

Fine Arts-Music, Associate in Applied Science, and Associate in General Studies – as well as many certificate options in approximately 50 areas of concentration. In addition, the College of DuPage provides a wide range of non-credit programming.

COD’s educational services are designed and implemented to meet the basic education, developmental education, English as a Second Language, transfer preparation, workforce

development, cultural awareness, general education, and lifelong learning needs of its communities’ residents. The College has a strong commitment to community education and development. COD also offers a wide variety of Continuing Education programs, an Adult Fast Track program, online courses, and special seminars and workshops for community members with a specific interest in mind. Figure 0.2 summarizes the educational opportunities and scope of offering within the College.

Figure 0.2 Educational Opportunities and Scope of Offering

Educational Opportunities	Scope of Offering
First two years of baccalaureate education to prepare students for transfer to upper division degree programs	Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), Associate in Fine Arts (AFA) Art Option, Associate in Fine Arts (AFA) Music Option
Career education to train or retrain students for entry into vocational fields or to upgrade skills	Associate in Applied Science (AAS), Associate in General Studies (AGS), 46 Certificate Programs, Cooperative Agreement Instructional Programs
General studies to provide students with basic education and recreational needs	Developmental Education: Writing, Reading, Mathematics; Continuing Education: Non-Credit Classes, Lifestyle Enhancement, Personal Enrichment, Institute of World Languages, Scholars Academy, Youth Education, Older Adult Institute; Business and Professional Institute: Center for Corporate Training, Center for Workforce Development, Suburban Law Enforcement Academy; ESL Program: Adult, Academic ESL, English Language Institute, Family Literacy; Adult Basic Education/Adult Secondary Education: Basic Skills, Pre-GED, GED Preparation, Citizenship Program.
Services to fulfill educational, cultural, economic and recreational needs	Student Affairs Division: Admissions and Information, Registration, Records, Financial Aid, Career Services Center, Student Activities, Counseling Transfer & Advising; International Education; Forensics (Speech Team); Performing Arts; Athletics
Support services, including individual advising and counseling, to motivate and nurture the success of all members of the learning community in achieving personal goals	Counselors, Faculty Advisors, General Advisors working in the Classroom, Advising and Transfer Center, Center for ESL Studies, ESL Advising Office, Center for Adult Literacy and GED Preparation, Honors Program

03 Student base, needs and requirements

As demographic shifts have occurred in DuPage County, the student population has become more racially and culturally diverse, especially during the past decade. In Fall 1973, the first term for which student ethnicity data was collected, 4.3% of credit students of known ethnicity were categorized as minority while in Fall 2008, 33% were categorized as such. COD serves a larger minority population than the proportion in DuPage County—33% compared to 26.2% (2006 Census) for the county (minority

enrollment has increased nearly 40% during the past 13 years). The Fall 2008 minority enrollments are: Hispanic, 15%; Asian/Pacific Islander, 11%; Black, 6%; and Other, 1%.

With a Fall 2008 enrollment of 14,601 full-time equivalent (FTE) of COD students, 60% attend full-time and 40% attend part-time. Figure O.3 reflects 4-year enrollment trends.

Figure 0.3 Enrollments for COD from Fall 2005 to Fall 2008

<i>Year</i>	<i>Credit</i>	<i>% of Change</i>	<i>Non-Credit</i>	<i>% of Change</i>	<i>Total</i>	<i>% of Change</i>	<i>FTEs</i>	<i>% of Change</i>
2005	27,117	-9.2	2,975	-23.3	30,092	-10.8	14,645	-17.1
2006	26,032	-4.0	2,735	-8.1	28,767	-4.4	14,431	-1.5
2007	25,768	-1.0	2,593	-5.2	28,361	-1.4	14,601	+1.2
2008	25,668	-0.5	2,562	-1.2	28,230	-0.5	14,913	-0.4

Eighty-two percent of COD's total enrollment is on the main 273-acre Glen Ellyn campus, and 18 % is at regional sites. The median age of COD students is 23 years; the average age is 30 years.

To help academic areas determine short- and long-term requirements and expectations of students, the College utilizes input from a number of sources. COD's formal program review process incorporates student and other stakeholder requirements in the development of new curricula, programs and services. Input is obtained from occupational and vocational advisory committees, local business and industry leaders, receiving baccalaureate institutions and regular community needs assessments. COD's Office of Research and Planning regularly surveys students and other stakeholders regarding their satisfaction with College services, course offerings, instruction, communication and facilities. Current satisfaction results and trend comparisons are included in Category #3.

04 Collaborations

COD has many collaborative relationships essential to helping the College fulfill its mission. Area high schools provide the majority of the College's traditional-aged students. One of COD's original AQIP Action Projects was to improve the effectiveness of partnerships with area high schools. One outcome is the enrollment of 800 students in dual credit classes receiving college credit for college-level work completed.

COD has established dual admission agreements with Lewis University, Northern Illinois University, Eastern Illinois University, Elmhurst College and Roosevelt University to assist students in making a seamless transition from the two-year college program to the university. Additionally, COD possesses articulated agreements, for various transfer and Career Tech Ed programs, with most baccalaureate granting institutions in Illinois, as well as many out-of-state institutions.

College of DuPage is involved in collaborative efforts with local employers, the major baccalaureate institutions in Illinois that receive the majority of COD's transfer students, area hospitals, clinical agencies and boards, such as the DuPage Workforce Investment Board. The newly established Health Care Council has created expanded programs to meet the increased demand for qualified nurses and medical technicians.

COD is invested in corporate partnerships that include efforts with Aramark, UPS and Gateway that will led to new programming, scholarships, and equipment.

COD has forged strategic collaborations with local municipal governments to develop local Community Education Centers to provide customized programming and services. The College of DuPage Foundation is the fund-raising arm of the institution, established as a not-for-profit 501(c)(3) organization in 1967, the year the College was founded. The Foundation Board of Trustees is comprised of corporate and community leaders who donate their time but operate with staff support from the College. Thanks to the efforts of the Foundation and its supporters and friends, over the past 26 years COD has been able to invest more than \$20 million into student scholarships, expansion and enrichment of programs, technology, facilities and other essentials.

05 Faculty and staff base

In the Fall 2007, COD employed 304 full-time and 881 part-time faculty, 917 full- and part-time support staff, and 50 administrators. In addition, 343 student aides work for the College. The ratio between Full-Time Equivalency (FTE) students and FTE instructional faculty is 19/1. Of the 304 full-time teaching faculty (not counselors and librarians), the highest degree earned is as follows: 29% (87) hold a doctorate degree, 65% (199) hold a master's degree, and 6% (18) hold a bachelor's degree/less.

Full-time, part-time, and temporary classified employees of College of DuPage are members of the Classified Personnel Association. The Board of Trustees recognizes the College of DuPage Faculty Association of the Illinois Education Association/National Education Association as the negotiating representative for all full-time faculty and also recognizes the College of DuPage Adjuncts Association as the negotiating representative for those part-time faculty who provide at least 18 credit hours of instruction per academic year, excluding the summer quarter, and teach at least one credit class each academic quarter for a minimum of three consecutive academic years. The Fraternal Order of Police serves as negotiating representative for all regular, full-time sergeants, patrol officers, community service officers and dispatchers. The Board recognizes International Union of Operating Engineers Local No. 399 as the negotiating representative for all full-time and part-time operating engineers and maintenance mechanics employed in the Engineering Department, excluding

the chief operating engineer, assistant chief engineer, secretaries, and all other managerial, supervisory, confidential, temporary, or part-time academic employees or students.

06 Facilities and technology

The College's main Glen Ellyn campus includes nine on-campus buildings in Glen Ellyn: Rodney K. Berg Instructional Center, Student Resource Center, Seaton Computing Center, Harold D. McAninch Arts Center, Physical Education and Community Recreation Center, Early Childhood Education and Care Center, Open Campus Center, Building K and Building M. The Student Resource Center addition was completed in 1995. The three-story, 160,000 square foot facility houses an expanded library, bookstore, student center, Jack H. Turner Conference Center, and on its third floor, the state-of-the-art Academic Computing Center that opened in 1998. COD has eight regional sites.

The College has a (FY08) \$143.5 million operating budget with revenue derived primarily from local taxes, tuition, and state apportionment. Revenue for the operation of COD is derived from state apportionments, local taxes and student fees. Capital development is accomplished with local and state funds. The operating review for 2008 includes: local taxes at 47%, tuition and fees at 40%, state allocations at 11% and investment at 1%. Special grants from state and federal sources may be acquired, and gifts and grants from foundations and private sources may be accepted through the College of DuPage Foundation.

Revenue sources, once thought to be reliable, have become less so. In the past nine years, state funding has declined from 18% of the operating budget to 11%. With reduced funding, the Board of Trustees and the College must balance access and affordability.

COD has a well-developed technology infrastructure that supports instruction and administrative computing. The College's technology resources have grown significantly since 1986. Networked personal computers have grown from less than 100 in 1986 to over 4,400 today. Student computer labs with an average capacity of 30 workstations have expanded from three labs to 130 labs in the same timeframe. All full-time faculty have a personal computer, and all offices and classrooms are connected to the campus-wide enterprise network, providing Internet access for faculty, staff, students and the community. The College operates a two-way interactive video

network through a partnership with the State of Illinois. The COD network links with 30 sites in northern Illinois and nine other consortia to over 400 sites statewide. The College supports and operates a 24-hour a day radio station, WDCB 90.9 FM, and WDCB-TV on cable in Glen Ellyn, Naperville, Winfield and Wheaton.

COD's commitment to public health and safety, environmental protection, and waste management includes a public safety (police) department, an environmental, health and safety department, an institution-wide recycling program, the elimination of hazardous waste water from retention ponds, co-generation of electricity for the entire College, a prairie restoration and education program, and vermicomposting. The College also serves as a training hub for the Citizen Preparedness Program, a national public safety initiative.

The College has multiple accreditations in addition to AQIP. These are covered in Category #1.

07 Competitive environment

College of DuPage's most prevalent competitors are (a) other community colleges and universities within Illinois for limited state funds through equalization, capital outlay, and grant funding; (b) public school systems and community libraries for local property tax dollars; (c) private for-profit and non-profit institutions such as Robert Morris College, DeVry University, Illinois Institute of Technology and the University of Phoenix, that provide low overhead/high return education within the College's target markets; and (d) corporate training programs through major corporations and government entities.

According to COD's district-wide needs assessment, the College's service area is experiencing rapid economic change that has created a need for more sophisticated training and education for employees of local businesses and community residents. The College is at an advantage because of tax subsidies, affordable cost, high quality instruction, sophisticated technological infrastructure, and excellent facilities for many of its occupational programs. The College has begun developing marketing strategies through further development of enrollment management.

Although there has been demand for a publicly funded baccalaureate institution within District 502, COD has chosen to meet this challenge through collaborative ventures, such as resource-sharing with public and private baccalaureate institutions, such as Northern Illinois University and DePaul University.

08 Key opportunities and vulnerabilities

College of DuPage faced three key challenges upon the decision to join AQIP in 2000. First, the number of students needing developmental education was growing, the rate of completion in developmental coursework was low, and testing and placement processes and procedures were inconsistent. Second, general student advising was not well coordinated across the College for academic transfer programs. Third, relationships with area high schools lacked focus and coordination to address unmet student needs. These challenges became the foci for COD's first three AQIP Action Projects. Significant progress has been made in all three areas. See Sections 1P3 and 1R4 for results of AQIP Action Project #1 on improving students' developmental reading, writing, and math skills; Sections 3P2 and 3R3 for information on AQIP Action Project #2 student advising; and Section 9R1 for results of AQIP Action Project #3 on improving partnerships with area high schools. As a result of these action projects, COD has reaped additional benefits. All College action plans are now related to long- and short-term planning and allow for systematic deployment and assessment. A web-based College planning process has been implemented that aligns budgeting and outcomes measurement. A Balanced Scorecard of key performance indicators has been developed. Benchmarking with similarly sized community colleges nationwide continues. Additionally, a procedure to measure academic and non-academic efficiencies has been implemented. Because the College is growing a more systematic and continuous quality improvement environment, there continues to be the presence of positive institutional change.

Key vulnerabilities for the College of DuPage are:

- Decreased state funding and imposed tax caps.
- Increasing numbers of incoming students unprepared for college-level work.
- Aging facilities in some areas and space shortage for some programs.
- Underserved community residents in need of educational services.
- Communication and collaboration identified by employees as needing improvement.

Key strengths that allow College of DuPage to translate these vulnerabilities into opportunities are:

- Improved linkage of corporate and private funding, and state and federal government grants.

- Improved planning, information flow, and assessment of systems and processes that allow for identification of meaningful outcome measures and performance targets for cost-effective programs and services.
- Institutionalizing recommendations from COD's first three AQIP Action Projects, including mandatory testing and placement, more intrusive student advising, and formal coordination of partnerships with area high schools.
- Implementation of Facilities Master Plan, funded through an approved bond referendum, to build new facilities on Glen Ellyn campus and regional sites.
- Increased planning and development of regional centers, community education centers, and partnerships as part of the College's long-standing commitment to community outreach.
- Implementation of Datatel Colleague, an Enterprise Resource Plan system which will provide an integrated approach to data collection, processing and analysis, along with Business Objects business intelligence software, which will allow greater access to College data.