

Assurance Argument College of DuPage

2/10/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.

Along with the philosophy, vision, and values, the mission statement is part of the College's Core Statements. The Core Statements, including mission are integral to the institution's [Strategic Long Range Plan \(SLRP\)](#). On an annual basis the Strategic Long Range Plan Advisory Committee (SLRPAC), comprised of faculty, administrators, classified staff, student leadership and Board members, engages in a systematic strategic planning process that includes review and if appropriate updating of the: Core Statements, Environmental Scan, SWOT Analysis, and Strategic Goals and Objectives. On an annual basis the recommendations from the SLRPAC are presented to the Board of Trustees who review, revise, and ultimately [approve the SLRP](#), inclusive of the institutional mission.

The Board Chairman appointed a Board Liaison to the Strategic Long Range Plan Advisory Committee. This improved the process for developing the 2017-2021 Strategic Long Range Plan so that the Strategic Long Range Plan could be in alignment with the Board of Trustees' objectives. The Board Liaison worked cooperatively with other Board members in order to solicit potential inputs into the plan. Once obtained, the Board Liaison worked with the vice president of Planning and Institutional Effectiveness to consolidate and refine the Board inputs and incorporate them into the final draft plan.

The draft 2017-2021 Strategic Long Range Plan was presented jointly by the Board Liaison and the vice president for Planning and Institutional Effectiveness at the September 15, 2016 Board of Trustees meeting. Then, after reviewing it for a month, the Board of Trustees approved the plan at the [October 20, 2016](#) meeting.

2.

College of DuPage's stated mission is to *be the center of excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.*

College of DuPage serves students primarily from [four key market segments](#) identified as: new high school graduates, young adults (19-24), adults (25-54), and older adults (55+). Similar to the service area [demographics](#), College of DuPage's student body is comprised of:

Accessibility: College of DuPage's main campus in Glen Ellyn is centrally located in the District and accessible by a well-established public bus transportation system. In addition, College of DuPage offers classes in four centers (Naperville, Carol Stream, Addison and Westmont) strategically located throughout the College's service area. In a [2016 community survey](#), location and accessibility were noted as significant strengths. Another way that the College provides accessibility is by offering more than 500 [online](#) and hybrid courses on a wide range of subjects.

Affordability: The current tuition of \$135 per credit hour (tuition and fees) for District residents makes College of DuPage an affordable choice for higher education, especially when compared to other institutions of higher education in the District (e.g., Benedictine University at \$1,030 per credit hour, Chamberlain College of Nursing at \$675 per credit hour, DeVry University at \$609 per credit hour, Elmhurst College at \$997 per credit hour and Aurora University at \$650 per credit hour). In addition, the College's current tuition and fees are less than several other Illinois community colleges (e.g., Harper, Moraine Valley, Prairie State and Parkland). Likewise, when compared to regional public universities (e.g., Northern Illinois, Western Illinois, Eastern Illinois and Southern Illinois), College of DuPage's tuition and fees are two thirds less.

In addition to numerous [scholarships](#) offered by the College of DuPage Foundation (Foundation scholarships are typically based on academic achievement, financial need, field of study and population), the College also offers a limited number of premier merit-based scholarships. An additional *JumpStart Scholarship* provides GED® credentialed students who have participated in a GED® prep course with a jump start into their college experience. Likewise, students who have completed the English as a Second Language-0956 and/or-0958 and have passed the state-mandated exit test within the last 12 months are also eligible to apply for a JumpStart Scholarship.

Other ways the College makes higher education affordable is by offering senior citizens (age 65 or over) who are residents in the District a 50 percent discount on tuition for credit courses. Also, through the College's 3+1 partnerships with six regional universities, students are able to obtain one of several bachelor degrees for under \$40,000.

Finally, the College's [Financial Aid programs](#) are designed to reduce the financial barriers to a college education. The Financial Aid Office provides guidance and assistance for students in securing *Pell Grants*; *Monetary Award Program (MAP) Grants*; *Federal Supplemental Education Opportunity Grants (FSEOG)*; *Student-to-Student Grants*; *Federal Work-Study*; *Federal Direct Plus Loans*; and *Veteran and Military Benefits*.

Comprehensiveness: As a comprehensive community college, College of DuPage meets five key community educational needs through a [wide range of programs](#), degrees, certificates and services: *Transfer Education* prepares students for transfer to a four-year institution to pursue a bachelor's degree; *Careers and Technical Education* prepares students who will graduate with an Associate in Applied Science degree or certificate to directly enter the workforce; *Developmental Education* provides remedial education for students who are not academically ready to enroll in college-level courses; *Continuing Education* provides non-credit courses to the community for personal development and enrichment; and *Business Training* provides specialized or customized training and education to local companies for their employees.

In response to different learning styles and student needs, College of DuPage delivers its programs

and services in several [different formats](#): *Traditional face-to-face* instruction; *Online/Distance* internet-based courses; *Hybrid* traditional combined with online/distance; and *Adult Fast Track* accelerated program for adults. In addition, the College offers a variety of other experiences for students such as *Field and Experiential Learning* courses that include field-based, hands-on experiences that complement classroom curriculum; a *Study Abroad* program that provides students the ability to earn college credit in a variety of disciplines while living and studying in countries around the world; and an *Honors Program* that offers academically ambitious students courses that emphasize critical and creative thinking, and permits the student to delve deeper into the course material.

College of DuPage offers [nine associate degrees](#): Associate in Arts; Associate in Science; Associate in Engineering Science; Associate in Applied Science; Associate in General Studies; Associate in Fine Arts in Art; Associate in Fine Arts in Music; Associate in Arts in Teaching Secondary Mathematics; and Associate in Arts in Teaching Early Childhood Education. In addition to associate degrees, College of DuPage offers over 170 [certificates](#) in more than 50 areas of study.

In order to support students in and out of the classroom, College of DuPage offers a wide variety of [programs and services](#) including *Counseling and Advising Services*; *Center for Access and Accommodations*; *Veteran and Military Personnel Student Services*; *International Student Services*; *Career Services Center*; *Math Assistance Area*; *Tutoring Services*; *Writing, Reading and Speech Assistance*; and *Library/Research Services*.

3.

As part of the strategic planning process, a [five-year financial plan](#) is developed and revised on an annual basis. In addition, an annual budgeting approach enables College of DuPage to focus resources on priorities each year. Resources are allocated through a well-defined budget allocation process. Capital projects have been identified through numerous assessments and planning tools. The prioritized projects are outlined in the institution's [Facility Master Plan](#) and managed through the strategic planning process and budget processes.

In order to enhance the Board's and College leadership's ability to align the planning and budgeting priorities to support the institution's mission, on [July 20, 2016](#) and [July 27, 2016](#) the Board and College Cabinet Officers participated in ethics and governance training provided by external experts: Dr. Michael Risen, Dr. Rebecca Hendrick and Joseph Selbka J.D. In addition, on May 22, 2016 the Board held a Board Retreat that was facilitated by an external expert, Dr. Kenneth Shaw.

Sources

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.

The Core Statements and Strategic Long Range Plan (inclusive of mission) are posted on the College's external [website](#) and the internal Employee Portal. The vision, mission, and values are also noted in the first page of the [College's Catalog](#). In addition, the mission, vision and values are displayed on numerous framed posters located in meeting rooms, offices and public spaces throughout the College. This poster is displayed on the Board Room wall as recommended by the Student Trustee.

Other public documents that articulate the College's mission are the [Fact Book](#), [Comprehensive Annual Financial Report](#), and [Budget](#).

2.

As noted in 1.A, the Strategic Long Range Plan (inclusive of mission) is required by [Board Policy](#) to be updated and approved annually by the Board of Trustees. The mission clearly demonstrates the College's emphases on excellence in teaching and learning by providing accessible, affordable and comprehensive education.

The Strategic Long Range Plan is reviewed on an annual basis to ensure its relevancy and totally updated on a 3-5 year planning horizon. The 2017-2021 Strategic Long Range Plan was presented and discussed at the [September 15, 2016](#) Board of Trustees meeting, and approved at the [October 20, 2016](#) Board of Trustees meeting.

The Strategic Long Range Plan takes the mission to the operational level with eight specific [Strategic Goals and associated Strategic Objectives](#).

3.

When viewed comprehensively, the entire [Strategic Long Range Plan](#) addresses the scope and intended constituents of the programs and services College of DuPage provides.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.

With respect to governance, there are three specific Board of Trustees policies that address diversity: [Human Resources Policy 15-5](#): Equal Employment Opportunity and Affirmative Action, [Human Resources Policy 15-10](#): Prohibition of Discrimination and Harassment, and [Student Affairs Policy 20-5](#): Non-Discrimination. Likewise, a non-discrimination statement referencing Board Policy 15-5: Equal Employment Opportunity Affirmative Action and an admissions policy referencing Board Policy 20-5: Non-Discrimination are noted in the [College Catalog](#).

2.

In 2013-2014, the College developed a [Center for Student Diversity and Inclusion](#). The focus of the Center is to examine the best ways to attract and serve our diverse student populations and to improve the cultural environment to support students' academic success and to help students engage in the College's social and cultural experiences.

Beginning with African American students and radiating out to include all students of diverse backgrounds, the Center fosters a sense of belonging and encourages students to participate in curricular learning and co-curricular activities such as campus and community organizations, leadership opportunities, and intercultural experiences.

As noted in 1.A, the College's race/ethnic mix is similar to that of the community served. Over the past decade the Hispanic/Latino population of district high schools increased from 9.3 percent to 17.3 percent. Likewise, the College's Hispanic/Latino population increased from 12 percent to 22 percent.

In response to the increase in the Hispanic/Latino students coming from district high schools, College of DuPage's [Latino Outreach Center](#) works to assist this population in achieving their educational goals by offering extensive support services and referrals. The goal of the Center is to recruit, retain and transition Hispanic students beyond College of DuPage.

The College also provides a number of [cultural and ethnic clubs](#) for students. For example, the *African American Student Alliance*; the *Casa de Amigos (Spanish Club)*; the *Chinese Student Club*; the *CIAO Italian Club*; the *German Club*; the *Indian Student Association*; the *Japanese Culture Club*; the *Korean Club (Seoul of COD)*; *La Connexion Française, (French Club)*; and the *Latino Ethnic Awareness Association (LEAA)*. In addition, several faculty-led committees (i.e., Asian, Middle East, African, European, Latin American and Native American) are an integral part of the College's Field Studies program.

The College is committed to equality of educational opportunities for eligible students with disabilities. If a student has the ability to do college-level work and an educational commitment to succeed, the College ensures access, provides accommodations and coordinates support services through the [Center for Access and Accommodations](#).

Examples of available services includes: note-taking paper, testing accommodations, large computer monitors, mobility assistance, preferential seating, sign language interpreters, FM system, TTY, assistive/adaptive technology, large print/braille, short-term barrier-free parking, wheelchairs, etc.

Another unique and innovative program is [Autismerica](#). This organization is designed for students with autism and their parents. Each month, Autismerica explores a different aspect of college success for students.

College of DuPage has an [Affirmative Action Plan](#) that consists of an overview of federal laws and executive orders; an overview of Affirmative Action Policy; the responsibilities of the Affirmative Action Officer; the dissemination policy on Harassment and the Affirmative Action Committee; a utilization analysis which compares the College of DuPage workforce with the available workforce and sets recruitment goals for areas of under-utilization of minorities; a utilization review which discusses the recruitment goals established by the analysis and methods planned for goal accomplishment; full-time employment activity; a summary of recent institutional initiatives will assist in the hiring and retention of underrepresented minorities; a summary of employment activity for major occupational activities to analyze progress toward goals; and a copy of the Board's Equal Employment Opportunity and Affirmative Action Policy.

The Affirmative Action Plan set hiring goals for the 2014-2015 year for Faculty, Professionals, Administrators, Technical/Para-Professionals, Secretarial/Clerical, Skilled Craft, and Service Maintenance employees. The short-term goal was a total of 14 targeted minority hires. This past reporting year, College of DuPage was successful in hiring minority candidates in five of our targeted job categories. Of all hires made in 2014-2015, 94 were women and minorities.

Continuing Education programs are accessible to more than one million community members within District 502 and beyond via satellite campuses and online courses. This large and diverse department at College of DuPage is designed to identify and meet regional educational needs and special interests of students. Continuing Education specializes in course/program development to serve the ever-evolving lifelong learning needs and interests of the region's citizens and businesses.

Sources

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.

As a public comprehensive community college in the state of Illinois, College of DuPage is governed by an elected Board of Trustees of Community College District 502. The Board has the [legal authority and responsibility to govern](#) the College in accordance with the State of Illinois' *Public Community College Act*. In order to advance the mission of the College and service the students and other stakeholders of District 502, [Board Policy](#) requires the College of DuPage Board of Trustees to do the following: appoint a President; direct the President to develop, implement and modify procedures to carry out the Board's policies, rules and actions; annually evaluate the President's performance; exercise, as an exclusive right, approval authority over all duties and powers authorized by the State of Illinois' *Public Community College Act*; judiciously review matters as recommended by the President or others and cause appropriate action to be taken; ensure ongoing long-range planning through direction to, participation in, and annual approval of a strategic long range plan; review periodically the organizational structure and the operation of major components of the College; exercise, as an exclusive right, requisite and proper authority for the efficient and effective development, operation and maintenance of the College; review and evaluate progress toward accomplishment of the College's mission and goals; formulate and revise policies and procedures as necessary; review the financial management of the College and cause an audit to be made, at least annually; ensure the quality of education provided by the College; and review and approve the College's annual budget, and perform (at least quarterly) budget variation and performance reviews.

To further ensure the public obligations of the College, any meeting involving a majority of the voting members of the Board of Trustees will constitute a quorum for the transaction of business. Board action requires a majority of a quorum of the voting members of the Board. All Board meetings are held [consistent with the requirements](#) of the *Illinois Open Meetings Act*, 5ILCS 110/1 *et seq.*

By [policy](#), the Board ensures that the primary purpose of the College facilities is to accommodate its educational programs. First priority for the use of all College facilities is accorded to College classes and scheduled College activities.

At the same time, the College, acting in a manner consistent with its role as a public community college, makes the facilities available for use by various groups and constituencies of the College and the community at large, provided that the use does not interfere or conflict with the normal operation or educational programs of the College; the use is consistent with College mission and vision, and in

accordance with state and local laws or ordinances; and the use conforms to the general procedures and conditions governing the use of facilities for the College.

Finally, as noted in Core Component 1.A.3, in its effort to better serve the public, the Board and College leadership, on [July 20, 2016](#) and [July 27, 2016](#) participated in ethics and governance training provided by external experts: Dr. Michael Risen, Dr. Rebecca Hendrick, and Joseph Selbka J.D.

2.

The two documents that demonstrate educational responsibilities take primacy over other purposes are the College's Strategic Long Range Plan and Annual Budget.

With respect to the Strategic Long Range Plan, although all Strategic Goals support the educational responsibilities of the College, [Goal 2: Value-Added Education](#), [Goal 3: Student Centeredness](#), and [Goal 8: Infrastructure](#) are particularly focused on the teaching and learning process and providing accessible, affordable and comprehensive education to the community.

When looking at the College 2017 Budget, the Education and [Operations & Maintenance Fund](#) that supports the College's primary educational mission is \$173 million, whereas the College's Auxiliary Fund that support functions such as the McAninch Art Center, etc. is \$11.5 million (or approximately 6 percent of the two funds combined). In addition, the budget shows that the Auxiliary Fund revenues are slightly more than the expenditures, demonstrating that Auxiliary operations are self-sufficient and do not impact or draw from the Educational Fund.

PROBATION ISSUE: In its December 16, 2015 probation letter, the HLC stated that the College meets with concerns Criterion One, Core Component 1.D, "the institution's mission demonstrates commitment to the public good" and Criterion Two, Core Component 2.C, "the governing board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity" because the Board of the College has not worked cooperatively with the administration of the College or with fellow Board members. In addition, the Board has not properly respected the role of the administration in providing appropriate operational oversight of the College, thus impeding the College's ability to serve the public good and make decisions in the best interest of the College.

At its [February 2, 2016](#) meeting, the Shared Governance Council approved the chartering of the [Accreditation Task Force\(ATF\)](#) with the following charge: To meet regularly in order to ensure that the College of DuPage is properly and fully addressing all the concerns cited by the Higher Learning Commission (HLC) in their December 16,2015 letter to the College notifying the College that the College has been given a two-year sanction of Probation.

The ATF was comprised of 12 members (two students, two full-time faculty, two adjunct faculty, two classified staff, two managerial staff, and two administrators) and led by the vice president of Planning and Institutional Effectiveness. Between February 26 and April 29 the ATF met eight times. During its meetings, the ATF systematically addressed each of the 14 reasons identified by the HLC Board of Trustees for placing College of DuPage on probation.

During deliberations the ATF developed a set of [recommendations](#) for the Shared Governance Council to consider. Since many of the recommendations were related to or would ameliorate multiple HLC concerns, the recommendations were grouped into seven categories: Ethics and Ethics Training, Board of Trustees, Board Policies and Administrative Procedures, Internal Audit, Curriculum, Administrator/Faculty Training and Development, and Other. On [May 10, 2016](#), the ATF made a formal report to the Shared Governance Council concerning their recommendations. During

that meeting the interim president indicated that he had already sent the recommendations to the Board of Trustees and to the internal auditor for their review and consideration.

Following deliberation, the Shared Governance Council proposed [30 actions](#).

In order to improve and enhance Board of Trustees cooperation with the administration of the College and with fellow Board members, the following actions have been undertaken.

- Combined Board and administration training (eight hours) focusing on ethics and governance. ([July 20](#) and [July 27, 2016](#))
- Board [Retreat](#) was conducted with an outside facilitator, Dr. Kenneth A. Shaw, Chancellor and President Emeritus, Syracuse University and Senior Consultant, Association of Governing Boards of Universities and Colleges.
- New College President was selected and installed.
- Each Trustee to present goals for the year at June Board meeting.
- Each Trustee ranked their committee preferences and were appointed to those committees.
- Each Trustee identified at least three strategic planning priorities to be considered for inclusion in the Strategic Long Range Plan.
- Remaining Board of Trustees agendas for this year for regular meetings to systematically include education, training and presentations (including HR, audit, RFP/RFQ/RFI, buildings).
- The Board Chairman invited faculty and other stakeholders to present to the Board, including issues related to the vote of no confidence and other structural issues. In response, at the [February 25, 2016](#) Board meeting both the Full-time and Adjunct Faculty Associations made presentations to the Board.
- Based on recommendations of the faculty and administration, the Waterleaf Restaurant was converted from a professionally run facility to a totally faculty run operation, providing culinary and hospitality students a learning lab where they can develop and practice their skills.

3.

To ensure that College of DuPage is obtaining actionable information from all of its stakeholder groups, the College engages students in a variety of ways. Examples of those listening methods are through focus groups, presidential meetings with the Student Leadership Council, and by way of social media. Students also sit on the College's Bookstore Advisory committee, Dining Services Advisory committee, [Strategic Long Range Plan Advisory Committee](#), [Shared Governance Council](#), [Student Success Council](#) and the [Board of Trustees](#).

The College's [social media](#) pages, Facebook, Twitter, and LinkedIn accounts are monitored by members from College of DuPage's Marketing and Communications staff. These staff members are responsible for listening and responding to student needs via social media, and for communicating the information learned on social media to the appropriate department or area.

Additional listening and learning methods are used for a variety of stakeholders, including [community surveys](#) and an [Implication Workshop](#) which provides direct community input into the College's Strategic Long Range Plan.

Potential students and parents are invited to attend Student Parent Information Night events and meet with admissions representatives. High schools in the district schedule "large campus visit days" where prospective students tour the campus and have an opportunity to interact with representatives from Student Affairs.

In addition to soliciting general comments from students, staff, and other stakeholders at the beginning of each Board of Trustees meeting, the Board of Trustees also places key documents such as the Fiscal Plan on the web for a period of [one month for review](#), comment or clarification from any individual prior to a Board of Trustees vote.

The [Business and Technology Division](#) prepares students for entry into the job market and gives them a firm academic base for continuing their education at a four-year college or university. Input from Advisory committees made up of business and industry representatives ensure state-of-the-art curricula and up-to-date information. Likewise, each health program, the Adult Fast Track program and Regional Centers have some form of an advisory committee.

[Continuing Education/Extended Learning](#) serves a diverse cross section of District 502 residents through the Youth Academy, Adult Enrichment, Adult Education, Business Solutions (Career and Professional Development), and Homeland Security Training Institute units. Continuing Education offerings begin at 15 months of age, in the fully functioning day care and kindergarten, and journey with its learning partners through every phase of life including elementary, middle and high school, professional development programs, business contract training and the Lifelong Learning Institute.

Continuing Education seeks to connect the College to the larger community; introduce non-traditional students to expert full-time and adjunct faculty; support innovative teaching and learning; and enhance academic and career pathways through dynamic programs and services. Continuing Education brings value to community members of all ages; partnering with public and private sector organizations to positively contribute to regional economic development and the overall quality of life.

The [Center for Entrepreneurship](#) provides a viable service to the small business community. During fiscal year 2015, the Center served 651 clients; provided 2,930 hours of counseling; and offered 181 seminars that served 789 clients. Additionally, the team helped their clients secure \$167,915,830 in contracts (one for \$98 million, and one for \$60 million); secure \$6,582,200 in loans, which includes a stock investment of \$1.3 million; and generate \$408,400 in export revenue.

In addition to providing accessible, affordable and comprehensive education, another aspect of the College's mission is to be a center for cultural experiences. Cultural needs of the community are addressed through the [McAninch Arts Center \(MAC\)](#) and the Cleve Carney Art Gallery. Each season includes more than 200 performances of plays, concerts and lectures in the theatres and on the stages, as well as numerous art exhibits in both the Cleve Carney Art Gallery and MAC lobby area. The MAC's schedule is filled in with educational theater, music and dance programs, comedy shows, and exclusive special events. In addition, the MAC hosts free outdoor concerts, and pop music.

The MAC also provides numerous opportunities for the community to further explore the arts, expand their cultural knowledge, and engage with the artists and performers. Through pre- or post-show discussions called "MAC Chats," school outreach programs, intimate meet-and-greets, master classes, lectures, demonstrations, and more, the MAC takes the community beyond the theatre and immerses them in rewarding experiences across multiple disciplines to enlighten their connection to the artists and the art form.

In the MAC's *SchoolStage* series, youth from district schools find a variety of theatrical and musical performances that are designed specifically for them. Many offerings are based on school curriculum and focus on specific issues that will resonate with students from pre-kindergarten through eighth grade. In addition, the MAC has a wide range of show options throughout the year that are ideal for local bus trips, field trips or homeschool families.

Another auxiliary enterprise that supports the cultural mission of the College is [WDCB 90.9 FM](#), a 5,000-watt radio station. WDCB draws approximately 150,000-170,000 unique listeners per week, many of whom support the station through monetary donations. In addition, WDCB is supported by corporate underwriting and grants from the Corporation for Public Broadcasting, and the Illinois Arts Council Agency.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

College of DuPage's mission to be a center for excellence in teaching, learning and cultural experiences by providing accessible, affordable and comprehensive education is outward focused and supportive of all stakeholder groups (i.e., students, employers, District K-12 partners, and the community at large). To meet the College's mission and advance the vision of being the primary college district residents chose for high quality education, the College has through a participatory, fact-based planning process created and adopted the 2017-2021 Strategic Long Rang Plan (SLRP). The SLRP includes eight college-wide goals and 56 college-wide objectives which drive departmental action plans.

The primacy of the mission is to provide accessible, affordable and comprehensive education, which is demonstrated by the fact that 94 percent (\$173 million) of the College's operational budget is allocated to the Operations & Maintenance Fund that supports teaching and learning.

The College also demonstrates its commitment of being a center for excellent cultural experiences for all members of the community by providing a variety of production and exhibits in the McAninch Arts Center and Cleve Carney Art Gallery.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

College of DuPage leadership is committed to the highest ethical standards and conducts its operations in compliance with federal, state and local laws and regulations. To that end, the College's Board of Trustees maintains a [Board Policy Manual](#) containing policies for Governance, College Operations, Human Resources, Student Affairs and Educational Programs.

In addition, in accordance with Public Act 93-615 the Board of Trustees in 2009 adopted an [Ethics Ordinance](#). Because the Act provides for the imposition of significant penalties for violations of said local regulations, it is necessary to adopt the required regulations by Ordinance. In addition to any other penalty that may be applicable, whether criminal or civil, an officer or employee who intentionally violates any provision of Article 5 Prohibited Political Activities (i.e., incarceration and/or fines) or Article 10 Gift Ban (i.e., fines) of this Ordinance is subject to discipline or discharge.

Board [Policy 5-90](#) delegates to the President the responsibility (and the President is required) to develop, implement, propose and modify procedures as necessary to carry out the Board's policies, rules and actions.

Strategic Goal alignment: [Goal 1: Accountability](#) commits the College to being transparent, answerable and responsible to all stakeholders.

Core Values alignment: Integrity – We expect the highest standard of moral character and ethical behavior.

Financial Integrity

Based on Board [Policy 5-15](#), key responsibilities of the Board of Trustees with respect to institutional finance are to review the financial management of the College and cause an audit (in accordance with Section 3-22.1 of the Illinois Public Community College Act, 110 ILCS 805/3-22.1) to be made, annually. The Board of Trustees is also to review and approve the College's annual budget and perform (at least quarterly) budget variation and performance reviews.

In order to carry out these roles in an effective and efficient fashion, and to ensure integrity and transparency in the financial affairs of the College, Board [Policy 5-220](#) established a [Board Audit Committee](#) consisting of three members of the Board of Trustees who are not administrators or other employees of the College. The chairperson of the Board shall appoint one of the members of the

committee as chairperson of the committee.

The Audit Committee operates in accordance with the Government Finance Officers Association (GFOA) best practices. The Audit Committee provides independent review and oversight of the College's financial reporting processes, internal controls and independent auditors. The Audit Committee provides a forum, separate from management, in which auditors and other interested parties can candidly discuss concerns. Therefore, the Audit Committee helps to ensure that management properly develops and adheres to a sound system of internal controls, that procedures are in place to objectively assess management's practices and that the independent auditors, through their own review, objectively assess the College's financial reporting practices.

Although the College's Director of Internal Audit reports administratively to the President, the Audit Committee has the authority to initiate, direct and authorize College-wide investigations or reviews, through the internal audit department. Additionally, all actions taken by the Director of Internal Audit shall include input from the Audit Committee, the Board Chairman and the President.

Improving transparency at the College is a crucial step toward greater accountability to students, taxpayers and citizens affected by the College's decisions. Therefore, in support of College of DuPage's commitment to financial transparency, and in compliance with Illinois State law, the College's website has links to [downloadable PDFs](#) of the College's current and past Comprehensive Annual Financial Reports, Annual Budgets, Financial Plans, Official Statements related to General Obligation Bonds, Check Registers and Third Party Invoices.

Strategic Goal alignment: [Goal 7: Financial Stewardship](#) commits the College to the careful and responsible management of the resources entrusted to its care.

Core Values alignment: Honesty – We expect truthfulness and trustworthiness.

Academic Integrity

The College's academic programs are covered in more detail under Criteria 3 and 4. Programs are developed and courses are reviewed by the [faculty](#) through the College-wide and program specific curriculum committees. Programs are developed only after a thorough review of market needs, resource availability, and feedback from students and advisory committees; courses are also assessed in terms of disciplinary content and mastery of student learning outcomes. All credit programs are reviewed and approved by the College-wide Curriculum Committee, the College's Board of Trustees and the Illinois Community College Board (ICCB).

In addition, the Board has created the Board of Trustees [Academic Committee](#), a college-level advisory committee, charged to review and recommend strategic policies, procedures and programs to the Board of Trustees to ensure that the academic mission of the College meets the needs of the community. Membership of the Board Academic Committee is comprised of two student representatives appointed by the Student Leadership Council; two representatives from the Administration: the vice president of Academic Affairs and the vice president of Student Affairs; two faculty members selected by the Faculty Senate; two adjunct faculty members selected by the College of DuPage Adjunct Association; and one or two members of the Board of Trustees.

Strategic Goal alignment: [Goal 2: Value Added-Education](#) commits the College to going beyond the standard expectations and providing something more to the students and communities it serves.

Core Values alignment: Responsibility – We expect fulfillment of obligations and accountability.

Personnel Integrity

Consistent with federal and state law, the Board of Trustees facilitates through the Affirmative Action Officer equal employment opportunities to all persons regardless of their race, color, religion or creed, sex, national origin, ancestry, age, marital status, sexual orientation, gender identity and expression, arrest record, military status or unfavorable discharge from military service, citizenship status, use of lawful products while not at work, physical or mental handicap or disability, or other factors which cannot lawfully be the basis for an employment decision. The term “employment opportunities” includes hiring, promotion, termination, wages, benefits and all other privileges, terms and conditions of employment. In accordance with federal law, the College maintains a written Affirmative Action Program to implement and maintain the policy of [equal opportunity](#) through positive efforts.

No student, employee, Board member, or visitor will discriminate against or harass a student, employee or visitor based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity and expression or any other unlawful basis. The College will not tolerate discrimination or harassment. Individuals found to have violated this policy will be subject to disciplinary action up to and including termination and/or expulsion from the College as determined by such administrative or Board action as is required by Illinois law or by [Board policy](#). Individuals who retaliate against any employee for filing a complaint or participating in a harassment investigation shall be subject to disciplinary action. The College maintains a complaint process consistent with this policy.

The College is committed to maintaining a safe and healthy educational and employment environment that is free from discrimination, harassment and misconduct based on sex, which includes sexual orientation or gender-related identity. Sex discrimination includes sexual harassment, sexual misconduct and sexual violence. It is the policy of the College that no staff member, student or other members of the College community shall be subject to sexual discrimination, harassment or misconduct. Individuals found to have violated this policy are subject to disciplinary action up to and including termination and/or expulsion from the College as determined by such administrative or Board action as is required by law, Board policy and procedure, and/or collective bargaining agreement.

Strategic Goal alignment: [Goal 4: Equality and Inclusiveness](#) commits the College to ensuring that all stakeholders are involved in setting institutional direction, that their perspectives are heard and valued, and their needs are understood and addressed.

Core Values alignment: Respect – We expect courtesy and dignity in all interpersonal interactions.

Auxiliary Functions Integrity

Revenues and expenses related to fee-based services to students, faculty, staff and the public are recorded in the [Auxiliary Enterprise Fund](#). The intent is that this fund will be self-supporting and that fees will cover the cost of the service, although this is not always the case.

Each service operates in a similar fashion to a business enterprise. Food Service, the Bookstore, the Courier, the McAninch Arts Center (MAC), WDCB Radio and Continuing Education are examples of activities residing in the Auxiliary Enterprise Fund.

Similar to other accounts, on an annual basis the Board approves and has oversight of all Auxiliary Fund budgets including the McAninch Arts Center, Radio Station and Continuing Education.

Strategic Goal alignment: [Goal 6: Innovativeness](#) commits the College to making meaningful changes that enhance organizational effectiveness and add new value for stakeholders.

Athletics Integrity

Excellence in athletics has long been a tradition at the College. Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis and track and field. The College fields women's teams in basketball, cross-country, soccer, softball, tennis, track and field and volleyball. A spirit squad performs at home football and basketball games. The College participates in the North Central Community College Conference (N4C) and is a member of the National Junior College Athletic Association (NJCAA).

It is a fundamental belief of the NJCAA and the College that athletic participation is a privilege. Therefore, student-athletes at the College are held to standards higher than the general student population. The basic principles of the College's Athletic Department stand for the highest ideals in sportsmanship. One of the primary objectives of competition is to develop and foster respect for fellow participants, coaches, officials and spectators. With this in mind and because it is fundamental to the continuance of the activities sponsored by the NJCAA, the rights of the majority shall not be jeopardized by the actions of a few, the College has adopted a [student-athlete code of conduct](#). While the College takes pride in athletic success, we continually stress to our athletes that they are students first and athletes second.

PROBATION ISSUE: In its December 16, 2015 probation letter, the HLC stated that the College was found to be out of compliance with Criterion Two, Core Component 2.A, "the institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff," for the following reasons:

1. As documented in the College's internal audit report, there have been regular breaches of the College's investment policies including exceeding the limits of specific types of investments that do not meet dollar, maturity, or asset requirements required by the Board Policy and employees in the Financial Affairs Office, although regularly notified about this situation, failed to bring these matters to the attention of appropriate individuals.

Since 2015, the College has taken steps to improve the transparency and effectiveness of its investment management. On [February 25, 2016](#), the Board approved the hiring of an investment adviser to assist the College with management of funds and compliance with its policy. BMO Global Asset Management was selected after a highly competitive and transparent process. BMO has been providing (and will continue to provide) College administrators and the Board with monthly investment reports that reflect each investment and show whether each category of investment is within Board policy limits. In addition to providing the monthly investment reports, BMO presented a Quarterly/Annual FY2016 report during the [July 28, 2016](#) Board meeting and will be asked to provide regular reports in the future.

On May 20, 2016, the Board reviewed and amended [Policy 5-220: Board Audit Committee](#). Significant changes included giving the Audit Committee the authority to initiate, direct and authorize investigations or reviews, College-wide, through the internal audit department; stating that the committee shall review internal and external audit results and discuss significant issues of internal control and compliance with the independent auditor, internal auditor and management; and stating that the committee shall monitor management's progress in addressing any audit recommendations and see that such efforts are documented.

Likewise, on June 23, 2016, the Board amended the [Policy 15-27: Confidential Reporting of Wrongdoing](#) to include required reporting for “engaging in activity in violation of Board policy or administrative procedures.” The amended policy also states, “that where the complaint involves the President, Treasurer, Controller or other senior administrator where the reporter is concerned, the President may possess a conflict of interest, the reporter may instead submit a report to the Chair of the Board of Trustees and/or to the Board’s outside general counsel. Should a complaint involve the President and be received by the senior administrator, the senior administrator shall notify the Chair of the Board immediately upon receipt of the same.”

Role specific ethics training started in May 2016. The course, *Ethics for Illinois CPAs*, developed by the Center for Professional Education, is intended for employees from Administrative Affairs, Business Affairs, Environmental Health and Safety, Finance – Cashiers, Financial Aid, Internal Auditor, McAninch Arts Center and Purchasing. To date, 49 Administrators, Managerial and Classified staff have taken the course.

2. The College’s internal auditor brought 43 separate internal audits over the last three years about alleged illegal or unethical conduct or violations of College policy to the attention of senior administration at the College pursuant to the College’s audit plan, however, the College could not document College actions taken in response to such information or that such information was regularly shared with the College’s Board.

On May 20, 2016 the Board reviewed and amended [Policy 5-220: Board Audit Committee](#). The amended policy states that the committee shall review internal audit results and discuss significant issues of internal control and compliance with the internal auditor and management, states that the committee shall monitor management’s progress in addressing any audit recommendations and document such efforts.

The Board has had access to all 43 internal audits cited in the HLC probation letter, and the Board Audit Committee has reviewed them and is formulating documentation. In addition, the internal auditor provides the Board Audit Committee with quarterly audit reports concerning the Ethics Hot Line activity (e.g., new calls, closed cases).

Finally, at the [Sept. 15, 2016](#) Board of Trustees meeting, the Board approved the hiring of an internal General Counsel. One of the described duties of the General Counsel is to ensure institutional compliance with recommendations made by and/or assisting with requests by the College’s Internal Auditor.

3. Other incidents at the College raise questions about whether the institution follows its own ethics policies and operates with integrity including: charges for alcohol at the Waterleaf restaurant that violated administrative procedures; monies paid to a former employee to his own private bank account for equipment and services not needed by the College; and awarding of non-competitive bid contracts to vendors whose owners were on the College of DuPage Foundation Board without a clear determination of whether such awards raised conflict of interest issues and in one case even though the contract was entered into after the stated contract deadline.

Charges for alcohol at the Waterleaf restaurant that violated administrative procedures.

At a special Board meeting on [April 30, 2015](#), a Board resolution was passed that (1) suspended all “house accounts” at the Waterleaf restaurant, and (2) prohibited any Trustee or College staff member from being reimbursed for alcohol. This resolution aligned the administrative procedure related to travel reimbursement with Board intent and direction.

Subsequently, at an [August 13, 2015](#), special Board meeting, the Board voted to close the Waterleaf as a professional (auxiliary function) restaurant, and authorized the College's faculty to create a plan for converting the facility to educational use.

Monies paid to a former employee to his own private bank account for equipment and services not needed by the College.

According to an [investigative report](#) by the legal firm of Williams Montgomery & John Ltd., in October 2013, a new WDCB station manager was hired. In December 2013, during a meeting with an engineer from another radio station, the new WDCB manager was warned that he should take a "close look" at the former WDCB employee that was cited in the HLC probation letter. The new WDCB manager promptly did a Google search and discovered a news paper report that indicated a WDCB employee was indicted as a result of theft at another area college. The report further notes that within 24 hours the station manager notified his Cabinet officer, who assembled representatives from human resources, campus police and internal audit. When an investigation was begun in February 2014, the former station employee, having been put on suspension, ultimately resigned.

DuPage County prosecutors have charged the former employee with stealing more than \$200,000 from the College between June 2006 and December 2013. Prosecutors noted that while working for WDCB, the former employee was alleged to have submitted phony invoices from his side business for materials the College never received and work he never performed. An early 2017 trial date has been set.

From June 2015 to February 2016, a managing partner from Alix Partners LLP, a leading global business advisory firm that specializes in financial consulting, was engaged as the interim chief financial officer for the College. One aspect of this engagement was to strengthen the internal controls, including those of the radio station.

Awarding of non-competitive bid contracts to vendors whose owners were on the College of DuPage Foundation Board without a clear determination of whether such awards raised conflict of interest issues and in one case even though the contract was entered into after the stated contract deadline.

With respect to competitive bidding and construction related service contracts, Board [Policies 10-60](#) and [10-90](#), and Administrative [Procedures 10-60](#) and [10-90](#) all require the College to operate in accordance with established law (*Illinois Public Community College Act, paragraph 3-27.1*).

In order to determine and address if a bid award poses a conflict of interest, starting in January 2016, bid packets provided by the College's Purchasing Department required all non-construction vendors for contracts of \$25,000 or greater and for construction vendors for contracts of \$50,000 or greater to complete a Conflict of Interest and Non-Collusion Form with the bids, RFPs, RFQs, etc.

Specifically the [Conflict of Interest and Non-Collusion disclosure](#) requires vendors to define any relationship with any College Administrator, Trustee, Employee, [Foundation Board](#) member, Committee member, or their immediate family member, with which the vendor's company or any of its owners, officers, Trustees, employees, or their immediate family, does business or is likely to do business with, or for which there is an opportunity to influence a related College decision, including the name and relationship to any immediate family member.

The disclosure also makes it clear to vendors that contact with any employee of the College during the pre-award period, except as noted in the solicitation, is strictly forbidden and is considered sufficient

grounds for dismissal from the Bid/RFP process.

The vendor must also affirm that he/she is duly authorized to execute the contract and that the company, corporation, firm, partnership or individual has not prepared the bid in collusion with any other bidder, and that the contents of the bid as to prices, terms or conditions of the bid have not been communicated by the vendor, nor by any employee or agent of the vendor to any other person engaged in the type of business the bid was for, prior to the official opening of the bid.

In addition, the College improved its procedure on the preparation of Board packets to ensure compliance and to better document bid results, etc. In addition, an in-house legal counsel was hired to help ensure compliance. Finally, as noted below in the section labeled “Additional Information Related to Compliance with Criterion Two, Core Component 2.A,” the Board invited the State Auditor General to conduct a comprehensive performance audit of the College.

4. The College provides limited or no robust ethics training programs for faculty, staff and students.

In February 2016, general ethics training started. The course, *College of DuPage Ethics and Code of Conduct*, developed by Workplace Answers, LLC (the College’s compliance vendor), is intended for all employees. The course addresses Responsibility to the Workplace; Responsibility to Others; Responses to Unethical Behavior; Board [Policy 5-30](#) Code of Ethics; [Policy 15-25](#) Employee Code of Ethics; and other related policies in the Board of Trustees Manual. All current and new employees will be provided this training. As of August 1, 2016, 2,994 employees have taken the course.

In May 2016, role specific ethics training started. The course, *Ethics for Illinois CPAs*, developed by the Center for Professional Education, is intended for employees from Administrative Affairs, Business Affairs, Environmental Health & Safety, Finance, Finance – Cashiers, Financial Aid, Internal Auditor, McAninch Arts Center and Purchasing. To date, 49 Administrators, Managerial and Classified staff have taken the course.

On [July 20](#) and [27, 2016](#), the Board of Trustees and the College’s Cabinet participated in two four-hour sessions on ethics and governance; developed and presented by Rebecca Hendrick, Ph.D., Joseph P. Selbka, J.D., and D. Michael Risen, Ph.D. Key points of the two training sessions included Procurement; Legal Requirements for the Use of Public Funds; Constitutional Mandates for the Board and Cabinet; Ethical Issues Associated with Governance; Designing Internal Regulations; Statutes which Govern the College; and Personnel Management and Governance.

Additional Information Related to Compliance with Criterion Two, Core Component 2.A

In order to better understand and improve upon internal controls and to create greater public transparency and accountability, on [April 30, 2015](#), at a special meeting of the Board of Trustees, Resolution 15-430-11 was passed that authorized the Office of Illinois Auditor General to conduct a Performance Audit of the College. In the report, the Illinois Auditor General offered 19 recommendations. The College’s official responses were sent to the Auditor General on August 31, 2016. The [full report and responses](#) were released to the College community in Sept. 2016.

The College agreed with and is actively working on all 19 recommendations. The verbatim Illinois Auditor General recommendations and the College responses can be found in the [evidence file](#).

College of DuPage operates with the highest degree of transparency to students, staff, community, and other stakeholders. The College’s public website provides all stakeholders with information on all aspects of the College, its programs and operations. For example, the website contains the following

areas: [About College of DuPage](#), [Academics](#), [Programs of Study](#), [Admissions](#), [Register for a Class](#), [Course Catalog](#), [Paying for College](#), [Student Life](#), [Athletics](#), and [News & Events](#).

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

College of DuPage operates with the highest degree of transparency to students, staff, community, and other stakeholders. The College's [public website](#) provides all stakeholders with information on all aspects of the College, its programs and operations. For example, the website contains the following areas: [About College of DuPage](#), [Academics](#), [Programs of Study](#), [Admissions](#), [Register for a Class](#), [Course Catalog](#), [Paying for College](#), [Student Life](#), [Athletics](#), and [News & Events](#).

Programs and Requirements:

The online [College Catalog](#) provides general graduation requirements for all associate degrees and certificates offered by the College. In addition, the Catalog provides detailed information as to requirements (core courses, electives and general education requirements) for specific degrees and certificates. Likewise, the Catalog provides a description, the prerequisites and number of credit hours awarded for all courses offered.

Faculty and Staff:

The College presents itself clearly and completely to its students and other stakeholders with regard to its faculty and staff. The online Catalog provides the public, and especially students, with the credentials of the College's faculty members. [Pages 341-346](#) of the Catalog identify each full-time faculty member by name and academic department, indicate the year of hire, and list the degrees attained and the institutions conferring those degrees.

In addition, the College's website (under Academics) has a searchable [Faculty Directory](#) feature that provides the faculty's office location, phone number and email address.

Costs

The College's website is regularly updated with the most recent tuition and fees for District residents, senior citizens who are residents, out-of-district Illinois residents, non-residents of the State of Illinois, students wishing to audit classes, internet-based courses and where variable tuition applies. Students can also look up lab fees for certain courses in myACCESS.

Since the cost of college is a concern for nearly every student and family, the Office of [Student Financial Assistance](#) provides a comprehensive range of services. These help to bridge the gap between the financial resources of students and their families and the cost of education at the College. The Office of Student Financial Assistance website also includes a link to a Net Price Calculator that helps students and their families estimate the net price of attending the College. Net price is defined as estimated cost of attendance—including tuition and required fees, books and supplies, room and board (meals), and other related expenses—minus estimated grant and scholarship aid. A link is also provided to the U.S. Department of Education's College Scorecard, where additional price comparisons can be made.

All College students are required to pay their account in full or sign up for one of the College's payment plans at time of registration. Payment requirements and options are provided on the College's [Tuition Payment Policies](#) website.

Students attending the College are strongly encouraged to file the Free Application for Federal Student Aid (FAFSA) in order to apply for financial assistance in the form of federal grants, state grants, Federal Work Study, scholarships and Federal Direct Loans, which can be found on the College's Student Financial Assistance website.

Control

The College's [institutional profile](#) notes that we are one of the state's public community colleges. The College Catalog also notes the history of the College which also references the Public Community College Act of 1965.

As a public institution, a [Board of Trustees](#) comprised of seven publicly elected trustees and one non-voting student trustee governs the College. The Board is the final authority over the College and is responsible for the development and adoption of the policies, oversight of the activities of the College and exercises jurisdiction in all matters of the College and its mission.

Accreditation Relationships:

The College presents itself clearly and completely with regard to accreditation relationships.

The College is regionally accredited by the Higher Learning Commission and as such displays the [HLC Mark of Affiliation](#) on its website.

The College has recognition status through the Illinois Community College Board. Recognition is a state statutory term describing the status of a community college district in Illinois that meets academic, student support, financial, facility and reporting standards as established by the Illinois Community College Board, which is noted on [page 10](#) of the Catalog.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1.

The College's Board of Trustees is comprised of seven qualified voting members, elected at-large by the District 502 electorate, and one non-voting member elected by the student body. The Board of Trustees is responsible for the overall governance of the College as stipulated by The Illinois Community College Act Section III and guided by [Board policy](#).

Examples of Board deliberations can be seen in the [June 23, 2016](#) Regular Board Minutes. Among other important topics, the Board held a public hearing on the fiscal year 2017 budget; the Chairman provided an update on actions to ameliorate HLC probation issues; and the vice president of Academic Affairs gave a detailed overview of the Academic Affairs Division. Other deliberations included purchasing a C-Arm Fluoroscope for the Radiology program, authorizing annual premium payments of treasury bonds, approving a compensation increase for non-union adjunct faculty, and reappointing administrators to name a few.

2.

At each regular and special meeting of the Board of Trustees, time is reserved for public comment, which includes any external or internal stakeholder.

In addition, in order to obtain information concerning the interests of internal and external constituencies, the Board has chartered three standing committees:

The [Academic Committee](#) is the college-level advisory committee charged to review and recommend strategic policies, procedures, and programs to the Board to ensure that the academic mission of the College meets the needs of the community. This committee is comprised of two student representatives appointed by the Student Leadership Council; two representatives from the Administration: the vice president of Academic Affairs and the vice president of Student Affairs; two faculty members selected by the Faculty Senate; two adjunct faculty members selected by the College of DuPage Adjunct Association; and one or two members of the Board of Trustees.

The [Audit Committee](#) provides an independent review and oversight of the College's financial

reporting processes, internal controls and independent auditors. The Audit Committee also provides a forum separate from management in which auditors and other interested parties can candidly discuss concerns. Membership of the Audit Committee includes at least three members who are not administrators or other employees of the College.

The [Budget Committee](#) provides guidance and input to the administration on the Board's budget priorities; reviews budget status; and serves as a liaison between the Board and the Finance office on budgeting issues; secures public input into the budget; and considers potential innovations relating to improving budget process and priorities across the year; engages in due diligence and recommends to the Board policies relating to budgeting and priorities. Membership of the Budget Committee includes two members from the Board and members of the public.

Individual Board members' [email contact information](#) is provided on the College website, thereby making the Board available to all constituencies.

An example of reviewing and considering the interests of constituencies is the [July 7, 2016](#) Board vote to reinstate the Buffalo Theatre Ensemble as a residency theater group at the MAC. The group was originally cut (two years prior) due to a lack of funding. Over the course of several months, students, community members and faculty successfully lobbied at Board meetings and in the media ([College's student newspaper, The Courier](#)) to have the ensemble reinstated.

In addition, over the past year many internal and external stakeholders have been asked to serve on ad-hoc committees, and to provide input in the decision making process. For example, the Presidential Search process had involvement from a large number of stakeholders. The process also included community meetings to ensure that the individual selected address the needs of all stakeholders and was aligned with community values.

Likewise use of other ad hoc committees for issues of special concern (e.g., General Counsel search committee) also had significant stakeholder involvement.

3.

Illinois has statutes that the Board is required to follow in conducting its meetings. The Illinois Open Meetings Act (5 ILCS 120/1) establishes legal criteria to ensure a quorum is present and that meetings focus on matters of public concern. The Board only convenes in closed session for issues and topics (e.g., legal or personnel matters) outlined as permissible by the Illinois Open Meetings Act. To assure the public that the Board is operating in an independent fashion and servicing the best interests of the public, all actions and votes are required to be done in a public, open Board meeting.

In addition to the Open Meetings Act, the Illinois statutes detail due processes with regard to meeting attendance, finance, contracts and the recording of minutes – and the Board is further bound by Board [Policies 5-25](#): Conflict of Interest and [5-30](#): Code of Ethics. In addition, in July 2009, the Board passed and is bound by an Ethics Ordinance that among other things provides guidance with respect to political activities, acceptance of gifts, etc.

To further hold the Board accountable and promote transparency, [Board policies](#), [notices](#), [agendas](#), [minutes](#), [audio/video of meetings](#), [meeting presentations](#), and [public comment responses](#) are all posted on the College's website.

4.

As the Chief Executive Officer, the President is responsible for executing Board of Trustees policies and administrating the day-to-day operations of the College. By virtue of Board Policy 15-205, the President has a set of duties and responsibilities to the Board and a set of duties and responsibilities to the College. [Presidential duties and responsibilities](#) to the Board were discussed multiple times in 2016 and revised with input from all Trustees.

The President further delegates responsibility to the Cabinet, who prepares agenda items, proposals, plans, presentations, etc., for consideration by the Board at its regular and special meetings.

As stipulated in the collective bargaining agreement between the College's Board of Trustees and the [Faculty Association IEA/NEA](#), the duties of the teaching faculty include teaching, office hours, student advisement, course material preparation, curriculum development and evaluation, committee work, and other activities which promote the programs of the College. Furthermore, the College Curriculum Committee has the responsibility to [review and provide input](#) for new and revised courses and/or programs. The College of DuPage Adjuncts Association contract, including adjunct duties, is available on the college website.

PROBATION ISSUE: In its December 16, 2015 probation letter, the HLC stated that the College was found to have met with concerns Criteria Two, Core Component 2.C, that "The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity," because the Board of the College has not worked cooperatively with the administration of the College or with fellow Board members. In addition, the Board has not properly respected the role of the administration in providing appropriate operational oversight of the College, thus impeding the College's ability to serve the public good and make decisions in the best interest of the College.

In an effort to improve intra-board cooperation and strengthen the working relationship between the Board and administration, on [July 20](#) and [July 27, 2016](#) two Board and Senior Management (Cabinet) Retreats were held. These retreats were conducted by outside facilitators and focused on Ethics and Governance Training. During these retreats, there was significant, positive interaction between Board and Cabinet members. Following the retreats, both groups found the time spent to be valuable in both learning about ethics and governance, as well as building relationships.

In an effort to improve intra-board cooperation and function, on August 18, 2016 the Board had a training session on Parliamentary Procedure. An outside [expert](#) facilitated this one-hour training session.

With the appointment of the College's sixth president, Dr. Ann Rondeau, the lines of communication between the Board and administration have improved significantly. The Board Chairman and President speak on a regular basis, and on [November 10 2016](#), a "Committee of the Whole" meeting where the Board and Cabinet met and discussed topics of academic and operational importance took place.

In order to enhance the Board's role in the planning process, the Board Chairman assigned a Board member as the Board's liaison to the strategic planning process. The Board liaison worked cooperatively and effectively with her peers in soliciting their strategic priorities for the fiscal years 2017-2021 [Strategic Long Range Plan](#). The Board liaison and the College's vice president of Planning and Institutional Effectiveness co-presented the plan at the [September 15, 2016](#) regular meeting of the Board. At the end of the meeting, the Board had a collegial discussion concerning the plan, and provided additional input and direction to administration.

As previously noted, the Board has three standing committees (Academic, Audit and Budget). The Chairman has requested each Board member to rank his or her committee preferences and subsequently has assigned Board members to the committees.

The Chairman asked each Board member to identify at least three areas for policy improvement and three areas where the College is doing well. This has been partially accomplished and is ongoing.

In order to make Board Meetings more efficient and effective, the Board has been hearing reports on issues and topics of importance to students and employees. For example, the Board heard a presentation from a financial expert on the State University Retirement System (SURS), [Procurement Methods](#), [Suburban Law Enforcement Academy](#), and a presentation on how the College compares to other national community colleges with respect to academic outcomes. This presentation spurred additional discussion concerning Developmental Mathematics at a subsequent Academic Committee meeting. In addition, remaining agendas for regular Board meetings for the year will include education, training or presentations (e.g., HR, audit, RFP/RFQ/RFI and buildings).

Since [February 2016](#), the Board has effectively conducted the business of the College (e.g., reviewing and addressing contracts, bids, new academic programs and personnel issues).

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Board [Policy 15-335](#): Academic Freedom/Instructional Material and the [Faculty Contract Section C2](#) reflects and ensures a commitment to freedom of expression and the pursuit of truth in teaching and learning.

In addition, Board [Policy 20-5](#): Non-Discrimination protects an individual's right to express their viewpoint or opinion so long as it does not violate State or Federal law and is not detrimental to the College.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1.

The College's Library provides multiple modes for ensuring that faculty, staff and students have access to the best practices for conducting research and scholarly work.

Based on the [Faculty Contract Section D 6.3](#), the Library Faculty provide reference services, technical services, information literacy instruction, research and consultation to individuals and classes in person, via the Internet, and by other means of communication and collaboration. Library faculty also provide the following: professional support for curriculum related research for classroom faculty; assistance with the development of subject area collections to support the College curriculum and the lifelong learning needs of the College community; collaboration with all faculty to develop collections and assignments to support the needs of educational programs; assistance in the development of instructional materials that support student learning and the overall College curriculum; and promotion of the Library collections and services to the College community.

The College also has an [Institutional Review Board \(IRB\)](#) for the review and approval of research that involves human participants at the College. The primary purpose of the IRB is to ensure that research conducted at the College protects the welfare of human participants. Faculty or students wishing to conduct research using human participants at the College are required to have the College's Institutional Review Board's approval before such research is initiated. The Institutional Review Board team site is located on the College of DuPage Portal.

2.

Board [Policy 20-41](#): Code of Academic Conduct details the College's position on academic integrity. It clearly states that students are expected to refrain from academic dishonesty in all forms, including but not limited to cheating, plagiarism, furnishing false information, abuse of academic materials, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive. The [Code of Academic Conduct Procedure](#) is published in the College Catalog.

The College's Library provides information on copyright, plagiarism and citation. This information is available online and through regularly scheduled workshops from librarians and Learning Commons writing coaches. Individual help with proper citation is available from both reference staff and writing coaches in the Learning Commons. A plagiarism tutorial created by the Library is assigned to some students who receive counseling on academic dishonesty.

3.

The College has and enforces policies related to academic honesty and integrity. These policies include Board [Policy 20-30](#): Student Rights and Responsibilities, Board Policy 20-35: Code of Student Conduct, and Board [Policy 20-41](#): Code of Academic Conduct. These policies are communicated to the student body by way of the College Catalog.

As a certified member of the National College Testing Association (NCTA), the College's [Testing Center](#) staff is committed to following NCTA Professional Standards and Guidelines. These standards and guidelines are outlined in a document available to students and community members on the College website. The standards and guidelines promote honesty, integrity and fairness in all testing procedures. Students are also made aware of the Testing Center Policies webpage and through posted signs at all centers that the Testing Center is under video surveillance at all times and acts of dishonesty are subject to disciplinary action.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The College exhibits the highest degree of integrity, ethics, and responsibility in serving students and other stakeholders, and in conducting its operations. This conduct is defined by the College's values of:

INTEGRITY

We expect the highest standard of moral character and ethical behavior.

HONESTY

We expect truthfulness and trustworthiness.

RESPECT

We expect courtesy and dignity in all interpersonal interactions.

RESPONSIBILITY

We expect fulfillment of obligations and accountability.

Further, Strategic Goal #1: College of DuPage is committed to being transparent, answerable and responsible to all stakeholders, and the seven corresponding strategic objectives, deploys this conduct to the functional level.

To further support and encourage ethical conduct, there are Board policies and administrative procedures related to governance, conduct, ethics, accountability, financial stewardship, and freedom of inquiry and expression. In addition, the College does not tolerate discrimination or harassment of any type.

To ensure that all staff, faculty, administrators and Board members understand and follow the College's policies related to ethical and responsible conduct, general and role specific (e.g., Finance) ethics training is provided. In addition, the Board and Cabinet have participated in combined ethic and governance training conducted by external experts.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1.

The Faculty of the College [develops and updates](#) courses and programs based on the needs of the student, community and marketplace. In order to ensure that courses are updated when necessary, the College relies on several key "trigger" points:

- Illinois Articulation Initiative requirement changes
- Transfer requirements from 4-year institutions
- Career & Technical Education Advisory Committee recommendations
- Special Accreditation requirements (e.g., National League for Nursing)
- Faculty/professional recommendations

Additionally, the [Divisional and the College-wide Curriculum Committees](#) review all new and updated courses before going to the Illinois Community College Board for review and [approval](#).

College of DuPage has a systematic, comprehensive process in place for [program review](#) to ensure courses are current and meet the needs of the students and other stakeholders.

Guided by Board [Policy 25-76](#), College of DuPage assigns and awards credit hours in keeping with commonly accepted practices in higher education and with the federal definition of the credit hour.

All nine associate degrees at College of DuPage require the student to earn at least 64 credits in courses numbered 1000 or above as [specified by each degree](#).

To ensure that students have the proper preparedness, certain classes require either a satisfactory ACT test score or placement test score.

[Reading Placement:](#)

Students are required to take the Reading Placement Test unless they have one of the following: college-level credits totaling 12 semester hours with at least a “C” average; college certificate, Associate degree, BA/BS degree, or Graduate degree; ACT composite score of 20 or higher; SAT verbal/critical reading score of 500; SAT total score of 950 or higher (effective March 2016); TOEFL score of 550 paper/pencil, 213 computer-based or 79 Internet-based; an IELTS score of 6.5 or higher; a valid category 1 COMPASS Reading placement test score; or an ACCUPLACER Reading test transferred from another institution with minimum cut-off score. Official score report required.

Writing Placement:

For placement into English 1101 or 1105, students are required to take the Writing Placement Test unless they have one of the following: an ACT composite score of 20 or higher; SAT total score of 950 or higher (effective March 2016); a TOEFL score of 550 paper/pencil, 213 computer-based or 79 internet-based; IELTS score of 6.5 or higher; a valid category 1 COMPASS Writing placement test score; or an ACCUPLACER Writing Sentence Skills test transferred from another institution with minimum cut-off score. Official score report required.

Math Placement:

Most math courses at College of DuPage have a prerequisite. One of the following can possibly meet the prerequisites: using prior course work at College of DuPage or another college; a qualifying score on the ALEKS Math Placement Test; a valid COMPASS score; or a qualifying ACT math score.

ESL Placement:

To ensure college-level reading competency, students who are non-native speakers of English are required to take the ACCUPLACER ESL Reading Skills and ESL Sentence Meaning tests unless they have one of the following: College-level credits from a U.S. institution or other English-speaking countries totaling 12 semester hours with at least a “C” average; a college certificate, Associate degree, BA/BS degree, or Graduate degree from a U.S. institution or other English-speaking countries; an ACT composite score of 20 or higher; a SAT verbal/critical reading score of 500; a TOEFL score of 550 paper/pencil, 213 computer based or 79 Internet-based; an IELTS score of 6.5 or higher; or a valid category 1 score on the ESL COMPASS Placement tests.

To ensure college-level writing competency, students who are non-native speakers of English are required to take the ACCUPLACER ESL Language Use and Sentence Meaning tests unless they have any of the qualification listed above.

Non-native speakers of English are also encouraged to take the ACCUPLACER Listening test to ascertain if coursework in Listening/Speaking would be beneficial.

2.

Learning goals and intent of each degree is as follows: the Associate in Arts and the Associate in Science prepare students to pursue a BA or BS degree; the Associate in Engineering prepares students for transfer to a bachelor program in engineering; the Associate in Applied Science prepares students for numerous careers, or for transfer to a bachelor program; the Associate in General Studies is designed to meet students’ personal needs or interests; the Associate in Fine Arts in Art and the Associate in Fine Arts in Music prepare students for transfer to a bachelor program in Fine Arts; the Associate in Arts in Teaching Secondary Mathematics prepares students for transfer to a bachelor program and to complete a teacher certificate at the secondary level for mathematics; and the

Associate in Arts in Teaching Early Childhood Education prepares students for transfer to a bachelor program and to complete the Professional Educator's License (PEL) with an Endorsement in Early Childhood Education. College of DuPage also offers numerous certificate programs in the career and technical areas. Each program for the over 100 certificates has the goal of providing the student with knowledge and skills in a [specific career or technical area](#).

3.

All courses have an ["Active Course File"](#) that defines: curricular area; course title; credit hours (lecture, lab, clinical, etc.); Illinois Articulation Initiative (IAI) status; course description; prerequisites; course objectives (learning goals); topical outline, faculty sponsorship and methods of student evaluation.

Regardless of delivery mode (e.g. face-to-face 16-week, face-to-face accelerated, online, dual credit, and hybrid), all courses are based on the same Active Course File as noted above. This ensures that content and learning goals are consistent across all modalities.

Each candidate for an associate degree shall complete at least 64 credits in courses numbered 1000 or above (or equivalent) as specified for each degree; possess a minimum 2.0 ("C") average in the combined grade point average of all College of DuPage courses numbered 1000 and above and all courses accepted for transfer from other institutions; complete a minimum of 20 applicable credits toward a degree at College of DuPage; and be in good academic standing at the time final credits for the degree are earned.

Each candidate for a certificate shall satisfactorily complete all course requirements for the specific certificate; possess a minimum of 2.00 ("C") average in both College of DuPage coursework and the combined grade point average of all College of DuPage courses numbered 1000 and above on all courses; complete a minimum of one-half the applicable credits at College of DuPage; and be in good academic standing at the time final credit for the certificate is earned.

Dual Credit courses taught at District high schools meet the same standards as College of DuPage college-level courses taught on the College campus. Specifically, high school dual credit instructors meet the same educational requirements as College faculty teaching the same course; courses offered through dual credit contain the same content as courses taught on the College campus; and students must meet the same qualifications for course entry (e.g. placement test scores and prerequisites).

College of DuPage participates in a unique [3+1 bachelor's degree](#) program with six universities (Benedictine, Concordia, Governors State, Lewis, National Louis, and Roosevelt). In the 3+1 program, students attend College of DuPage for three years, fulfilling all the requirements for an associate degree as well as taking a prescribed set of classes that are accepted as upper-level coursework by the 3+1 partner university. The fourth year is taught by professors of partner universities on College of DuPage's campus. Upon fulfilling all partner institution requirements, students are awarded a bachelor's degree from the partner institution.

PROBATION ISSUE: In its December 16, 2015 probation letter, the HLC stated that the College meets with concerns Criterion Three, Core Component 3.A, "the institution's degree programs are appropriate to higher education" because the College has inappropriately awarded college credits in criminal justice for the non-credit Suburban Law Enforcement Academy Program (SLEA) without clear alignment with the College's criminal justice program or a clear protocol for reviewing it as prior learning if it was intended as such and further increased this award without any increase in instruction or clock hours.

The administration acknowledges that it erred in not including faculty in the decision to increase the number of Criminal Justice credits from nine to 18 for cadets in the Suburban Law Enforcement Academy (SLEA). In order to remove any doubt about the appropriateness of awarding credit to SLEA cadets, following receiving notification of probation the College ceased the awarding of any academic credit to SLEA cadets. In addition, the program has been moved from the educational (credit) unit to the auxiliary (non-credit) unit.

As was also noted in Criteria 1.D., based on the recommendations made by the Accreditation Task Force, the College's Shared Governance Council identified the following actions that will prevent any future occurrence of this nature:

- Develop a formal process whereby Continuing Education will share all new initiatives with the campus community.
- Develop a Continuing Education Advisory Committee that would report to the vice president of Academic Affairs and to the Board Academic Committee. This committee will include all constituency groups, including administrators and faculty from programs that have been recently affected by the Continuing Education program development activities such as Criminal Justice, Allied Health, Office Technology and Culinary Arts. This committee will be able to make recommendations about Continuing Education programs, credits, etc. In addition, the vice president of Academic Affairs will oversee an effort to ensure Continuing Education course or program titles and content are not so similar to credit offerings that the two could be confused by students or other stakeholders.

In addition, Board [Policy 15-310](#) and the [contractual agreement](#) between the Board and full-time faculty stipulate that teaching faculty will “perform a significant role in developing and evaluating all of the institution’s educational programs.”

Finally, in accordance with Board [Policy 5-100](#), *Committees of the Board of Trustees*, the Board Chairman established the Board of Trustees Academic Committee. The [Academic Committee](#) is the college-level advisory committee charged to review and recommend strategic policies, procedures, and programs to the Board of Trustees to ensure the academic mission of the College meets the needs of the community.

In addition, to further ensure that all stakeholders have the opportunity to review, comment and ensure compliance prior to implementation of new programs, the Board requires that any new degree certificates and/or for-credit programs be presented to the Board with more detail, and confirmation that all relevant processes/procedures are in compliance.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1.

To fulfill the mission of being a “comprehensive” community college, College of DuPage provides general and liberal transfer education at the associate degree level; career and technical education at the associate degree level; adult, continuing, and community education, including Adult Basic Education (ABE), High School Equivalency (HSE), and English Language Acquisition (ELA); developmental education in preparation for college level work; and services such as counseling, placement, and student development.

In addition, the College operates under the authority of the Illinois Community College Board (ICCB). [ICCB Rule 1501.303b](#) and [ICCB Rule 1501.302](#) govern the awarding of degrees and certificates. As such, the College awards associate degrees and certificates in accordance with units of instruction approved by the ICCB. In addition, each new proposed unit of instruction is submitted to ICCB for review and approval, and all degrees and certificates meet credit hour ranges and general education requirements for new programs as established by ICCB.

2.

As noted in the College's [Course Catalog](#), all associate degrees at the College requires a minimum of 64 total credits.

Each candidate for an associate in arts or associate in science degree is required to fulfill 37 General Education Core Curriculum credits (communications 9 credits, science 7 credits, math 3 credits, humanities/fine arts 9 credits, and social/behavioral sciences 9 credits).

Each candidate for an associate in applied science degree is required to fulfill 18 General Education

Core Curriculum credits (communications 6 credits, physical/life science 3-5 credits, math 3-5 credits, humanities 3 credits, and social/behavioral sciences 3 credits).

Each candidate for an associate in general studies degree is required to fulfill 27 General Education Core Curriculum credits (communications 9 credits, physical/life science 3 credits, math 3 credits, humanities 6 credits, and social/behavioral sciences 6 credits).

Each candidate for an associate in engineering science degree is required to fulfill 9 to 18 General Education Core Curriculum credits (communications 6 credits, humanities/fine arts 0-9 credits, and social/behavioral sciences 0-9 credits).

3.

The faculty developed, defined and ratified in 2009, eight [General Education Student Learning Outcomes](#) for all degree-seeking students. These outcomes are critical thinking, information literacy, knowledge integration, effective communication, mathematical reasoning, scientific reasoning, cultural comprehension, and social awareness.

The faculty [mapped](#) the eight outcomes, including reporting assessment techniques used to determine the student's level of competency for the outcome, at the course level.

In the 2012-13 academic year, the General Education Assessment Steering Committee focused on researching best practices in the assessment of student learning by community colleges and universities across the country. The committee, comprised of faculty representatives from all academic divisions, created a "master plan" for assessment of general education outcomes. In spring 2013, a pilot project for assessing the level of achievement by all degree-seeking students for the outcome of Critical Thinking was presented to the faculty for their input and feedback. A team of General Education Assessment Reviewers utilized a Critical Thinking Rubric for the assessment of student work in courses mapped for general education assessment. The results were discussed with faculty during In-Service sessions for appropriate changes in courses to enhance critical thinking across the curriculum during the 2013-14 as well as 2014-15 academic years.

In the 2015-16 academic year, the General Education Assessment Steering Committee selected "Effective Communication" as the next project, and during summer of 2016, faculty reviewed student work pertaining to Effective Communication learning outcomes. The results will be disseminated and discussed, and appropriate recommendations will be made to reinforce and strengthen effective communication learning outcomes throughout the curriculum.

In addition to General Education Outcomes, each course is governed by an Active Course File that, among other aspects, defines learner goals and evaluation methods. This ensures the learning goals are in place for all courses, and the goals for a specific course are consistent regardless of instructor.

4.

Recognizing that we live and work in a global society, the College's Strategic Long Range Plan [Goal 4: Equality and Inclusiveness](#) and [Goal 5: Relationships](#) are focused on strengthening local, national, and global relationships and partnerships. Further, the College offers many opportunities for students to interact both locally as well as internationally with various cultures. For example, the College offers many [Field and Experiential Learning](#) opportunities. These faculty-led courses combine significant classroom content with non-classroom field experiences in locations throughout the United States and the world.

To increase engagement and interaction with other students, College of DuPage has a vast variety of [activities and experiences](#) for the student body. Some of these include a Living Leadership program, more than 90 clubs and associations, a Student Leadership Council, eight women's and nine men's sports teams, a student newspaper and magazine, and performing arts.

In addition to these activities, College of DuPage supports ethnic diversity through initiatives such as the [Latino Outreach Center](#) where students can find assistance in achieving their educational goals through offering extensive support services and referrals. The goal of the Center is to recruit, retain and transition Hispanic students beyond College of DuPage.

The College's International Student Services office assists prospective students in applying for an F-1 or M-1 visa for admission to College of DuPage. The International Student Services office also provides F-1 and M-1 immigration advising, basic academic advising, cross-cultural and personal advising, and logistical assistance to international students as they pursue studies at College of DuPage.

Finally, the College of DuPage Library has a website dedicated to [cultural diversity resources](#).

5.

Across the academic divisions of the College, there are numerous examples of scholarship, creative work, and the discovery of knowledge appropriate to the degree and certificate programs offered by the institution. These contributions have involved faculty working independently, with faculty colleagues, and faculty-student research projects which are integrated into the curriculum.

Recent examples in the Division of Liberal Arts include faculty presenting scholarly research and papers at regional and national conferences in the fields of Humanities, History, Literacy, Music & Audio Technology, English Composition and Communication, and Literature. Faculty also participate in artist-in-residence experiences at leading visual art centers and prepare exhibitions of their art for local, regional and national art galleries.

Recent examples in the Business and Technology Division include faculty giving formal presentations at regional and national conferences and having articles published in journals in professional fields such as Paralegal Studies, Interior Design, Electro Mechanical Technology, and Architecture. Faculty have served as judges for senior student research and design projects at state universities, such as the University of Illinois. In the field of Architecture, students and professionals in the field have collaborated using Student Design/Build class to design charrettes to address actual community design issues.

In the Health and Sciences Divisions, recent examples include Chemistry and Biology faculty working with students on scientific research projects with an emphasis on research methodology, exposure to statistical techniques, evaluation, and the development of conclusions based upon scientific inquiry. Student and faculty members wrote final research papers collaboratively for potential publication in a refereed science journal. Students in the natural sciences participated in paid internships through a research collaborative funded by the National Science Foundation. Those students had opportunities to present their research at national scientific meetings. Additional examples of faculty-student research include field study projects in a variety of fields as referenced in the information about Field & Experiential Learning at College of DuPage. For the second year in a row, members of the Engineering Club participated in the 2016, NASA Robotic Mining Competition held at the Kennedy Space Center in Florida. College of DuPage is one of only two community colleges invited to participate.

Faculty and staff of the Learning Resources Division make significant professional contributions regionally and nationally in the study and development of librarianship, student support services, and testing practices. Recent examples include presentations at regional and national conferences, publication in academic journals, and leadership positions on regional and national committees. Notably, library and anthropology faculty recently led student investigators in an ethnographic study of library user behavior, culminating with the students presenting their findings at the annual conference of the Society for Applied Anthropology. A grant from the Institute of Museum and Library Services funded the study. The College was the first institution in the state to administer the computer-based version of the GED test. A GED conference for Northern Illinois testing professionals was hosted by the Testing Center and funded by a grant from the National College Testing Association (NCTA). The Testing Center conducted a grant-funded research project on Student Attitudes on Cheating, and the Testing Center Coordinators spearheaded the formation of the Northern Illinois Testing Centers (NITC), a professional group dedicated to professionalism in testing.

In addition to faculty, students at College of DuPage are regularly involved in scholarly research that goes beyond the confines of the College. For example, for the third consecutive year, five College of DuPage students are participating in prestigious summer chemistry research internships through the College Foundation's Resource for Excellence Grant program.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1.

College of DuPage has approximately 300 full-time and over 1,000 adjunct faculty carrying out classroom and non-classroom duties each term (fall and spring). Approximately 35 percent of all credit hours taught at the College are staffed by full-time faculty, while approximately 65 percent of the credit hours are staffed by qualified adjunct faculty. The College maintains original transcripts in the Employee Files in the Office of Human Resources to verify the educational credentials for all full-time and adjunct faculty. The hiring guidelines are the same for adjunct faculty as they are for full-time faculty.

Issues such as faculty assignments, workload, evaluation, and duties (including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff, non-classroom committee work, etc.) are guided by the [faculty collective bargaining agreement](#).

2.

College of DuPage follows [Illinois Community College Board Rule 1501.303f](#) (Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the principal learning medium), and the Higher Learning Commissions Assumed Practice for Faculty Roles and Qualifications.

All faculty job descriptions set forth minimum academic and/or work related experience credentials. These credentials are the same for any class of faculty (e.g. full-time, lecturers, adjunct and dual credit).

Where necessary, a process to document specific courses the faculty member is qualified to teach was developed. All full-time faculty credentials are vetted through the Associate Deans prior to extending offers of employment.

In addition, the College has two Assistant Deans of Adjunct Faculty Support. These individuals are dedicated to supporting the academic divisions for the hiring, orientation, professional development, and evaluation of all adjunct faculty. These two administrators recruit and onboard all adjunct faculty using a standardized credential review process and onboarding package.

3.

All full-time faculty are evaluated regularly according to the processes described in the full-time faculty union contract as follows:

[Assessment and Evaluation of Tenured Faculty Members](#)

The performance of tenured faculty members is formally evaluated every three-years.

Purpose

Evaluation of the faculty members' performance provides both Faculty and Administrations with information they need to maintain the quality of the College's educational process. Evaluation also provides faculty members with information that can be used in maintaining or improving the level of their teaching. This process is, therefore, intended to be both developmental and evaluative.

Formal evaluation of tenured Faculty at the College is spelled out in SectionD9 of the Faculty Contract.

[Assessment and Evaluation of Non-Tenured Faculty Members](#)

The performance of non-tenured faculty members is to be assessed at least twice annually prior to tenure.

Purpose

Evaluation of non-tenured faculty members' work provides both Faculty and Administration with information needed to maintain the quality of the College's educational process. In addition to providing faculty members with data that can be used in maintaining or improving the level of their teaching, it is also used for the purpose of rehiring and the granting of tenure. The result is, therefore, both developmental and evaluative.

General Features

The planning and evaluation conferences will utilize the same general format required for tenured Faculty with the following two exceptions:

- All non-tenured Faculty must use the Student Rating Questionnaire in at least three classes each semester, during the normal three-year probationary period.

- There must be at least two classroom visitations by the evaluator or designee prior to the second evaluation conference in each of the first two years. At least one classroom visitation must be held during the third year.

All new [adjunct faculty are evaluated](#) within their first year of teaching at the College while all continuing adjunct faculty are evaluated on a three-year cycle. The evaluations of all non-tenured adjunct faculty include classroom observations, student course evaluations, and individual performance conferences between the faculty member and the appropriate Associate Dean. Adjunct faculty evaluations include classroom observations, student course evaluations, and post-observation conferences between the faculty member and the appropriate Assistant Dean. All students in courses taught by adjunct instructors have the opportunity to provide input.

4.

The College has six days in the annual Academic Calendar, known as [Convocation and In-Service Days](#), which are devoted to faculty and staff professional development. During these six days which are coordinated by the Teaching and Learning Center in collaboration with Academic Affairs and other divisions of the College, full-time faculty and staff attend all-college sessions as well as programs specific to their teaching and service roles within the institution. Adjunct faculty are invited to attend relevant programs during these six days and additional, customized professional development programs are offered to them during evenings throughout the calendar year.

The Teaching and Learning Center (TLC) is an on-campus resource that provides training, workshops and classes to College of DuPage employees and faculty. To further support and assure that faculty are current in their disciplines and adept in their teaching roles the TLC provides professional development opportunities designed to deepen their skills in learning-centered teaching strategies, outcomes-based practice, scholarship of teaching and learning and creating communities of learners. Faculty can also reach out to the TLC or the Faculty Professional Development Coordinator with questions or program requests. A sample of TLC faculty offerings includes book discussions, information sessions, in-service/professional days, Learning Hybrid: Hybrid Learning series, Teaching Skills series, The Future of Research series, The Great Teacher Seminar, and webinars. In addition, the TLC offers a Learning Communities workshop for faculty interested in interdisciplinary and integrated course offerings, particularly those currently working on or considering a proposal for a learning community. In this workshop faculty look at some of the modes of learning communities, explore strategies for teaching in interdisciplinary environments, and engage in hands-on activities related to designing and integrating curricula.

The Learning Technologies Office of Academic Affairs was developed in Academic Year 2014 to assist faculty with online/web based technology and technology tools. Faculty are assisted with the design and implementation of technology for both face-to-face, hybrid, and online course offerings. Learning Technologies provides developmental instructional design and Learning Management System (LMS) technology support to the faculty at College of DuPage. Further, it introduces innovative uses of LMS technology and other learning technology tools to faculty colleagues as an aim to improve student success, academic excellence, and enhance the student experience in their educational pursuits. Learning Technologies continually researches and develops training opportunities regarding the use of current and emerging LMS technologies for use in higher education in the online, hybrid, and face-to-face modalities of instruction. The aim is to support the College's mission of academic excellence and student success through collaborative and innovative actions.

The New Faculty Institute (NFI) provides professional development and mentoring for all new full-time faculty in their first year of employment.

Finally, each [full-time faculty member has available up to \\$1,850](#) and each [adjunct faculty has \\$260](#) in Development and Renewal Funds for professional growth per year for job related professional development that improves or develops their job related skills including professional memberships and associations, and professionally related periodical subscriptions. Full-time faculty also have the opportunity to apply for a [one-year sabbatical](#) or a one [semester non-teaching leave](#) for professional development.

5.

To ensure that students have access to faculty, during the academic year full-time faculty maintain at least [10 office hours per week](#). In addition, an on-line faculty directory noting office phone number and e-mail is available on the College of DuPage website.

6.

As a major process improvement, in 2011 a design team of more than 25 individuals known as ReSET (Reconceiving the Student Experience Team) came together and created detailed educational specifications for improving the student experience at College of DuPage. The specifications were sent to the Cabinet who developed them into the Enhanced Student Experience Implementation Plan (ESEIP) and defined alignment of roles and responsibilities to better serve students in the areas of mental health, academic, and financial aid counseling. Also, counselors at the College are considered faculty, and as such have similar developmental and evaluation processes as noted in 3.C.4 above.

A variety of academic support services are available in the Glen Ellyn Learning Commons (LC) and the off campus LCs in Carol Stream, Naperville and Westmont. All academic staff in the Math Assistance Area (MAA) hold at least a bachelor's degree in math, math education, or engineering. Most hold master's degrees and all have either previous experience in teaching or tutoring math. Academic staff members of the MAA are encouraged to sit in on math classes; this not only refreshes and deepens the staff member's knowledge and understanding of the material, but also demonstrates how the course is taught at College of DuPage. Professional tutors in Tutoring Services and coaches in Writing, Reading, Speech Assistance hold a degree in their specific area of expertise and participate in formal departmental training, conferences and workshops. Student peer tutors and coaches participate in an intensive training program.

The [Learning Commons](#) has certified, professional, special needs coaches to develop programs and resources for students requiring special accommodations.

The [Testing Center](#) staff at all locations go through extensive, on-going proctor training on a large number of paper and computer-based tests, many of which require yearly staff recertification. Testing staff also participate in established test security training.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1,

As part of the Learning Resources Division, the [Library](#) and [Learning Commons](#) provide a wide range of support services suited to the needs of the student population. Each student is provided customized assistance at the level needed academically. Both units provide resources and services in support of student learning and effective teaching. In addition, every effort is made to secure free professional tutoring for students with disabilities who require specialized assistance.

Currently, over 30,000 College students have active library borrower cards, and the Library's daily gate counts range from 2,500 to more than 3,000 students when classes are in session. The Library provides assistance with accessing resources, research, digital media creation, computing support and printing services. Faculty librarians are available to assist students all 80.5 hours per week that the library is open. Librarians also teach a course-based information literacy program to students within every academic division and offer a variety of workshops to increase students' critical thinking, research and information literacy skills. The Library's collection is comprised of 235,655 books; 6,190 bound periodical volumes; 124,331 physical audio-visual items; 54,583 electronic books; over 800,000 streaming video and audio files, more than 100 electronic databases; and 450 journal and newspaper subscriptions. Through membership in the I-Share consortium, students can also request or directly access the holdings of 87 academic libraries in Illinois, a combined collection that ranks among the world's greatest research libraries.

The Learning Commons is a one-stop academic support center with specialized services to support students in mathematics, reading, writing, speech and tutoring in other disciplines/programs as well. Support is provided to students enrolled in traditional, online, and hybrid courses at all College of DuPage locations. In the 2016 academic year, Learning Commons logged 30,099 sign-ins in Math Assistance; Tutoring Services recorded 5,686 small group and one-on-one sessions, 9,051 drop-in and guided study group visits and 469 class sessions; and Writing, Reading, Speech Assistance logged 7,408 one-on-one assistance sessions and 755 attendees at workshops and in-classroom workshops.

The 65,000 square-foot Student Services Center (SSC), which opened in 2011, is centrally located

and serves as the first ever “front door” for the campus. This building is totally student-focused and, in addition to being the hub for all key student services such as Admissions, Registration, Financial Aid, etc., it provides spaces for students to congregate, study, and hold a multitude of activities focused on better connecting the student to the College.

The Counseling and Advising office at College of DuPage provides new and current students and members of the community with personalized service and comprehensive resources designed to ensure student success in all phases of academic, career and personal development. The College’s faculty team of Student Success Counselors and Program Advisors partner with student to: review general education, degree and certificate requirements, including the transferability of courses; establish a Student Educational Plan to help students achieve their educational goals; develop success strategies for academic success; support career exploration and decision-making process; and discuss personal concerns that may be interfering with the student’s educational or career success.

Over 90 student clubs provide students a connection with academic programs, topical interest sharing, sharing of leisure-time activities, social interaction and a connection with the communities of students at the College. Practicing leadership, business and organizational skills outside the classroom enhances students’ life and career goals.

The College hosts and supports numerous honor societies including Alpha Beta Gamma Society, which honors academic achievement and provides opportunities for leadership for business and technology students; Alpha Mu Gamma Society, which honors students for outstanding achievement early in their college foreign language studies; Lambda Epsilon Chi Society, which recognizes significant achievement of students in College of DuPage's Paralegal Program, and recognizes members who broaden their academic experience beyond the classroom; Omega Lambda Nu Society, which promotes research and investigation in the Radiologic and Imaging science; Phi Theta Kappa, the international honor society for two-year colleges; and Psi Beta, the national honor society in Psychology.

The Living Leadership Program is a free non-transcript certificate program at College of DuPage focused on developing students into active leaders and positive change-makers. The program is divided into two phases to meet the diverse needs of college students. Students may begin at any time and completion of the requirements is self-paced.

[New Student Orientation \(NSO\)](#) is a program dedicated to welcoming new students to the College and encouraging them get to know other students, faculty, staff and campus. The goal of NSO is to get new students excited about meeting new people, starting classes, and being a Chaparral. The College strives to help them learn about the many opportunities available to them as they begin their student life at the College.

2.

Smart Start is an “entrance seminar” to ensure students are adequately prepared for an educational planning seminar with a Student Success Counselor. These [seminars](#) are offered at the main campus and at the four Centers for full-time degree and certificate-seeking students.

Communications and a sense of inclusion for new students were enhanced through the Office of [Student Life](#) and New Student Orientation programs.

The Learning Commons offers preparatory information sessions and workshops for each of the eight placement tests to acquaint students with the test format and provide test preparation advice. The

Learning Commons also provides an extensive list of resources to assist students in preparing for the [placement tests](#). Students seeking additional assistance in preparing for the Writing, Reading, or ESL(ELS) placement tests can meet with a Writing, Reading, Speech Assistance coach for more individualized attention and additional practice on test questions.

The ALEKS math placement test requires each student to complete a practice test before their first proctored attempt at the placement test. After completing this practice test, an individualized study plan is generated and students have the opportunity to review math topics in a Prep and Learning module for up to six months. The Math Assistance Area offers support for students needing additional assistance when practicing in the Prep and Learning module.

Placement tests are administered to students in the College's [Testing Center](#) and are designed to assess a student's current skill level for placement into appropriate developmental or college-level courses in Mathematics and English (Reading and Writing). The academic divisions of Liberal Arts for English and Health & Sciences for Mathematics establish testing eligibility rules and cut scores.

Mathematics:

Students may place into a math course at the College by obtaining the required score on the Math portion of the ACT test, completing the prerequisite course at College of DuPage, or obtaining the necessary score on the ALEKS PPL math placement test.

Once placed in a math course, whether it be a developmental course (Math 0460, 0465, 0470, 0481 and/or 0482) or a college credit-bearing course, students are advised of the extra help available to them from the instructor, the Math Assistance Area, and peer tutoring.

English (Reading and Writing):

Students are initially placed in English courses according to qualifying credentials which attest to their proficiency in reading and writing. Some of the qualifying credentials that are considered for placement are ACT scores, prior degree completion, or other test scores (SAT or TOEFL, for example). In the event that students do not have qualifying credentials, they must take the ACCUPLACER Placement test which is used to assist students in determining their preparedness for college level reading and writing.

Based on the results of the ACCUPLACER Placement test students are placed in the following developmental options:

Developmental Reading:

ENGLI 0480, 0481, and 0482 are all 4-credit courses. Students take the ACCUPLACER Reading test and advance accordingly in the sequence of developmental courses, which is not a lockstep program; the students only take courses that they need.

Developmental Writing:

ENGLI 0490, 0491, and 0492 are sequential 4-credit courses. Students who earn a C or better progress to the next course. Students who earn a C or better in English 0492 progress to English 1101. Adjustments in placement may be made at the recommendation of instructors.

Successful completion of the requisite developmental courses affords students entry into college level English courses and other courses which require college level reading and writing ability.

3.

The [Counseling and Advising](#) office at College of DuPage provides new and current students and members of the community with personalized service and comprehensive resources designed to ensure student success in all phases of academic, career and personal development.

Student Success Counselors and Program Advisors partner with students to review general education requirements, degree and certificate requirements, and establish a Student Educational Plan for achieving their academic goals. Student Success Counselors will also review transferability of courses, develop strategies for academic success, support student career exploration and the decision making process, work with undecided students and discuss personal concerns that may be interfering with the student's educational or career success.

Students can receive counseling and advising assistance at the Glen Ellyn (main) campus or at one of the off-campus Centers (Naperville, Addison, Westmont and Carol Stream).

[Counseling Service Workshops](#) are offered throughout the term. For example, in fall 2016 workshops with topics such as test anxiety, goal setting, etc., were held. In addition to meeting with a counselor/advisor or attending a workshop, students also have a variety of [online tools available](#) to them. For example, students can access Student Planning Worksheets that outline the specific general education degree requirements for the Associate of Art, Associate of Science, Associate in Engineering Science, Associate of Applied Science and Associate of General Studies degrees. The worksheet also explains the additional degree requirements for each degree. An example of understanding the Student Planning Worksheet can be found on the Counseling Services/Advising Tools and Resources website and selecting the video "How to fill out a student-planning worksheet."

First time students at the College can attend a Smart Start Session. This session gives students an overview of how to develop an educational plan. After the session, students meet with a Counselor for additional guidance. During non-peak times, all students can meet by appointment with a counselor throughout the year. During high peak (Registration) times, the Educational Planning Center opens to assist students.

Continuing students in good academic standing (GPA 2.0 and above) are served on a walk-in basis in the Counseling and Advising Educational Planning Center.

Students whose GPAs have dropped below a 2.0 the last semester they attended are required to meet with a Student Success Counselor before registering each semester until their GPA is above 2.0 (good standing).

First term students on Academic Probation must attend a Group Session for identifying academic difficulties and strategies to be successful and for educational planning.

Students on Continued Probation/Suspension may be seen on a walk-in basis or by appointment in the Counseling and Advising Educational Planning Center.

4.

The Glen Ellyn campus covers 273 acres and has 15 major buildings. In order to create a greater regional presence and make programs and services more accessible to District 502 residents, the College operates four strategically placed centers in Addison, Carol Stream, Naperville and Westmont.

In addition, the College has one of the premier outdoor athletic complexes in the nation. The complex includes a football field, baseball field and three soccer fields.

The College's library maintains a collection of 235,655 books; 6,190 bound periodical volumes; 124,331 physical audio-visual items; 54,583 electronic books; over 800,000 streaming video and audio files, more than 100 electronic databases; 450 journal and newspaper subscriptions, and a Reserve collection of textbooks, anatomical models and other materials needed for classes. The 100,000 square foot library, fully renovated within the last three years, is designed to accommodate the varied needs of a diverse student population. Its facilities include six computer classrooms, 100+ public computers, 18 group study rooms, a multimedia production lab, copying and printing services, collaborative study spaces, and quiet and silent individual study spaces. Flexible spaces allow the library to quickly adapt in response to the changing needs of students.

The Glen Ellyn Learning Commons is a 12,000 square foot, one-stop shop offering free academic assistance to College of DuPage students in a one-on-one or group format. It is staffed by faculty, professional and peer tutors/coaches, and student and classified staff utilizing private rooms, cubicles and open table areas to provide student academic support services. The Writing, Reading, Speech Assistance Area includes a speech lab where students practice individually or with a coach. Computers are available for students requiring access to math software and MS Office applications. The Learning Commons also has a computer classroom and three conference rooms for large tutoring sessions, Learning Commons orientations and workshops.

Off-campus Learning Commons have an open computer lab for student and community use, a cubicle for individual or small group assistance and a testing lab. Table space is also available for student collaboration and self-study.

The College's technology resources include more than 4,500 networked personal computers, 140 student computer labs, and 260 technologically enhanced classrooms. Information Technology has initiated a cyclic Technology Replacement Plan to ensure that all technology on campus is kept up to date. A *Faculty Technology Replacement Process* covers replacement of computer workstations and shared suite printers assigned to full-time faculty at College of DuPage. The process calls for the replacement of desktop and laptop computers every four years. The *Classroom/Lab Technology Replacement Process* covers student and instructor workstations in computer labs, technology-enhanced classrooms, traditional classrooms, laboratories, and the library. The process covers workstations, workgroup printers, classroom projection systems, classroom document cameras as well as laptops, portable projection systems, and document cameras distributed by the Library's AV Distribution department.

In addition to a state-of-the-art classroom building, the Berg Instructional Center (BIC) a four-level structure that houses classrooms, labs, faculty and departmental offices, and conference areas, the College also has several specialty facilities dedicated to teaching and learning.

The Health and Science Center (HSC) is a 186,000 square feet, \$60 million facility. The HSC provides a combination of laboratory, classroom, office and instructional space. Highlights include an operating room, full dental lab, medical imaging laboratories, and a simulated hospital that contains four private rooms, an operational nurse's station, a simulation de-briefing room and the use of high-fidelity manikins that recreate high-risk and non-emergency patient scenarios for students.

The Technical Education Center (TEC) is a 178,000 square feet, \$50 million facility. This building includes 31 classrooms, 16 state-of-the-art laboratories to accommodate 1,400 students, as well as

space for raw material and vehicular storage. In addition, an adjacent greenhouse provides a hands-on laboratory for Horticulture students. The LEED-certified center has two windmills and four solar panels on its roof to provide students with hands-on study of emerging wind/solar energy technologies.

The Robert J. Miller Homeland Security Education Center (HEC) is a 66,000 square feet, \$25 million facility. This comprehensive, multi-jurisdictional training center features a full-scale indoor street scene for force-on-force exercises, forensics and cybercrimes labs, a command center designed to instruct National Incident Management System protocols, a smoke room with moveable walls for EMS, fire rescue simulations, an outdoor scaling and rappelling tower, and a full-size ambulance.

Other facilities on the main campus include the Culinary & Hospitality Center (CHC), Early Childhood Center (ECC), Homeland Security Training Center (HTC), Physical Education Center (PEC), Seaton Computing Center (SCC), Student Resource Center (SRC) and Student Services Center (SSC).

Addressing the cultural aspect of the College's mission, the McAninch Arts Center (MAC) houses three performance spaces, the 780 seat Belushi Performance Hall, the 186 seat Playhouse Theatre, and the Studio Theatre a versatile, black-box performance space that seats approximately 70 guests. In addition, the Cleve Carney Art Gallery is a 90- by 25-foot space dedicated to year-long contemporary visual art exhibitions. Finally, the Lakeside Pavilion is an expansive outdoor space that features a Patio Amphitheatre stage, lush lawn, and capacity for 1,200.

5.

Faculty and staff within the division of [Learning Resources](#) provide guidance to students in the effective use of research and information resources. Librarians teach students to be effective users and producers of ideas and information through course-based information literacy instruction, workshops, resource guides and tutorials. Every academic program has an [assigned liaison librarian](#) who coordinates with faculty to provide library instruction suited to the unique research needs of each discipline.

Through the [Future of Research Series](#), the faculty are encouraged to explore and discuss college research within the framework of 21st century student outcomes and skills. [Research 101](#) is a self-guided tutorial for students seeking additional instruction. A set of information [literacy modules](#) has also been developed by the Library for instructors to add to their Blackboard shell.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1.

The College recognizes that co-curricular programs provide a supportive, values-based environment that helps students get the most out of their College experience, as well as prepares them to be active leaders in a complex and ever-changing society. A sampling of those programs include:

The [Service Learning Program](#) enrolls more than 250 students annually with service opportunities in more than 25 academic disciplines every semester. Students annually contribute over 8,000 hours of service to more than 100 community non-profit organizations. Students learn in a "living laboratory" as they apply theory to practice through their volunteer experiences. The students bring those experiences back to the classroom through assignments such as reflection papers, oral presentations and poster sessions that display what they learned and how they were able to apply the theory to practice.

[Internships](#) provide a way for students to begin training for a career in their field of study through employment opportunities that may be linked to earning college credit. The College of DuPage Career Services Center hosts an online internship posting board that allows students to search for opportunities available at local companies and non-profit organizations. This year alone there have been more than 570 internships posted to this online system. The Career Services Center provides a weekly seminar for students who are actively seeking internships and trains them on how to search for an internship in their field of study. The internship program is an integral part of the College's continuing effort to engage students outside the classroom and prepare them for future employment.

The [Living Leadership Program](#) certificate offered through the Office of Student Life at College of DuPage focuses on developing students into active leaders and positive agents of change. The program is divided into two phases to meet the diverse needs of College of DuPage students.

The [Student Leadership Council](#) of College of DuPage facilitates values-based opportunities for leadership development to enhance citizenship at our college and in our communities.

More than [90 clubs](#) are available for student engagement. The diverse options are: 25 Academic & Pre- Professional Clubs; eleven Cultural and Ethnic Clubs; seven Faith-Based Clubs; six Honor Societies; three Literary and Performing Arts Clubs; 14 Political and Advocacy Clubs; two Service-Oriented Clubs; four Social Activities Clubs; and five other organizations. The clubs and organizations hold more than 1,300 meetings and events annually on campus for students.

Students can also be involved in many professional organizations and competitions including the National Association of Landscape Professionals, American Culinary Federation, Skills USA, and Robotics.

2.

The mission of College of DuPage is to be a center of excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.

One method the College uses to assess if the mission is being met are student, staff and community surveys. On a three-year cycle, the College administers the Noel-Levitz Student Satisfaction Inventory (SSI) to over 1,300 students during spring term and the Personal Assessment of the College Environment (PACE) survey to all staff and faculty. On an annual basis, in support of the strategic planning process, the College conducts a third-party community telephone survey to 500 District residents, yielding an error margin of ± 5 percent.

Being a center of excellence in teaching, learning and cultural experiences is supported by the following data.

The most recent (2014) [Noel-Levitz](#) survey noted the following.

- Eighty-three percent of the students attending said College of DuPage was their first or second choice for higher education.
- Sixty-nine percent of the students said academic reputation was one of the most influential factors for why they chose to attend College of DuPage.
- Instructional effectiveness was one of two areas that students noted as being of high importance to them and that they were highly satisfied. Specifically, the students noted that:
 - They experienced intellectual growth at the College.
 - There were a good variety of courses.
 - The quality of instruction in most classes is excellent.
 - Nearly all faculty are knowledgeable in their fields.
 - Faculty are usually available after class and during office hours.
- Based on three previous surveys, in 2014 six areas were rated at an all-time high: Academic Services, Admissions and Financial Aid, Campus Climate, Concern for the Individual, and Responsiveness to Diverse Populations.

The most recent (2014) [PACE](#) survey noted the following.

- Of the 56 PACE questions, seven were rated in the Collaborative (highest) range, including:
 - The extent to which I feel my job is relevant to this institution's mission.
 - The extent to which the faculty meet the needs of the students.
 - The extent to which students receive an excellent education at this institution.
 - The extent to which this institution prepared students for a career.
 - The extent to which this institution prepared students for additional learning.
- Of the eight PACE domains, "Student Focus" always receives the highest mean score.

The most recent (2016) community survey noted the following.

- With respect to academic reputation, 56 percent of the respondents gave a "top box" rating, while only one percent gave a "bottom box" rating.
- Academics was rated as the most significant strength of the College.

The McAninch Arts Center (MAC) is a conveniently accessible cultural arts and gathering place in DuPage County. The College hosts exceptional entertainment and enriching programs at the MAC. Over the last three decades the MAC has welcomed more than 1.5 million audience members through its doors, a testament to its appeal and support from the community.

Providing accessible, affordable, and comprehensive education.

The most recent (2014) Noel-Levitz survey noted the following.

- Eighty-six percent of the students said cost was one of the most influential factors for why they chose to attend College of DuPage.
- Academic Services was rated extremely high by students. Specifically questions of high importance and high satisfaction included:
 - Library resources and services are adequate.
 - Computer labs are adequate and accessible.
 - The equipment in the lab facilities is kept up to date.
 - The College issued student email account makes it easy to communicate with my instructors.
- Noel Levitz also identified College of DuPage as a benchmark with respect to the following questions:
 - There are a sufficient number of study areas on campus.
 - There are a good variety of courses provided on this campus.

The most recent (2016) [community](#) survey noted the following.

- With respect to value, 61 percent of the respondents gave a “top box” rating, while only three percent gave a “bottom box” rating.
- Accessibility was rated as the second and value was rated as the third most significant strength of the College, after academics.

The College’s mission also notes that it provides comprehensive education. In addition to the nine associate degrees and over 150 Career and Technical Education specialties, the college also believes that service learning contributes to a more complete and rounded student experience. Therefore, each year, hundreds of College of DuPage students are gaining, crucial real-world experience, enhanced learning and a greater sense of satisfaction by participating in service learning experiences across a broad range of disciplines and venues.

The [Service Learning](#) program at College of DuPage is more than volunteering, the program includes three crucial components – student engagement, community partnerships and faculty facilitated learning – and involves a teaching style that engages learning in the classroom through hands-on service in the community and civic responsibility. It teaches things traditional classroom experiences cannot and gives students the opportunity to experience a different side of their community and receive a fresh perspective on the world while gaining an understanding of the impact they can have through volunteerism.

Through Service Learning, each year, between 350 to more than 500 College of DuPage students from more than 40 classes provide approximately 7,000 hours of service to more than 80 organizations throughout the community.

The most crucial element in any assignment is that it facilitates prompted reflection about how the volunteer experience connects to course material. The integration of the experience to the coursework

is where the greatest learning occurs.

Service learning has been integrated in a variety of ways. In some classes, service learning is a requirement, in others, it may be an alternate assignment that underscores course objectives. Students may be asked to keep journals to reflect on their service learning experiences and relate course concepts to what they are doing or observing on site. Additional assignments might include essays, oral presentations, brochure design or email reports. In some cases, students actively try to solve a problem in the community, drafting advocacy letters or planning and implementing an activity to help raise awareness about an important issue.

Sources

- Planning_2014 PACE Report
- Planning_2016_Pulse_Survey
- Planning_Noel_Levitz_SIS_2014
- STU_AFF_Clubs_website
- STU_AFF_Student_Life
- STU_AFF_Student_Life (page number 2)
- STU_AFF_Student_Life (page number 4)
- STU_AFF_Student_Life (page number 10)

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Driven by its mission to be a center for excellence in teaching and learning, and to meet the needs of a diverse student population the College provides its college-credit education in several formats, including adult fast track, traditional face-to-face, online, hybrid and dual credit. In addition, courses are delivered in a variety of settings including the main campus, regional centers, and area high school. In order to ensure the highest quality, all courses regardless of delivery mode or location are based on an Active Course File that defines curricular area, course title, credit hours, Illinois Articulation Agreement status, course description, prerequisites, and course content and learning goals.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1.

All College of DuPage academic programs and disciplines participate in a five-year cycle of [Program Review](#) as required by the Illinois Community College Board (ICCB). The first year consists of preparatory activities. In the second year, student and program data from multiple sources are used to support an analysis of the discipline/program. Individual formal reports are submitted and address issues related to program need, viability, quality, effectiveness, cost, assessment of program outcomes and plans for improvement of the discipline/program. Prior to submitting the final institutional program review report to the ICCB, program/discipline faculty meet with their dean, associate dean, the associate vice president of Academic Affairs and the vice president of Academic Affairs to discuss the report including programmatic recommendations for the future, the assessment of student learning outcomes and ways in which academic administrators can provide support and resources for the continued success of the program/discipline. The Program Review Report is then filed with the ICCB. Years three through five of the Program Review Cycle are devoted to continuous improvement updates related to recommendations contained in the report.

In addition to the traditional academic programs and disciplines, the College also requires the various service centers of Student Affairs, Enrollment Services, Academic Support Services, Student Financial Assistance, Cross-Disciplinary Instruction, Continuing Education/Public Services and other similar divisions to participate in Program Review on a five-year cycle.

The institutional commitment and support for Program Review is demonstrated through Board [Policy 25-90](#): Program Review, and it is also a part of the full-time Faculty Contract as noted in [Section D6.1](#).

Leadership and support for Program Review comes from the Office of Academic Affairs that includes the position of Coordinator of Academic Assessment & Reporting.

2.

As noted in the Faculty Contract [Section D6.1](#) and Administrative [Procedure 20-125](#): Evaluation of Student Performance, the instructor of record is responsible for grading students' class work and assigning grades.

College Credit Earned Through Experiential Learning:

The Office of Field Studies/Study Abroad/Global Education works closely with academic disciplines and programs to offer classes that combine classroom-based instruction with field-based experience.

Students enrolling in [Field Studies/Study Abroad/Global Education](#) courses may earn college credit toward a degree or certificate. All Field Studies/Study Abroad/Global Education courses incorporate the same learning outcomes and level of academic rigor as when the course is offered in a traditional face-to-face classroom setting. The experiential content in these classes will range from 30 to 70 percent depending on the academic discipline.

Credit by Demonstrated Competency

The College Credit by Demonstrated Competence program offers students the opportunity to demonstrate their learning achievements outside the traditional college classroom and earn college credit for competencies equivalent to existing college courses. Students may complete 42 of the 64 semester credits needed toward an associate degree through this approach. Credit can be earned through *Credit by Proficiency* or *Articulated Credit*.

[Credit by Proficiency](#)

This method offers an opportunity to gain college credit for knowledge that students have acquired in an occupational or educational environment outside of college or through other experiences that are related to specific College of DuPage courses. Through this process, students who can demonstrate that they have mastered the body of knowledge normally needed to complete a College course can gain college credit without taking the course. Each full-time faculty member has the prerogative to decide if a course lends itself to this method (proficiency) of gaining credit and the means by which a student must demonstrate their knowledge, i.e., credit by proficiency through established exams, or credit by proficiency through an instructor.

- Credit by Proficiency Through Established Exams

Several established exams developed by College faculty or national exams are available.

Credit by national examination offers a student an opportunity to demonstrate knowledge in a particular subject area by submitting scores from the nationally recognized Advanced Placement Program (AP) or the College-Level Examination Program (CLEP).

- The Advanced Placement Program (AP) is a program of college courses offered in high school in cooperation with the College Board of Princeton, NJ. The College accepts credit for course areas in which a student has completed an Advanced Placement Program course examination with an acceptable score. The amount of credit accepted for each Advanced Placement Program course examination is determined according to its College of DuPage equivalent course.
- The College is a national test center for the College-Level Examination Program (CLEP) which is sponsored by the Educational Testing Service and provides college-level, content-specific tests given to determine competency. All CLEP tests are computer based.
- Credit by Proficiency Through an Instructor

If an established exam does not exist, students can contact a full-time faculty member for the specific course and inquire if proficiency testing is available.

Articulated Credit

The College has a [High School Articulation Program](#) that is designed to provide students with the opportunity to receive college credit for certain courses taken at the secondary level. The program helps make a smooth transition from the high school to College of DuPage.

For a student to receive articulated credit at the College, the student must:

- Complete a high school course covered by an articulated credit agreement, receiving the required grade, usually a “B” or better
- Apply for admission to College of DuPage
- Submit high school transcripts to the College of DuPage Records Office
- Complete the application for articulated credit form available in the College’s Records Office
- Apply for articulated credit within the two years of high school graduation

Articulated credit appears on the College’s transcript after one semester of attendance. No grade will appear, but the credit hours will apply toward a certificate or degree.

Articulated credit may be used for meeting a College program requirement or prerequisite or as a graduation elective or requirement.

The purpose of the High School Articulation Program is to eliminate the needless duplication of content, save the student time and money and to provide better continuity between high school and college curricula.

Although the College recognizes that the responsibility for grading rests solely with the faculty, a grade review process is available for students who believe their final course grade was assigned in an arbitrary or capricious fashion. This process is governed by Board [Policy 20-165](#): Academic Appeals and is outlined in the [College Catalog](#).

The Office of Student Records evaluates credits earned at other colleges and universities for transfer into a program of study at the College when a student completes a Transcript Evaluation Request Form. The student making the transcript evaluation request must also make a request to the previously attended institution(s) to send an official transcript directly to the Office of Student Records at College of DuPage. Acceptance of credits by the College is guided by the Office of Student Records Transfer Evaluation Policy. The policy addresses requirements concerning:

- Official Transcripts from other institutions
- International Institutions
- Regional Accreditation
- Students with prior bachelor degrees
- Type of credits granted
- What is not eligible for credit
- Academic year issues (e.g. semesters, quarters and trimester systems)

4.

As outlined in the [College Curriculum Guide](#), the College has a detailed set of internal processes and required approvals for new and revised courses, certificates and degrees. As noted in the Faculty Contract [Section D 6.1](#), full-time faculty are responsible for developing and evaluating all of the institution's educational programs. The full-time faculty originator of new and revised courses and programs of study uses the CurricUNET software for the proposed curricula which promotes consistency and standardization for all elements such as course/program objectives, student learning outcomes, evaluation methods for student performance, etc.

All new and revised courses and programs of study are submitted to the appropriate Division Curriculum Committee, comprised of full-time faculty in the Division, and also to the appropriate associate dean and dean before it comes to the College Curriculum Committee for approval. The College Curriculum Committee is comprised of representatives from all academic divisions and subdivisions of the institution. Once the new courses are approved by the College Curriculum Committee, they are submitted to the Illinois Community College Board office for approval. New courses must be approved before they can be a part of newly proposed degree or certificate programs. A new degree or certificate program of study must be approved by the College Board of Trustees before submitting it to the Illinois Community College Board for final approval. New degree programs must also be approved by the Illinois Board of Higher Education before they can be offered at the College.

For each degree and certificate program offered by the College, an Application for Permanent Approval of a Career & Technical Education Curriculum (Form 20) must be completed and submitted to the Illinois Community College Board for final approval before any courses or the program can be offered to students at the community college. Sections of Form 20 include:

- Feasibility Analysis which verifies that the program is feasible from a labor market standpoint; and that there is demonstrated sustainable need for the program in the district.
- Curriculum Quality and Cost Analysis which documents quality in response to identified needs and is cost-effective and is commensurate with financial support. Sections of this analysis include curriculum information, education and skill requirements, assessment of student learning, faculty qualifications and needs, academic control and cost data for the proposed program.

With respect to Dual Credit, the College adheres to Illinois Community College Board Administrative Rule §1501.507 (b) 11 for instructor qualifications, student qualifications, placement testing, course offerings and course requirements.

All college-level courses offered by the College, on campus, at off-campus sites and at secondary schools, meet all state laws, ICCB regulations, accreditation standards specific to the Higher Learning Commission, local college policies, and College of DuPage instructional procedures and academic standards.

The high school instructor teaching Dual Credit must also complete a College of DuPage faculty application and include a current resume, college transcripts and required certifications and meet the hiring guidelines for the specific course the same as any other full-time or adjunct faculty teaching at any College of DuPage location. Other discipline-specific information and materials may also be requested by the College faculty or administrator reviewing the proposed agreement for the specific Dual Credit course. Approvals for the Dual Credit agreement include the faculty program coordinator, the appropriate associate dean and the associate vice president of Academic Affairs. The Human Resources record-keeping process includes transcripts and records of dual credit faculty which is consistent with other adjunct faculty hires. Dual credit teachers are included in the annual orientations of adjunct faculty.

Students must be eligible to take the class based upon college placement testing or completion of any prerequisites in order to sit in a dual credit course and receive credit. Students are in their junior and senior level of high school study.

Courses considered for dual credit instruction are examined and approved by the faculty in the discipline to ensure that learning outcomes, topical outlines and assessment procedures are appropriate to a college-level class. In addition, the College has a prescribed process for creating a Dual Credit agreement with each high school for each specific course that has been determined as equivalent to an existing course offered by the College. A detailed course syllabus including course objectives and a topical outline, the detailed weekly agenda for the class and required textbooks are part of the Dual Credit agreement process. Elemental to the integrity and success of the Dual Credit Program is the communication, application and monitoring of overarching policies and practices that govern college operations, many of which are new to high school partners. The College has accomplished this to date through the development and distribution of a Dual Credit Instructor/Administrator Handbook, the formation of a Dual Credit Placement Testing Task Force, and a “summer summit” open to all high school administrators and instructors involved in Dual Credit efforts.

5.

The College’s Strategic Long Range Plan [Goal 1: Accountability](#): *being transparent, answerable and responsive to all stakeholders*; and Strategic [Objective 1.1](#): *Exceed the accreditation requirements of the Higher Learning Commission and other specific accreditations and certifications*. Both are responsive to this Core Component. Note that the Accountability goal is new to the 2017-2021 plan, and was crafted to better emphasize and stress its importance institutionally and to better drive institution-wide planning.

College of DuPage seeks new and maintains existing special accreditations for a wide range of its Career and Technical Education (CTE) programs of study. Having specialized accreditation demonstrates the College’s commitment to achieving high standards of quality according to educational standards in each respective industry/profession. Some of the program [accreditations](#) are

quite unique for a community college to achieve.

In addition, the College has recognition status through the Illinois Community College Board. Recognition is a state statutory term describing the status of a community college district in Illinois that meets academic, student support, financial, facility and reporting standards as established by the Illinois Community College Board. Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, Illinois Community College Board staff conducts recognition evaluations to ensure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.

The Illinois Community College Board recognition evaluation process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis. Evaluations include quality indicators in addition to standards that are strictly compliance-oriented.

6.

The College's Strategic Long Range Plan [Goal 2: Value-Added Education](#): *Going beyond the standard expectations and providing something more to students and communities we serve*, Strategic [Objective 2.3](#): *Review and develop curricular offerings that are high quality and aligned with the current and emerging employee skill needs of local businesses and employers*; Strategic [Objective 2.4](#): *Add additional and strengthen current academic transfer partnerships agreements (e.g., 3+1 and 2+2) and create greater opportunities for students to earn college credit while still in high school (e.g., Early College initiative and dual credit)*; and Strategic [Objective 2.5](#): *Support student success by addressing student identified (e.g. Noel Levitz Student Satisfaction Inventory survey) issues with academic advising, with a focus on the academic advisor's knowledge about programs at College of DuPage and transfer requirements at other institutions* are responsive to this Core Component.

In October 2014, The College of DuPage's [Economic Impacts report](#) was released. This report was prepared by the Center for Governmental Studies at Northern Illinois University under agreement with the Illinois Community College Board. Among other things, the report noted that students who complete their programs of study can expect to see a total lifetime (over 40 years) earnings gain of \$479,000, or a 37 percent increase over not completing a College of DuPage program. The report also noted that on average, those students who completed an Associate of Applied Science degree or a long-term certificate (≥ 30 credits), saw a first year earnings increase of \$6,351. Finally, the report noted that five-years following completion (2005 completers), 81 percent of College of DuPage graduate were still employed in the state of Illinois.

Programs ensure their graduates are prepared for employment or further study in many ways such as program review and assessment, advisory committees and surveys of alumni and employers. One aspect of the program review process is to assess labor market data for DuPage County, the metropolitan region and the nation. For this purpose, labor market data is obtained from Economic Modeling Specialist, INC.

In cooperation with the Office of Research and Analytics, programs follow up on student success using indicators appropriate for assessing completion and employment. Completion metrics are compiled and analyzed using data from the Integrated Postsecondary Educational Data System (IPEDS) and the National Community College Benchmarking Project. Results are shared with program/discipline faculty and academic administrators through the Program Review process. In addition to the formal survey, faculty in the majority of the Career & Technical Education programs keep in touch with graduates by assistance they provide for employment opportunities and through alumni serving on Program Advisory Committees.

Additional validation of student success and program quality is received annually from the Post-Secondary Perkins Performance Measures/Indicators worksheet which is part of the annual evaluation by the Illinois Community College Board for Carl D. Perkins Grant funds received by College of DuPage. The College is evaluated annually according to six Accountability Measures:

- Technical Skill Attainment
- Credentials, Certificate or Degree
- Student Retention or Transfer
- Student Placement
- Nontraditional Participation
- Nontraditional Completers

An additional pattern of evidence is transfer student data which is tracked through the National Student Clearinghouse. Data from the Clearinghouse shows that over an eight-year period, a total of 7,719 College of DuPage students completing an associate degree have transferred to a four-year university and the majority has done so within the first year after leaving College of DuPage. For this population of students, 4,838 students earned an Associate in Arts degree and 2,337 students earned an Associate in Science degree. This demonstrates that College of DuPage transfer students are successful in using the AA and AS degree programs as the foundation for a baccalaureate degree. They are transferring in a timely manner which demonstrates persistence towards completing their educational goals.

PROBATION ISSUE: In its December 16, 2015 probation letter the HLC stated that the College meets with concerns Criterion Four, Core Component 4.A, “the institution’s demonstrates responsibility for the quality of its educational programs because the College lacked appropriate oversight over the SLEA curriculum and did not, therefore, include the program in its regular academic program review process, which ensures that students in this program are meeting the learning objectives of the College’s criminal justice program, even though the College simultaneously awarded credit in its criminal justice program for the non-credit SLEA program credits.

As was noted in 3.A, cadets are no longer simultaneously awarded credit in its criminal justice program for the non-credit SLEA program credits. The SLEA program is totally in the Continuing Education (non-college credit) Division, with no ability or cross-over to offer college credits. Additionally, all SLEA funding moved to auxiliary (non-credit) funding.

The issues concerning SLEA as noted in 3.A, 4.A, and 5.B, have led to the formation of a Continuing Education Advisory Committee with membership from both the credit and non-credit sides of the institution. This has facilitated a better relationship and lines of communication between both groups, and will further help ensure that continuing education courses and programs don’t migrate to college credit without full-time faculty involvement and oversight. In addition to strengthening the SLEA program, continuing education leadership has asked that the Criminal Justice faculty to review the (non-credit) SLEA curriculum provide recommendation for improvement. Currently this review is being conducted by the faculty Criminal Justice Coordinator.

Sources

- ACA_AFF_Accreditations
- ACA_AFF_CollegeCatalog_2015-17_Book
- ACA_AFF_CollegeCatalog_2015-17_Book (page number 109)

- ACA_AFF_CreditByProficiency
- ACA_AFF_Curriculum_Documents
- ACA_AFF_Field studies website
- ACA_AFF_HSTISLEA Program Review
- ACA_AFF_Program_Review
- Board_AdminProcedures
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- Board_PolicyManual-05202016
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- Board_PolicyManual-05202016 (page number 280)
- HR_CODFacultyAssociation_agreement
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- Planning_2014 NIU-ICCB Economic Impact Study (COD)
- Planning_2017-2021_slrp
- Planning_2017-2021_slrp (page number 13)
- STU_AFF_HighSchoolArticulationDocuments
- STU_AFF_Transfer Evaluation Policy

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1.

The College's Strategic Long Range Plan [Goal 1: Accountability](#): *College of DuPage is committed to being transparent, answerable and responsible to all stakeholders*, Strategic [Objective 1.2](#): *Develop, analyze and use meaningful metrics to demonstrate how well College of DuPage is educating students, including transfer and employment placement rates*; Strategic Long Range Plan [Goal 2: Value-Added Education](#): *Going beyond the standard expectations and providing something more to students and communities we serve*, Strategic [Objective 2.6](#): *Support student completion within 150 percent of normal time (e.g., three years for an associate degree) by implementing a guided pathways approach to programs and degrees*; and Strategic Long Range [Goal 3: Student Centeredness](#): *College of DuPage is committed to methods of teaching that shift the focus of instruction from the teacher to the student*, Strategic [Objective 3.6](#): *Ensure that current College policies and procedures lead to improved student outcomes*, Strategic [Objective 3.7](#): *Foster a culture of intellectual expectations, achievement and engagement for students*, and Strategic [Objective 3.8](#): *Leverage faculty expertise to develop and implement original content/learning modules that can be scaled to meet current and emerging student educational goals and local employer needs* are responsive to this Core Component.

During the 2008-2009 academic year, College of DuPage full-time faculty created and ratified eight General Education [Student Learning Outcomes](#): Critical Thinking; Information Literacy; Knowledge Integration; Effective Communication; Mathematical Reasoning; Scientific Reasoning; Cultural Comprehension; and Social Awareness.

From fall 2009 through spring 2012, the faculty focused on mapping the eight outcomes and the assessment strategies used in courses across all academic disciplines and Career & Technical Education programs of study. The mapping process was supplemented by several faculty development programs and activities focusing on the assessment of student learning. Opportunities were also facilitated for faculty to share their successes and challenges with direct and indirect methods of assessment with their faculty peers in a supportive and collegial environment.

In the 2012-13 academic year, the General Education Assessment Steering Committee focused on researching best practices in the assessment of student learning by community colleges and universities across the country. The committee which comprised of faculty representatives from all academic divisions created a master plan for assessment of general education outcomes. In spring

2013, a pilot project for assessing the level of achievement by all degree-seeking students for the outcome of Critical Thinking was presented to the faculty for input and feedback. In spring 2014, a team of General Education Assessment Reviewers utilized a Critical Thinking Rubric for the assessment of student work in courses mapped for general education assessment. The results were discussed with faculty during In-Service sessions for appropriate changes in courses to enhance critical thinking across the curriculum during the 2013-14 as well as 2014-15 academic years.

In the 2015-16 academic year, the General Education Assessment Steering Committee selected “Effective Communication” as the next project and during summer of 2016, faculty reviewed student work pertaining to Effective Communication learning outcomes. The results will be disseminated, discussed and appropriate recommendations will be made to reinforce and strengthen effective communication learning outcomes throughout the curriculum.

In addition to the assessment of student learning for the [General Education Outcomes](#), the College of DuPage Academic Program Review process requires faculty to create and implement Student Learning Outcomes Assessment Projects (SOAPs) annually relative to the program goals and learning outcomes for the academic disciplines and Career & Technical Education programs of study.

In addition, each course is governed by an [Active Course File](#) that among other aspects, defines learner goals and evaluation methods. This ensures that learning goals are in place for all courses and that, regardless of instructor, the learner goals for a specific course are consistent.

On an institutional level, the College has been a member of the National Community College Benchmarking Project (NCCBP) since its conception in 2004. The NCCBP is the largest comparative community college database of its kind in the nation. On an on-going basis, the College uses this data to assess, compare and improve academic programs. Also, at the August 29, 2016 Board of Trustees meeting, the NCCBP data on academic performance was presented to the Board. Further, the data was used as part of outreach efforts, leading to further discussions for improvement with high school district superintendents, curriculum directors, etc.

2.

In addition to the goals and assessments noted in Core Component 4.B.1, the College has also a number of outcomes related to its co-curricular programs.

Internship Program:

Students participating in internships are involved in on-site work experience and supervision. The appropriate faculty member meets with the student to develop learning objectives with the approval of the employer. Students are assessed by the faculty and the employer through observation, student log of work accomplishments and a final assessment of the student’s skills.

Additional optional information on the process: Learning Agreement – students articulate goals, how they will accomplish each goal and the method used to evaluate success of that goal. These are determined by the student, faculty and employer together. The Associate Dean approves each student learning agreement prior to actual registration. If there are questions or additional information needed, the Associate Dean works with the faculty member to revise prior to approval. Each faculty member is responsible for making sure students achieve the goals that are outlined. Additionally, many faculty provide a syllabus that includes other academic assignments such as projects, journals, papers, reading, etc.

Student Initial Self-Assessment/Final Assessment – Students evaluate themselves in the areas identified on the assessments. The initial assessment is completed prior to the internship start; the final assessment is completed at the conclusion of the internship. The faculty advisor also has a place to write comments and feedback to the student in addition to any feedback given through academic assignments.

Site Supervisor Final Assessment – the supervisor articulates the student’s success in the goals identified. The faculty member also signs this form.

Service Learning:

Service learning is a teaching and learning methodology that incorporates community service with academic instruction connecting theory to practice. [Assessment](#) is integrated in the academic curriculum through critical and reflective thinking. Students complete assignments identified in the individual syllabus for each course. Students identify learning goals from the syllabus and sign a service learning contract that is also signed by the faculty member and the site supervisor. Many of the typical assignments involve a written reflective paper or journal and/or an oral presentation to demonstrate the learning that took place during the service learning experience.

[The Living Leadership Program](#) is a free non-transcript certificate program at College of DuPage focused on developing students into active leaders and positive change-makers. The program is divided into two phases to meet the diverse needs of College of DuPage students.

The Living Leadership Certificate (Phase 1) introduces the student to leadership and focuses on leading of self and others through practical skill development workshops and involvement in campus life. Students who complete the Emerging Leadership portfolio are presented an Emerging Leader Certificate and are honored at the Annual Student Life Celebration and Awards Ceremony in April. After completing the portfolio, students are also eligible to move on to the Living Leadership Certificate.

The Living Leadership Certificate (Phase 2) builds on the Emerging Leader experience by guiding the student through expanded topics in leadership including servant leadership, ethical leadership, articulating a vision and developing a personal leadership philosophy. Students are required to complete additional skills workshops, volunteer hours and the Leadership Development class (Humanities 2210, 3 credits). Students who add the Living Leadership components to their leadership portfolio receive a Living Leadership Certificate, a Living Leadership medal to wear at graduation and will be honored at the Annual Student Life Celebration and Awards Ceremony in April.

3.

The College uses a continuous quality improvement model for [Academic Program Review](#) which includes information gained from assessment to improve student learning. The Program Review model has three phases: planning and review; data analysis and writing; and continuous improvement with an annual review. The program faculty are required to consult with their associate deans regarding the assessment of program goals and objectives for the discipline/program and also the results from the assessment of student learning outcomes. The Student Outcomes Assessment Projects (SOAPs) are conducted annually and then reviewed by the faculty for strengths and opportunities for enhancement relative to program/discipline content, teaching pedagogy, curriculum alignment, instructional equipment to support learning, etc.

As an AQIP school from 2000 to 2015, the College has used a data-driven, continuous quality

approach to improve its teaching and learning. In addition to [QIP 15](#), examples of institution-wide projects include:

- [Improving Students' Skills in Developmental Reading, Writing and Mathematics](#). The focus of this project was to design and implement systems and processes to improve students' skills in reading, writing and mathematics and to ensure success in their first college-level English and Mathematics courses.
- [Improving General Education Learning Outcomes](#). The focus of this project was to define and implement general education learning outcomes, leading to a better defined and communicated education program at the College.
- [Enhancing student satisfaction, retention and success through advising/counseling staff realignment](#). The focus of this project was to align the advising and counseling services to improve student satisfaction and retention; enhance the college-wide focus on student service; and grow enrollments.
- [Improving student retention, persistence and success in Developmental Mathematics, Developmental English and Online courses](#).

4.

The Faculty Contract defines program and assessment responsibilities for full-time faculty. Specifically, with respect to assessment of student learning, [Section D 6.1\(8\)](#) of the contract states: Exercise responsibility in the evaluation of student learning and granting of academic credit. Another aspect of the Faculty Contract, [Section D 6\(8\)](#) calls for all faculty to stay current in their field of expertise. In order to assist in his endeavor, each full-time faculty is provided (annually) with \$1,850 for professional development. In addition, each faculty member's syllabi, both full-time and adjunct, contain course assessment information.

In order to ensure that the academic mission of the College meets the needs of the community, the Board of Trustees formed the [Board of Trustees Academic Committee](#). In addition to Board membership, the committee also has two student representatives appointed by the Student Leadership Council; the Administration (the vice president of Academic Affairs and the vice president of Student Affairs); two faculty members selected by the Faculty Senate; and two adjunct faculty members selected by the College of DuPage Adjunct Association.

The faculty keeps abreast of best practices in assessing student learning through a variety of ways. At the beginning of each term and throughout the year the College has a series of [In-service/Professional Development Days](#). For faculty, these days often focus on understanding best practices as they relate to the teaching and learning process, of which assessing student learning is a component. These days consist of hearing from national leaders as well as College faculty conducting workshops for their peers. A sampling of faculty-led sessions from [August 2016](#) and [January 2017](#) can be found in the evidence file.

Best practices in assessment also extend to nationally normed surveys. Every three years since the early 2000s the College has administered the Noel-Levitz Student Satisfaction Inventory to assess satisfaction with campus services and programs and the Community College Survey of Student Engagement (CCSSE) to determine student engagement. These results are largely responsible for Strategic Objective 2.5: Support student success by addressing student identified (Noel-Levitz survey) issues with academic advising.

Another national instrument the College regularly uses is ALEKS (Assessment and Learning in Knowledge Spaces) for mathematics placement and instruction. ALEKS is a Web-based, artificially

intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course. ALEKS then instructs the student on the topics the student is most ready to learn.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1.

The mission of College of DuPage is to be a center of excellence in teaching and learning. Therefore, based on the multiple inputs, in the 2014-2016 Strategic Long Range Plan the College established the following three-year strategic goal:

Goal #2: Demonstrate student success by implementing approaches resulting in top quartile retention, persistence and graduation rates. To achieve this goal, the College identified five key tasks:

- 2.1 Grow financial resources to assist student persistence.
- 2.2 Develop and implement practices that improve student success as measured by retention, persistence and completion rates with an emphasis on mathematics and online learning.
- 2.3 Pilot Early College Enrollment program, analyze results and if appropriate plan for growth and expansion.
- 2.4 Enhance and expand academic counseling resources and services for students in special programs (e.g., 3+1, enhanced 2+2 and Early College Enrollment).
- 2.5 Create awareness among staff and faculty concerning student mental health and disability issues, and adapt College policies and procedures to ensure they meet the needs of this population.

With respect to the 2017-2021 Strategic Long Range Plan, several goals and associated objectives are focused on student success. They include:

[Goal 1: Accountability](#) — College of DuPage is committed to being transparent, answerable and

responsible to all stakeholders. Strategic Objectives Related to Student Success:

- 1.1 Exceed the accreditation requirements of the Higher Learning Commission and other program specific accreditations and certifications (e.g., Accreditation Commission for Education in Nursing).
- 1.2 Develop, analyze and use meaningful metrics to demonstrate how well College of DuPage is educating students, including transfer and employment placement rates.

Goal 2: Value-Added Education — College of DuPage is committed to going beyond standard expectations and providing something more to the students and communities we serve. Strategic Objectives Related to Student Success:

- 2.1 Empower students to design/customize their education to meet their specific educational goals and needs.
- 2.2 Ensure that educational descriptions are clear (including required prerequisites), accurate and that transferability is clearly stated.
- 2.3 Review, revise and develop curricular offerings to assure high quality education and alignment with the current and emerging employee skill needs of local businesses and employers.
- 2.4 Add additional and strengthen current academic transfer partnerships agreements (e.g., 3+1, 2+2) and create greater opportunities for students to earn college credit while still in high school (e.g., Early College initiative and dual credit).
- 2.5 Support student success by addressing student identified (e.g. Noel-Levitz Student Satisfaction Inventory survey) issues with academic advising, with a focus on the academic advisor's knowledge about programs at College of DuPage and transfer requirements at other institutions.
- 2.6 Support student completion within 150 percent of normal time (e.g., three years for an associate degree) by implementing a guided pathways approach to programs and degrees.

Goal 3: Student Centeredness — College of DuPage is committed to methods of teaching that shift the focus of instruction from the teacher to the student. Strategic Objectives Related to Student Success:

- 3.1 Enhance and expand opportunities to support student learning needs, including helping students identify a course of study, recognize their specific goals and assist them to overcome their weaknesses.
- 3.2 Create awareness among employees concerning student mental health and disability issues and adopt College policies and procedures to ensure they meet the needs of this population.
- 3.3 Develop innovative ways to gather quantitative and qualitative data from students about their needs and act upon that input.
- 3.4 Develop ways to better share data concerning student needs and success methods across all areas of the College.
- 3.5 Create effective communication pathways from the student, to the faculty, to the rest of the College.

- 3.6 Ensure that current College policies and procedures lead to improved student outcomes.
- 3.7 Foster a culture of intellectual expectations, achievement and engagement for students.
- 3.8 Leverage faculty expertise to develop and implement original content/learning modules that can be scaled to meet current and emerging student educational goals and local employer needs.

Goal 6: Innovativeness — College of DuPage is committed to making meaningful change that enhances organizational effectiveness and adds new value for stakeholders. Strategic Objectives Related to Student Success:

- 6.2 Develop a process to systematically seek student perspectives and ideas in order to enhance the student experience.
- 6.3 Leverage College technology in innovative ways for the benefit of students and the community at large.

Goal 7: Financial Stewardship — College of DuPage is committed to the careful and responsible management of the resources entrusted to its care. Strategic Objectives Related to Student Success:

- 7.1 Keep tuition and property taxes as affordable as possible without impairing the quality or integrity of College programs and services.
- 7.4 Increase philanthropic giving in order to increase access to education and to enhance cultural opportunities for the community.
- 7.5 Investigate and act upon opportunities to partner with co-branded programs and services with other Illinois community colleges.
- 7.6 Increase the active involvement of alumni in giving of their time and resources to support the College of DuPage Foundation mission.

Goal 8: Infrastructure — College of DuPage is committed to maintaining, improving and developing structures, systems and facilities necessary for the delivery of high quality education and meaningful cultural events. Strategic Objectives Related to Student Success:

- 8.3 Investigate the need for additional Centers with a focus on how they would impact student preferences, accessibility and needs and enhance a Learning Network that advances student success.
- 8.4 Revise, integrate and implement the Information Technology Strategic Plan in order to enhance student success, maximize institutional effectiveness and ensure hardware and software are reliable, secure (from data breaches) and are user friendly to students, employees and other stakeholders.

2.

In order to support the College's Student Success Council and the Higher Learning Commission's Academy for Student Persistence and Completion Team, the Office of Research and Analytics regularly collects and analyzes student retention, persistence and success [data](#). In preparation for

participation in the Academy for Student Persistence and Completion a [Data Book](#) was produced that segmented data by:

- Demographic Breakout
- In-term Retention
- Persistence
- Success Rate by Demographics
- Developmental Success
- College Mathematics and English Success
- At Risk Student Success
- Momentum Point Success and Peer Comparisons

As noted in 4.A.1, the College also has a systematic process for program review. During the program review process, data—including student retention, persistence, and completion rates—are analyzed and used by the respective disciplines/programs to determine its effectiveness.

3.

As noted in 4.B.1, since 2004 the College has been a member of the National Community College Benchmarking Project (NCCBP), the largest comparative community college data base of its kind in the nation. In order to assess levels, trends and comparisons, the College has elected to use the NCCBP database for assessing and analyzing trends, levels and comparisons related to retention, persistence and completion.

The College's retention, persistence and completion data are used on a regular basis by institutional councils and teams. For example, the [Student Success Council](#), a standing council comprised of eleven faculty, four students, six managers, four administrators and a Research Associate for the Office of Research and Analytics. The Council meets monthly to review and analyze data, develop appropriate procedures that impact student success and oversee student success initiatives. The Council also has four sub-teams: Connection, Entry, Progress, and Completion based on the Guided Pathway work of the Community College Research Center.

Because of work by the Student Success Council, between the 2010 cohort and 2014 cohort, fall-to-fall persistence has improved from 44 percent to 54 percent. Moreover, when compared to other NCCBP institutions, fall-to-fall persistence increased from the 19th to the 84th percentile over the same period.

Smart Start, a mandatory program for first-time, full-time new students has been in existence for three years. The overall GPA, courseload, and persistence rates are significantly higher for participants compared to enrolled students who were unable to attend the program. This coming year all new students enrolling in six or more credit hours will be served by Smart Start, that translates into over three thousand new students.

An online tool “Navigating the Steps to Enrollment” was launched this year and is on the website available to students to take the guesswork out of the enrollment experience.

Ellucian Student Planning is being implemented this year and offers students guided pathways to degrees, with progress easily determined, the ability to do what-if scenarios, alerts for prerequisites, and GPA considerations, etc.

The Student Success Council has recommended the adoption of new policies specifically designed to increase persistence and completion: midterm grading (not just midterm verification of attendance); meta-majors and counseling designed to help students identify programs of study earlier; attendance policies; and mandatory use of Blackboard Gradebook. A First Year Class is currently under development.

Another example of retention, persistence and completion data being used to make marked improvement is Quality Improvement Team (QIP)15. Based on research and literature, the College recognized that students who do not pass developmental coursework early in their academic career are less likely to persist and graduate than students who are successful in these courses. Therefore, after analyzing student retention and success for developmental mathematics and English, the QIP 15 Steering Committee was formed. The [QIP 15 Steering Committee](#), comprised of nine faculty, three administrators, and one manager, was sponsored by the vice president of Planning and Institutional Effectiveness and the Executive Vice President. As a result of work done by QIP 15, success for students taking developmental mathematics increased from 43 percent to 59 percent over a five-year period. Likewise, based on the NCCBP data set (approximately 400 community colleges); developmental mathematics success went from the 4th percentile to the 51st percentile. Likewise, developmental English saw student success increase from 70 percent to 73 percent and increase from the 72nd to the 79th percentile nationally.

A third example of retention, persistence and completion data being used to make marked improvement is with the Board of Trustees and the [Board of Trustees Academic Committee](#). At the [August 29, 2016](#) Board of Trustees meeting, the Board heard a presentation concerning the College's five-year NCCBP performance with respect to Fall-to-Fall Persistence; Fall-to-Spring Persistence; Full and Part-time students who complete or transfer in three years (150 Percent of normal time); College-Wide Within Term Retention; College-Wide Course Success; and Student Success in Developmental English, Developmental Mathematics, First College-Level English Course after Developmental English, First College-Level Mathematics Course after Developmental Mathematics, Composition I, Composition II, Speech and Algebra.

This presentation prompted the Board of Trustees Academic Committee to have a discussion on Mathematics Curriculum and Student Assessment and Accountability at their [September 15, 2016](#) meeting. As a result, this data and specifically the Developmental Mathematics component was shared at a (high school) Superintendent's Roundtable event that was hosted by the College on [October 13, 2016](#) resulting in several strategies to help high school students be college and career ready with respect to mathematics.

4.

As noted above in 4.B.1 and 4.C.3, the College participates in the NCCBP in order to have a robust data set to use as a comparison.

[Methods](#) for collecting and analyzing retention, persistence and completion rates can be found in the evidence file.

In 2000, College of DuPage was one of the first institutions to use the Higher Learning Commission's [Academic Quality Improvement Program \(AQIP\)](#) model for reaffirmation of accreditation. From the beginning, College of DuPage has implemented several action projects related to the improvement of student performance, i.e., Improving Students' Skills in Developmental Reading, Writing and Mathematics; Improving Academic Readiness of Students; Improving Student

Engagement; Improving the Effectiveness of the Comprehensive Advising Model; Enhancing Student Satisfaction, Retention and Success Through Advising/Counseling Staff Realignment.

As a direct result of evaluation and feedback from the May [2014 HLC Quality Checkup Report](#), the 2014- 2016 Strategic Long Range Plan Goal #3 (Demonstrate student success by implementing approaches resulting in top quartile retention, persistence and graduation rates) was developed. A key task related to that goal resulted in the development of a faculty driven steering committee for QIP 15.

Finally, the Office of Research and Analytics (ORA) plays a significant role in assisting College teams and departments with processes and methodologies for collecting and analyzing student success measures. In addition to ongoing analysis and support, special projects are also undertaken by ORA. For example, two comprehensive Academic Best Practice Benchmarking Reports were developed for QIP 15. [Developmental Mathematics](#) looked at best practice in 23 areas (e.g., centralization, leadership and advisory committee) and provided five recommendations and [Online Learning](#) looked at best practices in 24 areas and produced seven recommendations.

PROBATION ISSUE: College of DuPage met with concerns Criterion Four, Core Component 4.A, “the institution demonstrates responsibility for the quality of its educational programs,” because the College lacked appropriate oversight over the SLEA curriculum and did not, therefore, include the program in its regular academic program review process, which ensures that students in this program are meeting the learning objectives of the College’s criminal justice program, even though the College simultaneously awarded credit in its criminal justice program for the non-credit SLEA program credits.

As noted in Criteria 3, Core Component 3.A, the administration acknowledges that it erred in not including faculty in the oversight of Criminal Justice credits awarded to cadets in the Suburban Law Enforcement Academy (SLEA). As a result, all SLEA funding moved to the auxiliary (non-credit) funding. Additionally, the College discontinued awarding college credit.

However, the program remains in compliance with the Illinois Law Enforcement Training and Standards Board’s (ILETSB) [approved guidelines](#), and SLEA remains an ILETSB approved Law Enforcement Academy. SLEA provides law enforcement agencies with educational opportunities that are of the highest standard in order to facilitate the delivery of professional public safety services. This includes the delivery of Basic Recruit Training and Continuing Education Programs in compliance with the Illinois Police Training Act. In addition, since all police applicants in Illinois (after meeting their respective departmental and state requirements) are required to complete a Basic Recruit Training program at an approved academy (such as SLEA), the College continues to serve the cadets and law enforcement agencies through this continuing education offering.

As was also noted in Criteria 1.D., based on the recommendations made by the Accreditation Task Force and approved by the College’s Shared Governance Council, a Continuing Education Advisory Committee reporting to the vice president of Academic Affairs and to the Board Academic Committee has been formed. This committee will include all constituency groups, including administrators and faculty from programs that have been recently affected by the Continuing Education program development activities such as Criminal Justice, Allied Health, Office Technology and Culinary Arts. This committee will be able to make recommendations about Continuing Education programs, credits, etc. A major reason for forming this committee is to prevent similar issues (as occurred with SLEA) in the future and to protect the integrity of awarding college credit. This committee will add to the seven program specific advisory committees that already exist for Continuing Education non-credit programs which include full-time faculty, industry representatives,

students and employers. In addition, in 2016, all new credit-bearing certificate programs coming before the Board for approval must have all of their supporting documentation, confirmation that they have been reviewed by appropriate committees, etc. The Board will only take action to approve new credit-bearing certificate programs after they have been reviewed and recommended by Academic Committee.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Being one of the first institutions to adopt the Academic Quality Improvement Program (AQIP) method for reaffirmation of accreditation, the College has a culture of evaluation and continuous improvement. With respect to academics, this culture is supported by a systematic academic program review in which all academic programs are evaluated in a five-year cycle for their quality, effectiveness, viability, cost and ability to meet the student's and other stakeholder's needs.

In addition to academic program review, various service centers (e.g., Student Affairs, Enrollment Services, etc.) also participate in program review on a regular basis. These activities are further supported through the Board of Trustee Academic Committee and Board Policy.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1.

Financial Resources:

As noted in the [Comprehensive Annual Financial Report \(CAFR\)](#), the College is in a very strong financial position. In 2016, the College had over \$211 million in unrestricted funds, over \$20 million in restricted funds (debt service, working cash, etc.) and over \$248 million in capital assets for a total net position of over \$480 million. In comparison, in 2007, the College had a total net position of \$208 million (\$71 million in unrestricted funds, \$24 million in restricted funds and \$113 million in capital assets). Therefore, over a ten-year period (2007 to 2016) the College's net position increased by \$272 million or 130 percent. Most notably, between 2007 and 2016, the College's unrestricted funds increased by almost 200 percent, from \$71 million to over \$211 million.

At the end of each fiscal year, The Board of Trustees directs an [audit](#) to be made by an accountant licensed to practice public accounting in Illinois and appointed by the Board. On October 13, 2016, the audit firm of Clifton Larson Allen, LLP presented the Board of Trustees with their auditors' report for the year ending June 30, 2016. The auditors' opinion stated: "In our opinion, based on our audit and the report of the other auditor on the financial statements of the District's discretely presented component unit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of the District and its discretely presented component unit as of June 30, 2016 and the respective changes in financial position, and where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America."

Human Resources:

Key human resource strategies have been developed through and are guided by the strategic planning process. Staffing levels are considered during the annual planning stage of the strategic planning process by division and department leaders. Staffing considerations are determined by reviewing current and future enrollment trends within programs and current and future student enrollment projections and targets. Each division monitors course delivery requirements every semester, and the number of full-time and adjunct faculty is adjusted accordingly to effectively meet the changing capacity requirements of the College. Staffing for other college-related operational requirements are staffed at the appropriate levels using a complement of full- and part-time employees and are assessed by department administrators.

In order to meet the needs of students and other stakeholders, over the past five years the College has increased the number of faculty, professional staff, classified staff and administrators by 113 heads or almost 5 percent.

Physical Infrastructure:

Located 25 miles west of downtown Chicago in Glen Ellyn, College of DuPage's state-of-the-art campus comprises more than one million square feet of institutional space on 273 acres, as well as three natural prairie restoration areas. The College's [main campus](#) includes the Rodney K. Berg Instructional Center, Campus Maintenance Center, Culinary & Hospitality Center, Early Childhood Center, Health and Science Center, Homeland Security Training Center, Robert J. Miller Homeland Security Education Center, Harold D. McAninch Arts Center, Physical Education Center, George L. Seaton Computing Center, Student Services Center, Student Resource Center and the Technical Education Center. In addition, the College operates centers in [Addison, Carol Stream, Naperville and Westmont](#).

Since 2010, the College has redeveloped and created new green open spaces, built new parking lots and developed a new campus street. Collectively, the visual impact of these projects is substantial—the campus has an improved sense of place with more places to gather outside, while the parking and street improvements enhance transportation on campus. Several landscape improvements are focal points of the campus, including the Lakeside Pavilion, adjacent to the McAninch Arts Center and the south garden adjacent to the Student Resource Center.

During the past decade, the College has either [constructed or renovated](#) all major main campus building making the College a modern, accessible and functional place for teaching, learning and cultural experiences.

In addition, as required by the Illinois Community College Board, every five years the College updates the Facility Master Plan. The Facility Master Plan creates a foundation to guide the future physical growth of the College.

[Technological Infrastructure:](#)

In recent years, the College has demonstrated a commitment to introducing technologies that better integrate College operations, enhance classroom and distance learning opportunities and modernize its infrastructure and data management capabilities. Through the College's investment in technologies—outfitting all learning spaces with enhanced display technologies, Blackboard and its synchronous components, classroom capture technologies, ubiquitous Wi-Fi coverage, student and staff portals, mobile application along with its integrated administrative systems environment—the College is well

positioned to support teaching and learning and the institutional strategic goals. The Information Technology Strategic Long Range Plan is an integral part of the college-wide process for institutional planning.

Over the past nine years the College has seen enormous growth in technology infrastructure and use. For example: all classrooms are technology enhanced; wireless access has grown from three access points to over 400 access points serving the main campus and regional centers, with these access points serving in excess of 40,000 unique devices in a given month; internet access provided by a single carrier at 30Mb/sec was changed to be provided by two carriers with load balancing and has grown to 2Gb/sec capacity; disk storage in the main data center has grown from less than 3Tb to over 100Tb; a single data center is now tied to a second data center with full data redundancy and shared workload; 109 physical servers are now less than 40 physical servers hosting 200+ virtual servers and growing; and PCs serving students have grown by 34 percent in the last seven years.

2.

College of DuPage does not have a superordinate body to which it distributes revenue. The College operates as a political subdivision of the state of Illinois with a locally elected Board of Trustees which, as obligated by voters and governed by the Illinois Community College Act, oversees the College's resources, revenues and expenditures. As required by Board Policy, annually the Board of Trustees approves a Strategic Long Range Plan from which College departments generate annual action plans containing all projects and costs needed to accomplish plan strategies for a given fiscal year. Therefore, the College's Strategic Long Range Plan is the driver of all College revenues and expenditures.

The College's [Annual Budget](#) contains all anticipated revenues and expenditures for the fiscal year, classified by fund type. A number of safeguards are built into the budgeting process to ensure that allocations do not adversely affect core academic functions. At the state level, the College follows the Illinois Community College Board's Fiscal Management Manual on how to collect, allocate and record revenues. The guidelines require independent audits and provide specifications on levying taxes, using restricted funds, unrestricted funds and fund balances. Resource allocation for state-funded capital improvement projects follows the Illinois Community College Board's Resource Allocation Management Process (RAMP) from which the Illinois General Assembly approves capital projects based on then-current economic conditions.

On an annual basis, the President presents a proposed budget and five-year fiscal plan to the Board of Trustees for approval. By statute, the Board makes the proposed budget available for public inspection for at least 30 days prior to the Board's final action on the budget.

The Board votes on the approval of the annual budget within the first quarter of the fiscal year in accordance with Section 3-20.1 of the Illinois Public Community College Act, 110 ILCS.

Each month the Board is presented with reports on financial conditions and budget versus actual analysis for their review.

Finally, as noted in Criteria 1, the College's 2017 Budget shows that the primary educational mission is supported with 94 percent of the budget, whereas the Auxiliary Fund that supports functions such as the McAninch Art Center, etc. is approximately 6 percent of the budget. As is also noted in Criteria 1, the Auxiliary Fund revenues are slightly more than the expenditures, demonstrating that Auxiliary operations are self-sufficient and do not affect or draw from the educational mission of the College.

3.

Strategic goals are developed and annually reviewed through a comprehensive, on-going, closed-looped strategic planning process. This process is based on the philosophy of “planning from the outside-in.” Therefore, strategic goals are developed based on well-defined and well understood strategic challenges (weaknesses and threats) and strategic advantages (strengths and opportunities) as well as an evidence-based, comprehensive environmental scan. Through this process, the College assures that its planning is not only realistic, but will guide the development and delivery of programs and services that address the current and future needs of the student, community and other stakeholders.

Over the past several years, the strategic and annual action plan has resulted in many accomplishments. For example, between 2009 and 2014 the College added over 60 new programs of study, improved fall-to-fall student persistence by 10 percent, increased the number of degrees awarded by 55 percent, raised student success in developmental mathematics from the third to the 56th percentile, increased five-year enrollment when similar institutions experienced a decline and through renovations and construction created a physical 273-acre campus where none of the 11 major buildings are older than 2008. In addition, in 2014 the College was honored with the *Richard Goodman Strategic Planning Award* from the Association for Strategic Planning for distinction in the practice of strategy.

4.

Skills and competencies of faculty and staff are assessed by each division and department, depending on program, industry and regulatory requirements. Job descriptions are created to support the skills and competencies needed for each position. Job descriptions identify the duties required of positions, as well as the minimum and preferred requirements, i.e., years of experience, education, licensure. Full-time faculty, administrators and classified staff credentials are confirmed by Human Resources while adjunct faculty credentials are confirmed at the department and division level by the appropriate Associate Dean. When position vacancies become available in the College, Human Resources gathers information regarding skills and requirements for the position from the appropriate department administrator. From the information provided by the administrator, a job description and qualifications are created and the position is posted.

College of DuPage’s performance management system supports high performance, workforce engagement, student and stakeholder satisfaction and achievement of objectives and strategies by identifying, evaluating and providing feedback for improvement on criteria that is important to specific job classifications and functions. In addition to the function/classification specific criteria, performance for all staff is reviewed in accordance with the institution’s core values.

Systems, methods and content related to staff training and development are modified to match the Strategic Long Range Plan and Annual Plans. Funds for Professional Development are available for all workforce members. The Teaching and Learning Center, administered by the Human Resources Division, provides ongoing courses for professional development.

With respect to faculty, the College must comply with Illinois Community College Board Rule 1501.303(f): Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master’s degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is

the principal learning medium.

5.

The annual budget process begins when Financial Affairs develops a top-down budget based on assumptions to project revenues and major expenditure items. The budget process is divided into three phases: call for capital, position budgeting and line item budgeting. The budget call summarizes the assumptions to be used in the budget and line item targets. If departments request more than the target provided, they must justify the need. Each department develops a budget based on department plans. The budgets are submitted to Financial Affairs where they are consolidated and reviewed.

Once departments load their budgets using the College's *Hyperion* Budget System, Financial Affairs consolidates all budget requests and prepares a preliminary draft budget to determine if the total College budget is balanced. Based on this preliminary draft, Financial Affairs analyzes all line items to look for expenditures or revenues that seem out of line with past spending, receipts or current departmental responsibilities. Financial Affairs holds budget review discussions with all departments and discusses areas of concern, goals and new initiatives, or programs the departments want to implement.

The President presents the proposed budget and five-year plan to the Board of Trustees for approval. By statute, the Board will make the proposed budget available for public inspection at least 30 days prior to the Board's final action on the budget. The Board will vote on the approval of the annual budget within the first quarter of the fiscal year in accordance with Section 3-20.1 of the Illinois Public Community College Act, 110 ILCS. Best practices are to approve the next fiscal year's budget prior to the expiration of the current fiscal year. The College plans its annual budget cycle to adhere to this best practice.

The budget is controlled at the line item level. Budget transfers are required for line items that exceed the annual budget amount. The College has three primary budgetary controls: monitoring of actual monthly results to budget, processing and approval of procurement requisitions and personnel requisitions. Each month actual results are compared and analyzed against the budget. Budget variances are discussed with the President and department heads and budget transfers are prepared for line items exceeding annual budget amounts. The College's procurement system provides the second level of budgetary control; requisitions without sufficient funds in the line item will not be approved until a budget transfer has been completed. Lastly, hiring of all personnel requires the Budget Manager's approval on all requisitions to ensure the position is in the budget.

Finally, the Board has developed a standing [Budget Committee](#) whose mandate includes providing guidance and input to the administration on the Board's budget priorities; review budget status; and serve as a liaison between the Board and the finance office on budgeting issues; secure public input into the budget; and consider potential innovations relating to improving budget process and priorities across the year; engage in due diligence and recommend to the Board policies relating to budgeting and priorities.

Membership of the Budget Committee includes two members from the Board of Trustees and additional members of the public. All members must certify successful completion of the IL Attorney General's Open Meeting Act Training.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1.

As the governing body of Community College District No. 502, the College of DuPage Board of Trustees is responsible for the development and adoption of Board policies and for making decisions related thereto. The Board's authority in this area is final, subject to applicable statutory and regulatory limitations. The latest [Board Policy Manual](#) was adopted March 2009 and last updated Dec. 2016.

The Board Policy Manual contains six parts including: I) Board of Trustees; II) College Operations; III) Human Resources; IV) Student Affairs; V) Educational Programs; and VI) Ethics Ordinance.

Board [Policy 5-90](#): Formulation of Administrative Procedures stipulates that the Board delegates to the President the responsibility (and the President is required) to develop, implement, propose and modify procedures as necessary to carry out the Board's policies, rules and actions. However, all procedures shall be subject to final Board approval and the Board may modify or revoke any procedures at any time.

2.

As the governing body of Community College District No. 502, the Board of Trustees' responsibilities include, but are not limited to, appointing the President, who will be the chief administrative officer of the College and the executive officer in dealing with the Board; directing the President to develop, implement and modify procedures to carry out the Board's policies, rules and actions; evaluating, at least annually, the President's overall and specific performance; exercising, as an exclusive right, approval authority over all duties and powers authorized by the Illinois Community College Act; reviewing matters as recommended by the President or others and cause appropriate action to be taken: ensuring ongoing long-range planning by directing, participating in and approving annually the strategic long range plan; reviewing periodically the organizational structure and the operation of major components of the College; exercising, as an exclusive right, requisite and proper authority for the efficient and effective development, operation and maintenance of the College; reviewing and evaluating progress toward accomplishment of the College's mission and goals; formulating and revising policies and procedures as necessary; reviewing the financial

management of the College and causing an audit to be made, at least annually; ensuring the quality of education provided by the College; and reviewing and approving the College's annual budget and performing (at least quarterly) budget variation and performance reviews.

The Board of Trustees cannot delegate or relinquish its overall responsibility for results, nor any portion of its accountability.

To carry out its responsibilities, the Board has established three standing committees (Budget, Academic and Audit).

Financial Oversight:

The Board of Trustees has the statutory authority and responsibility to provide for the revenue necessary to maintain the College consistent with Section 3-23 of the Illinois Public Community College Act, 110 ILCS 805/3-23. In order to carry out this legal and fiduciary responsibility, the Board has created and abides by several fiscal policies: [10-5](#): Financial Plan of Operation; [10-10](#): Fiscal Year; [10-15](#): Financial Reports; [10-20](#): Basis of Accounting; Preparation of an Annual Audit; [10-30](#): Annual Budget; [10-35](#): Publication of an Annual Financial Statement; [10-40](#): Unrestricted Fund Balance; [10-45](#): Budget Transfer; [10-50](#): Inter-Fund Transfers; [10-55](#): Investment of College Funds; [10-60](#): Purchasing; [10-65](#): Vendor Payment; [10-70](#): Insurance; [10-75](#): College Use of Checking Accounts; [10-80](#): Credit Cards; [10-85](#): Sale or Disposal of College Property; [10-90](#): Construction Contracts; [10-95](#): Auxiliary Fund and other Revenue Generating Event Professional Service Contracts; and [10-100](#): The Solicitation and Acceptance of Contributions (Gifts) and Exchange Transactions.

Academic Oversight:

The [Academic Committee](#) is the college-level advisory committee charged to review and recommend strategic policies, procedures and programs to the Board of Trustees to ensure the academic mission of the college meets the needs of the community.

Board [Policy 25-135](#) sets the Board's educational philosophy for the institution which is: institutions of higher education are conducted for the common good, which depends on the search for truth and its free exposition. Academic freedom is essential to these purposes and carries with it responsibilities and duties as well as rights. The College of DuPage recognizes that academic freedom in the classroom entails both the freedom to teach and the freedom to learn. The classroom environment is one that is conducive to free discussion, inquiry and expression for all students.

Academic oversight is further supported by other Board Policies related to Instruction that include: [25-55](#): Academic Calendar; [25-60](#): Cooperative Agreement with Other Agencies or Institutions; [25-70](#): Non-Credit Educational Activities; [25-75](#): Degrees and Certificates; [25-76](#): Assignment of Credit Hours; [25-80](#): Honorary Degrees and Distinguished Service Awards; [25-90](#): Program Review; [25-95](#): Student Development Education; [25-100](#): Resources for Learning; [25-105](#): Co-curricular Activities; [25-110](#): Credit by Demonstrated Competence; [25-115](#): Transfer Credit; [25-120](#): Graduation Requirements; [25-125](#): Waiver and Substitution of Graduation Requirements; and [25-130](#): Graduate Level Internship Opportunities.

Legal Responsibilities:

The [Audit Committee](#) operates in accordance with the Government Finance Officers Association (GFOA) best practices, "an audit committee is a practical means for a governing body to provide

much needed independent review and oversight of the government's financial reporting processes, internal controls and independent auditors.”

The audit committee also provides a forum separate from management in which auditors and other interested parties can candidly discuss concerns. By effectively carrying out its functions and responsibilities, the audit committee helps to ensure that management properly develops and adheres to a sound system of internal controls, that procedures are in place to objectively assess management's practices and that the independent auditors, through their own review, objectively assess the government's financial reporting practices.

In addition, to better understand institutional operations and act in the best interest of the College, the Board and Cabinet have reinstated Committee of the Whole meetings. For example, a Committee of the Whole meeting was held on November 10, 2016 where the Board and Cabinet discussed [The Auditor General's Report](#); Higher Learning Commission Assurance Filing; numerous Board Policies; and the 2016 Tax Levy.

3.

Involvement of administration, faculty, staff and students in setting academic requirements, policy and processes is accomplished in a multitude of ways. As outlined in the Faculty Contract, faculty are responsible for developing, evaluating and updating all of the institution's educational programs.

The full-time faculty-led curriculum development process ensures consistent quality, accountability and adherence to high standards of excellence, while maintaining compliance with all state requirements and other accrediting bodies. Faculty and academic administrators collaborate to review, evaluate and update the curriculum and oversee initiation, design, development, modification and discontinuance of courses and programs.

The [Guide to Curriculum](#) outlines processes and procedures relating to approval requirements for degrees, certificates and courses. The guide includes forms for proposing, revising or deleting courses and instructions for approval of new occupational programs, transfer programs, alternative options within existing programs and apprenticeship programs. It also includes forms for reporting non-substantial changes to existing programs.

Supporting the curriculum development process are two faculty committees, the College Curriculum Committee (CCC) and the Division Curriculum Committee (DCC).

The CCC is comprised of one full-time faculty member per group or category from the three academic discipline divisions: Business & Technology, Health & Sciences and Liberal Arts; the committee also includes counseling faculty, Learning Resources faculty, Faculty Senate, administrators from each academic division, student representative and the associate vice-president for Academic Affairs.

The purpose of the CCC is to: ensure that each proposal is consistent with college mission and vision statements; determine whether each proposal is IAI compliant (if applicable) and meets ICCB guidelines; resolve issues involving overlap among divisions; and approve, recommend revision, or reject proposals. The membership and size of specific Divisional Curriculum Committees is determined by the full-time faculty in the division, with the understanding that it will be representative of its disciplines and constituencies. The organization and structure of specific DCCs is also determined by the members.

The purpose of the DCC is to: annually choose members to serve on the College Curriculum Committee; provide a liaison to the Instruction Committee; ensure that each proposal is consistent with the College mission and vision statements; ensure that each proposal meets established criteria, is formatted correctly and has no adverse impact on or overlap with other courses/programs within the division or the College; resolve intra and inter-division conflicts arising from a proposal; and make the final decision for any course numbered in the 1800/2800/1820/2840 range, either to approve the proposal or to return the proposal for revisions, or to reject the proposal.

During the Academic Program Review Process, input is sought from a variety of sources including students, faculty, administrators and community program advisors. To better meet the needs of students and potential employers, this input is used for evaluation and improvement of the respective programs.

With respect to Board academic policy, prior to being presented to the Board for consideration potential policies are reviewed and discussed by the Shared Governance Council and posted on the Employee Portal in order to give all constituency groups an opportunity to provide comment and input. Once presented to the Board, all potential Board Policies require two readings by the Board prior to adopting. Thereby, giving all stakeholders, internal and external the ability to provide input and comment.

PROBATION ISSUE: The College is out of compliance with Criterion Five, Core Component 5.B, “the institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission,” for the following reasons:

1. The Board of Trustees of the College did not provide effective leadership in the following circumstances:
 - a. when it did not regularly receive and review financial statements in May-July of 2015; such statements had been prepared by financial staff in their regular course of work, but they were not presented to the full Board pending a complete review of and changes made to, the reports.

Since August 2015, monthly financial statements have been prepared by the financial staff and presented in all monthly Board packets.

- b. when it did not enforce Board policies related to investments that had been placed in assets contrary to Board policy but were not apparent to the Board because of lack of detail in financial reporting.

As noted in 2.A, on February 25, 2016, the Board approved the hiring of an investment adviser to assist the College with management of funds and compliance with its policy. BMO Global Asset Management was selected after a highly competitive and transparent process. BMO has been providing (and will continue to provide) College administrators and the Board with monthly investment reports that reflect each investment and show whether each category of investment is within Board policy limits. In addition to providing the monthly investment reports, BMO presented a Quarterly/Annual FY2016 report during the [July 28, 2016](#) Board meeting and will be asked to provide regular reports in the future.

In addition, the overall financial reports to the Board have been revised to add detail and make them more understandable and usable to all Board members.

- c. when the Board or its members directly involved itself in matters appropriately delegated to

the administration including management of the Waterleaf restaurant and hiring administrative staff.

As noted in 2.C, efforts are on-going to improve the cooperation and working relationship between the Board and administration in order to rebuild trust and have an appropriate delegation of duties.

With the appointment of the College's sixth president, Dr. Ann Rondeau, the lines of communication between the Board and administration have improved significantly. The Board Chairman and President speak on a regular basis and have regular "Committee of the Whole" meetings where the Board and Cabinet meet and discuss topics of academic and operational importance.

In addition, in July 2016, the Board and Cabinet participated in training that was facilitated by outside experts on the topics of Ethics and Governance. The four-hour session on governance included the following topics: Governing Versus Managing; Accountability and Stewardship; Setting and Maintaining the College's Mission; Selecting and Assessing a President; Instituting and Monitoring Strategic Planning; Ensuring Fiscal Integrity; Ensuring Educational Quality; Ensuring Policies and Processes are being Properly Implemented; Engage with the Institution's Major Constituencies and the Public; and Ensuring Transparency and Compliance with the Law. During the retreat, there was significant, positive interaction between Board and Cabinet members. Following the retreats, both groups found the time spent to be valuable in both learning governance, as well as building relationships.

In addition, on Sunday, [May 22, 2016](#), the Board conducted a retreat for the purpose of Board education and relationship building. The retreat was facilitated by an internationally recognized leader on leadership and included several areas of focus, including responsibility of the Board, Board and President expectations, unproductive behaviors and strategies to work as a team.

2. Faculty governance did not function effectively at the College when neither the criminal justice faculty at the College nor Suburban Law Enforcement Academy instructors were consulted about or approved the increase in credit hours provided for non-credit courses taken in the Law Enforcement Academy.

As was noted in Criteria 1.D., based on the recommendations made by the Accreditation Task Force and approved by the College's Shared Governance Council, a Continuing Education Advisory Committee reporting to the vice president of Academic Affairs and to the Board Academic Committee has been formed. This committee will include all constituency groups, including administrators and faculty from programs that have been recently affected by the Continuing Education program development activities such as Criminal Justice, Allied Health, Office Technology and Culinary Arts. This committee will be able to make recommendations about Continuing Education programs, credits, etc. A major reason for forming this committee is to prevent similar issues (as occurred with SLEA) in the future and to protect the integrity of awarding college credit.

In addition, the Board of Trustees has formed the [Board of Trustees Academic Committee](#). The purpose of the Academic Committee is to review and recommend strategic policies, procedures and programs to the Board of Trustees to ensure the academic mission of the College meets the needs of the community. Since the committee's membership is comprised of Board members, full-time and adjunct faculty, students and the vice presidents of Academic and Student Affairs, issues concerning academic programs are raised, discussed and resolved by all the appropriate stakeholders. For example, at the [November 22, 2016](#) meeting, the Dean of Continuing Education and Extended Learning presented on Continuing Education and English Language Acquisition student's matriculation to credit courses. Also at that meeting, the committee discussed impediments to

teaching and learning that had been identified by the faculty.

Finally, all new credit-awarding programs coming before the Board for approval now require certification in the Board packet that the review went through appropriate channels, plus all supporting documentation must be included.

3. The administration of the College did not perform effectively when the faculty took a vote of no confidence, but the administration took no actions to address the concerns that led to the vote and practices that led to faculty concerns continue unchanged.

On September 10, 2014, the faculty informed the Board of Trustees that a vote of “no confidence” was taken against then College President Dr. Robert Breuder. The specific language included: “We, the faculty of the College of DuPage, hereby inform the Board of Trustees that we lack confidence in the leadership of Dr. Robert L. Breuder. He has shown repeatedly that he lacks the basic qualities and skills necessary to lead the institution ethically and responsibly.”

At a special Board meeting on Thursday, [April 30, 2015](#), the Board of Trustees voted to place Dr. Robert Breuder on paid administrative leave and to appoint Dr. Joseph Collins as Acting Interim President of the College.

Subsequently, at a regular Board meeting on Thursday, August 20, 2015, the Board voted to authorize termination proceedings against President Breuder. At the Board’s Regular meeting on Thursday, September 17, 2015, the Board voted to declare Dr. Breuder’s employment contract and all amendments and addenda thereto are void ab initio (or to be treated as invalid from the outset).

At a special Board meeting on October 20, 2015, the Board of Trustees voted to terminate the employment of Dr. Breuder. Also, at that meeting, the Board noted the faculty vote of no confidence and had it placed into the record as a reason for Dr. Breuder’s termination.

On Monday, November 20, 2015, the first Presidential Search Committee meeting was conducted. The Presidential Search Committee was comprised of Board members, community members and representatives from all College constituencies.

Following the Presidential Search Committee’s work, at a special Board meeting on Monday, May 2, 2016 the Board voted to offer Dr. Ann Rondeau the appointment of President, College of DuPage.

Since the start of 2016, the Board, administration and faculty has been working to address any ongoing issues and concerns. For example, at a special Board meeting on Thursday, [February 25, 2016](#) both the College of DuPage Faculty Association and the College of DuPage Adjunct Association made formal presentations to the Board concerning HLC probation and the former vote of no confidence. In addition, the Board packet contained the College of DuPage Faculty Association vote of no confidence resolution. An offer was extended to the full-time and adjunct faculty associations to present an update on the progress of issue resolution at the November 2016 Board of Trustee meeting. However, the associations requested that their presentations be postponed until January 2017, which was approved by the Board Chairman.

In addition, on average, Dr. Rondeau meets with the College of DuPage Faculty Association leadership on a monthly basis. In December 2016, they have extended that practice and have added an additional meeting.

Meetings for spring term are in the process of being scheduled; dependent on appointment of the new

College of DuPage Faculty Association Vice President.

Dr. Rondeau also meets with the College of DuPage Adjunct Association leadership. For example, she has met with members of their leadership three times since her installation, on June 8, June 13 and again on August 17, 2016.

Another example of building a working relationship between administration and the faculty was the formation of the Accreditation Task Force. The Accreditation Task Force was comprised of membership from all constituency groups. The Accreditation Task Force's charge was to meet regularly in order to ensure that College of DuPage is properly and fully addressing all the concerns cited by the Higher Learning Commission in their December 16, 2015 probation letter to the College.

At the regular Board meeting on Thursday, [May 19, 2016](#), the Accreditation Task Force made a report to the Board. One of the faculty members of the Accreditation Task Force stated to the Board that the Accreditation Task Force was an excellent example of the representatives from the College's constituencies working together for the well-being of the College and it is a microcosm of how he would like to see the College function. The faculty member ended by saying that he considers the work that the Accreditation Task Force has done thus far as a point of pride in his career at College of DuPage.

The College also recognizes that shared governance is a means of giving all constituencies a voice in the direction of the College and to address or prevent significant issues from occurring or escalating. Therefore, on November 22, 2016, the College's Shared Governance Council conducted a retreat to address how they could be more effective in the execution of their roles and responsibilities.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1.

As noted in 1.A.3, as part of the strategic planning process, a long-term (five-year) financial plan is developed and revised on an annual basis. In addition, an annual budgeting approach enables College of DuPage to focus resources on priorities each year. Resources are allocated through a well-defined budget allocation process.

At the core of the College's mission is to provide accessible, affordable and comprehensive education, which is supported by the annual budget. For example, in the 2017 Budget, the Education and Operations & Maintenance Fund that supports the educational mission is \$173 million, whereas the College's Auxiliary Fund that support functions such as the McAninch Art Center, etc., is \$11.5 million (or approximately 6 percent of the two funds combined).

Of the \$173 million in the Education and Operations & Maintenance Fund, approximately \$91 million is dedicated to Academic Affairs and allocated as follows: 18 percent (\$16.4 million) Business and Technology Division; 37 percent (\$33 million) Health and Sciences Division; 26 percent (\$23 million) Liberal Arts Division; 12 percent (\$11 million) Library; 3 percent (\$2.7 million) Continuing Education and 4 percent (\$4.7 million) Administration. These allocations were defined by divisional planning/needs and the above mentioned budget allocation process.

To support the educational mission, the Information Technology Department creates a five-year IT Strategic Plan, with specific annual actions based on institutional/student needs. In the 2017 Budget, IT was allocated over \$14 million to carry out its support role. Likewise, Student Affairs was allocated over \$18 million in support of co-curricular activities, student support such as counseling and athletics to name a few.

In total, almost 72 percent (\$124 million) of the Education and Operations & Maintenance Fund is directly related to supporting the educational mission of the College. The remainder is allocated to support areas such as Administrative Affairs, Human Resources, Police, Finance, Risk Management, Marketing and Communication, etc.

2.

The Strategic Long Range Plan Advisory [Committee](#) uses an evidenced-based approach when formulating annual recommendations for modifying the Strategic Long Range Plan. The basic principles to this evidence-based approach are that 1) all recommendations should be made based upon research, studies and documented trends and 2) that evidence is selected, interpreted and applied without bias and to protect from unduly influencing a partisan belief or opinion.

During the planning process the Strategic Long Range Plan Advisory Committee seeks to incorporate into their recommendations input from administrators, the Institutional Effectiveness Council (comprised of faculty, administrators, managerial staff and classified staff) and the Shared Governance Council (comprised leaders from all constituency groups).

Although the College's strategic planning cycle is five-years, the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, environmental scan, community "Pulse" survey and performance results (e.g., student learning and operational results) are reviewed by the Strategic Long Range Plan Advisory Committee on an annual basis. This analysis is used to make recommendations to the President and the Board of Trustees concerning any additions, deletions or modification to the strategic plan. For example, in 2015 the Strategic Long Range Plan Advisory Committee made [recommendations](#) that were adopted by the Board of Trustees.

The revised Strategic Plan then becomes the basis for an annual action plan that drives the actions of all College departments and divisions.

3.

The Strategic Long Range Plan Advisory Committee is comprised of faculty, administrators, classified staff, managerial staff, student leaders and the vice president of Planning and Institutional Effectiveness. The Strategic Long Range Plan Advisory Committee is charged with soliciting input from staff, students, community stakeholders, the Board of Trustees and the Cabinet in formulating recommendations to revise the College's Strategic Long Range Plan.

In addition to direct input from Strategic Long Range Plan Advisory Committee members, internal stakeholder input is also obtained through three key surveys: 1) [Noel Levitz Student Satisfaction Inventory](#); 2) [Community College Survey of Student Engagement](#); and 3) [Personal Assessment of the College Environment](#).

The external College environment is assessed and input is obtained in several ways. First, a comprehensive Environmental Scan provides detailed evidenced-based information on trends which are validated and prioritized during a half-day Implications Workshop attended by a diverse group of community members. Another key method for soliciting community input is through the "Pulse" survey.

4.

Every five years the College updates its [Facility Master Plan](#). In 2016, with the assistance of the architectural firm of Perkins+Will the College completed a comprehensive space needs assessment to determine current and future space needs.

The College has three primary revenue sources (property taxes, tuition and fees, and State funding) that comprise 92 percent of the total budgeted revenues for the Operating Funds. The Operating Funds

budgeted revenues for FY2017 are \$173.3 million.

The Operating property tax revenue is projected to decrease to \$79.3 million in FY2017, from \$81.1 million in FY2016, a 2.3 percent decrease. At the December 2015 Board meeting, the Board voted to reduce the operating tax levy by 5 percent. The decrease in property tax receipts in the FY2017 budget is due to the fact that College's 2017 fiscal year reflects two operating tax levy years, the 2015 levy and the 2016 levy. The FY2017 Budget assumes no change in the 2016 operating tax levy. The bond and interest property tax revenue is flat with FY2016 at \$25.4 million. Total District 502 tax base, as measured by the Equalized Assessed Valuation (EAV) has decreased 5.2 percent in 2010, 7.4 percent in 2011, 7.7 percent in 2012, 5.1 percent in 2013 and 0.4 percent in 2014. Preliminary EAV numbers showed an increase of 4.0 percent in 2015.

State funding for FY2017 is appropriated during the budget process by the State legislature. For FY2017, the College has been budgeted \$0 in Operating Funds for the base grant. This is approximately \$13.2 million less than the FY2016 budget. There is uncertainty that any of this revenue will be reinstated by the State, therefore, the College took a very conservative approach to the FY2017 budget by assuming no State base operating grant payments.

The College's ending fund balance, for all funds for FY2017, is projected to be \$223.6 million.

5.

As noted in 5.A.3, the College conducts and updates a comprehensive environmental scan as part of the planning process. Trends related to technology, demographics, labor force, economics, etc. are developed, analyzed and used to understand the strategic advantages and strategic challenges facing the College. The planning process also considers emerging issues. As a result of tracking and analyzing these emerging issues, several strategic objectives (e.g., [Objective 7.2](#): Develop a financial model that identifies new revenue sources while eliminating the reliance on State of Illinois apportionment funds) were identified in the 2017-2021 Strategic Long Range Plan.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1.

The College develops and [documents evidence](#) of performance in a variety of ways. For example, student success is documented on college-level [persistence](#) (fall-to-fall and fall-to-spring), retention (within term), completion or transfer within 150 percent of normal time, retention and success in developmental math and English, and retention and success in college level courses. Recruitment is documented by Full Time Equivalent Student, headcount, average credit per student, high school applications and high school enrollment rates, high performing students enrolled, etc. Student experience is documented through the [Noel-Levitz Student Satisfaction Inventory](#) survey and other point-of-service surveys. Student engagement is documented through the Community College Survey of Student Engagement.

On a regular basis the Board of Trustees receives documented data and information on [personnel issues](#) (appointments, promotions, transfers, retirements, resignations and terminations of employees); financial performance (schedule of investments, operating funds - budget and expenditures, operating cash available to pay annual operating expenses, and tax levy collections); gifts and grants (status of operational public and private grants, status of cash donations and in-kind gifts); enrollment and student services; and construction (change orders, referendum related projects, and capital budget projects).

As part of the planning process, individual administrators document performance against annual action plans which are rolled into an annual outcomes report. Through the College's online Business Objects system, deans, associate deans and program coordinators, etc. can drill down and document at the course level day-by-day enrollment performance activity. Information Technology tracks and documents performance related to on-line applications, system down time, etc.

In addition to the required IPEDS documentation elements, on an annual basis the College documents and submits over 40 performance metrics to the Illinois Community College Board. This includes performance related to employee level data, student level data, financial data, facilities data, etc.

Finally, since 2000, the College has participated in the National Community College Benchmarking Project, which documents and compares performance of over 180 metrics in 20 areas (e.g. student success, market penetration, instructional cost and faculty load).

2.

In 2000, the College was one of the first institutions to adopt the Academic Quality Improvement Program (AQIP) for reaffirmation to accreditation. Based on the AQIP continuous improvement

model, the College launched and completed numerous action projects, referred to as QIPs (Quality Improvement Projects). An overview of seventeen [QIPs](#) can be found in the evidence file.

To further support the College's commitment to continuous improvement, in their [October 2014](#) report the HLC Academic Quality Improvement Program Review Panel on Reaffirmation Report concerning the College stated:

“A number of key processes that support the requirements of the nine AQIP Categories have been through cycles of learning and been improved a number of times. The high level of responsiveness to its stakeholders, the [Baldrige-option Systems Portfolio Review](#) process, use of Action Projects, and feedback from the AQIP review process makes clear the institutional commitment to quality principles.”

“As one of the early adopters of AQIP and participation in their State Quality Award program, the College of DuPage has shown a continued commitment to quality improvement. The Reaffirmation Panel commends the College of DuPage for their long-standing participation in the Academic Quality Improvement Program and demonstration of continuous improvement in its educational programs and learning support systems as shown through its responsiveness to students, its constituent partners, and communities.”

In October 2014, the College submitted a [Quality Highlights Report](#) to the HLC. This report reflects many of the College's accomplishments over the last several years.

With respect to environmental sustainability, the College has worked to build or renovate campus buildings according to the Leadership in [Energy and Environmental Design \(LEED\)](#) standards devised by the United States Green Building Council.

Finally, with respect to Strategic Long Range Plan results, between 2010 and 2015 the College experienced a 10 percent increase in enrollment, a 10 percent increase in student persistence, a 55 percent increase in degrees awarded, and a 150 percent increase in the fund balance.

Sources

- ACA_AFF_QIPS
- Board_Minutes cited
- Board_Minutes cited (page number 8)
- Misc_Renovations
- Planning_10thday_fall
- Planning_AQIP Baldrige Option Review Feedback Report
- Planning_AQIP Reaffirm Recommendation Report
- Planning_Noel_Levitz_SIS_2014
- Planning_Quality Highlights Report_COD_October 2014
- STU_AFF_Fall-to-fall Persistence Base Terms 2010FA - 2014FA

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

With \$211 million in unrestricted funds, the College is in a very strong and enviable financial position. In addition, the College has a modern, state-of-the-art campus. Over the past decade, the College has either constructed new or renovated all major campus buildings, as well as renovating regional campuses. As a part of the construction and renovations, the College has also grown its technological capabilities. For example, all classrooms are technologically enhanced to support the teaching and learning process.

The College's strategic planning process is forward looking and focused on meeting the current and future needs of students and other stakeholders. An evidenced-based environmental scan and community participation help the College discover and understand trends that will impact the College and community over a five-year time horizon. By planning using an evidenced-based, planning from the out-side in approach, the College is well positioned to mitigate strategic challenges, exploit strategic advantages and meet the future needs of the students, community and other stakeholders.

Sources

There are no sources.