. [1C5, 4P3, 5C2]
- Curricular and co-curricular activities uphold the responsible use of knowledge. [1P10]
- Board of Trustees policies and procedures respect intellectual property rights. [1C5]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Periodic reviews of the environment provide for changing needs of constituencies. [2R1, 2R2, 3C2, 3R1-3R5, 4P10, 4R1-4R4, 4I1, 4I2, 5R1, 5R2, 9P1, 9R1 9I1]
- Outreach programs respond to identified community needs. [2C2, 2C3, 2R2-2R3, 2I2, 9R1]
- Continuing Education, customized training through Business and Professional Institute, and cultural and intellectual enrichment in Arts Center programming serve a broad base of constituencies. [2C2, 2C3, 2R1-2R3, 2I2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Structures and processes enable effective connections with the communities COD serves. [3P3, 3R5, 5P2, 9P4, 9R1]
- Co-curricular activities engage students, staff, administrators and faculty with external communities. [1P10, 1R3]
- Physical, financial, and human resources support programs of engagement and service. [O2, 3P2, 9P4, 9R1]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and other education sectors. [O4, 9C1, 5P1, 9P1, 9R1]
- Transfer policies and practices create an environment supportive of the mobility of learners. [9C1, 9R1, www.itransfer.org]
- Community and business entities actively support and participate in activities that support College programs and services. [3P3, 3R3, 9C1, 9R1]
- Partnerships focus on shared educational, economic and social goals. [2C2, 2R1, 5P1, 9P4, 9R1, 9I1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Evaluation of services involves the constituencies served. [2R1-2R3]
- Civic and business leaders seek out, and value, economic and workforce development activities. [2R1-2R3]
- External constituents participate fully in College activities and programs open to the public. [2R1-2R3]
- Current students and graduates find value in College programs and services. [3R1-3R4]
- Continuing Education Division and the Business and Professional Institute meet the ongoing professional development needs of licensed professionals in community. [2R1-2R3]