SWOT DEVELOPMENT

2017-2021

Fall 2018 Update
Board Approved, November 15, 2018

College of DuPage
Office of Planning and Institutional Effectiveness

College of DuPage
425 Fawell Blvd.
Glen Ellyn, IL 60137

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

STRENGTHS

Strength 1: Accessibility
Overview:
In order to create easy access to educational offerings and services, in addition to the main (Glen Ellyn) campus, COD operates four strategically placed centers in Addison, Carol Stream, Naperville and Westmont.

Specific (select) evidence:
In a 2018 community survey (error margin ± five percent), “location and accessibility” was rated as the College’s second highest strength.

Strength 2: Financial Position
Overview:
The College has been conservatively managed throughout its history and this philosophy continues today. COD’s financial position is sound and steps are taken to ensure continued financial stability.

Specific (select) evidence:
The College has a fund balance of greater than 100 percent.

Among community colleges in Illinois, District 502 has one of the highest equalized assessed valuations per community college student (although the tax cap imposes limits on the amount of tax revenue the College can collect).

In March 2017:
• Moody’s Investors Service affirmed the Colleges Aa1 rating and shifted its outlook from stable to positive. In its rationale, Moody’s, like S&P, cited the College’s strong financial operations and leadership. Moody’s wrote, “The positive outlook reflects the removal of the district’s accreditation from probation as officials have made progress towards improved governance. Additionally considered is the district’s strong financial performance during the state's budget impasse.”

• Standard & Poor’s has revised the College of DuPage bond rating from “AA” to “AA+” and affirmed its rating outlook of “stable” on the College’s outstanding general obligation bonds. In their rating S&P noted: “The raised rating reflects the College’s continued positive financial operations and its successful implementation of a new governing structure.” S&P further cited the College’s:
Participation in the Chicago metropolitan statistical area’s (MSA) deep and diverse economy, with sizable supporting tax base

- Very strong incomes and extremely strong market value per capita
- Very strong financial position with very little reliance on the state of Illinois
- Low to moderate debt burden

**Strength 3: Comprehensive Academics, Programs, and Services**

**Overview:**
Annually College of DuPage offers a broad scope of educational and cultural programming to approximately 60,000 credit and non-credit students of all ages, as well as to 100,000 patrons of the visual and performing arts.

**Specific (select) evidence:**
As a comprehensive community college, COD meets five key community educational needs through a wide range of programs, degrees, certificates, and services:

- **Transfer Education** that prepares students for transfer to a four-year institution to pursue a bachelor’s degree.
- **Career and Technical Education** that prepares students who will graduate with an Associate in Applied Science degree or certificate to directly enter the workforce.
- **Developmental Education** that provides remedial education for students who are not academically ready to enroll in college-level courses.
- **Continuing Education** that provides non-credit courses to the community for personal development and enrichment.
- **Business Training** that provides specialized or customized training and education to local companies for their employees.

COD grants nine degrees: the Associate in Arts, Associate in Science, Associate in Engineering Science, Associate in Applied Science, Associate in General Studies, Associate in Fine Arts in Art, Associate in Fine Arts in Music, Associate in Arts in Teaching Secondary Mathematics, and the Associate in Arts in Teaching Early Childhood Education. In addition to associate degrees, COD offers over 170 certificates in 52 areas of study.

COD provides many services to assist students in making appropriate academic and career plans, addressing other issues and enriching their college experience through co-curricular activities. Key services include:

- **Student Counseling and Advising Services**
- **Center for Access and Accommodations**
- **Veteran and Military Personnel Student Services**
- **International Student Services**
- **The Career Services Center**
- **Math Assistance Area**
The McAninch Arts Center (MAC) is a conveniently accessible cultural arts and gathering place in DuPage County. Each season includes more than 200 performances of plays, concerts and lectures offered in the MAC’s theatres and stages, as well as numerous art exhibits in both the Cleve Carney Art Gallery and MAC lobby area. To date the MAC has welcomed more than 1.5 million audience members.

COD is one of the founding members of the Illinois Consortium of International Studies and Programs, which seeks to build and expand international opportunities for community college students. This long-standing membership has resulted in strong relationships with partner institutions around the world, enabling COD to offer a diverse array of programs. Because of its success, COD’s Field and Experiential Learning/Study Abroad/Global Education program is so successful in creating new opportunities for students, the Institute of International Education recently ranked it second among community colleges nationwide for international study opportunities.

COD is a lead partner in Innovation DuPage, an initiative that will significantly impact regional economic development by leveraging public and private partners in support of startup and early-stage business enterprises by connecting them to the knowledge, expert mentors, and resources necessary to succeed.

**Strength 4: Modern Facilities**

Overview:
COD provides students and community members with up-to-date, well-maintained facilities.

Specific (select) evidence:
Facilities improvement has been an integral part of the College’s strategic planning cycle. COD has received substantial financial support from the community and will have built new facilities or renovated all current facilities within a five-year period. This large-scale facility project was integrated closely with the annual planning cycle and was done to directly support COD educational programs and services. Today, no building on the main Glen Ellyn campus is older than 2008.

**Strength 5: Affordability and Value**

Overview:
COD is one of the most affordable colleges in the Midwest.
Specific (select) evidence:
At $4,080 per year for tuition and fees, COD tuition is significantly less than regional competitors such as Northern Illinois University at $12,262, Benedictine at $34,290, North Central College at $38,149, and DePaul University at $38,410.

With the 3+1 degree program, students can earn a Bachelor’s degree from six different partner universities for around $35,000, without ever leaving the COD Glen Ellyn Campus.

From fall 2014 to fall 2018, COD reduced tuition and fees by $9, from $144 to $135 per credit hour. In AY 2019, at $136 per credit hour for tuition and fees, COD will remain below the average cost (approximately $140 per credit hour) for community colleges in Illinois.

In a 2018 community survey (error margin ± five percent) 67 percent of the respondents strongly agreed that COD’s tuition is a good value, and only one percent of the respondents strongly disagreed.

**Strength 6: Academic Partnerships**

Overview:
There is an increasing nationwide focus on developing partnerships between community colleges, high schools, universities, and business and industry entities.

Specific (select) evidence:
Dual credit is defined as a college course taken by a high school student for which the student is granted both college and high school credit. Recognizing the importance of dual credit courses to district high school students, COD has consistently worked with district high schools so that they have the opportunity to offer more dual credit courses. For example, in spring 2018, 14,865 credits were offered in district high schools through dual credit.

COD has 2+2 and enhanced 2+2 partnerships with 20 four-year colleges and universities. These agreements allow COD students to complete two years at COD and another two years at a college/university to complete a bachelor’s degree. An enhanced 2+2, allows a COD student to complete up to 90 semester credits of coursework, mostly general education courses, and then transfer to complete the remaining credits toward a bachelor’s degree at a four-year college/university.

COD has 3+1 partnerships with six universities. These partnerships allow a COD student to take three years of classes at COD, at COD tuition rates, with the fourth year taught by the partner universities on COD’s campus. In addition, the upper-level classes are offered at a significantly reduced tuition rate by partner institutions.
WEAKNESSES

Weakness 1: Systematic Acquisition and Use of Data
Overview:
The College does not systematically collect and use data to identify root causes, prioritize issues, allocate resources, identify targets for improvement and assess the effectiveness of processes and programs.

Specific (select) evidence:
Feedback from the April 2017 Higher Learning Commission site visit noted that while there is a great deal of activity related to collection of data, it is not always apparent how the data informs decisions on the campus or how an understanding of the data drives improvement.

Weakness 2: Systematic Evaluation of Effectiveness for Student Learning
Overview:
The College does not systematically use student outcome data when modifying or improving educational programs and support services.

Specific (select) evidence:
Feedback from the April 2017 Higher Learning Commission site visit noted that on site, and in a review of the college’s documents and records, the HLC site visit team found evidence to confirm that the College has developed a commitment to the assessment of student learning and the monitoring of student achievement to promote continuous improvement. It was further noted that the College has an established program review cycle and annual assessment of student course learning outcomes.

However, the site visit team found that the assessment of student program learning outcomes is limited in career and technical programs and program outcomes are not readily available to students. They also found that assessment of general education outcomes is occurring, but how it is informing decisions for improvement is not clear. The team also noted that the College has a robust set of data to utilize for decision-making, however, utilization of the data for decision-making by individual programs should be enhanced.

Weakness 3: Noel Levitz Student Satisfaction Inventory (SSI) Ratings
Overview:
The College has administered the Noel Levitz Student Satisfaction Inventory five times since 2004. With few exceptions, COD ratings have consistently been below the nation mean at a statistically significant level of 0.001.
Specific (select) evidence:
The Noel Levitz Student Satisfaction Inventory (SSI) is a nationally normed tool of Ruffalo Noel Levitz, LLC., that measures student satisfaction and priorities in community colleges. The SSI is well tested with exceptionally high internal reliability as demonstrated by a Cronbach’s coefficient alpha of 0.98 for the satisfaction scores.

The SSI utilizes 70 standardized questions, 6 questions concerning diverse populations, 10 College specific questions and 3 summary questions. Using a seven point Likert scale, students taking the SSI rate each question with respect to importance and satisfaction. The questions are grouped into 12 “Scales.”
The College has administered the Noel Levitz survey five times (approximately every three years) since 2004. The following tables shows the mean difference from the national average for each Scale over the five survey years.

<table>
<thead>
<tr>
<th>Scale</th>
<th>2017</th>
<th>2014</th>
<th>2010</th>
<th>2007</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>-0.48***</td>
<td>-0.58***</td>
<td>-0.38***</td>
<td>-0.40***</td>
<td>-0.31***</td>
</tr>
<tr>
<td>Academic Services</td>
<td>-0.18***</td>
<td>-0.17***</td>
<td>-0.11***</td>
<td>-0.04</td>
<td>0.06</td>
</tr>
<tr>
<td>Admissions &amp; Financial Aid</td>
<td>-0.43***</td>
<td>-0.49***</td>
<td>-0.40***</td>
<td>-0.35***</td>
<td>-0.35***</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>-0.35***</td>
<td>-0.36***</td>
<td>-0.31***</td>
<td>-0.27***</td>
<td>-0.16***</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>-0.34***</td>
<td>-0.34***</td>
<td>-0.20***</td>
<td>-0.19***</td>
<td>-0.15***</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>-0.40***</td>
<td>-0.44***</td>
<td>-0.33***</td>
<td>-0.30***</td>
<td>-0.24***</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>-0.34***</td>
<td>-0.31***</td>
<td>-0.24***</td>
<td>-0.22***</td>
<td>-0.09***</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>-0.29***</td>
<td>-0.31***</td>
<td>-0.27***</td>
<td>-0.17***</td>
<td>-0.06*</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>-0.16***</td>
<td>-0.19***</td>
<td>-0.21***</td>
<td>-0.15***</td>
<td>-0.15***</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>-0.46***</td>
<td>-0.48***</td>
<td>-0.15***</td>
<td>-0.07*</td>
<td>-0.01</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>-0.33***</td>
<td>-0.37***</td>
<td>-0.25***</td>
<td>-0.21***</td>
<td>-0.08**</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>-0.34***</td>
<td>-0.38***</td>
<td>-0.39***</td>
<td>-0.35***</td>
<td>-0.22***</td>
</tr>
</tbody>
</table>

*Difference statistically significant at the 0.05
**Difference statistically significant at the 0.01 level
***Difference statistically significant at the 0.001 level

The College also participates in the National Community College Benchmarking Project (NCCBP). Since 2004, over 400 two-year institutions have participated in the NCCBP data-collection and reporting process. NCCBP is the largest community college comparative database in the nation. Among numerous other metrics, many community colleges also report their Noel Levitz SSI scores. In 2017, approximately 100 community colleges reported their Noel Levitz SSI scores to NCCBP.

NCCBP analysis includes each institution’s “percentile ranking” in comparison to the entire reporting database, higher percentiles are better. As noted in the following table, when comparing Noel Levitz scores of all community colleges in the NCCBP database, not only are COD’s scores significantly lower, but most Scales, with the exception of Responsiveness to Diverse Populations (21st percentile) and Academic Services (10th percentile) are below the 5th percentile.
Academic Advising: <1<sup>st</sup>
Academic Services: 10<sup>th</sup>
Admissions & Financial Aid: 1<sup>st</sup>
Campus Climate: 2<sup>nd</sup>
Campus Support Services: 3<sup>rd</sup>
Concern for the Individual: 1<sup>st</sup>
Instructional Effectiveness: 2<sup>nd</sup>
Registration Effectiveness: 4<sup>th</sup>
Responsiveness to Diverse Populations: 21<sup>st</sup>
Safety & Security: 1<sup>st</sup>
Service Excellence: 3<sup>rd</sup>
Student Centeredness: 2<sup>nd</sup>

**Weakness 4: Community College Survey of Student Engagement (CCSSE) Student Ratings**

**Overview:**
The College has administered the Community College Survey of Student Engagement (CCSSE) six times since 2003. With few exceptions, COD ratings have consistently been below the nationally standardized mean score of 50.

**Specific (select) evidence:**
The Community College Survey of Student Engagement (CCSSE) is a product and service of the Center for Community College Student Engagement at the University of Texas at Austin College of Education. CCSSE is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. The College has administered the CCSSE survey six times (approximately every three years) since 2003.

CCSSE questions are grouped into five “Benchmarks” (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.

As can be seen in the following table, with the exception of Student-Faculty Interaction, most of COD’s Benchmark scores over the six surveys are below the national cohort mean.
### Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>College of DuPage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>50.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.0</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>50.0</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>50.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### OPPORTUNITIES

**Opportunity 1: Cost Effective Transfer Preparation, Certificates, and Degrees**

**Overview:**
Area baccalaureate-granting institutions have higher tuition rates than COD. There is a financial benefit for students to complete their general education requirements at COD. There also is an opportunity for the College to develop and expand its 3+1 and 2+2 partnerships with area universities.

Specific (select) evidence:
Increased annual costs of tuition at many institutions of higher education (e.g., Northern Illinois University at $12,262, Benedictine at $34,290, North Central College at $38,149, and DePaul University at $38,410) provide an opportunity for the College to attract students who planned to start at a four-year school. They can complete their general education courses at COD and save money in doing so.

**Opportunity 2: Alternative Learner Options**

**Overview:**
COD will attract learners from a larger geographical area as well as those who do not or cannot attend classes on campus by increasing the College’s online learning program. Increasingly, learners seek to complete degrees and certificates at a distance.

Specific (select) evidence:
Statewide, enrollment in online courses has grown rapidly and steadily for the past eight years. Between 2016 and 2017, fall on-line headcount at COD has increased by 3.8 percent (from 5,632 to 5,848). In the 2017 Noel-Levitz Student Satisfaction Inventory, 78 percent of COD students indicated they were employed (18 percent full-time and 60 percent part-time). Therefore, providing classes at various times is important.
Opportunity 3: Changing District Profile

Overview:
District 502 has seen and expects to see a continued increase in ethnic and cultural diversity. In addition, the age of district residents is increasing. Low income and poverty affects a significant portion of DuPage County. The College has an opportunity to serve growing populations of non-English speakers, older learners and low-income students.

Specific (select) evidence:
Between 2015 and 2020 those 65 years of age and older in DuPage County are predicted to increase from 14 percent of the County’s population to approximately 16 percent.

While at the same time the 0 to 19 age group is projected to drop from 27 percent to 25 percent, and the 20 to 64 age group is projected to drop from 60 percent to 59 percent of the County’s population. For the past two decades, DuPage County has been experiencing significant and ongoing demographic changes, marked by substantial increases in the number of residents with incomes that place them at or below the federal poverty level. Although significantly lower than the state (IL) or national poverty levels, the 10-year (2005-2015) rate of increase in poverty in DuPage County (2.9 percent) is greater than the rate of increase for either the state (2.3 percent) or country (2.2 percent) for the same period. Between 1990 and 2014, the *underrepresented population of DuPage County increased by over 165 percent (from 11.6 to 31 percent). The largest increase was seen in the Hispanic population (from 4.5 to 14.4 percent), while the white population decreased by almost 20 percent.

* Underrepresented refers to racial and ethnic populations that are historically disproportionately represented in the population. Historically means that there is a ten-year or longer trend in a given population.

In DuPage County, census supported research identifies historically underrepresented groups as:

- **American Indian/Alaska Native**: 3,720 persons or 0.4 percent of the population
- **Asian**: 112,545 persons or 12.1 percent of the population
- **Black or African American**: 48,366 persons or 5.2 percent of the population
- **Hispanic or Latino**: 133,954 persons or 14.4 percent of the population
- **Native Hawaiian/Other Pacific Islander**: 930 persons or 0.1 percent of the population
- **Two or more races**: 18,602 persons or two percent of the student population

Therefore, in DuPage County underrepresented groups make up approximately 34 percent of the total population.
Opportunity 4: Rising cost of Education (external to COD)
Overview:
The price of college tuition has increased at a pace much faster than that of inflation in recent years. Through the 3+1 COD partnership, students can obtain a bachelor’s degree from one of six partner universities at a cost of about $35,000.

Specific (select) evidence:
According to the U.S Department of Education for the 2014-15 academic year, annual current dollar prices for undergraduate tuition, room, and board were estimated to be $16,188 at public institutions, $37,424 at private nonprofit and for-profit institutions. Between 2004-05 and 2014-15, prices for undergraduate tuition, room, and board at public institutions rose 33 percent, and prices at private nonprofit and for-profit institutions rose 18 percent, after adjustment for inflation.

Based on the College Board Annual Survey of Colleges, over a seven-year period (2011 to 2018), the average annual cost of tuition and fees at Illinois four-year institutions increased by over $2,600 or over 20 percent, whereas, COD’s tuition over the same period increased by $210, or about five percent. On average, between 2011 and 2018, the annual tuition and fees at all Illinois community colleges increased by over $1,000 or 26 percent.

Opportunity 5: Skills Gap in the Workplace
Overview:
The demand for skilled workers will exceed the development of skilled workers resulting in a skilled worker shortage.

Specific (select) evidence:
Three million Illinois adults have only a high school degree or less, but 67 percent of jobs in Illinois will require some type of post-secondary training by 2020. The 2015 Talent Shortage survey indicated that 32 percent of US employers indicate difficulty filling jobs. Lack of applicants, technical competencies, and industry-specific qualifications are the top three reasons employers are having difficulty filling jobs.

COD offers a plethora of Career and Technical Education (from accounting to welding) that prepares students who will graduate with an Associate in Applied Sciences degree that prepares them with the skills necessary to directly enter the workforce. In addition to the AAS degree, COD offers over 170 certificates in 52 areas of study, again preparing students with the skills needed in today’s job market. Business Solutions is available to partner with area businesses to provide non-credit focused, customized training and professional development for their workforce.

In a 2015 JPMorgan Chase Report, Growing Skills for a Growing Chicago, which focused on Cook, DuPage, Kane, Kendall, Lake, McHenry, and Will Counties, the following observations were made:
• The Chicago metropolitan region’s economy is gaining momentum and is soon projected to recover all the jobs lost over the previous decade. The region’s diverse array of high-demand industries and large share of middle-skill jobs are expected to fuel the growth.
• Forty-four percent of jobs in the Chicago region are in middle-skill occupations – jobs that require more than a high school credential, but less than a Bachelor’s degree.
• Of those middle-skill jobs, half are what this report refers to as “target middle-skill jobs” – high-demand occupations that also pay a living wage.
• Some employers in the Chicago metropolitan region are having difficulty filling certain middle-skill positions.
• World Business Chicago has identified the shortage of middle-skill workers as a major regional hurdle.
• Approximately 60% of job openings require middle-skill credentials, but only 54% of the region’s workforce have the necessary education levels – reflecting the mismatch between the education and skills that workers currently have and the skills required by the region’s emerging industries.

Opportunity 6: Public Awareness and Promotion of COD
Overview: Although COD plays a significant role in the education, culture and economics of District 502, many residents are unaware of the programs and services the Colleges offers.

Specific (select) evidence:
In a 2018 community survey when asked to identify the most significant strength or weakness of the College, a significant number of respondents (58.5 percent) indicated that they did not know or were unaware of any weaknesses. This was in contrast to 26.5 percent who responded in the same way for the 2016 Pulse survey. In addition, the community college “stigma” was ranked as the number three weakness, with name recognition/marketing noted as the number five weaknesses of the College.

THREATS

Threat 1: Public Funding Overview:
Given the present state of Illinois finances, state funding is likely to decrease for the foreseeable future.

Specific (select) evidence:
In a 2017 report from The Center on Budget and Policy Priorities noted that a decade since the Great Recession hit, state spending on public colleges and universities remains well below historic levels, despite recent increases.
Overall state funding for public two- and four-year colleges in the 2017 school year (that is, the school year ending in 2017) was nearly $9 billion below its 2008 level, after adjusting for inflation. The funding decline has contributed to higher tuition and reduced quality on campuses as colleges have had to balance budgets by reducing faculty, limiting course offerings, and in some cases closing campuses. 

Statistics for Illinois included:
- Illinois spent less per student in the 2017 school year than in 2008.
- Per-student funding in Illinois fell by 36.9 percent from 2008 to 2017.

A 2017 CNN Money report based on Illinois Board of Higher Education information noted that:
- Funding for state colleges in Illinois fell 61% for the 2015-2016 school year.
- Funding for state colleges in Illinois fell 61% for the 2015-2016 school year.

Schools received slightly more money for the most recent school year, but it still was about half of what was received before the cuts -- and was mostly spent on unpaid bills from the previous year.

After passage of the state budget in July 2017, Inside Higher Ed noted that the state's spending plan is a mixed bag for the higher education sector. It cuts state support for universities and community colleges by 10 percent below 2015 levels.

**Threat 2: Underprepared Incoming Students**

*Overview:*
A large number of students entering COD are not prepared to enter college-level coursework.

*Specific (select) evidence:*
The following data is based on the Illinois State Board of Education 2016-2017 Illinois Report Card. The ACT is no longer a component of the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. Beginning with the 2016-17 school year, grade 11 students take the SAT as the high school accountability assessment. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. The data represents the most recent ACT score earned by a 2017 graduate.
<table>
<thead>
<tr>
<th>Public High School Districts in Community College District 502</th>
<th>Percent Ready for College Work*</th>
<th>Met ACT Benchmarks on all 4 subjects**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinsdale Township High School District 86</td>
<td>75.8%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Glenbard High School District 87</td>
<td>58.6%</td>
<td>36.3%</td>
</tr>
<tr>
<td>DuPage High School District 88</td>
<td>47.7%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Community High School District 94</td>
<td>36.5%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Community High School District 99</td>
<td>68.2%</td>
<td>43.8%</td>
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<td>Community High School District 100</td>
<td>47.0%</td>
<td>20.7%</td>
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<tr>
<td>Community High School District 108</td>
<td>63.3%</td>
<td>34.2%</td>
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<td>Community Unit School District 200</td>
<td>68.1%</td>
<td>43.6%</td>
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<td>Community Unit School District 201</td>
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<td>Lyons Township High School District 204</td>
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<tr>
<td>Elmhurst School District 205</td>
<td>74.0%</td>
<td>52.7%</td>
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<tr>
<td>Lemont Township School District 210</td>
<td>66.5%</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

*Graduating seniors who achieved a combined score of at least 21 on any ACT assessment taken prior to graduating, and therefore are classified as being Ready for College Coursework. State average 51 percent. 
**Math, English, Reading and Science. State Average 28.2 percent.

The average percent of students ready for college work across all high schools in District 502 is 63.5 percent, and the average percent of students who met all four ACT Benchmarks was 39.7 percent. Although higher than the state average on both measures, it still shows that a considerable number of District 502 graduating seniors are not prepared for college work.

In fall 2017, 15,855 credits, or over seven percent of the total credits generated at COD were in developmental education.

**Threat 3: Illinois Pension Liability**

Overview:
The news continues to worsen for America’s public pensions and for the people who depend on them. The median funding ratio—the percentage of assets states have available for future payments to retirees—declined to 71.1 percent in 2016, from 74.5 percent in 2015 and 75.6 percent in 2014.

Specific (select) evidence:
New Jersey, Kentucky and Illinois continue to lose ground and now have only about one third of the money they need to pay retirement benefits. As a result, Bloomberg ranked Illinois third worst in the nation after New Jersey and Kentucky based on the size of their funding gap.
In May 2017, credit ratings service Moody's estimated that the Illinois pension funds have $251 billion in unfunded liabilities.

In June 2017, S&P Global Ratings dropped Illinois’ credit rating to BBB-minus (lowest investment grade rating), and warned the state could sink into junk unless it passes a budget that addresses a gaping structural deficit. In October 2017, prior to a bond sale, S&P maintained the BBB-minus rating and stable outlook. While the credit rating agency affirmed the lowest investment grade rating, it cautioned that the nation’s fifth-largest state still faces fiscal challenges that could push the rating into junk.

**Threat 4: Data Security**

Overview:
Higher education institutions with their rapid turnover of students’ devices each year present particular problems when it comes to protecting data.

Specific (select) evidence:
In an infographic from enterprise security and backup specialist, SysCloud looks at the risks higher education bodies face and how they can improve their levels of protection. Amongst the findings:

There have been over 500 security breaches at more than 320 higher education institutions since 2005, or about one security breach a week.
- Thirty-five percent of all breaches take place in higher education. The most common cause is hacking or malware at 36 percent, followed by unintended disclosure at 30 percent. Portable devices are more likely to be the source of a breach than fixed workstations.
- The Center for Digital Education recently surveyed higher education leaders about data security:
  - Seventy-two percent think data breaches are one of their greatest concerns.
  - Seventy-three percent say cybersecurity is a high or very high priority among their other technology priorities.
  - Seventy percent expect spam and phishing to be a major threat in the next 12 months.

Phishing is the fraudulent practice of sending email purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

COD’s Information Technology Security Team tests College staff by sending “phishing” emails and noting the response rate. In January 2018, 4,471 test emails were sent by IT Security, with 185 staff (4.2 percent) opening and clicking in the emails.
Threat 5: Student Mental Health Issues

Overview:
Mental health issues at community colleges are as significant as or worse than those at 4-year institutions.

Specific (select) evidence:
A March 2016 study conducted at 10 community colleges across the nation by the Wisconsin HOPE Lab at University of Wisconsin-Madison reveals that:

- Half of the more than 4,000 community college students surveyed are experiencing a current or recent mental health condition.
- Less than half of these students are receiving any mental health services.
- Students age 25 and younger are especially likely to have an untreated mental health condition.
- Nearly half (49%) of the community college students surveyed report at least one mental health condition, with depression (36%) and anxiety (29%) the most common issues. These rates are high when compared with incidence among four-year students, and the disparity persists within age groups.
- Within community college populations, mental health conditions appear more prevalent among students age 25 and younger when compared to older students (56% vs. 42%). There are no evident gender differences except when it comes to eating disorders (6% of males and 13% of females report this condition).
- This high prevalence of mental health conditions was not driven by a small subset of community colleges in the sample; on the contrary, eight of the ten colleges exhibit rates of 48% or higher (the remaining two colleges have rates of 35% and 40% respectively).
- The use of services among community college students (irrespective of mental health condition) is considerably lower (30%) than the prevalence of mental health conditions (49%). Usage patterns among community college students appear similar to those of four-year students, but community college students are considerably less likely to have visited a health provider including for reasons unrelated to mental health (83% of four-year students did this compared to 70% of community college students).
- Community college students are also much less likely to report receiving informal (non-clinical) counseling or support for mental health, as compared to four-year students (46% versus 70%).
- While students over age 25 are less likely than younger students to report a mental health condition, they are more likely to have received support (33% vs. 26%). Service usage rates are slightly higher for females than males (30% versus 28%).
- The majority (60%) of community college students with a mental health condition receive some form of non-clinical counseling or support, but this rate is significantly lower than it is for four-year students (79%).
The data in the Hope report highlight the vast number of community college students who are experiencing significant challenges related to their mental and emotional health. Most of these students are not accessing mental health services. These challenges are even greater than those that have been well documented at four-year institutions.

**Threat 6: The Community College “Stigma”**

Overview:
Some consider community colleges less favorable than four-year colleges and universities. Unfortunately, there is a certain stigma surrounding community college. Some believe it is not a real college; it is easier than university, etc.

Specific (select) evidence:
In Mar. 2018, Community College Review published the article, *Overcoming the Stigma of Community College: Spring 2017 Trending Topics*. In that article, it stated: Many students choose to attend community college because it is a more affordable option than most traditional four-year colleges and universities. It is also common for students to complete their general education requirements at community college before transferring to a more specialized school to finish their degree. Though there are many benefits associated with community college, there are also a number of myths and misconceptions that perpetuate the idea that community college somehow isn’t “real” college. Here are some of the most common myths and misconceptions about community college:

- Myth #1: Students Rejected from Four Year Colleges
- Myth #2: All Community College Students are Older
- Myth #3: Community College Professors are Second Rate
- Myth #4: Community Colleges Don’t Offer Many Majors

**Threat 7: Competition from out-of-state institutions of higher education**

Overview:
Over the past several years, institutions of higher education from neighboring states have become more aggressive in their recruitment of Illinois high school graduates. In addition, some of these institutions have started to collaborate with Illinois high schools, providing college dual credit opportunities for Illinois high school students.

Specific (select) evidence:
According to the Illinois Board of Higher Education in fall 2016:

- The pool of 18-year-olds in the Midwest has been shrinking in recent years, so competition for high school graduates has intensified.
- Illinois had a net loss of 19,275 students to out-of-state institutions.
- Nationally, Illinois’ net loss of college bound students was only second to New Jersey and up 2,652 from a net loss of 16,623 in fall 2014.
• A total of 35,445 students enrolled in colleges and universities in other states, compared with 78,265 who chose Illinois schools, a recent low.
• Among recent Illinois public high school graduates attending four-year institutions, 46 percent enrolled in out-of-state schools in 2016, compared to 29 percent in 2002. When private high schools are included, the percentage is even higher - 48 percent, according to the IBHE.
• The top destinations for Illinois freshmen were Iowa (4,801), Indiana (4,470) and Wisconsin (4,089). The top four schools came from three of those states: the University of Iowa, Iowa State University, Indiana University and the University of Missouri. In past years, Purdue and Marquette universities were among the top four.
• All but two state institutions — the University of Illinois at Urbana-Champaign and the UI Chicago — saw enrollment declines.
• Institutions in bordering states have been aggressive about offering scholarships to Illinois students that bring their costs down to in-state tuition levels. For example, at the University of Missouri, first time, out-of-state students once admitted are automatically considered for a scholarship – no application is required.

Neighboring states have become aggressive in partnering with Illinois high schools in order to offered dual credit opportunities to Illinois high school students.

For example, the following information is from Indiana University’s web-site:
Advance College Project (ACP) is a dual-enrollment partnership between Indiana University and select high schools throughout Indiana and surrounding states. IU courses taught through the ACP program provide both high school and college credits (known as concurrent or dual enrollment) and allow students to fulfill high school graduation requirements as well as start building their college career. IU Courses are
taught during the regular school day by certified high school teachers who hold adjunct lecturer status through IU.

This partnership is being taken advantage of by District 502 high school. For example, York Community High School (District 205) has the following information on their web site:

*Dual credit courses provide high school students in grades 9 through 12 with the opportunity to enroll in selected courses for which they will receive both college and high school credit.*

Classes are taught at the high school during the regular school day by high school teachers who are also approved as adjunct faculty at College of DuPage or Indiana University. Students pursuing dual credit should remember that these courses become part of your permanent collegiate level academic record. The grade earned for a dual credit class will appear on the college transcript.

**Threat 8: Decreasing in-district high school graduates**

**Overview:**
Projections released in April 2018 from the federal government’s National Center for Education Statistics show that between 2014 and 2026, enrollment nationwide is expected to go up about 3 percent in public grade schools and high schools. However, the Northeast and Midwest are expected to see a decline in students, while the South and West regions would expect increases.

Overall, 19 states are expected to see a drop in enrollment by 2026, with Illinois being one of the top 10 states.

**Specific (select) evidence:**
- According to Illinois State Board of Education figures, between 2012 and 2016 the number of seniors enrolled in District 502 public high schools dropped by 815, or by 5.5 percent.

<table>
<thead>
<tr>
<th>High School District</th>
<th>Change</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinsdale</td>
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<td>32</td>
<td>2.7%</td>
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<tr>
<td>Glenbard</td>
<td>-300</td>
<td>-12.7%</td>
<td></td>
</tr>
<tr>
<td>Addison Trail/Willowbrook</td>
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<tr>
<td>West Chicago</td>
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<tr>
<td>Downers Grove</td>
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<tr>
<td>Fenton</td>
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<td>-19.6%</td>
<td></td>
</tr>
<tr>
<td>Lake Park</td>
<td>-63</td>
<td>-9.1%</td>
<td></td>
</tr>
<tr>
<td>Wheaton</td>
<td>-57</td>
<td>-5.3%</td>
<td></td>
</tr>
</tbody>
</table>

**5-Year Senior Headcount Change - District 502 Public High Schools**

<table>
<thead>
<tr>
<th>High School District</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>Westmont</td>
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<tr>
<td>Lisle</td>
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<tr>
<td>Naperville</td>
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<td>Indian Prairie</td>
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<td>Lyons</td>
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<tr>
<td>York</td>
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<tr>
<td>Lemont</td>
<td>-28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>-815</td>
</tr>
</tbody>
</table>

Bolded high school districts are highest feeders to COD.
• Based on current freshmen enrollment in District 502 high schools, in three years the senior population is expected to decline by 266 students, or by another two percent.