

# College of DuPage

## QUALITY PROGRAM SUMMARY

College of DuPage received its first Systems Appraisal Feedback Report in March of 2005. A number of activities and improvements based on the feedback have been undertaken in the two year period since then. Two very significant operational changes were the restructuring of the Institutional Effectiveness Council and the formation of the Quality Improvement Council.

### **INSTITUTIONAL EFFECTIVENESS COUNCIL**

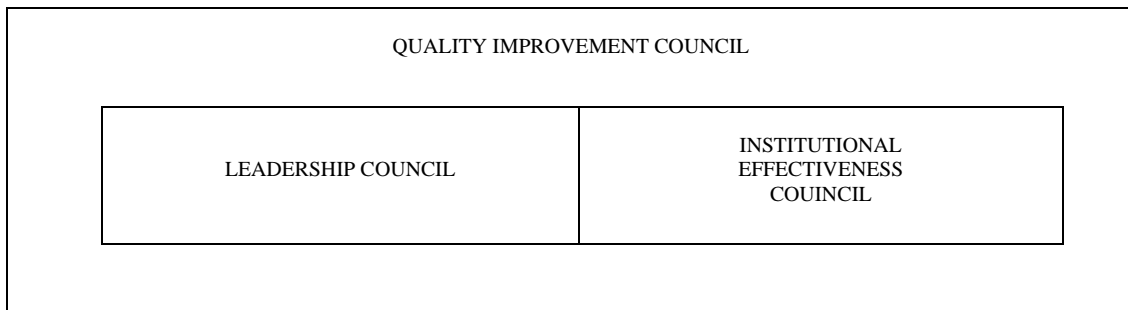
The Institutional Effectiveness Council (IEC) is a 12-person team that has the responsibility for assessing the overall effectiveness of the College. For the past year-and-a-half, the IEC has been meeting on an almost-weekly basis to revise and improve upon the structure of the quality initiative at the College. The IEC's membership is roughly balanced between classified, faculty and administration. The IEC is co-chaired by the Associate Vice President of Academic Planning and Assessment and the Director of Research and Planning. One of its main functions is to create the charters for the Quality Improvement Projects (QIPs) and then to track the progress of the QIP teams. The IEC is working on aligning the College's planning processes with the four-year Systems Portfolio/AQIP cycle. The specific functions of the IEC include oversight of the Systems Portfolio, management of the QIPs, tracking of the institutional CI teams, creation of the College's quality manual, and generally assessing the effectiveness of College processes. The IEC is the working arm of the Quality Improvement Council, which is the official body that oversees the quality initiative at College of DuPage.

### **LEADERSHIP COUNCIL**

The Leadership Council consists of the President and Cabinet, and leaders from each of the constituency groups: administrators, classified, full-time faculty, part-time faculty and students. Leadership Council meets every other Tuesday afternoon to discuss constituency-based issues related to the functioning of the College. It is primarily a place for the various constituency groups to communicate with each other and to discuss issues that all stakeholders of the College share an interest in. The Leadership Council uses a shared governance format, with the constituency leaders taking turns chairing the meetings.

### **QUALITY IMPROVEMENT COUNCIL**

The Quality Improvement Council (QIC) oversees the quality initiative at the College. The QIC consists of the members of the Leadership Council and the members of the Institutional Effectiveness Council.



The Leadership Council and IEC maintain the same meeting schedule, and every six weeks the two groups hold a combined meeting as the Quality Improvement Council (QIC). The general role of the QIC is to officially approve the QIP charters and to then hear and vote upon the recommendations resulting from the work of the QIP teams. Each QIP team has an officially designated liaison from the QIC. The role of the liaison is to ensure that the QIP team is expending its efforts in accordance with the original charge developed and approved by the QIC. The idea is to avoid a situation where a QIP team does a significant amount of work, only to make a recommendation that the QIC would reject outright.

The following employees currently serve on the QIC. Those on Leadership Council are designated with LC, while those on the Institutional Effectiveness Council are designated with IEC.

**Brenda Alberico**, Professor of Mathematics (IEC)  
**Jackie Carnevale**, Grant Accountant & CPA President (LC)  
**Sunil Chand**, President (LC)  
**Joe Collins**, Associate Vice President of Academic Planning and Assessment (IEC)  
**Peter Consolazio**, Adjunct Faculty & C.O.D. Adjunct Association President (LC)  
**Chuck Currier**, Vice President of Information Technology (LC)  
**Carol Flowers**, QIC Support Staff  
**Glenn Hansen**, Professor of Photography & Faculty Senate President (LC)  
**Ann Hawkinson**, Continuing Education Program Coordinator & CPA President Elect (LC)  
**George Hildago**, Student Leadership Council (LC)  
**Judy Horn**, Research and Planning Analyst (IEC)  
**Jan Hunsicker**, IEC Support Staff  
**Dick Kalus**, Associate Dean of Behavioral Sciences (IEC)  
**Daniel Lloyd**, Associate Dean of Humanities & Administrative Council Chair (LC)  
**Sue Martin**, Associate Dean of Counseling and Career Services (IEC)  
**Mary Ann Millush**, Special Assistant to the President (LC)  
**Joe Miragliotta**, Manager of Emerging Technology (IEC)  
**Kay Nielsen**, Vice President of Student Affairs (LC)  
**Rosanne Paschal**, Associate Professor of Radiologic Technology (IEC)  
**Ingrid Peternel**, Professor of Speech Communications (IEC)  
**Chris Picard**, Vice President of Academic Affairs (LC)  
**Rita Puishes**, IEC Support Staff  
**Tom Ryan**, Vice President of Administrative Affairs (LC)  
**Harlan Schweer**, Director of Research and Planning (LC, IEC)  
**Cathy Stablein**, Professor of English/Journalism (IEC)  
**Nancy Stanko**, Professor of Office Technology & Faculty Senate Vice President (LC)  
**Meryl Sussman**, Dean of Business and Technology (IEC)  
**Jen Syperski**, President of Student Leadership Council (LC)  
**Suzanne Vondruska**, Adjunct Faculty & C.O.D. Adjunct Association Vice President (LC)

## **QUALITY IMPROVEMENT PROJECTS**

Quality Improvement Projects, or QIPs, are institution-wide continuous improvement projects that are designed to improve our processes and outcomes in the vital few areas that will yield the most valuable results. The process for approving a QIP is as follows: An idea for a QIP is given to the IEC. The IEC writes a charter for a QIP Proposal and presents this to the QIC at its next regular meeting. If the QIP is approved, the IEC is given the task of writing the charters for teams to accomplish the QIP. For instance, the focus of one of our QIPs is Implementing the

Automatic Checking of Pre-Requisites (QIP 5). We segmented the work of this project into a number of teams: QIP 5A implemented the initial phase of the project; QIP 5B assessed the work of 5A; QIP 5C took the recommendations of 5B and implemented the second phase of the project; and so on. Some of the QIPs are reported to the Higher Learning Commission as AQIP projects.

### **CONTINUOUS IMPROVEMENT (CI) TEAMS**

One of the principles of a quality initiative is that it involves everyone. Because we have more processes and outcomes to improve than we have QIPs, we also use Continuous Improvement (CI) teams. CI teams are very similar to QIPs, but there are a couple of significant differences. One difference is that CI teams are chartered not by the QIC but by a member of the Cabinet. Another difference is that CI teams focus on processes and outcomes that are typically found under the jurisdiction of a single department or division, while QIPs impact the entire institution.

### **STRATEGIC PLANNING**

In the last year, we have reorganized our planning cycle so that it aligns with the four-year AQIP cycle. Our next major college-wide strategic planning effort will occur in the Fall of 2009. We will conduct an institutional planning activity, in which we will look back at our accomplishments over the last four years and look forward to our expectations for the coming four years. The result of the strategic planning process will be a list of Strategic Objectives, along with a set of proposed actions that will help us achieve each objective. The accomplishment of the actions will be achieved through the effective use of QIPs and CI teams. The end result of the four-year process will be an updated Systems Portfolio, and then the cycle begins again.

### **ACADEMIC AND STUDENT AFFAIRS STRATEGIC PLANNING**

In the last two years, the Academic and Student Affairs divisions have engaged in a process of updating their strategic plan. The original plan, approved in 2004, consisted of 26 objectives and numerous actions associated with those objectives. After engaging in our last Strategy Forum, the College realized that the focus should be on a smaller number of objectives. A working team of deans was formed to winnow out the accomplished actions and objectives, and to make recommendations for reducing the rest of the existing objectives. In the summer of 2006, three working sessions were held with Academic and Student Affairs administrators to examine the existing objectives in relation to various environmental scanning documents. The work of this group resulted in a list of five strategic objectives. The Faculty Senate and Academic/Student Affairs Administrators group then finalized the list into a set of six strategic objectives to guide our activities over the next two year period, until the next major institutional planning session in the Fall of 2009.

### **ACADEMIC AND STUDENT AFFAIRS STRATEGIC OBJECTIVES**

1. Improve systems, processes, and procedures to use resources more effectively.
2. Identify and meet the needs of under-prepared students before and after college entrance.
3. Improve student retention and degree/certificate completion for all student cohorts.
4. Improve academic effectiveness of all delivery modes – traditional, CIL, online, hybrid and Fast Track.
5. Improve the alignment of programs and services with students, business and community needs.
6. Develop students' capacity to think critically, manage information and learn independently through their lives.

## **BALANCED SCORECARD**

In the spring of 2007, the Faculty Senate and Academic and Student Affairs Administrators group began identifying metrics for the six strategic objectives, for the purpose of designing a Balanced Scorecard.

## **ACTIVE QUALITY IMPROVEMENT PROJECTS**

The first three AQIP projects were completed when we submitted our first Systems Portfolio in November of 2004. Since then, the College has engaged in five additional action projects. A summary of the current projects follows:

### **Quality Improvement Project 4: Valuing People Through Enhanced Communication**

**Team 4B Title:** Implementation of the Internal Communications Plan at C.O.D.

**Team 4B Charge:** Team 4B is the successor to the previous “Valuing People through Communication” team. Team 4B will examine the product of the earlier team and determine which of the recommendations can be implemented as “quick-starts” and which will need more developmental time. The timeline for this work is Nov. 1, 2006 to April 1, 2007.

**Progress:** Since November 2006 the team has been meeting to review the recommendations from the previous team, to draft three to five quick-starts, and to develop three to five long-term recommendations or initiatives for the next committee. The team is on schedule to finish the quick-starts by February with recommendations to the Institutional Effective Council.

**Team Members:** Edward Bates, Bette Donoho, Dick Kalus (chair), Brian Kleemann, Peggy McCarthy, Sally Field Mullan, Frank Salvatini and William Troller. The team QIC liaison is Kay Nielsen.

### **Quality Improvement Project 5: Improving Student Academic Readiness (Pre-Course and Pre-enrollment Prerequisites)**

**Team 5C Title:** Implementation of Automatic Enforcement of Course Pre-enrollment Criteria

**Team Charge:** Team 5C is an outgrowth of Teams 5A & B which planned, implemented, and assessed the first stage of prerequisite enforcement in 2006. Team 5C is continuing with the planning and implementation phase pre-enrollment criteria such as prerequisite high school courses, concurrent courses, demonstrated competence and other requirements. The timeline for this team is September 2006 to May 2007.

**Progress:** Team 5C completed most of its planning by December, charting programming solutions for recognition of CLEP credit, co-enrollment, pre-course test scores, high school prerequisite courses, demonstrated competency, English and math placement test scores, consent of instructor, and minimum grade requirements. The registration program is being modified to accommodate the variety of pre-enrollment criteria approved through the curriculum development process. The team has met at least once, and sometimes twice a month. The team is expected to finish by May 1 when the new system goes live for Fall 2007 registration.

**Team members:** Donna Berliner (chair), Sue Blasi, Joe Collins, Judy DiCosola, Craig Heavens, Mary F. Hill, Gerald Krusinski, Ted Kulinski, Sue Martin, Mary Newberg, Kimberly Oosterhouse, William Peacy, Christy Peterson, Barbara Rasins, Bev Reed, Helen Shullaw and Ned Sloan. Cathy Stablein is the QIC liaison.

**Team 5D Title:** Communicating the Status and Progress of the Automatic Enforcement of Course Pre-Enrollment Criteria

**Team Charge:** This team will develop a communication plan to ensure that all college faculty and staff understand the actions required for the automated prerequisites process to succeed. The

plan will identify efficient methods of communication (based on normal and typical communication processes) to college faculty and staff regarding implementation timeline, deadlines for input into the process, progress updates, etc.

**Progress:** The team meets once or twice monthly and has communicated issues at the January 16, 2007, In-service Day. Although the charge originally was to expire by December 2006, the committee expects to continue its work through April 30, 2007, when Fall 2007 registration will begin.

**Team members:** Tony Chen, Joe Collins, Judy DiCosola, Jerry Krusinski, Cris Legner, Sue Martin, Mary Newberg, Bill Peacy, Christy Peterson, Bev Reed, Helen Shullaw and Ned Sloan (chair). Chris Goergen is the QIC liaison.

### **Quality Improvement Project 6: Improving Student Engagement**

**Team 6A Title:** Assessment of Student Engagement in Learning Communities at C.O.D.

**Team 6A Charge:** This team will assess the level of student engagement for students currently enrolled in learning communities at C.O.D. Expected products of this team are a student engagement survey and survey results comparing the levels of student engagement for Learning Communities students to students enrolled in non-Learning Communities courses.

**Progress:** The team met during the Fall 2006 semester and worked with Research and Planning to develop a survey instrument to be used to assess student engagement in learning communities at C.O.D. The survey was administered in learning community classes beginning the week of November 27, 2006. The returned questionnaires were analyzed in January 2007 and results shared with the team. This team has completed their task.

**Team Members:** Jim Allen (Chair), Bob Dixon-Kolar, Annette Haggray, Maren McKellin, Roberta Sell and John Stasinopoulos. The team QIC liaison is Harlan Schweer. Tom Schrader also assisted the team.

**Team 6B Title:** Assessment of Student Success in Learning Communities at C.O.D.

**Team 6B Charter:** This team will assess persistence rates, retention rates, learning outcomes and student engagement levels for students currently enrolled in a sample of selected learning communities at C.O.D. with results compared to a control group of students enrolled in comparable non-learning communities courses. The expected product of this team is a statistically sound, data-based comparison of the two groups.

**Progress:** The team charter for this team was approved by QIC at its December 2006 meeting. The team will be formed and begin meeting in February 2007.

**Team Members:** Jim Allen (Chair), Marty Attiyeh, Annette Haggray, Dick Kalus, Colleen Morgan, Sandra Pieta, Roberta Sell and two other faculty members yet to be approved by the Faculty Senate. The team QIC liaison will be Harlan Schweer.

### **Quality Improvement Project 7: Improving General Education Learning Outcomes**

**Team 7A Title:** *Reviewing General Education Student Learning Outcomes at C.O.D.*

**Team 7A Charge:** This team will examine documents pertaining to current general education processes at the college, including the Catalog, the Systems Portfolio, the Systems Appraisal and the General Education Task Force Report. After reviewing the current situations 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. The timeline for the team is Oct. 15, 2006, through March 1, 2007.

**Progress:** The expected products of this team are recommendations to create a systematic, aligned and congruent approach to general education student learning outcomes. The team has been meeting regularly since fall and soon expects to have a report available to the college on specific progress achieved.

**Team Members:** Peggy Bradford, Michael Duggan, Julie Ann Durrer, Diana Fitzwater, John Frazier, Chris Miller, Robert Nichols (chair), Michael O’Leary, Jane Ostergaard, Barbara Rundell and Diana Strode. The team QIC liaison is Dick Kalus. Ex-Officio team members are Chris Picard and Harlan Schweer.

### **Quality Improvement Project 8: Academic Program Development and Approval Process**

**Team 8A Title:** Reviewing Current Academic Program Development and Approval Process at C.O.D.

**Team Charge:** This team will examine 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.

**Progress:** This team, which met twice in the fall 2006 term, is reviewing the steps and approval processes for academic program development that are currently in place at C.O.D. They have begun to identify the process by gathering existing materials that have been used at the college as well as state level.

**Team Members:** Nancy Feulner, Phyllis Goodman (co-chair), Pamela Legner, Jane Ostergaard, Karen Randall (co-chair), Karen Solt, Meryl Sussman and Wendolyn Tetlow. The team QIC liaison is Nancy Stanko.

### **ONGOING IMPROVEMENTS BASED ON THE FIRST AQIP TEAMS**

The first round of AQIP projects has resulted in lasting improvements at the College. The first action project has led to the adoption of an automated process for checking each student’s transcript for prerequisites prior to enrolling. Previously, this process was done manually and often applied inconsistently across various areas of the College. This fall, we will implement the new automated system for all courses. The second action project resulted in OARS, an academic advising system that is currently in use. The third action project has resulted in a significant increase in the number of dual-credit programs with area high schools. When we began that action project, we had 50 dual-credit agreements. This fall, we will have well over 100 agreements.

### **QIC COMMUNICATION STRUCTURE**

In the last year we have implemented a website on the intranet at <http://www2.cod.edu/iec>. The site currently includes an overview of the Quality Improvement Council (QIC) and Institutional Effectiveness Council (IEC), a list of members on the IEC, IEC meeting minutes, Quality Improvement Project (QIP) proposals, team charters, and recommendations. A model that visually represents the relationships between the QIC, the IEC, and other college groups is posted. In the coming months, information on the QIC and the soon-to-be-published C.O.D. *Quality Improvement Manual* will be added.

A recent development that is almost ready to be activated is the QIC/IEC eBoard. Agendas, minutes and documents for the QIC and IEC as well as QIP team minutes will be posted on this eBoard. The new eBoard will make it easier for employees to stay informed about the activities of the QIC, the IEC and the QIP teams. Employees who wish to have a copy of new documents delivered directly to their e-mail account as soon as they are posted to the QIC/IEC eBoard can use the “Mailing List” feature in the eBoard.

## **QUALITY IMPROVEMENT MANUAL**

Over the past year, the Institutional Effectiveness Council (IEC) has developed definitions, processes and guidelines into a continuous improvement document known as the *Quality Improvement Manual*. In building this manual, the IEC has created, borrowed, rewritten and modified information from C.O.D. and other institutions with best practices to build a working blueprint for our continuous improvement effort. A major challenge at an institution of our size is to cut through the red tape of bureaucracy. The *Quality Improvement Manual* will serve to document a standard process for large-scale AQIP-driven projects.

## **CQIN MEMBERSHIP**

Last year, the College renewed its membership in the Continuous Quality Improvement Network, an organization of community colleges that are committed to the quality journey.

## **LINCOLN AWARD**

Last summer, six people from the College served as Examiners for the Lincoln Foundation for Performance Excellence (LFPE), which is the state of Illinois's Baldrige-based quality award organization. The intent was to create a team that will lead the College in writing an application next year for a quality award. This summer, the first step in the process will be to engage the College using Baldrige Express, an online readiness tool. This tool includes a consultation with the LFPE, which provides an analysis of an organizations' readiness to apply for the Lincoln Quality Award.

## **EFFICIENCY AND EFFECTIVENESS REVIEWS**

Also in the last two years, the College has adopted an Efficiency and Effectiveness Review process based on the American Society for Quality (ASQ) quality audit process. To date, 12 college-wide processes have been reviewed using this quality approach. Another eight are scheduled to be reviewed in the coming year. Twenty-two reviewers have been trained by an ASQ consultant to carry out these reviews. Examples of processes that have been reviewed include the hiring process, Honors program, Center for Independent Learning and Multimedia Services.

## **PROGRAM REVIEW**

One of the most significant quality impacts in the last two years has been the revision of the Academic Program Review process. The old model was a compliance-based model that produced a report that was not of much use to the faculty and administrators responsible for the programs. A Program Review Advisory Committee (PRAC) was created to address this problem, and that group worked over the course of last year to develop a new program review model based on the continuous improvement model. This year we had eighteen programs that followed the new process. The PRAC is currently in the process of checking the results and making improvements for next year.