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# ***Assurance Narrative***

*AQIP Systems Appraisal – Baldrige Option  
Higher Learning Commission*

*for*

***College of DuPage***

*Glen Ellyn, IL*

*May, 2013*

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## Criterion One: Mission

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

### Core Components

#### **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.*

Along with the philosophy, vision, and values, the mission statement is part of what is consider 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, and student leadership engages in an eight-phase strategic planning process (***ILPEX Feedback: Strength 2.1a(1)***). During Phase II (Review and Revisions of Core Statements) of the process the SLRPAC, in consultation with the Senior Management Team (SMT), reviews and, when appropriate, recommends changes to the Institutional Philosophy, Mission, Vision and Values statements (***SLRP pages: 7-16, 33 and, ILPEX Feedback: Strength 1.1a(1)***). On an annual basis the Board of Trustees reviews and approves the SLRP, inclusive of the institutional mission (***Board Policy: 5-5 & 5-15***).

- 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

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. To that end, College of DuPage offers 37 transfer disciplines and 41 Career & Technical Education programs taught on the Glen Ellyn campus and at 5 regional locations (***College Catalogue: pages 29-99 and, ILPEX Feedback: Strength 1.2b(1)***). For the business community, College of DuPage provides a customized curriculum to succeed in the competitive business environment. College of DuPage offers a wide variety of services, including tutoring, career advising, computer labs, counseling/advising, special services for eligible students with disabilities, and a testing center (***College Catalogue: pages 107-117***).

College of DuPage serves students primarily from four key market segments identified as: 1. new high school graduates, 2. young adults (19-24), 3. adults (25-54), and 4. older adults (55+). Similar to the community College of DuPage serves, the student body is comprised of: 1. <1% American Indian or Alaskan Native, 2. 10% Asian or Pacific Islander, 3. 7% Black or African American, 4. 22% Hispanic, and 5. 59% White Non-Hispanic (***Fact Book: Tables 21 & 25***).

- 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.)*

As part of the strategic planning process a long-term (five-year) financial plan is developed and revised on an annual basis (***Financial Plan and, ILPEX Feedback: Strength 2.2a(3)***). In addition, an annual budgeting approach enables College of DuPage to focus resources on priorities each year and redirect resources to areas of focus (***Annual Budget***). Resources are allocated through a well-defined budget-allocation process. Capital projects have been identified through numerous assessments and planning tools and the prioritized projects are outlined in the institution's Facility Master Plan and managed through the strategic planning process and budget processes (***Facility Master Plan***).

**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.*

The Core Statements and SLRP (inclusive of mission) are posted on the College's external web site ([http://www.cod.edu/about/mission\\_vision\\_values.aspx](http://www.cod.edu/about/mission_vision_values.aspx)) and the internal Employee Portal. In addition, the vision, mission, and values are further displayed on numerous framed posters located in meeting rooms and public spaces throughout the College.

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.*

As noted in 1.A, the SLRP (inclusive of the mission statement) is required by Board Policy to be updated and approved annually by the Board of Trustees (***Board Policies: 5-5 & 5-15, SLRP pages: 11-328 and, ILPEX Feedback: Strength 2.1a(1) & 2.1a(3).***).

3. *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

When viewed comprehensively, the entire SLRP addresses the scope and intended constituents of the programs and services College of DuPage provides (***SLRP pages: 41-58.***).

**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.*

As noted in 1.A, College of DuPage serves students primarily from four key market segments; with the racial and ethnic composition similar to the community it serves (***DuPage County Statistical Profile: Table 1.2.***). In order to understand the multicultural society it serves, College of DuPage has implemented numerous listening mechanisms (***ILPEX Feedback: Strength 3.1a(1) & 3.1a(2).***). In addition, College of DuPage's planning process (***SLRP Strategic Task 5.1: page 46***) has helped to develop and improve several specific support services for specific groups. Examples include the Office of Access and Accommodations for special need students (i.e. TTY, mobility assist, etc.), Latino Outreach Center, Veterans Services, International Student Support, etc. (***College Catalogue: pages 107-117.***).

**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.*

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 *Illinois Public Community College Act* (***Board***

**Policies: 5-5 & 5-10).** In order to advance the mission of the College and service the student and other stakeholders of District 502, Board Policy (**Board Policy: 5-15**) requires the College of DuPage Board of Trustees to do the following:

- Appoint a President.
- Annually evaluate the President's performance.
- Ensure efficient and effective development, operation and maintenance of the College.
- Have the President formulate and/or revise policy as necessary for Board consideration.
- Annually review the financial performance of the College and cause an audit to be made.
- Annually adopt the Financial Plan of the College.
- Ensure the quality of education provided by the College.
- Annually adopt a comprehensive Strategic Long Range Plan.
- Annually review from the President a report on the Outcomes of the College.

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.* (**Board Policies: 5-100 & 5-105**).

By policy (**Board Policy: 10-105**) 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.
- The use conforms to the general procedures and conditions governing the use of facilities for the College.

3. *The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.*

To ensure that College of DuPage is obtaining actionable information from all of its stakeholder groups, the College listens to 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 Strategic Long Range Plan Advisory Committee, Shared Governance Council, and the Board of Trustees (**ILPEX Feedback: Strength 1.1b(1)**).

The College's social media pages, Facebook, Twitter, and LinkedIn accounts are monitored 24 hours per day, seven days per week by seven staff members from College of DuPage's External Relations and Creative Services 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 focus groups and Community Nights for community members who provide direct input into the College's Strategic Long Range Plan and community surveys.

Potential students and parents are invited to attend Student Parent Information Night events and meet with admissions counselors. 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 Enrollment Management (*ILPEX Feedback Strength 3.1a(1) & 3.1a(2)*).

In addition to soliciting general comments from students, staff, and other stakeholders at the beginning of each Board of Trustee meeting, the Board of Trustees also places key documents such as the Fiscal Plan, Strategic Long Range Plan, Budget, etc. on the web for a period of one month for review, comment or clarification from any individual prior to a Board of Trustee vote (*Board Policy: 5-85*).

## **Criterion Two: Integrity: Ethical and Responsible Conduct**

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

### Core Components

**2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.**

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 Board of Trustees has approved policies that require legal and ethical behavior of themselves and of all staff (***Board Policies: 5-30 & 15-25***).

In addition, in accordance with Public Act 93-615 the Board of Trustees in 2009 adopted an Ethics Ordinance that provides for the imposition of significant penalties (incarceration and/or fines) for intentional violations (***Board Policy: Appendix A***).

To further support ethical behavior, leadership requires transparency in all external contractual relationships. For example, all construction-related contracts are competitively bid in accordance with the Illinois Public Community College Act and with Board Policy (***Board Policy: 10-60***). Furthermore, the College applies a set of staff and student ethics policies including, EEO/AA, HIPAA, Student Rights & Responsibilities, and Student Conduct & Discipline (***ILPEX Feedback: Strength: 1.1a(2) & 1.2b(2)***).

**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.**

College of DuPage operates with the highest degree of transparency to student, staff, community, and other stakeholders. The College of DuPage public web site (<http://www.cod.edu/>) and College Catalogue are comprehensive vehicles for informing the community about all programs, requirements, costs, control, and accreditation (***College Catalogue***). Specific web links include:

- About College of DuPage: <http://www.cod.edu/about/index.aspx>
- Academics: <http://www.cod.edu/academics/index.aspx>
- Programs of Study: <http://www.cod.edu/programs/index.aspx>
- Admissions: <http://www.cod.edu/admission/index.aspx>
- Registering for a Class: <http://www.cod.edu/registration/index.aspx>
- Tuition and Financial Aid: <http://www.cod.edu/tuition/index.aspx>
- Student Life: [http://www.cod.edu/student\\_life/index.aspx](http://www.cod.edu/student_life/index.aspx)
- Accreditation: <http://www.cod.edu/about/accreditation/index.aspx>

**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.*

The College of DuPage 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 (**Board Policy: 5-35**). 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 (**Board Policy: 5-15**). Specifically: the Board of Trustees appoints and annually evaluates the President's performance; directs the President to formulate and revise policy as necessary for Board of Trustees consideration; annually reviews the financial performance of the College and causes an audit to be made; annually reviews and adopts the Financial Plan of the College; ensures the quality of education provided by the College; annually reviews and adopts a comprehensive Strategic Long Range Plan; annually reviews a report from the President on the outcomes of the College; and, reviews matters recommended by the President and causes appropriate action to be taken (**ILPEX Feedback: Strength 1.2a(1)**).

Board of Trustee policies, notices, agendas, audio/video of meeting, and minutes are available on the College of DuPage website.

- Board Home Site: [http://www.cod.edu/about/boardof\\_trustees/index.aspx](http://www.cod.edu/about/boardof_trustees/index.aspx).
- Notices: [http://www.cod.edu/about/board\\_of\\_trustees/notices.aspx](http://www.cod.edu/about/board_of_trustees/notices.aspx)
- Agendas: [http://www.cod.edu/about/board\\_of\\_trustees/agendas.aspx](http://www.cod.edu/about/board_of_trustees/agendas.aspx)
- Minutes: [http://www.cod.edu/about/board\\_of\\_trustees/minutes.aspx](http://www.cod.edu/about/board_of_trustees/minutes.aspx)
- A/V: [http://www.cod.edu/about/board\\_of\\_trustees/audio\\_videoofmeetings.aspx](http://www.cod.edu/about/board_of_trustees/audio_videoofmeetings.aspx)

4. *The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.*

As the Chief Executive Officer, the President is responsible for executing Board of Trustees policy and administrating the day-to-day operations of the College (**Board Policy: 15-205**).

As stipulated in the collective bargaining agreement between the College's Board of Trustees and 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 (**Faculty Contract: Section D6**). Furthermore, the College Curriculum Committee has the responsibility to review and provide input for new and revised courses and/or programs (**Faculty Contract: Section A9**).

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

College of DuPage's institutional philosophy clearly reflects freedom of expression and truth in teaching and learning.

### Institutional Philosophy

*College of DuPage believes in the power of teaching and learning.*

We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.

*College of DuPage is committed to excellence.*

We seek quality in all that we do. To ensure quality, we are committed to continual assessment and self-evaluation.

*College of DuPage values diversity.*

We seek to reflect and meet the educational needs of the residents of our large, multicultural district. We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds. We affirm our role as a catalyst for promoting dialogue and tolerance on issues supporting the common good.

*College of DuPage promotes participation in planning and decision making.*

We support participatory governance and the involvement of the College community in the development of a shared vision. We believe that all students, staff, and residents can make meaningful contributions within a respectful environment that encourages meaningful discourse. We strive to build an organizational climate in which freedom of expression is defended and civility is affirmed.

*College of DuPage will be a benefit to students and community.*

The needs of our students and community are central to all we do.

In addition, Board policy and the faculty contract reflects and ensures a commitment to freedom of expression and the pursuit of truth in teaching and learning (**Board Policy: 15-335 and, Faculty Contract: Section C2**).

## **2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

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.*

College of DuPage's Library provides multiple modes for ensuring that faculty, staff and students have access to the best ways to conduct research and scholarly practice. Information on copyright and plagiarism is available online and through regularly scheduled workshops from librarians. Individual help with citation is available from both reference staff and writing coaches in the Learning Commons.

- Copyright page: <http://www.cod.edu/library/services/copyright/copyrighthome.htm>
- SOS Workshop series page: <http://library.codlibrary.org/sos>
- Citation help page: <http://www.cod.edu/library/research/citenet.htm>
- Plagiarism help for faculty: <http://www.cod.edu/library/services/faculty/plagiarism.htm>

Based on the Faculty Contract, (**Faculty Contract: Section 6.3**) the relevant Library Faculty duties include:

- Delivery of reference services, technical services, information literacy instruction, and research, consultation to individuals and classes in person, via the Internet, and by other means of communication and collaboration.
- Professional support for curriculum related research for classroom faculty.
- Development of subject area collections to support the College curriculum and the lifelong learning needs of the College community.
- Collaboration with faculty to develop collections and assignments to support the needs of educational programs.

- Development of instructional materials that support student learning and the overall College curriculum.
- Promotion of Library collections and services to the College community.

3. *The institution has and enforces policies on academic honesty and integrity.*

College of DuPage has Board policies related to academic honesty and integrity (***Board Policy: 20-30, 20-35, and 20-41***). These policies are communicated to the student body by way of the College Catalogue (***College Catalogue***).

**Criterion Three: Teaching and Learning: Quality, Resources, and Support**  
*The institution provides high quality education wherever and however its offerings are delivered.*

Core Components

**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.*

Driven by the Strategic Long Range Plan goal of "Ensuring a comprehensive offering of programs and services that anticipate and meet the needs of our community," College of DuPage develops, modifies, and deletes courses and programs on a regular basis. In order to ensure that courses are updated when necessary, College of DuPage relies on six key "trigger" points:

1. Illinois Articulation Initiative requirement changes
2. Transfer requirements from 4-year institutions
3. Career & Technical Advisory Council recommendations
4. Special Accreditation requirements (i.e. National League for Nursing, etc.)
5. Faculty/professional recommendations, and
6. Graduate Student Follow-up Survey

All new and updated courses are reviewed internally by the Divisional Curriculum Committee and the College-wide Curriculum Committee before going to the Illinois Community College Board for review and approval (*ICCB Curriculum-Course Master*).

As is noted in Core Criteria 4.A, College of DuPage has a systematic, comprehensive process in place for program review (*See Criteria 4.A*).

2. *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post graduate, and certificate programs.*

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. Various degrees are designed to meet specific student learner goals and needs (*College Catalogue: page 19*). For example:

<b>College of DuPage Associate Degree</b>	<b>Preparation/Intent</b>
Associates in Arts Associate in Science	Prepares students to pursue a BS or BA degree.
Associate in Engineering	Prepares students for transfer to a bachelor program in engineering.
Associate in Applied Science	Prepares students for a career or for transfer to a bachelor program.
Associate in General Studies	Designed to meet student's personal needs/interests.
Associate in Fine Arts Associate in Fine Arts in Music	Prepares students for transfer to a bachelor program in Fine Arts.
Associate in Arts in Teaching Secondary Mathematics	Prepares students for transfer to a bachelor program to complete a teacher certificate at the secondary level for mathematics.
Associate in Arts in Teaching Early Childhood	Prepares students for transfer to a bachelor program to complete a teacher certificate for Early Childhood Education.

College of DuPage also offers numerous certificate programs in the career and technical areas. Each certificate is designed with learner outcomes to prepare the student for a specific career or technical career (*College Catalogue*).

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).*

All courses have an "Active Course File" (*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, and
- Methods of student evaluation

Regardless of delivery mode, (e.g. face-to-face 16 week, face-to-face accelerated, online, independent learning, dual credit, etc.) all courses are built off the same Active Course File as noted above. This insures that content and learning goals are consistent across all modalities (*Course Syllabi*).

**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 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.*

As referenced in other sections and documentation, the College has eight General Education Student Learning Outcomes for all degree-seeking students which were developed, defined, and ratified by the faculty in 2009. The Outcomes are: Critical Thinking, Information Literacy, Knowledge Integration, Effective Communication, Mathematical Reasoning, Scientific Reasoning, Cultural Comprehension, and Social Awareness. (*General Education Student Learning Outcomes Documents*) During the past three years, the faculty have also completed mapping of the eight Outcomes which included reporting assessment techniques used to determine the student's level of competency for the outcome at the course level (*Information Literacy Map*). During the 2012-2013 academic year, the faculty-driven General Education Assessment Steering Committee researched best practices and developed a pilot for assessing

the level of degree-seeking student achievement of the eight Outcomes. The year-long pilot will be launched in the summer of 2013 using the outcome of Critical Thinking.

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 (**Active Course File**). 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.

4. *The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*

Recognizing that we live and work in a global society, the College of DuPage Strategic Long Range Plan Goal #3 (**SLRP: page 45**) is focused on strengthening local, national, and global partnerships. Further, College of DuPage offers many opportunities for students to interact both locally as well as internationally with various cultures. For example, College of DuPage offers many Field and Experiential Learning opportunities (<http://www.cod.edu/academics/field/index.aspx>). These faculty-led courses combine significant classroom content with non-classroom field experiences in locations throughout the United States and the world. International opportunities through College of DuPage Field Studies in 2013 include: Belize; Canada; Costa Rica; Cuba; England; France; Galapagos Islands; Italy; Japan; Mexico; and Viet Nam. To make these opportunities available to a vast range of students, College of DuPage offers several study abroad scholarships such as the College of DuPage Study Abroad Scholarship and the Dick Wood Memorial Scholarship.

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 60 clubs and associations, a Student Leadership Council, eight women's and nine men's sports teams, a student newspaper and magazine, and performing arts, to name a few ([http://www.cod.edu/student\\_life/index.aspx](http://www.cod.edu/student_life/index.aspx)). 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 by offering extensive support services and referrals. The goal of the center is to recruit retain and transition Hispanic students beyond College of DuPage (**Cultural Diversity Documents**).

Finally, College of DuPage's Library has a web-site dedicated to cultural diversity resources (<http://www.cod.edu/library/libweb/Kakuk/Cultural%20Diversity%20Resources%20from%20the%20COD%20Library.pdf>).

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.*

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 conference 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 & 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 design charettes to address actual community design issues.

In the Health & 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. Final research papers have been written collaboratively by the student and faculty members for potential publication in a refereed science journal. Students in the natural sciences have also participated in paid internships through a research collaborative funded by the National Science Foundation and they have had opportunities to present 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.

Some full-time faculty at the College have been selected as Fulbright Scholars to study and do research internationally. The College has recently hosted Fulbright Teaching Assistant and Research Scholars in Early Childhood Education and the Arabic Language (*Faculty Presentations*).

### **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.*

On an annual basis, approximately 40% of all credit hours taught at the College are staffed by full-time faculty while approximately 60 % of the credit hours are staffed by qualified adjunct/part-time faculty. The College maintains original transcripts in the Employee Files in the Office of Human Resources to verify the educational credentials for all full- and part-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 (*Faculty Contract: pages 14-38 & ILPEX Feedback: Strength 5.1a(2)*).

- 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.*

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, part-time, dual credit, etc.). During the past two years, the College completed an audit of the files for all active faculty members to confirm that the educational credentials on file are aligned with the hiring guidelines for courses taught. The audit was completed in collaboration with the Associate Deans in each of the academic divisions (*Transcript Audits*). Where necessary, a process to document specific courses the faculty member was 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 added two Assistant Deans of Adjunct Faculty Support, to its staff. These individuals are dedicated to support the academic divisions for the hiring, orientation, professional development, and evaluation of all adjunct faculty. These two administrators work closely with the Recruitment and Hiring Department of the Office of Human Resources for a standardized credential review process for all newly hired adjunct faculty (**ILPEX Feedback: Strength 5.1(a)1**).

3. *Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

All full-time faculty are evaluated regularly according to the processes described in the full-time faculty union contract. All new part-time/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 full- and part-time faculty include classroom observations, student course evaluations, and individual performance conferences between the faculty member and the appropriate Associate or Assistant Dean (**Adjunct Faculty Performance Appraisal Documents & ILPEX Feedback: Strength 5.1a(1)**).

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.*

The College has seven days in the annual Academic Calendar, known as Convocation and In-Service Days, which are devoted to faculty and staff professional development. During these seven days which are coordinated by the Teaching & Learning Center in collaboration with Academic Affairs and other divisions of the College, full-time faculty and staff are required to attend all-college sessions as well as programs specific to their teaching and service roles within the institution. Adjunct/part-time faculty are invited to attend relevant programs during these seven days and additional, customized professional development programs are also offered for them during evenings throughout the calendar year. Specialized professional development related to new procedures and best practices for serving students are also offered for the Counseling faculty and staff throughout the year. In addition, the Teaching and Learning Center, provides ongoing courses for professional development (**TLC Courses and Workshops & ILPEX Feedback: Strengths 5.1a(2) & 5.1a(3)**).

Each full-time faculty member can use up to \$1,850 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 (**Faculty Contract: Section J3**). Full-time faculty also has the opportunity to apply for a one year sabbatical or a one semester non-teaching assignment for developmental purposes (**Faculty Contract: Section I9**).

5. *Instructors are accessible for student inquiry.*

To ensure that students have access to faculty, during the academic year faculty maintain at least ten office hours per week (**Faculty Contract: Section DI**). In addition, an on-line faculty directory noting office phone number and e-mail is available on the College of DuPage web site (<http://www.cod.edu/People/Faculty/Index.htm>).

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.*

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 handed off to the Senior Management Team who developed them into the Enhanced Student Experience Implementation Plan (*ESEIP and ESEIP Progress Spreadsheet*). ESEIP defined alignment of roles and responsibility to better serve students in the areas of mental health, academic, and financial aid counseling. Also, counselors at College of DuPage are considered faculty, and as such have the similar developmental and evaluation processes noted in 3.(C)4 above.

A variety of academic support services are available in one convenient location: Glen Ellyn Learning Commons. A key service that is offered at the Learning Commons is tutoring by training, qualified tutors (*Tutor Hiring & Training Document*). In addition, every effort is made to secure free professional tutoring for students with disabilities who require specialized assistance.

### **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.*

As part of the Learning Resources Division, the Library (<http://www.cod.edu/library/>) and Learning Commons ([http://www.cod.edu/academics/learning\\_commons/index.aspx](http://www.cod.edu/academics/learning_commons/index.aspx)) 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.

Currently 27,430 College of DuPage students have active library borrower cards and the Library's daily gate counts range from 2,500 to more than 3,000 students each day when classes are in session. The Library's collection is comprised of 228,000 books; 6,500 bound periodical volumes; 105,000 physical audio-visual items; 15,000 electronic books; more than 90 electronic databases; and 485 journal and newspaper subscriptions.

During the 2011-2012 academic year, the Learning Commons provided assistance to 9,672 different students who visited the Commons 47,000 times during the year. The Learning Commons is known as 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, flexible learning, developmental, online, and hybrid courses at all College of DuPage locations.

The new 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 also provides spaces for students to congregate, study, and hold a multitude of activities focused on better connecting the student to the College.

#### *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.*

*Begin@COD* 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 five Regional Centers for full-time degree and certificate-seeking students (<http://www.cod.edu/counseling/index.aspx>).

Communications and a sense of inclusion for new students have been enhanced through the Office of Student Life's First-Year Experience (FYE), and New Student Orientation programs ([http://www.cod.edu/student\\_life/index.aspx](http://www.cod.edu/student_life/index.aspx)).

The appropriate COMPASS Placement Tests are administered to students in the College's Testing Center (<http://www.cod.edu/admission/testing/index.aspx>). Placement tests 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). Testing eligibility rules and cut scores are established by the academic divisions of Liberal Arts for English and Health & Sciences for Mathematics.

***Mathematics:***

The Math department uses the COMPASS test for placement into entry-level mathematics courses at College of DuPage. Students that fail to meet the minimum requisite score on the Math portion of the ACT test, i.e., a score of 23, must take the COMPASS test for placement into developmental Math courses (Math 0460, 0470, 0481 and 0482) or lower-level college credit-bearing courses (Math 1100, Math 1102, Math 1108 and Math 1115).

Once placed in a developmental math course, students are advised of the extra help available to them from the instructor, the Math Assistance Area, and peer tutoring. The College is currently piloting a program called Partners to Success where students who are identified by their instructor or who have previously failed a developmental math course are referred to a counselor to get intensive one-on-one counseling that might help to ameliorate student problems in their class.

***English (Reading and Writing):***

Students are initially placed in English courses according to their COMPASS placement test results.

***Literacy (Special Needs Students):***

LITER 0410, 0411, 0412, 0413, 0418, 0421, 0422, 0423, 0428, 0431, 0432, 0433, 0438, 0441, 0442, 0443, 0448, 0449 are all 1-credit courses. These courses are for special needs students, and students' progress when they are ready to do so. Instructors with credentials in Special Education access the student's progress and placement into their next course(s).

***Developmental Reading:***

ENGLI 0480, 0481, 0482 are all 4-credit courses. Students take the COMPASS Reading test and move up 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, 0492 are all 4-credit courses. Students may progress in this sequence according to their own level of readiness and achievement. There is an English Entrance Essay given to students at the end of the 0492 class that establishes whether or not they are ready for English 1101.

***3. The institution provides academic advising suited to its programs and the needs of its students.***

Through the Enhanced Student Experience Implementation Plan (***ESEIP Document***), the Student Affairs Division of the College has implemented a new model for Academic Advising which includes the following features:

- Each first-time, full-time, degree-seeking student is assigned a Student Success Counselor if he/she is enrolled in a transfer program or is undecided as to a college major while those students in Career & Technical Education degree programs are assigned to a Program Advisor.
- In collaboration with a Student Success Counselor or Program Advisor, each first-time, full-time, degree-seeking student will develop a Student Educational Plan which maps out the time and

academic requirements for the student to complete their program of study. Part-time students are also encouraged to work with a Counselor or Advisor to develop a Student Educational Plan.

- Full-time Counselors have been designated to serve students with disabilities and students with mental health issues.
- Advising and counseling services have been expanded in a systematic way to better serve students attending the five College of DuPage Regional Centers located in suburbs across the district.
- Advising and counseling services are available to students via individual face-to-face sessions, online, by phone, as well as in group sessions (<http://www.cod.edu/counseling/advising/index.aspx>).

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).*

The Glen Ellyn campus covers 273 acres and has 15 major buildings. College of DuPage has five Regional Centers either owned or leased at off-campus sites throughout District 502. The current total gross space that the College occupies is approximately 1.65 million square feet, with a replacement cost of more than \$350 million. College of DuPage has one of the premier outdoor athletic complexes in the nation. The complex includes a football and baseball field and three soccer fields.

The College's library maintains a collection of 228,000 books; 6,500 bound periodical volumes; 105,000 physical audio-visual items; 15,000 electronic books; more than 90 electronic databases; and 485 journal and newspaper subscriptions.

The College's technology resources include more than 4,500 networked personal computers, 140 student computer labs, and 260 technologically enhanced classrooms. IT 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 computers every four years 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 (***ILPEX Feedback: Strength 4.2b(1)***).

College of DuPage has multiple health-related programs and partners with numerous hospitals and healthcare facilities throughout the District for clinical experiences (<http://www.cod.edu/programs/nursing/sites.aspx>). In addition to anatomy & physiology, chemistry, and biology labs, the College has invested \$350,000 in a Hospital Simulation Lab ([http://www.cod.edu/news-events/news/12\\_september/12\\_hospitalsimlab.aspx](http://www.cod.edu/news-events/news/12_september/12_hospitalsimlab.aspx)). This facility consists of a nurse's station, four hospital rooms, two viewing rooms and one debriefing room. The lab is used for instructional purposes by approximately 400 students per semester enrolled in Associate Degree Nursing, Practical Nursing and Basic Nursing Assistant programs.

Addressing the cultural aspect of College of DuPage's mission, the McAninch Arts Center (MAC) houses three performance spaces, an art gallery, and classrooms that support nine academic programs (<http://home.cod.edu/atthemac/about>).

5. *The institution provides to students guidance in the effective use of research and information resources.*

Staffed by professional reference Librarians, College of DuPage's library has research guides on topics from Accounting to Zoology (<http://www.cod.edu/library/research/>). In addition to having access to the professional staff and reference materials, the library also offers an online Research 101 course that address research basics, info cycles, topics, searching, finding, and evaluating. Each unit in the tutorial has its own set of objectives, information, and exercises (<http://www.cod.edu/library/research/research101/index.htm>).

### **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.*

The Service Learning Program ([http://www.cod.edu/about/career/service\\_learning/index.aspx](http://www.cod.edu/about/career/service_learning/index.aspx)) 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 which display what they learned and how they were able to apply the theory to practice.

Internships ([http://www.cod.edu/about/career/student\\_internship\\_information.aspx](http://www.cod.edu/about/career/student_internship_information.aspx)) provide a way for students to begin training for a career in their field of study through employment opportunities which may be linked to earning college credit. The College of DuPage Career Services Center hosts an online internship posting board which 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 ([http://www.cod.edu/student\\_life/living\\_leadership.aspx](http://www.cod.edu/student_life/living_leadership.aspx)).

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 ([http://www.cod.edu/student\\_life/clubs\\_org/slc/index.aspx](http://www.cod.edu/student_life/clubs_org/slc/index.aspx)).

More than 60 clubs are available for student engagement. The diverse options are: 25 Academic & Pre-Professional Clubs; 8 Cultural & Ethnic Clubs; 7 Faith-Based Clubs; 7 Honor Societies; 1 Literary & Performing Arts Club; 6 Political & Advocacy Clubs; 4 Service-Oriented Clubs; 3 Social Activities Clubs; and 6 other organizations. The clubs and organizations hold more than 1,300 meetings and events annually on campus for students ([http://www.cod.edu/student\\_life/clubs\\_org/index.aspx](http://www.cod.edu/student_life/clubs_org/index.aspx)).

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.*

The mission of College of Du Page is to be a center of excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education. To advance that mission, annually College of DuPage establishes a set of Institutional Priorities (*Strategic Long Range Plan: page 37*). The following reflects how these Priorities align with the College’s mission:

<b>Mission Aspect</b>	<b>Institutional Priority</b>
<b>Excellence in Teaching &amp; Learning</b>	<p>#2: Implement Quality Improvement Project (QIP) 15: Improving Academic Performance to address student retention, persistence, and graduation rates.</p> <p>#3: Restructure the Enrollment Management and Student Affairs functions into a single division that will develop and implement a Student Success Model focused on improving retention, persistence, and completion rates.</p> <p>#9: Develop and implement professional development programs that enhance employees’ effectiveness and capabilities in supporting the goals and tasks of the College including building and enhancing leaderships’ skills through the establishment of a Leadership Academy.</p>
<b>Accessibility</b>	<p># 6: Ensure the financial integrity and performance of the College (e.g. receive clean audit opinion, maintain the unrestricted fund balances in the General Fund, Auxiliary Fund and Working Cash Fund to no less than 50% of total general fund operating revenues and maintain “AAA/Aaa” ratings by Standard &amp; Poor’s and Moody’s, respectively).</p> <p>#7: Continue renovation of the Physical Education Center, McAninch Arts Center and Student Resource Center (Academic Computing Center and Library); complete construction of the Campus Maintenance Center; demolish all temporary buildings (M, L, FSC, K, OCC and greenhouse); and continue site development.</p>
<b>Affordability</b>	<p>#5: Add five new 3+1 and/or enhanced 2+2 academic partnership agreements to reach a total of twenty-five College of DuPage baccalaureate options, while also strengthening our 3+1 approaches through focused recruitment and retention efforts.</p> <p>#8: Ensure that the Foundation increases the number of annual individual donors by 25%, grows its assets by 5% and awards a minimum of \$1 million in student scholarship, program development, instructional equipment procurement and grants to the College, with a special focus on cultural arts, corporate/foundation giving programs and alumni relationship building.</p>
<b>Comprehensiveness</b>	<p>#4: Ensure that our curricular offerings maintain high quality and align with changing community needs by modifying or discontinuing programs and/or adding new degree and certificate programs as appropriate.</p>

## **Criterion Four: 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.*

### Core Components

#### **4.A. The institution demonstrates responsibility for the quality of its educational programs.**

##### *1. The institution maintains a practice of regular program reviews.*

All College of DuPage academic programs and disciplines participate in a five-year cycle of Program Review (***Program Review Documents***). The first year consists of preparatory activities. The formal Program Review Report filed with the Illinois Community College Board (ICCB) is prepared during the second year. Prior to submitting the 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 for the continued success of the program/discipline. 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, the Regional Centers, Human Resources, Information Technology and other similar divisions to do Program Review on a five-year cycle.

The institutional commitment and support for Program Review is demonstrated through Board Policy (***Board Policy: 25-90***) and it is also a part of the full-time faculty contract between the College of DuPage Board of Trustees and the College of DuPage Faculty Association (***Faculty Contract: Section D6.1***). Leadership and support for Program Review comes from the Office of Academic Affairs which includes the position of Coordinator of Academic Assessment & Reporting (***Program Review Documents & ILPEX Feedback: Strength 6.2b(3)***)

##### *2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.*

#### College Credit Earned Through Experiential Learning:

The Office of Field and Experiential Learning works closely with academic disciplines and programs to offer classes that combine classroom-based instruction with field-based experience.

Students enrolling in Field & Experiential Learning courses may earn college credit towards a degree or certificate. All Field & Experiential Learning 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 (<http://www.cod.edu/academics/field/courses.aspx>).

#### College Credit Earned Through Prior Learning Assessment:

The College's Credit by Demonstrated Competence program offers students the opportunity to earn college credit for prior learning which is equivalent to existing college courses. According to the *College Catalog 2013-2015*, students may complete 42 of the 64 credit hours required for an associate's degree through this approach. The methods for earning college credit for prior learning are:

- Advance Placement (AP) and College-level Examination Program (CLEP) Exams
- Established national exams in a profession for licensure and certification.
- Proficiency exams developed by College of DuPage faculty that are specific to a course.

A student takes a Demonstrated Competency exam in the College's Testing Center. Once the student completes the exam and it is graded, a Credit by Demonstrated Competence Program Form (which documents the testing, faculty evaluation and recommendation, and the appropriate academic dean/associate dean's approval of the credit to be awarded) is completed and forwarded to the Student Records Office for official placement of the credit on the student's College of DuPage transcript (*Experiential Learning Documents*).

3. *The institution has policies that assure the quality of the credit it accepts in transfer.*

Credits earned at other colleges and universities for transfer into a program of study at College of DuPage are evaluated by the Office of Student Records 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) for an official transcript to be sent directly to the Office of Student Records at College of DuPage. Acceptance of credits by College of DuPage is guided by the Office of Student Records Transfer Evaluation Policy (*Transfer Evaluation Policy & College Catalogue: page 105*). 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, and
- Academic year issues (e.g. semesters, quarters, and trimester systems)

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.*

As outlined in the *College Curriculum Guide (2009) (Curriculum Documents)*, the College has a detailed set of internal processes and required approvals for new and revised courses, certificates, and degrees. The originator of new and revised courses and programs of study is a full-time faculty member who 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 a newly proposed degree or certificate program. 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 (*Curriculum Documents*):

- Feasibility Analysis which verifies that the program is feasible from a labor market standpoint; and there is demonstrated need for the program in the district which is sustainable.
- Curriculum Quality and Cost Analysis which documents quality in response identified needs and it is a cost-effective program with commensurate 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.

Specific to Dual Credit offerings, the College has a very prescribed process for creating a Dual Credit agreement with each high school for each specific course which 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. The high school instructor 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 part-time faculty teaching it at any College of DuPage location. Other discipline-specific information and materials may also be requested by the College of DuPage faculty 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.

To manage and validate the full-time and part-time faculty qualifications for all programs, the College maintains original transcripts and educational credentials in the employee personnel files located in the Office of Human Resources. During the past two years, the College completed an audit of the files for all active faculty members to confirm that the educational credentials are aligned with the hiring guidelines for courses taught (*Transcript Audits*). These same hiring guidelines are consistently applied for instructors teaching Dual Credit course offerings. The audit was completed in collaboration with the Associate Deans in all academic disciplines and programs.

Where necessary, the College established a process to document specific courses the faculty member was qualified to teach. In addition, the College added two Administrators specifically dedicated to support Adjunct Faculty hiring and evaluation efforts. These administrators have worked closely with the Recruitment and Hiring Department in the Office of Human Resources to develop a standardized credential review process for all newly hired adjunct faculty (*Curriculum Documents*).

5. *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

College of DuPage seeks new and maintains existing special accreditations for a wide range of its Career and Technical Education programs of study. From 2009 to the present, sixteen academic programs have achieved special accreditation which demonstrates their commitment to achieving high standards of quality according to educational standards in each respective industry/profession. As expected, the majority of the special accreditations are in the allied health and nursing programs. Some of the more recent new program accreditations are quite unique for a community college to achieve. Examples include accreditation and program designations received from the National Association of Schools of Arts and

Design, the American Bar Association, the American Council for Construction Education (***Program Accreditation Report***).

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).*

The Office of Institutional Research & Analytics administers a survey to all degree and certificate graduates each spring semester which includes the fall, spring, and summer graduates from the previous year (***Graduate Student Follow-up Survey***). Survey 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

For FY12, College of DuPage was the only community college in northern Illinois and one of the few of all 45 Illinois community colleges to meet or exceed the ICCB goals for all six Accountability Measures.

An additional pattern of evidence is transfer student data which is tracked through the National Student Clearinghouse. Reports show that since 2005, a total of 7,719 College of DuPage students completing an associate's 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 special population of students, the most popular programs for study have been 4,838 students earning an Associate in Arts degree and 2,337 students in 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 (***Student Evaluation Documents***).

#### **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.*

During the 2008-2009 academic year, College of DuPage full-time faculty created and ratified eight General Education Student Learning Outcomes. 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.

During the 2012-2013 academic year, the General Education Assessment Steering Committee has focused on researching best practices in the assessment of student learning by community colleges and universities across the country. 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 and then was finalized by the General Education Assessment Steering Committee for implementation starting in summer and fall 2013.

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 (*General Education Student Learning Outcomes Documents*).

In addition, each course is governed by an Active Course File that among other aspect, defines learner goals and evaluation methods (*Active Course File*). 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.

2. *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*

#### **Internship Program:**

Students who are participating in internships are involved in on-site work experience and supervision. Faculty 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. 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 at the conclusion. 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 (*Co-curricular Learner Outcomes Documents*).

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 2 phases to meet the diverse needs of College of DuPage students.

**The Emerging Leader 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.

In Phase 1 students are assessed by completing the following:

- Attend 1 leadership retreat (summer, fall, or spring)
- Participate in a club/organization/team on campus
- Complete 3 leadership development workshops
- Complete 2 club development workshops
- Complete a portfolio of your program experiences

**The Living Leadership Certificate** (phase 2) builds on the student's Emerging Leader experience by guiding them 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.

In Phase 2, students are assessed by completing the following:

- Achieve Phase 1
- Continue to participate in a club/org/team on campus
- Complete an additional 3 leadership development workshops
- Complete an additional 2 club development workshops
- Complete 20 hours of service in the community (through Service Learning or independently)
- Successfully complete Leadership Development class (Humanities 2210, 3 credit hours)
- Compile a personal leadership portfolio with your experiences from the Living Leadership Program ([http://www.cod.edu/student\\_life/living\\_leadership.aspx](http://www.cod.edu/student_life/living_leadership.aspx)).

3. *The institution uses the information gained from assessment to improve student learning.*

College of DuPage 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 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. (*Program Review Documents*).

As a direct result of the ILPEX evaluation and feedback report, the 2014-2016 Strategic Long Range Plan Goal #3 (Demonstrate student success by implementing approaches resulting in top quartile retention, persistence, and graduate rates) was developed. A key task related to that goal resulted in the development of a faculty driven Quality Improvement Process (QIP) 15 steering committee (*QIP 15 Overview Document*). The work of this steering committee includes:

- Closely examining the ILPEX Feedback Report Category 7.1: Student Learning and Process Outcomes, and
- Generating a course of action that will focus the College's resources on identifying and implementing approaches to achieve better outcomes.

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.*

Faculty, administrators, and staff are actively engaged in the professional processes and methodologies of assessing student learning through the institutional commitment development programs; dedicated work sessions by academic division, subdivision, discipline/program; and on-site consulting assistance from experts in the field of assessment in higher education (*Student Assessment Methodologies*). Assessment of student learning is the responsibility of and driven by the faculty (*Faculty Contract: section D6*), and is overseen by academic Deans and Associate Deans (*ILPEX Feedback: Strengths 6.1a(1), 6.1a(2) & 6.2b(3)*).

**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.*

The mission of College of DuPage is to be a center of excellence in teaching and learning. Therefore, based on the multiple inputs (*Strategic Long Range Plan, ILPEX Application: pages 30-46, ILPEX Feedback Report: pages 40-43 and Enhanced Student Experience Implementation Plan*) the College has established the following three year strategic goal: Goal #2 - Demonstrate student success by implementing approaches resulting in top quartile retention, persistence, and graduation rates (*Strategic Long Range Plan: page 44*). To achieve this goal the College has identified four key tasks:

- Task 2.1 – Implement Quality Improvement Project (QIP) 15: Improving Academic Performance to address student retention, persistence, and graduation rates.
- Task 2.2 – Restructure Enrollment Management and Student Affairs functions into a single division that will develop and implement a Student Success Model focusing on improving retention, persistence, and completion rates.
- Task 2.3 – Continue to enhance ESEIP implementation to support student retention, persistence, and success.
- Task 2.4 – Grow financial resources to assist student persistence.

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.*

Since its inception in the early 2000's, College of DuPage has been a member of the National Community College benchmarking Project (NCCBP), the largest provider of community college benchmarking and peer comparison services in the nation. Methods for collecting and analyzing retention, persistence, and completion rates include:

#### **Student Completion and Transfer**

- Full-time, First-time: (# Completion Degree or Cert + No Transfer) / Unduplicated Cred Headcount
- Part-time, First-time: (#Completion Degree or Cert + No Transfer) / Unduplicated Cred Headcount

#### **Credit Student Enrollment**

- Fall-fall persistence Rate: Students Who Enrolled in Fall/(Fall Term: Tot Cred Stud at End - Next Fall: Stud Who Grad Before Fall)
- Next-term Persistence Rate: Students Who Enrolled in Spring/(Fall Term: Tot Cred Stud at End - Next Term: Stud Who Grad Before Spring)

#### **Credit College-level Retention, Success**

- Retention Rate: ABCPDF / ABCPDFW
- Enrollee Success Rate: ABCP / ABCPDFW
- Completer Success Rate: ABCP / ABCPDF

#### **Credit Developmental Retention, Success**

- Math Retention Rate: ABCPDF / Tot Grades in Developmental
- Writing Retention Rate: ABCPDF / Tot Grades in Developmental
- Reading /Writing Retention Rate: ABCPDF / Tot Grades in Developmental
- Reading Retention Rate: ABCPDF / Tot Grades in Developmental
- Math Enrollee Success Rate: ABCP / Tot Grades in Developmental
- Writing Enrollee Success Rate: ABCP / Tot Grades in Developmental
- Reading /Writing Enrollee Success Rate: ABCP / Tot Grades in Developmental
- Reading Enrollee Success Rate: ABCP / Tot Grades in Developmental
- Math Completer Success Rate: ABCP / ABCPDF
- Writing Completer Success Rate: ABCP / ABCPDF
- Reading /Writing Completer Success Rate: ABCP / ABCPDF
- Reading Completer Success Rate: ABCP / ABCPDF

#### **Credit Developmental Retention, Success, First College-level**

- Math Retention Rate: ABCPDF / Enrolled in Related College-level Courses
- Writing Retention Rate: ABCPDF / Enrolled in Related College-level Courses
- Math Enrollee Success Rate: ABCP / Enrolled in Related College-level Courses
- Writing Enrollee Success Rate: ABCP / Enrolled in Related College-level Courses
- Math Completer Success Rate: ABCP / ABCPDF
- Writing Completer Success Rate: ABCP / ABCPDF

#### **Retention and Success Core Academic Skills**

- Comp I Retention Rate: ABCPDF / ABCPDFW
- Comp II Retention Rate: ABCPDF / ABCPDFW

- Algebra Retention Rate: ABCPDF / ABCPDFW
- Speech Retention Rate: ABCPDF / ABCPDFW
- Comp I Enrollee Success Rate: ABCP / ABCPDFW
- Comp II Enrollee Success Rate: ABCP / ABCPDFW
- Algebra Enrollment Success Rate: ABCP / ABCPDFW
- Speech Enrollee Success Rate: ABCP / ABCPDFW
- Comp I Completer Success Rate: ABCP / ABCPDF
- Comp II Completer Success Rate: ABCP / ABCPDF
- Algebra Completer Success Rate: ABCP / ABCPDF
- Speech Completer Success Rate: ABCP / ABCPDF

#### **Distance Learning**

- DL % of Credit Hours: Total Distance Learn / Total Student Credit Hours Taught
- DL % of Total Credit Sections: Total Credit Distance Learn / Total Credit Sections Taught

#### **Distance Learning Grades**

- % Withdrawal: % W
- % Completed: % of ABCPDF
- % Completer Success: ABCP / ABCPDF
- % Enrollee Success: ABCP / ABCPDFW
- % A & B Grades: AB / ABCPDFW

In 2000, College of DuPage was one of the first institutions in the NCA to adopt the HLC's Academic Quality Improvement Program (AQIP) model for reaffirmation of accreditation. Since the start, College of DuPage has implemented several action projects related to the improvement of student performance, i.e. Improve Students' Skills in Developmental Reading, Writing and Mathematics; Improve Academic Readiness of Students; Improve Student Engagement; Improving the Effectiveness of the Comprehensive Advising Model; Enhancing Student Satisfaction, Retention, and Success Through Advising/Counseling Staff Realignment to name a few (<http://www.cod.edu/about/accreditation/index.aspx>).

In 2010, College of DuPage was one of seven Midwest colleges approved by the HLC to pilot the innovative AQIP Systems Appraisal – Baldrige Option for reaffirmation of accreditation. In May 2012, College of DuPage submitted a Baldrige-based quality application to Illinois Performance Excellence (ILPEX). As noted above in 4.B.3, a direct result of the ILPEX evaluation and feedback report, the 2014-2016 Strategic Long Rang Plan Goal #3 (Demonstrate student success by implementing approaches resulting in top quartile retention, persistence, and graduate rates) was developed. A key tasks related to that goal resulted in the development of a faculty driven steering committee (***QIP 15 Overview Document***) was developed. The steering committee is currently in the process of defining the project's scope, goals, etc. Once defined, this project will be submitted an additional College of DuPage AQIP Action Project.

### **Criterion Five: 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.*

#### Core Components

##### **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.*

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 and redirect resources to areas of focus (Institutional Priorities). Financial resources are allocated through a well-defined budget-allocation process (***Budget: pages 35-37 & ILPEX Feedback: Strength 2.2a(1,2, & 3)***).

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- and part-time faculty is adjusted accordingly to effectively meet the changing capacity requirements of College of DuPage. 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 (***ILPEX Feedback: Strength 2.2a(4)***).

Capital projects related to facility construction and renovations have been identified through numerous assessment and planning tools and the prioritized projects are outlined in the institution's Facility Master Plan (FMP). As a result of futuristic planning, in 2014, no campus building will be "older" than 2009 (***Facility Master Plan***).

The Information Technology Strategic Plan is an integral part of the College-wide process for institutional planning. The IT Plan is updated by reviewing major issues, institutional needs, and future trends. This process is completed annually to respond to the continuing changes in technology. Interviews, surveys, and research are used to collect data on technology directions and define major issues that will impact the College over the next five years. Finally, IT has initiated a cyclic Technology Replacement Plan to ensure that all technology on campus is kept up to-date (***IT Strategic Plan & ILPEX Feedback: Strength 4.2b(1)***).

3. *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*

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 evidenced-based, comprehensive environmental scan. Through this process, College of DuPage 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 (**SLRP& ILPEX Feedback: Strength 2.1a(2)**).

*4. The institution's staff in all areas are appropriately qualified and trained.*

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, etc. Full-time faculty, administrators, and classified staff credentials are confirmed by Human Resources (HR) while part-time faculty credentials are confirmed at the department and division level by the appropriate Associate Dean. When position vacancies become available in the College, HR 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 (**ILPEX Feedback: Strength 5.1a(2)**).

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 (**ILPEX Feedback: Strength 5.1a(3)**).

Systems, methods, and content related to staff training and development is 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 (**ILPEX Feedback: Strength 5.2c(3)**).

*5. The institution has a well-developed process in place for budgeting and for monitoring expense.*

The Annual Plan is developed as described in strategic planning process. Each department develops a budget based on department plans. The budgets are submitted to the Finance Department where they are consolidated and reviewed. Once departments electronically submit their budgets, the Finance Department consolidates all budget requests and prepares a preliminary draft budget to determine if the total College budget is balanced. Based on this preliminary draft, the Finance Department analyzes all line items to look for expenditures or revenues that seem out of line with past spending, receipts or current departmental responsibilities. The Finance Department holds budget review discussions with all budget officers and discusses areas of concerns, goals and new initiatives, or programs the departments want to implement. After discussions, changes to the budget are recommended by the Finance Department to the respective departments. Based on these department discussions, changes are then made to the budget. During FY2013 budgeting process, the College consolidated the five-year plan and annual budget process development. In prior years, the five year plan was created separately, independent of the annual budget preparation. By preparing the five-year plan in conjunction with the budget, the College is providing more transparency and accountability. After the budget and five-year plan has been approved by the Finance Department, they are reviewed with the President and Senior Management Team. The budget and five-year plan are then sent to the Board of Trustees for their review and release to the public. The Board makes the proposed budget available for public inspection at least thirty 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 (*Budget: page 35*).

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 to 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 is done. Lastly, hiring of all personnel requires the Budget Manager's approval on all requisitions to ensure the position is in the budget (*Budget: page 36*).

**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 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.*

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 April 2013 (*Board Policy: 5-85*).

The Board delegates to the President the responsibility to develop, implement, and modify Administrative procedures as necessary to carry out the Board's policies, rules, and actions. The latest Administrative Policy Manual was adopted October 2009, and last updated February 2013 (*Board Policy: 5-90*).

2. *The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*

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 (inclusive of academic policies and practices) and for making decisions related thereto.

Fundamental to the success of the College is the commitment of each Trustee to carry out his/her responsibilities as an elected official charged with providing District residents a quality, fully accredited, comprehensive community college (*Board Policy: 5-15*).

Specific duties of the Board include:

- Appointing the President and annually evaluate his/her performance.
- Ensure efficient and effective development, operation and maintenance of the College.
- Direct the President to formulate and revise policy as necessary for Board consideration.
- Annually review the financial performance of the College and cause an audit to be made.
- Annually adopt the Financial Plan of the College.
- Ensure the quality of education provided by the College.
- Annually adopt a comprehensive Strategic Long Range Plan.
- Annually review from the President a report on the Outcomes of the College.

3. *The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

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 participate in developing and evaluating all of the institution's educational programs (**Faculty Contract: Section D6**). These reviews and evaluations become inputs into academic requirements, etc. With respect to Board policy, prior to being presented to the Board for consideration, potential Board Policies are reviewed by the Shared Governance Council (**Board Policy: 5-85**). Once presented to the Board, all potential Board Policies require two readings by the Board prior to adopting. During that time, administration, faculty, staff, students, and the general community have an opportunity to review and comment on the proposed policies (**Board Policy: 5-85**).

### **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.*

The Strategic Planning Process at College of DuPage is an ongoing, inclusive, closed-loop system. The Strategic Long Range Plan Advisory Committee (SLRPAC), comprised of faculty, administrators, classified staff, managerial staff, student leaders and the Vice President of Planning and Institutional Effectiveness, annually evaluates and presents in May of each year a revised plan to the College President. The President presents the revised plan to the Board of Trustees who, after reviewing and providing input, opens the plan for public review and comment for a period of 30 days (**SLRP: pages 1-62**).

### **Planning Process**

**Phase I – Identification of Strengths, Weaknesses, Opportunities, and Threats (SWOT):** The work of the SLRPAC begins in the fall with a review of relevant surveys, environmental scans, and community and stakeholder input that defines the external environment. Annually, existing strengths, weaknesses, opportunities and threats are reviewed, updated, and/or removed when appropriate; new items are researched and added. The results of the SWOT update provide the foundation for the next phases of the strategic planning process.

**Phase II – Review and Revise of Core Statements:** On an annual basis the SLRPAC, in consultation with the Senior Management Team, reviews and, when appropriate, recommends changes to the Philosophy, Mission, Vision and Values statements.

**Phase III - Goals and Tasks Development:** Annually, strategic goals and tasks are reviewed and updated as necessary by the SLRPAC and the Senior Management Team.

**Phase IV - Annual Plan Development:** The Annual Plan contains objectives and strategies developed by each Senior Management Team member. These objectives must be consistent with the values, goals and tasks.

**Phase V – Plan Monitoring:** Major initiatives are tracked against the institutional goals and their budget impact is reflected in the annual budget developed in the spring. The College Annual Plan and Budget include cross-referencing to the SLRP.

**Phase VI - Annual Performance Review:** On a biannual basis, Senior Management Team members report their progress toward achieving the objectives stated in the Annual Plan.

**Phase VII - Institutional Outcomes Report:** To promote accountability and transparency, an Institutional Outcomes Report, which details the progress of the College as it relates to goals and tasks, is produced at the end of the fiscal year.

**Phase VIII - Evaluation of SLRP Process:** The SLRP process is evaluated annually and adjusted as needed.

### Strategy Implementation

In support of the Annual Plan (Phase IV), all administrators are required to develop, in collaboration with their staffs, an annual plan that includes specific objectives and measurable strategies. This “cascade” effect ensures that there is alignment from the department to the division to the institution level, focusing all efforts on advancing the vision and meeting the mission of College of DuPage. Sustainability is achieved through constant review and monitoring of performance at the Senior Management Team, divisional and departmental levels.

#### 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.*

As is noted above, both the budgeting and planning processes have as a core components, measurement, analysis, reporting, and improvement built into their structures. In addition, there are key performance measures for tracking progress on the individual Administrator annual plans of every division and department (*ILPEX Feedback: Strength 2.2a(5)*). Through our online Business Objects system, Deans, Associate Deans and Program Coordinators can drill down to the course level to review day-by-day enrollment activity and performance. On a triennial basis, the Senior Management Team members review their performance through an Annual Plan Scorecard and Stop Light report that shows percent complete and ability to meet targets. By doing this, adjustments can be made to ensure that the Annual Plan remains on track and is still relevant. Each year, an Annual Outcomes Report presents a comprehensive review of key performance measures in each strategic goal area (*ILPEX Feedback: Strength 2.2a(6)*).

Another data source that can be electronically accessed by staff is the IT Performance Metrics intranet site. Among other data and information, this site monitors the Automated Call Distribution (ACD) process and can give real-time data on call volumes, answering times, and abandonment rates for incoming calls going to areas such as Registration, Financial Aid, Counseling Services, Help Desk, etc.

Finally, College of DuPage was one on only seven institutions authorized by the HLC to pilot the AQIP Systems Appraisal – Baldrige Option for reaffirmation of accrediting. The entire ILPEX application and Feedback report are evidence to the fact that College of DuPage is actively engaged in the pursuit of performance excellence (*ILPEX Application & Feedback Report*).