

# **Assurance Argument**

# College of DuPage

**Review date: 4/25/2022**

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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1.

Along with the philosophy, vision, and values, the College's *mission statement* (College of DuPage is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education) is part of the College's Core Statements. The Core Statements, including mission are integral to the institutions' [Strategic Long Range Plan](#) (SLRP). In summer 2019, prior to the 2017-2021 SLRP expiring, the College entered into a collaborative planning process. In July 2019, at a [Board Retreat](#), the College Board went through an exercise where they provided input related to where they saw the College going in the next five years. A similar input exercise was conducted with the [Shared Governance Council](#) (SGC) in September and with the [Cabinet](#) in October. Then in January of 2020, at a [Board Committee of the Whole meeting](#), the Board, constituency leaders and Cabinet went through an exercise where they used the previous inputs to define "[Bold Ideas](#)" for the future. These four sessions were facilitated by Dr. Greg Kuhn, the director of Northern Illinois University's Center for Governmental Studies. Dr. Kuhn is an expert in strategic planning, and has worked with many governmental agencies as they formulated their plans.

Using the Bold Ideas and other inputs such as a [Community Pulse Survey](#), [Noel-Levitz](#) and [CCSSE](#) Student surveys, the [Personal Assessment of the College Environment](#) survey, [Environmental Scan](#), [SWOT](#) analysis, and [Planning Metrics](#), the [Strategic Long Range Plan Advisory Committee](#) (SLRPAC), comprised of faculty, administrators, classified staff, student leadership, and chaired by the Vice President of Planning and Institutional Effectiveness worked throughout the [spring](#) term to formulate a draft strategic plan for consideration by the Board.

In May 2020, a College-wide [webinar](#) was conducted (due to the COVID-19 pandemic) to present and get thought concerning the Strategic Long Range Plan Advisory Committee's work. The webinar was attended by more than 80 individuals.

In addition, a Board Trustee was assigned as the SLRP Liaison and worked with other Board members in order to solicit potential inputs into the plan and to make regular reports at Board meetings. Once Board inputs were obtained, the Board Liaison worked with the Vice President of Planning and Institutional Effectiveness to consolidate and refine the Board inputs and incorporate them into the final draft plan.

At their [June 2020 Board meeting](#), the Board was presented with a draft recommendation from the Strategic Long Range Plan Advisory Committee, and at their [July 2020 meeting](#), with minor modifications, the [2022-2026 SLRP](#) was approved.

2.

As noted in Core Component 1.A.1, as part of the SLRP, all Core Statements, including the mission, were reviewed and approved by the Board at their [July 2020 meeting](#), and therefore are current. The College's [SLRP](#) is based on four "Pillars" that emphasize the College's main focus, which include: Student Success; Arts, Culture and Community Engagement; Economic Development; and Organizational Culture. To highlight and emphasize the work the College is doing to advance equity and inclusion, the first strategic goal under each Pillar is related to equity and inclusion. In addition, at their July 2020 meeting, the Board updated the College's values, adding "Equity" to Integrity, Honesty, Respect, and Responsibility.

Developed from the SLRP, the college creates an [Annual Plan](#) that focuses on what and when strategies and key actions need to be accomplished each fiscal year to advance the College's mission and SLRP. The priorities of student success, arts and community engagement, economic development, and organizational culture are then supported financially by the development and Board (minutes 6/24/21) [adoption](#) of the College's [annual budget \(2021-2022\)](#).

3.

The community college district served by College of DuPage has grown significantly over the years. Originally formed from 10 high school districts, District 502 has become the most populous community college district in Illinois, outside of Chicago. More than one million residents from all or part of 51 communities comprise today's District 502, with boundaries encompassing the majority of DuPage County, and parts of Cook and Will counties.

The College's stated mission is *to be the center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education*. The College's vision is *to be the primary college district residents choose for high quality education*. These statements clearly identify the nature (high quality education and cultural experiences), scope (accessible, affordable and comprehensive education) and intended constituents (residents of Community College District 502) of the higher education offerings and services that the College provides. This is further elaborated on in Core Component 1.A.4.

4.

College of DuPage serves students primarily from four key market segments identified as: new high

school graduates, young adults (19-24), adults (25-54), and older adults (55+). Similar to the service area demographics, the College's student body is comprised of the following race/ethnic mix:

Asian: College 11% / Service Area 12%, Black: College 7% / Service Area 5%, Latinx: College 25% / Service Area 15%, White: College 50% / Service Area 66%

Based on the stated mission, the College strives for excellence in teaching, learning, and cultural experiences by providing *accessible, affordable, and comprehensive education*.

**Accessibility:** The College's main campus in Glen Ellyn is centrally located in the District and accessible by a well-established public bus transportation system. In addition, the College offers classes in four centers (Naperville, Carol Stream, Addison and Westmont) strategically located throughout the College's [service area](#). In a [2019 community survey](#), location and accessibility were noted as significant strengths. Another way that the College provides accessibility is by offering asynchronous online and hybrid courses on a wide range of subjects. During the COVID-19 Pandemic, this was augmented by offering many courses through synchronous [Virtual Classroom Meetings](#).

**Affordability:** The College strives to keep tuition as low as possible without impairing the quality or integrity of college programs and services. At \$138.00 per credit hour, the College's tuition and fees is [well below the state average](#) community college tuition of \$149.34. In addition to [numerous scholarships](#) offered by the College of DuPage Foundation (Foundation scholarships are typically based on academic achievement, financial need, field of study, and demographic group.), the College also offers a limited number of premier merit-based scholarships. An additional [JumpStart Scholarship](#) provides GED® credentialed students who have participated in a GED® prep course with a jump start into their college experience. Likewise, students who have completed the English as a Second Language-0956 and/or-0958 and have passed the state-mandated exit test within the last 12 months are also eligible to apply for a JumpStart Scholarship.

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

In addition, partnering with over 25 public and private high schools and two technology centers, the College offers, at no cost to the student, college-level dual credit courses. High school teachers who are also adjunct faculty at College of DuPage teach these courses at the high schools and centers during the regular school day.

**Comprehensive:** the College meets five key community educational needs: Transfer Education that prepares students for transfer to a four-year institution to pursue a bachelor's degree; Careers and Technical Education that prepares students who will graduate with an Associate in Applied Sciences 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; and Business Training that provides specialized or customized training and education to local companies for their employees. The College offers [seven associate degrees](#) (Catalog) in two general areas, baccalaureate transfer, and career and technical education. Baccalaureate transfer degrees include the Associate in Arts, Associate in Science, Associate in Engineering Science,

Associate in Fine Arts in Art, and the Associate in Fine Arts in Music. The Associate in Applied Science degree provides education in more than 40 career and technical programs. The College also offers an Associate in General Studies degree designed for students who desire to arrange a program to meet their personal needs and interests. In addition to associate degrees, the College also offers over [170 certificates in almost 50 career and technical fields](#).

In addition, the College offers a variety of other experiences for students such as [Field and Experiential Learning](#) courses that includes field-based, hands-on experiences that complement classroom curriculum; a [Study Abroad](#) program that provides students the ability to earn college credit in a variety of disciplines while living and studying in countries around the world; and an [Honors Program](#).

**Cultural Experiences:** Over the last few decades, the [McAninch Arts Center](#) (The MAC) has remained a conveniently accessible cultural arts and gathering place in DuPage County offering exceptional entertainment and enriching programs. Today, after completing a \$35 million renovation, the facilities and funding allow the MAC to host, on average, 5.1 public performances, 1.6 arts programs, 2.2 rental events, 10.25 rehearsals and one non-art college department use each week. Or, quite simply, the new MAC presents an average of 2.5 scheduled events per day, seven days a week, 52 weeks a year.

Each season includes more than 200 performances of plays, concerts and lectures in the MAC's theatres and stages, as well as numerous art exhibits in both the [Cleve Carney Museum of Art](#) and MAC lobby area. During summer 2021, the Cleve Carney Museum of Art hosted Frida Kahlo: Timeless, an exhibit that featured the largest private collection of Frida Kahlo works, valued at \$103 million.

The MAC also offers the community numerous opportunities to further explore the arts, expand their cultural knowledge and engage with artists and performers. Through pre- or post-show discussions called "MAC Chats," [K-12 school outreach programs](#), intimate meet-and-greets, master classes, lectures, demonstrations, and more, the MAC goes beyond the theatre and immerses community members in rewarding experiences across multiple disciplines that create connection to the artists and the art form. During the pandemic, in order to keep the community and students engaged in the arts the MAC offered numerous virtual shows and performances, and a discussion with the MAC Director called the Backstage Buzz, which airs on local WDCB-TV.

### **Student Support Services**

In order to support students in and out of the classroom, the College offers a wide variety of [programs and services](#) including *Counseling and Advising Services*; *Center for Access and Accommodations*; *Veteran and Military Personnel Student Services*; *International Student Services*; *Career Services Center*; *Math Assistance Area*; *Tutoring Services*; *Writing, Reading and Speech Assistance*; and *Library/Research Services*. During the pandemic, these services were offered in a virtual format. In order to assess effectiveness of these services during that time, a [Fall 2020 Check-In survey](#) was developed and administered by the College's Research and Analytics Department. The survey indicated that about 60 percent of respondents used at least one student service, with Financial Aid, Counseling, Advising, and Transfer services shown to be the most frequently used. Most respondents also reported that the services were helpful to them.

The Core Statements and [Strategic Long Range Plan](#) (inclusive of vision, mission, and values) are posted on the [College's external website](#) and the internal [Employee Portal](#). The vision, mission, and values are also noted in the first page of the College's [Catalog](#). Other documents that articulate the College's mission are the Fact Book, Comprehensive Annual Financial Report, Budget, Annual Plan, and Equity Plan, to name a few.

## Sources

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- 170 certificates
- 2017 CCSSE Report
- 2017 Noel-Levitz SSI Survey Results
- 7 asoc degrees
- adoption\_\_budget BOT June 24 2021 Meeting Minutes
- annual budget 2021\_2022
- annual-plan
- Board Retreat Agenda 7-13-2019
- Bold Ideas PP from NIU
- Cabinet Retreat Full Agenda final 10 07 19
- College Catalog 2021-2023
- colleges external website
- community pulse survey 2019
- COW
- Employee Portal Landing Page
- E-SCAN
- Fall 2020 Check in Survey
- Field and Experiential Learning Study Abroad and Global Education
- Field Experiential Learning
- Financial Aid Programs
- Honors courses
- July 2020 Board Minutes - SLRP Approval
- jump\_start
- June 2020 Board Minutes - SLRP Presented
- K-12 outreach
- MAC - CLEAVE CARNEY MA
- PACE 2017 Report
- Planning Metrics for SLRPAC
- programs and services
- Scholarships Foundation
- Service Area
- Shared Governance Council
- SLRP full graphic-final
- SLRPAC Charter
- spring Gantt Chart
- SWOT Analysis
- Virtual Classroom Meetings
- Webinar
- well below State Average Tuition and Fees

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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1.

As a public comprehensive community college in the state of Illinois, an elected Board of Trustees of Community College District 502 governs the College. The Board has the legal authority and responsibility to govern the College in accordance with the State of Illinois' [Public Community College Act](#), which focuses on its educational role. This includes (by law) that the College provides (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15% of all courses taught must be in fields leading directly to employment, one-half of which are courses to be in fields other than business education.

The Board further demonstrates that the College's educational role is to serve and be responsive to the public by conducting monthly open Board meetings. All Board meetings are held consistent with the requirements of the [Illinois Open Meetings Act, 5ILCS 110/1 et seq.](#) [College Policy 1.23](#) (pg. 57) which also requires that at each Board or Board committee meeting that is open to the public, members of the public and College employees have the opportunity to make comments or ask questions of the Board.

Also, [College Policy, 3.20](#) (pg. 120), 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.

In addition, the College's [Strategic Long Range Plan](#), which guides the decision and actions of College leadership, is predominately outward facing, focusing on student success; arts, culture & community engagement; and economic development. Likewise, the College's [Annual Action Plan](#), which represents each functional area headed by a Cabinet Officer is aligned with the Strategic Long Range Plan, and guides the actions and decisions of each College division or area.

2.

As a State of Illinois public comprehensive community college, College of DuPage does not have, nor does it generate financial returns for investors, related parent organization, or supporting external interest. Its educational responsibilities are its primary purpose, which is dictated by the State of

Illinois' [Public Community College Act](#).

In addition, the two documents that demonstrate educational responsibilities take primacy over other purposes are the College's Strategic Long Range Plan and Annual Budget. With respect to the [Strategic Long Range Plan](#), although all Strategic Pillars and Goals support the educational responsibilities of the College, in particular, our Student Success Pillar is considered our "North Star." A visible example of the institution's commitment to Student Success can be seen in the significant investment of College resources in a [Guided Pathways Program](#), which directly supports the Strategic Goal of: Improving student persistence, completion, transfer, and job obtainment.

When looking at the [FY 2022 Budget](#), the Education and Operations & Maintenance Fund that supports the College's primary educational mission is \$183 million, whereas the College's Auxiliary Fund that support functions such as the McAninch Art Center, etc. is \$12.4 million (or approximately 6.5 percent of the two funds combined). In addition, the budget shows that the Auxiliary Fund revenues are slightly more than the expenditures, demonstrating that Auxiliary operations are self-sufficient and do not impact or draw from the Educational Fund.

3.

One of the initial ways the College engages with its external constituencies is through the College's Board of Trustees. Directed by [State of Illinois' Public Community College Act](#), the Board is comprised of seven voting members elected from the district at large, and serving a six-year term. Since Board members are required to reside in the College's service area (district) for one year prior to election and remain a district resident throughout their term, they are essentially rooted in the community and as such, are responsive to the wants and needs of the community.

In addition to [soliciting comments, questions, and input](#) from external constituencies at the beginning of each Board meeting, the Board also places key documents such as the Fiscal Plan on the College's website for a period of one month to allow review, comment, or clarification from any community member prior to a Board vote.

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

The College's social media pages, Facebook, Twitter, and LinkedIn accounts are monitored by members from College of DuPage's Marketing and Communications staff. These staff members are responsible for listening and responding to student needs via social media, and for communicating the information learned on social media to the appropriate department or area. An additional listening and learning method that the College uses is a [Community Pulse Survey](#). The survey is administered approximately every eighteen to twenty-four months, (delayed because of COVID-19), the survey, with an error margin of  $\pm 5$  percent, focuses on the College's image, academic reputation, cost and value, loyalty to the College, and perceived strengths and weaknesses of the College.

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



[Continuing Education](#) is responsive to and serves a diverse cross section of the College's external constituencies through Adult Education, Adult Enrichment, Business Solutions, Career Training, Developmental Education, Professional Development, Public Service, and a Youth Academy.

The [Business Development Center](#), is located in downtown Glen Ellyn, in a building owned by the village, the center provides a viable service to the small business community. During fiscal year 2015, the Center served 651 clients; provided 2,930 hours of counseling; and offered 181 seminars that served 789 clients. Additionally, the team helped their clients secure \$167,915,830 in contracts (one for \$98 million, and one for \$60 million); secure \$6,582,200 in loans, which includes a stock investment of \$1.3 million; and generate \$408,400 in export revenue. Also located in the same building is [Innovation DuPage](#), a business incubator and accelerator, which was cofounded by College of DuPage, Choose DuPage Economic Development Alliance and Village of Glen Ellyn. The Board of Directors includes five administrators and faculty from the college. Innovation DuPage has collaborated with a number of regional organizations and educational institutions, including the Village of Glen Ellyn, Choose DuPage, Argonne National Laboratory, Fermilab, Benedictine University, Northern Illinois University, North Central College, Elmhurst College, DeVry University, Indiana Tech, Chamber630, Glen Ellyn Chamber of Commerce, West Suburban Chamber of Commerce and Industry, Western DuPage Chamber of Commerce, Greater Oak Brook Chamber of Commerce, County of DuPage, Village of Woodridge, workNet DuPage, Illinois Small Business Development Center, Illinois Procurement Technical Assistance Center, Illinois International Trade Center, Community Unit School District 200, Glenbard Township High School District 87, DuPage High School District 88, MACLYN, and Glen Ellyn Bank and Trust, to name a few. Together, the Business Development Center and Innovation DuPage are focused on the College's Strategic Pillar of Economic Development.

In addition to providing accessible, affordable and comprehensive education, another aspect of the College's mission is to be a center for cultural experiences. Cultural needs of the community are addressed through the [McAninch Arts Center](#) (MAC) and the [Cleve Carney Museum of Art](#). Each season includes more than 200 performances of plays, concerts and lectures in the theatres and on the stages, as well as numerous art exhibits in both the Cleve Carney Museum of Art and MAC lobby area. This past summer, the Cleve Carney Museum of Art and the MAC hosted one of the largest private collections of original artwork by Frida Kahlo in a multifaceted exhibition entitled Frida Kahlo: Timeless. The exhibition, was the most comprehensive presentation of Kahlo's work displayed in the Chicago area in over 40 years.

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

Finally, the College's President regularly engages with external constituencies through [presentation, meetings, and events](#).

## Sources

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- Advisory Committees
- annual budget 2021\_2022

- annual-plan
- Business Development Center
- community pulse survey 2019
- Continuing Education
- Guided Pathways Program
- Innovation DuPage
- MAC - CLEAVE CARNEY MA
- Open Meetings Act\_5 ILCS 120
- Policy Manual
- Policy Manual (page number 57)
- Policy Manual (page number 120)
- presentations meetings events President 2021
- Public Community College Act\_110 ILCS 805
- SLRP full graphic-final
- Soliciting comments questions\_\_\_BOT minutes Dec 2021
- WDCB

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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1.

The College's [Associate in Applied Science](#) degree provides education in more than 40 career and technical programs, and in addition, the College offers over [170 certificates](#) in almost 50 career and technical fields, all of which directly prepare students for workplace success. To further prepare students for informed citizenship and workplace success, in 2009 the College faculty approved a set of [General Education Student Learning Outcomes](#), which they later modified and reaffirmed in 2018 for students enrolled in all associate degree programs. General Education refers to a broad body of knowledge and skills common to all educated people, regardless of their profession.

In 2000, the [Center for Service Learning](#) was established with a three-year grant from the Corporation for National and Community Service. The center was established to introduce the service learning teaching methodology to College faculty and to serve as the focal point for providing classroom-based community service opportunities for students. Because of its success, the center became an official part of the College in 2003. Service learning at the College combines volunteer service with academic instruction. In service learning courses, students address the needs of community organizations in a way that allows them to better understand course concepts. Therefore, service learning offers students a chance to master coursework content, while making a real difference in their community. Key benefits of service learning for students include:

- Strengthening of analytical and critical thinking skills
- Creating opportunities to gain real-world experience while learning their coursework and building their resumes
- Involvement in assisting with an issue that is affecting their community
- Teaches citizenship and social responsibility skills that can last a lifetime

The College has over [60 service learning placement sites](#) under the seven main headings of: Aging/Hospice; Food Insecurities/Low Income Support; Individuals with Disabilities; International; Foreign Language; Outdoor; Youth/Tutoring;

In order to further help students with workplace success, [Career Services](#) is an important link between job seekers and the business community, Career Services at the College offers a variety of resources to help individuals with their short and long-term career goals and help businesses with

staffing needs. Specifically, Career Services helps individuals:

- Assess interests, skills, values and needs to prepare for marketable careers
- Understand national and international trends
- Write resumes and other job search documents
- Develop interview techniques
- Gain business and industry contacts
- Learn salary negotiation skills
- Develop strategies for successful transition into new employment

In addition to face-to-face advice, Career Services also offers a variety of [Chaparral Career Advantage](#) workshops that are open to all students, alumni, and community members. Career Services also works with students pursuing internships.

Another way the College further prepares students for workplace success and to make them informed citizens is through the [Field Studies and Study Abroad](#) programs, which combines classroom-based instruction with field-based experience for unique learning experiences. COD students can study abroad almost anywhere in the world in both COD faculty-led programs and partner provider programs that allow them to earn COD credit and maintain financial aid through COD.

In order to prepare students for informed citizenship, the College supports 12 [political/advocacy](#) student clubs such as Care to Cure, Environmental Club, Mental Health Awareness, Students for a Democratic Society, to name a few. Likewise, the College supports 42 [pre-professional](#) student clubs to help students with workplace success. Some of those clubs include Accounting Club, Architecture Club, Entrepreneurship Club, Horticulture Club, and the Paralegal Club, to name a few.

The Office of Student Life is committed to the development of student leaders at the College. Therefore, the [Living Leadership Program](#) is a free non-transcript certificate program, focused on developing students into active leaders and positive change-makers. Students may begin the program at any time and completion of the requirements is self-paced. The program is divided into two phases to meet the diverse needs of students:

Phase 1. Introduces students to leadership and focuses on leading of self and others through practical skill development workshops and involvement in campus life.

Phase 2. Builds on leadership experience by guiding the students 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).

With the mission of “facilitating values-based opportunities for leadership development to enhance citizenship at our college and in our communities,” the [Student Leadership Council](#) creates opportunities for students to become directly involved in the College’s culture and decision making. Student Leadership Council officers are full voting members of the College’s Shared Governance Council.

The [Inclusive Excellence Peer Mentoring](#) (IEPM) enhances student success experience and student leadership/mentoring skills. The program matches first-year or first-time College students with continuing students (20 credits or more). Each year the program seeks interested students who wish to be mentors and/or first time students who may benefit from this initiative as a mentee.

2.

At their November 2018 meeting, the [Board approved](#) an update to the 2017-2021 Strategic Long Range Plan. As a part of that update, the Board took the opportunity to modify the College's Philosophy statement, making "diversity," and "embracing differences" more deliberate. Then in July 2019, the [Board approved](#) the 2022-2026 Strategic Long Range Plan. As part of that plan, the Board added Equity to the College's set of core values.

In addition, there are three specific Board policies that address diversity, which includes: [Policy 3.10](#) (pg.111): Prohibition of Discrimination and Harassment; [Policy 3.11](#) (pg. 112): Sexual Discrimination, Harassment, and Misconduct; and [Policy 4.01](#) (pg. 155): Equal Employment Opportunity and Commitment to Diversity. The Policy related to Prohibition of Discrimination, Harassment and Sexual Harassment is also referenced in the [College Catalog](#) (pg. 203).

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

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

In 2019, the College entered into a [memorandum of understanding](#) with the Partnership for College Completion (PCC) to participate in the Illinois Equity in Attainment Initiative (ILEA). The ILEA is PCC's signature technical support effort to catalyze urgent action on campuses across Illinois to eliminate racial and socioeconomic graduation disparities on their campuses and significantly increase completion rates for African-American, Latino, and low-income students. As a result of the ILEA initiation a cross-constituency [Equity and Access Team](#) was formed. In August 2020, a detailed [Equity Plan](#) was finalized. The goal of the equity plan is to eliminate disparities in degree completion rates on our campus between Black and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). In addition, three sub-teams were developed around the plans three key strategies: 1) Center for Diversity, Equity and Inclusion; 2) Professional Development – Equity Training for Faculty, Staff and Students; and 3) Employee Recruitment and Hiring Practices through an Equity Lens.

As part of College of DuPage's commitment to educational access and success, COD students have a simpler path to transfer to some historically black colleges and universities (HBCUs) because of 2021 articulation agreements with Florida A&M University and Kentucky State University.

The College is committed to equality of educational opportunities for eligible students with disabilities. Through the [Center for Access and Accommodations](#) students can request accommodation in testing, assistive/adaptive technology, sign language interpreters, barrier-free parking, and wheelchairs, to name a few.

Another unique and innovative program is [Autismerica](#), which just celebrated its 10<sup>th</sup> anniversary. This organization, created by a COD professor, is a student organization for students on the autism spectrum to better educate themselves about COD and socialize with one another in a safe and supportive environment. Parents are also provided a separate meeting opportunity.

Persons of more than 50 different nationalities are enrolled at the College. The College provides support, such as F-1 and M-1 immigration advising, US Citizenship and Immigration Service application and notification assistance, requests for official letters, employment assistance, and cross-cultural/personal advising through the [International Student Services Office](#).

The College has also made efforts to provide our students and community with a safer and more inclusive campus by providing a number of single-stall gender inclusive restrooms throughout buildings on the Main Campus. In addition, the College's Safe Zone is an association of students, faculty and staff who are focused on building a safe, affirming and welcoming campus for members of the LGBTQIA+ community. Safe Zone members are individuals who are willing to provide a safe haven, listening ear, and support for LGBTQIA+ people or anyone dealing with sexual orientation or gender identity/expression issues. After [Safe Zone training](#), Safe Zone members can display a placard in their office, classroom or residence showing that they are a friend to the LGBTQIA+ community.

The College also takes the position that all students and employees should consider it their responsibility to report concerning behaviors for the safety and well-being of the student and campus community. [The Behavioral Intervention Team \(BIT\)](#) acts as a "centralized collection" point of information that addresses a spectrum of risk from a position of care and concern: odd, disturbing or disruptive behaviors; unexpected change in academics; potential targeted violence; harm to self; and provides guidance to campus offices with regard to student success and safety. A referral to the BIT can be made through an online [Behavioral Intervention Team \(BIT\) Referral Form](#).

Finally, the College strongly encourages all good-faith reports of harassment and discrimination, and responds to all reports based on the nature and quality of the information that is shared. To facilitate reporting, the College provides an online [Formal Discrimination and Harassment \(Title IX\) Incident Reporting Form](#).

3.

Understanding that organizational climate is the recurring patterns of behavior, attitudes, and feelings that characterize life in the organization, the College uses a variety of vehicles such as shared experiences, training, clubs, and groups, etc., to foster a climate of respect among all students, faculty, staff, and administrators.

In September 2020, the College launched a new initiative, [#ChapsUnite Against Racism](#). This college-wide effort is designed to actively examine the ways that racism exists in today's society and how the College and the surrounding community can work together to create a better world. The academic yearlong initiative incorporated social media, videos, photos, forums, and a partnership with the DuPage County Board Chairman and other key stakeholders. Of this effort, the DuPage County Chairman said: "This collaboration with College of DuPage is incredibly valuable because it allows our entire community to explore what diversity and inclusion really mean in each of our daily lives. Working with the college faculty, staff and students, we believe this collective effort will strengthen our community and allow DuPage County to set a positive example for productive dialogue."

During monthly administrator meetings, time has been allocated for an [Equity Discussion - Equity Projects Team Time](#). During these facilitated interactive sessions, College administrators discuss and address issues related to equity, diversity, and inclusion.

The College also provides an array of mandatory and voluntary training and activities to support

inclusive and equitable treatment of diverse populations. For example, all staff are required to [complete](#) (on an annual or bi-annual basis) training on ethics, harassment prevention, and mandated reporter. In addition, anyone serving on a search committee is required to complete the College's Diversity Training.

Within the College's employee learning management system, [Cornerstone®](#), staff and faculty can access numerous courses and activities related to equity and inclusion. For example, *College of DuPage 21 Day Racial Equity Habit-Building Challenge*, which was introduced several years ago by diversity expert Eddie Moore, Jr. is available to individuals and teams to help create a greater understanding of the intersections of race, power, privilege, supremacy, oppression, and equity. Other courses include *Teaching and Learning in the Diverse Classroom*, *Creating a Culture of Validation, Justice, and Equity*, *Assessment Work is Equity Work—Disaggregating and Interpreting Assessment Data*, to name a few.

The College also provides monthly book clubs and other activities related to equity and inclusion. For example this past summer, in the College's Cornerstone® Learning Management System, faculty and staff could participate in a Summer Reading Seminar called: "Radical Hope." The seminar used Kevin Gannon's book "Radical Hope: A Teaching Manifesto" as the central text for examining the transformative power of higher education and our roles as instructors in creating better lives for our students. Likewise, faculty could take a course titled: *Best Practices for Instructing and Supporting Students with Disabilities*, which provided insights, tools, and resources in order for faculty to better instruct and support students with disabilities in the classroom and their offices.

The College also offers an abundant variety of [Global Education on Campus](#) experiences for students. For example:

- Global Flicks is an annual international film series held in February and March. Films are presented in their original language with English subtitles.
- Africa and Africa Diaspora Committee promotes and educates about cultures, histories and traditions from Africa.
- Asia Committee seeks to foster a richer understanding and appreciation of the cultures of Asia through interdisciplinary events.
- European Studies Committee promotes understanding and appreciation of European countries, languages, and cultures by hosting events in collaboration with European cultural, educational, artistic, and diplomatic organizations.
- Latin American Studies Committee promotes understanding and appreciation of Latin American countries and cultures through lectures, field trips, and performing arts.
- Middle East Committee explores the richly diverse cultures of the region and presents perspectives on current events through an academic lens.
- Native American Studies Committee fosters education in Native American history, culture and literature by sponsoring public events that give Native American educators, artists, and spokespersons a forum for cross-cultural sharing.
- Model United Nations is a student club that explores international relations, diplomacy, and the mission of the United Nations.
- Community College Initiative Program (CCIP) is a US Department of State grant that supports students for one academic year in the United States. Students from Bangladesh, Brazil, Columbia, Cote d'Ivoire, Dominican Republic, Egypt, Ghana, India, Indonesia, Kenya, South Africa, and Turkey enroll in academic courses, participate in professional development and engage in community service while they gain perspective on American society, culture, and

institutions.

The College's Global Education Faculty Liaison provides leadership for coordinating and integrating global learning outcomes in the curriculum and facilitates opportunities for faculty professional development on campus and abroad.

Finally, having individual come together for a shared purpose is a powerful way to foster a climate of respect and collegiality among students, faculty, staff, and administrators. Therefore, every two weeks during the fall and spring terms (and as needed in the summer), the [Shared Governance Council](#) (comprised of students, full-time faculty, adjunct faculty, classified staff, managerial staff, and administrators) meets to discuss important College issues and initiatives, and to make recommendations to the President. Additional information on the Shared Governance Council is found in Core Component 5.A.1.

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- International Student Services
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- Living Leadership Program
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- Safe zone training



- Service Learning
- Shared Governance Council
- Student Leadership Council

## 1.S - Criterion 1 - Summary

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

### Summary

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The mission of College of DuPage to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education is outward focused and supportive of all stakeholder groups (i.e., students, employers, District K-12 partners, and the community at large). The mission is articulated publicly on the College's website, in the College catalog, and is included in all public planning and finance documents.

Guided by the mission, the College used a collaborative process to develop the 2022-2026 Strategic Long Range Plan (SLRP), which was adopted by the Board. The plan has three outward-facing strategic pillars, Student Success; Arts, Culture & Community Engagement; and Economic Development, and one inward-facing strategic pillar, Organizational Culture. The SLRP, inclusive of the mission, guides all aspects of the College's operations.

The primacy of the mission is to provide accessible, affordable, and comprehensive education, which is demonstrated by the fact that 94 percent of the College's operational budget is allocated to the Operations & Maintenance Fund that supports teaching and learning. The College also demonstrates its commitment of being a center for excellent cultural experiences for all members of the community by providing a variety of productions and exhibits in the McAninch Arts Center and Cleve Carney Museum of Art.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### 2.A.1.

Along with the philosophy, vision, and values, the College's *mission statement* (College of DuPage is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education) is part of the College's Core Statements. The Core Statements, including the mission are integral to the institution's [Strategic Long Range Plan](#) (SLRP). In summer 2019, prior to the 2017-2021 SLRP expiring, the College entered into a collaborative planning process. In July 2019, at a Board Retreat, the College Board went through an exercise where they provided input related to where they saw the College going in the next five years. The [Shared Governance Council](#) (SGC) participated in a similar exercise in September as did the [Cabinet](#) in October. Then in January of 2020, at a [Board Committee of the Whole](#) meeting, the Board, constituency leaders, and Cabinet went through an exercise where they used the previous inputs to define "[Bold Ideas](#)" for the future. These four sessions were facilitated by Dr. Greg Kuhn, the director of Northern Illinois University's Center for Governmental Studies. Dr. Kuhn is an expert in strategic planning, and has worked with many governmental agencies as they formulated their plans.

Using the Bold Ideas and other inputs such as a [Community Pulse Survey](#), [Noel-Levitz](#), and [CCSSE](#) Student surveys, the [Personal Assessment of the College Environment](#) survey, [Environmental Scan](#), [SWOT](#) analysis, and [Planning Metrics](#), the [Strategic Long Range Plan Advisory Committee](#) (SLRPAC), comprised of faculty, administrators, classified staff, student leadership, and chaired by the Vice President of Planning and Institutional Effectiveness worked throughout the [Spring](#) term to formulate a draft strategic plan for consideration by the Board.

In May 2020, a College-wide [webinar](#) was conducted (due to the COVID-19 pandemic) to present and get thought concerning the Strategic Long Range Plan Advisory Committee's work. More than 80 individuals attended the seminar.

In addition, a Board Trustee was assigned as the SLRP Liaison and worked with other Board members in order to solicit potential inputs into the plan and to make regular reports at Board

meetings. Once Board inputs were obtained, the Board Liaison worked with the Vice President of Planning and Institutional Effectiveness to consolidate and refine the Board inputs and incorporate them into the final draft plan.

At their [June 2020 Board meeting](#), the Board was presented with a draft recommendation from the Strategic Long Range Plan Advisory Committee, and at their [July 2020 meeting](#), with minor modifications, the [2022-2026 SLRP](#) was approved.

2.A.2.

### **Financial Integrity**

Based on [College Policy 1.06](#), (pg.35), key responsibilities of the Board with respect to institutional finance are to review the financial management of the College and cause an audit (in accordance with Section 3-22.1 of the Illinois Public Community College Act, 110 ILCS 805/3-22.1) to be made, annually. The Board is also responsible for reviewing and approving the College's annual budget and perform (at least quarterly) budget variation and performance reviews.

In order to ensure integrity and transparency in the financial affairs of the College, the Board established a [Board Audit Committee](#) (College Policy 1.18, pg. 52) consisting of at least three members, with at least two of the members being voting members of the Board. The Audit Committee operates in accordance with the Government Finance Officers Association best practices. The Audit Committee provides independent review and oversight of the College's financial reporting processes, internal controls, and independent auditors as reflected in their [minutes](#). The Audit Committee provides a forum, separate from management, in which auditors and other interested parties can candidly discuss concerns. Therefore, the Audit Committee helps to ensure that management properly develops and adheres to a sound system of internal controls, that procedures are in place to objectively assess management's practices, and that the independent auditors, through their own review, objectively assess the College's financial reporting practices.

Under authority of [College Policy 1.11](#), (pg.41) to assist the Board in the oversight of the College's business and in evaluating the effectiveness of risk management, internal controls, and governance processes, the Board has appointed an Internal Auditor to perform audit functions as required by the Board. Such audit functions include investigating known or suspected frauds, internal control weaknesses, and/or risk areas. The Internal Auditor and his/her staff administratively reports to the Office of the General Counsel of the College. In the event the Office of the General Counsel is the subject of the Internal Auditor's investigation, the Internal Auditor and his/her staff reports directly to the Board.

Financial integrity at the College is further maintained through specific College Policies which regulate financial practices and provide for transparency and accountability. The policies include:

- [2.01 – Financial Operations \(pg. 60\)](#)
- [2.02 – Financial Reports \(pg. 61\)](#)
- [2.03 – Basis of Accounting \(pg. 62\)](#)
- [2.04 – Annual Budget \(pg. 63\)](#)
- [2.10 – Unrestricted Fund Balance pg. 65](#)
- [2.11 – Budget Transfers \(pg. 67\)](#)
- [2.12 – Inter-fund Loans \(pg. 68\)](#)
- [2.13 – Investment of College Funds \(pg. 69\)](#)

- [2.14 – Long-Term Debt Management \(pg. 76\)](#)
- [2.15 – Contributions, Gifts, and Exchange Transactions \(pg. 79\)](#)
- [2.20 – Procurement \(pg. 81\)](#)
- [2.21 – Vendor Payments \(pg. 82\)](#)
- [2.22 – Insurance \(pg. 84\)](#)
- [2.23 – Construction Contracts \(pg. 85\)](#)
- [2.24 – Auxiliary and Other Revenue-Generating Contracts \(pg. 86\)](#)
- [2.25 – Business Enterprise Program \(pg. 87\)](#)
- [2.26 – Privatization of Services \(pg. 89\)](#)
- [2.30 – Checking Accounts \(pg. 90\)](#)
- [2.31 – Credit Cards \(pg. 91\)](#)
- [2.32 – Sale or Disposal of College Property \(pg. 92\)](#)
- [2.40 – Reimbursement of Employee Travel Expenses \(pg. 93\)](#)
- [2.41 – Reimbursement of Expenses for Non-Employees \(pg. 96\)](#)

[College Policy 4.21 \(pg. 178\)](#) delegates to the President the responsibility (and the President is required) to develop, implement, propose, and modify procedures as necessary to carry out the Board’s policies, rules, and actions.

In addition, at their monthly meeting, the College’s Board receives and reviews Financial Statements inclusive of items such as:

- Schedule of Investments
- General Fund – Budget and Expenditures
- Operating Cash Available to Pay Annual Operating Expenses
- Disposal of Capital Assets
- Tax Levy Collections
- Budgetary Position Additions

In compliance with the Illinois Open Meetings Act, and to provide for public transparency, the monthly Board packets are posted to the College’s public website at least 48 hours prior to all meetings. In addition, all Board packets (back to 2009) are also archived on the College’s public web site for public access and viewing.

Based on [College Policy 1.12 \(pg.42\)](#), the Board requires an audit to be made at the end of each fiscal year by an accountant licensed to practice public accounting in Illinois. The Independent Auditor is engaged by the Board and reports directly to the Board. The audit is conducted in a manner to permit sufficient time for review by the Audit Committee and by the full Board in advance of the December 30 deadline for submission to the Illinois Community College Board.

In early 2021, Moody’s Investors Service reassessed the College’s bond rating. On February 8, 2021, Moody’s issued a [press release](#) noting the following Rating Action: “Moody’s assigns *Aaa* to Community College Dist. 502 (Du Page Co.), IL’s GO; outlook stable.” In their press release, Moody’s gave the following rationale for their rating: “The *Aaa* GO rating reflects the district’s excellent credit quality including a very large, diverse tax base in the western suburbs of Chicago (Ba1 negative) with strong resident income indices. Healthy financial operations are characterized by robust reserve levels and strong flexibility to adjust operating expenditures and tuition rates. The district’s debt burden is low. The rating also incorporates contingent risk associated with state support for contributions to an underfunded State Universities Retirement System (SURS). The district’s ample reserves and the minimal impact to property tax revenue are important mitigants as

the district continues to navigate the impacts of the coronavirus.” With respect to the stable outlook, Moody’s noted: “The stable outlook reflects the district's low reliance on state operating aid and management's conservative budgeting. While the district retains some exposure to the state because of the significant pension contributions made by the state on behalf of the college, that risk is mitigated by the district's substantial reserve cushion.”

### **Human Resources Integrity**

All College Board members and employees have an obligation to act in the best interests of the College and prevent personal interests from interfering with that obligation. To that end, in July 2009, the College Board adopted in its totality, the [Ethics Ordinance](#) prescribed by sections 70-5(i) and (ii) of the Illinois State Officials and Employees Ethics Act, 5 ILCS 430/1-1 et seq., as part of its Ethics Policy.

The College is committed to the highest ethical standards and conducting its operations in compliance with federal and state laws and regulations. Therefore, [College Policy 3.08](#) encourages College employees, students, vendors, and other members of the College community to disclose allegations of wrongdoing concerning the College. Wrongdoing may include, but is not limited to:

- Crimes or violations of the law, state regulations, or federal regulations;
- Fraud or financial irregularity;
- Improper use of College funds, property, or assets;
- Corruption, bribery, or blackmail;
- Endangering the health or safety of an individual;
- Harming College property;
- Abuse or harassment of Students, Employees, patrons, College guests, or visitors;
- Engaging in activity in violation of Policy, Administrative Procedures, or other College rules and regulations;
- Other unethical conduct.

As outlined in [College Policy 3.10 \(pg.111\)](#), the College is committed to providing a safe, tolerant, and inclusive educational and employment environment. It is the College’s intent to comply with all applicable state and federal laws regarding non-discrimination and non-harassment. The College will not tolerate discrimination or harassment of any kind. No student, employee, Trustee, or visitor will discriminate against or harass a student, employee or visitor on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity and expression, or any other unlawful basis. Individuals found to have violated this Policy will be subject to disciplinary action up to and including termination and/or expulsion from the College as determined by such administrative or Board action as is required by Illinois law or by Board Policy. Individuals who retaliate against any other individual for filing a complaint or participating in an investigation regarding allegations of violations of this policy shall be subject to disciplinary action.

Likewise, [College Policy 3.11 \(pg. 112\)](#) prohibits sex discrimination, sexual violence, and relationship violence (referred to as “Prohibited Conduct”), and is committed to taking action, to the extent possible, to stop behavior that violates this policy. In addressing Prohibited Conduct, the College will administer prompt, fair and impartial investigations and disciplinary proceedings.

In addition, the College’s [2022-2026 Strategic Long Range Plan](#) has Equity and Inclusion as prominent parts of each of its four strategic pillars.

College of DuPage is defined by its core values of integrity, honesty, respect, responsibility and equity. These core values are who we are and they guide all of us in how we operate, how we make decisions, and how we serve our students, community, and colleagues. For these reasons all staff are required to complete [annual compliance training](#) which includes: Active Shooter Awareness; Discrimination and Harassment Awareness; Information Security Awareness; and Ethics Awareness. Supervisors have the ability, through an online system, to track staff's progress in completing the assigned compliance training in the prescribed time frame. Consequences for staff who are not compliant include:

- Full-time faculty and staff: Lose network access until complete
- Part-time temps, student employees: Employment suspended without pay until complete
- Part-time instruction faculty: Not eligible for spring assignment

[College Policy 1.15 \(pg. 46\)](#), requires all voting Board members (student trustee is exempt) to complete a minimum of four hours of [professional development leadership training](#) in the first, third, and fifth years of his/her term. Topics for the training includes: open meetings law, community college and labor law, freedom of information law, contract law, ethics, sexual violence on campus, financial oversight and accountability, audits, and fiduciary responsibilities of a community college trustee.

Staff and faculty are informed and directed by a series of guidebooks and contractual agreements as follows.

- [All Employee General Guidebook](#)
- [Adjunct Faculty Guidebook](#)
- [Administrators Guidebook](#)
- [Classified Staff Guidebook](#)
- [CODAA Contractual Agreement](#)
- [CODFA Contractual Agreement](#)
- [CSA - Painters, Groundskeepers, Mechanics & Carpenters Contractual Agreement](#)
- [FOP Contractual Agreement](#)
- [Local #399 Contractual Agreement](#)
- [Managerial Staff Guidebook](#)
- [Student Employee Information Guidebook](#)

Finally, one of the Colleges five Core Values is Integrity, which carries the expectation that all staff and Board members demonstrate the highest standard of moral character and ethical behavior.

### **Academic Integrity**

The integrity of the College's academic and student affairs practices are also directed and maintained through the following College Policies:

- [5.01 – Student Admissions and Enrollment \(pg. 208\)](#)
- [5.02 – Enrollment Opportunities at Cooperative Institutions \(pg. 210\)](#)
- [5.03 – Tuition and Student Fees \(pg. 211\)](#)
- [5.04 – Student Handbook, College Catalog, and Registration Guides \(pg. 213\)](#)
- [5.05 – Student Services: Counseling, Advising, and Transfer Services \(pg. 215\)](#)
- [5.06 – Student Services: Student Financial Assistance \(pg. 216\)](#)
- [5.07 – Scholarships \(pg. 217\)](#)

- [5.08 – Student Services: Health and Wellness \(pg. 218\)](#)
- [5.09 – Student Services: Career Services \(pg. 219\)](#)
- [5.10 – Student Information that is Fair, Accurate, and Complete \(pg. 220\)](#)
- [5.11 – Student Accounts \(pg. 221\)](#)
- [5.12 – Privacy of Student Records – Family Education Rights and Privacy Act \(FERPA\) \(pg. 222\)](#)
- [5.13 – Sexual Assault Awareness Education \(pg. 223\)](#)
- [5.14 – Campus Media \(pg. 224\)](#)
- [5.15 – Code of Student Conduct \(pg. 226\)](#)
- [5.16 – Code of Academic Conduct \(pg. 227\)](#)
- [5.17 – Student Standards of Assessment and Academic Progress \(pg. 228\)](#)
- [5.18 – Accommodation of Religious Observances \(pg. 229\)](#)
- [5.19 – Academic Grievances \(pg. 230\)](#)
- [5.20 – Intercollegiate Athletics \(pg. 231\)](#)
- [5.21 – Student Clubs and Organizations \(pg. 233\)](#)
- [6.01 – Academic Calendar \(pg. 235\)](#)
- [6.02 – College Programs, Resources, and Objectives \(pg.236\)](#)
- [6.04 – Degrees and Certificates \(pg. 238\)](#)
- [6.04 – Graduation Requirements \(pg. 238\)](#)
- [6.05 – Honorary Degrees \(pg.239\)](#)
- [6.06 – Program Review and Improvement \(pg. 240\)](#)
- [6.07 – Cooperative Agreements with Other Agencies or Institutions \(pg. 241\)](#)
- [6.08 – Institutional Exchanges \(pg.242\)](#)
- [6.09 – Protection of Copyrighted Materials \(pg. 243\)](#)
- [6.10 – Intellectual Property Rights \(pg. 244\)](#)
- [6.11 – Instructional Materials \(pg. 246\)](#)
- [6.12 – Academic Freedom \(pg. 247\)](#)

The Provost Council is one of the College's main teams charged with maintaining the integrity of the College's academic and student affairs practices. Members of the Provost Council oversee processes such as curriculum review, development of new programs, and the modification of existing programs. Through their oversight, the Provost Council ensures compliance with federal financial aid guidelines, as well as the academic rigor and learning outcomes associated with academic programs.

The Code of Student Conduct, and Code of Academic Conduct, including procedures and consequences for violations, can be found in the College Catalog, and on the College website.

Finally, the Board of Trustees Academic Committee is charged with reviewing and recommending strategic policies, procedures, and programs to the Board of Trustees to ensure the academic mission of the college meets the needs of the community.

The committee provides policy guidance and makes recommendations to the Board requiring action regarding the College's academic priorities, assuring College-wide program assessment, particularly those programs issuing college credit, and monitoring of re-accreditation visits by the Higher Learning Commission. It shall solicit input internally from, e.g., Academic Affairs, Student Affairs, Student Leadership Council, and other institutional stakeholders. It may also solicit input from external experts on topics before the Committee, when appropriate and where authorized by the Chairman of the Board.



## Auxiliary Functions Integrity

Revenues and expenses related to fee-based services to students, faculty, staff and the public are recorded in the Auxiliary Enterprise Fund. The intent is that this fund will be self-supporting and that fees will cover the cost of the service. For example, the [FY 2022 budget](#) shows revenues of approximately \$13 million, and expenditures of approximately \$12.5 million. The Auxiliary Fund is part of the College's overall budget, and as such, on an annual basis the Board approves and has oversight of all Auxiliary Fund budgets.

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

When looking at the College [FY 2022 Budget](#), the combined total of expenditures from the Education Fund and the Operations & Maintenance Fund, the two funds that support the College's primary educational mission, is approximately \$184 million. Whereas, expenditures from the College's Auxiliary Fund is approximately \$12.5 million, or less than seven percent of the expenditures from the funds that support our educational mission.

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- SWOT Analysis
- Webinar

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### 2.B.1

Overseen by the Cabinet-level position of Vice President, Public Relations, Communications & Marketing, the College has a staff of marketing, web design, communications, and community engagement professionals who ensure the accuracy, quality, and integrity of the College's external web site, and all printed and digital material. This team also manages and monitors all of the Colleges social media accounts.

The College's public website provides all stakeholders with information on all aspects of the College, its programs and operations. For example, general information about the College on the website contains, but is not limited to, information in the following areas: [Academic Programs](#), [Admissions, Registration & Records](#), [Costs, Scholarships & Aid](#), [Student Life & Resources](#), [Athletics](#), and [About Us](#).

The online [College Catalog](#) provides general graduation requirements for all academic offerings, offered by the College. In addition, the Catalog provides detailed information as to requirements (core courses, electives, and general education requirements) for specific degrees and certificates. Likewise, the Catalog provides a description, the prerequisites, and number of credit hours awarded for all courses offered. The comprehensive College Catalog is published every two years, with curricular updates published online yearly to reflect new, updated, and deactivated courses and programs. Updates to the Catalog are made collaboratively by Marketing and the Office of the Provost. During the update process, subject matter experts are consulted for the accuracy, quality, and integrity of the Catalog. For example, academic divisions and offices are consulted about programs and offerings, and the College's Accreditation Liaison Officer (ALO) is consulted on matters of accreditation, state recognition, etc. New, revised, and deactivated curriculum (courses and programs) are reviewed through the College Curriculum Process. This process involves: development by faculty; review by discipline members, library liaisons, counselor liaisons, and Deans; approval by Division Curriculum Committee; approval by College Curriculum Committee; and approval by Chief Academic Officer. Designated changes must also be approved by the Illinois Community College Board (ICCB).

With respect to faculty and staff, the online [Catalog](#) provides students and the public with the credentials of the College's full-time faculty and administrators. The Catalog identifies each full-time faculty member by name and academic department, indicates the year of hire, and lists the degrees

attained and the institutions conferring those degrees. In addition, the College's website, under Faculty & Staff Directory, has a searchable [Faculty Directory](#) that provides the faculty member's office location, phone number, and email address.

Responsive to [College Policy 1.06 \(pg. 35\)](#), on an annual basis, at an open [meeting](#) the College's Board reviews tuition recommendations made by administration, and sets the tuition and fees for the upcoming academic year. The College's website under [Tuition and Fees](#) is regularly updated with the most recent tuition and fees for District residents, senior citizens who are residents, out-of-district Illinois residents, non-residents of the State of Illinois, students wishing to audit classes, internet-based courses and where variable tuition applies. Students can also look up lab fees for certain courses in myACCESS.

The College is a public entity, formed and regulated by the [Public Community College Act of 1965](#).

The Community College Act stipulates the makeup, term limits, powers, and other aspects of the College's Board. The Board is the final authority over the College and is responsible for the development and adoption of the policies, oversight of the activities of the College and exercises jurisdiction in all matters of the College and its mission.

The College is institutionally accredited by the Higher Learning Commission and as such displays the [HLC Mark of Affiliation](#) on its website. The College has [recognition status](#) through the Illinois Community College Board. Recognition is a state statutory term describing the status of a community college district in Illinois that meets academic, student support, financial, facility, and reporting standards as established by the Illinois Community College Board. In addition to Institutional Accreditation by the HLC and Recognition by the ICCB, a number of the College's career and technical programs are approved or accredited by appropriate specialized associations or agencies. On an annual basis, the Vice President of Planning and Institutional Effectiveness verifies the status of these accreditations with the respective divisional Dean.

## 2.B.2.

The focus in the College's mission is to "be a center of excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education." As part of the strategic long range planning cycle, the College routinely conducts a [Community Pulse Survey](#) to determine if aspects of the mission are being met. Community respondents are asked a series of questions to assess their attitudes and perceptions about the College's image, academic reputation, cost and value, loyalty, and any strengths or weaknesses. In addition, every three to four years the College administers the [PACE](#) employee climate survey and the [Noel-Levitz](#) student satisfaction survey. Both of these surveys provide College leadership with insights into mission fulfillment. The College's Consumer Information page provides information on Student Characteristics, Demographics, Completion, Transfer Out and Retention Rates, as well as Crime Statistics/Annual Security Report.

In addition to the nine associate degrees and Career and Technical Education specialties, the college also believes that [service learning](#) contributes to a more complete and rounded student experience. Therefore, each year, hundreds of students are gaining crucial real-world experience, enhanced learning, and a greater sense of satisfaction by participating in service learning experiences across a broad range of disciplines and venues. Service learning has been integrated in a variety of ways. In some classes, service learning is a requirement, for example [HUMAN 1100: Introduction to Human Services](#) requires 20 hours of service learning, in others, it may be an alternate assignment that

underscores course objectives.

## Sources

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- 2017 Noel-Levitz SSI Survey Results
- 2019 Pulse Survey Report
- About US
- Academic Programs
- Admissions
- Athletics
- College catalog online
- College Policy Manual
- College Policy Manual (page number 35)
- Faculty Directory
- HLC Mark of Aff
- HUMAN 1100\_ Introduction to Human Services
- local-399 engineers-agreement
- meeting BOT 3\_17\_22
- PACE 2017 Report
- Public Community College Act\_110 ILCS 805
- recognition status ICCB
- Registration and Records
- Scholarships Aid
- Service Learning
- Student Life
- Tuition and Fees \_ Paying For College

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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#### 2.C.1.

The College's Board of Trustees is comprised of seven qualified voting members, elected at-large by the District 502 electorate, and one non-voting member elected by the student body. The Board of Trustees is responsible for the overall governance of the College as stipulated by the [Illinois Public Community College Act](#) and guided by [College Policy 1.06](#).

As stipulated by the [Illinois Public Community College Act](#) and [College Policy 1.15](#), each Trustee (with the exception of the student Trustee) shall complete a minimum of four hours of [professional development leadership training](#) in the first, third, and fifth years of his/her term on the following subject matters: open meetings law, community college and labor law, freedom of information law, contract law, ethics, sexual violence on campus, financial oversight and accountability, audits, and fiduciary responsibilities of a community college trustee.

In addition, Board Retreats provide the Trustees with in-depth knowledge and understanding of key College functions and operations. For example, at their [August 12, 2021 Retreat](#), which was facilitated by Jim Reed, the Executive Director of the Illinois Community College Trustees Association, the Board was engaged in discussion on Board Survey Results, Board Relations, Board Governance, and the College's Strategic Long Range Plan. Then at another Retreat on [August 31, 2021](#), College staff and Mr. Reed, provided the Board an in-depth look at Guided Pathways; Dual Credit; Diversity, Equity, and Inclusion; Facilities Master Plan; and the Baldrige Framework for Performance Excellence.

To further enhance their knowledge and governance acumen, Trustees are also active in both the local Illinois Community College Trustees Association, and the National Association of Community College Trustees.

[College Policy 1.06](#) delineates the authority, powers, duties, and responsibilities of the Board. As previously noted, the Board approved the College's 2022-2026 Strategic Long Range Plan on July

16, 2020, the President is evaluated by the Board annually. During the [June Board meeting](#), the Board approves the College's budget, which includes establishing tax and tuition rates. As was also noted, monthly the Board reviews [Financial Statements](#) inclusive of items such as:

- Schedule of Investments
- General Fund – Budget and Expenditures
- Operating Cash Available to Pay Annual Operating Expenses
- Disposal of Capital Assets
- Tax Levy Collections
- Budgetary Position Additions

New Board members are educated regarding their roles and responsibilities through orientation activities conducted by the President's office. The orientation includes [videos](#) on: Curriculum Development; Strategic Long Range Plan; College History; Budget Process; and Diversity, Equity, and Inclusion.

In addition, Trustees are provided with [web links](#) on:

- History and Background
- State Governance of Community Colleges/Public Institutions
  - IL General Assembly
  - Community College Act
  - Illinois Community College Board (ICCB)
  - Open Meetings Act
- Membership Organizations
  - Illinois Community College Trustee Association (ICCTA)
  - Association of Community College Trustees (ACCT)
  - Association of Governance Boards
  - American Association of Community Colleges
- COD Mission & Strategic Plan
  - Mission statement
  - Strategic Plan
- Board & Institutional Policies
  - College Policy Manual
  - Employee Guidebooks and Labor Contracts
- Officers and Board Committees
  - Standing Committee Descriptions
- Trustee Member Contact Information
- Board Meeting Schedule
  - Schedules
- Board Minutes/Agendas
  - Recent Minutes, by Meeting Date
  - Agendas
- Financial Statements
  - Budget
  - Financial Statements
- Organizational Structure
  - Organizational Chart
  - Cabinet



2.C.2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

As noted in the Board's monthly minutes, which are publicly available on the Board's website, document agenda items that are considered by the Board prior to a vote. Deliberations concerning agenda items are related to College priorities focused on preserving and enhancing the institution. Also, during the Board meeting, any Board member can pull any consent agenda item so that a deeper deliberation can be had by the Board.

For example, at the [July 15, 2021](#) Board meeting, item 8b: Five-year contract to purchase HP Personal Computers, HPE Servers, HPE Networking and related purchases to Riverside Technologies, Inc., for an amount not to exceed \$11,090,000.00, and item 8f: Three year contract with two one-year renewal options for Student Artificial Intelligence (AI) Chatbot Solution to CareerAmerica, LLC. (dba Ocelot) in an amount not to exceed \$330,000 were pulled for additional deliberation. Likewise, at the Board's [November 20, 2020](#) meeting, item 8b: Tax Levy Resolution was pulled for further deliberation. These are but two examples of additional Board deliberation on items that reflect priorities to preserve and enhance the institution.

2.C.3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Illinois has statutes that the Board is required to follow in conducting its meetings. In addition to other requirements, the [Illinois Open Meetings Act](#) establishes that all meetings need to be held at specified times and places which are convenient and open to the public, and that the Board can only convene in closed session for issues and topics outlined as permissible by the Act. In addition the OMA stipulates that any person shall be permitted an opportunity to address public officials under the rules established and recorded by the public body. Therefore, at the start of every Board and Board Committee Meeting, after the call to order, pledge of allegiance, and roll call, there is a time for public comment as noted in the sample agenda from the [August 31, 2021](#) Board meeting. The number of public speakers is not limited, however, each speaker is limited to three minutes.

In addition, each Board item presented to the Board for consideration and vote has a staff contact noted. If the Board has additional questions about an item, that respective staff member, or their designee is always available at the Board meeting if additional information or clarification is necessary. For example, the financial reports list the Vice President for Administration, CFO and Treasurer, and Controller as the staff contacts. If a piece of equipment is being recommended for purchase, the staff from that area would be noted as the contacts and would be available at the Board meeting. For example, at the [May 20, 2021 Board meeting](#), a Nexlab Storm Chasing Van for the Meteorology Program was being considered, and the staff contacts noted and available at the meeting were a Professor of Meteorology, and the Dean of STEM.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

[College Policy 3.02](#) stipulates all Board members (as well as staff) have an obligation to act in the best interests of the College and to prevent personal interests from interfering with that obligation. [College Policy \(3.03\)](#) also requires all Trustees to comply with the Illinois Governmental Ethics Act, on or before May 1 of each year. The Act requires that Trustees file verified written statements of economic interests with the DuPage County Clerk.

To further ensure their independence from undue influence, all Board meetings and interactions are guided by the [Illinois Open Meetings Act](#). Under the provisions of the Act, notices, agendas, minutes, audio/video of meetings, meeting presentations, and public comment responses are all posted on the College's website, and all decisions requiring a Board vote are done during open sessions.

2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

As the Chief Executive Officer, the President is responsible for executing Board of Trustees policies and administrating the day-to-day operations of the College. By virtue of [College Policy 4.21](#), the President has a set of duties and responsibilities to the Board, to the College, and to the College Community.

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

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

## Sources

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- August 12 2021 Retreat BOT
- August 31 2021 Board Retreat
- August 31 2021 public comment note from agenda

- College Policy Manual
- College Policy Manual (page number 35)
- College Policy Manual (page number 46)
- College Policy Manual (page number 100)
- College Policy Manual (page number 103)
- College Policy Manual (page number 178)
- Financial\_Statements\_For\_Information
- IL Community College Act
- July 2020 Board Minutes - SLRP Approval
- June 2020 Board Minutes - SLRP Presented
- May 20 2021 Meeting Minutes PG8
- November 20 2020 Board meeting
- Open Meetings Act\_5 ILCS 120
- Professional Development and Leadership Training Trustees
- Video trustee orientation
- Web Links Trustee Orientation

## 2.D - Core Component 2.D

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

### Argument

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At its [November 15, 2018 Board meeting](#), the Board revised the College's Philosophy Statement to state: College of DuPage values diversity. We seek to reflect and meet the educational needs of the residents of our large, multicultural district. To this end, we recognize the need for freedom of expression and that facts, arguments, and judgments should be presented, tested, debated, challenged, deliberated, and probed for their objective truth in the marketplace of ideas. Every College individual owes a duty to exercise his or her own individual judgment; and to permit others to exercise that same freedom of conscience.

[College Policy 6.12 \(pg. 247\)](#) states that academic freedom shall be guaranteed to all Faculty, and no arbitrary limitations shall be placed on study, investigation, presentation, and interpretation of facts or ideas. Faculty members will be free to present instructional materials that are pertinent to the subject and level taught. In addition, the [Faculty Contract Section C2 \(pg. 126\)](#) reflects and ensures a commitment to freedom of expression and the pursuit of truth in teaching and learning.

### Sources

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- codfa\_agreement
- codfa\_agreement (page number 126)
- College Policy Manual
- College Policy Manual (page number 247)
- Nov 15 2018 BOT Meeting Minutes

## 2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.1

While the College is not a research institution, we do have an [Institutional Review Board](#) for the review and approval of research that involves human participants at the College. The primary purpose of the IRB is to ensure that research conducted at the College protects the welfare of human participants. Faculty, students, or external researchers (typically working on a doctoral dissertation) wishing to conduct research using human participants at the College are required to have the College's Institutional Review Board's approval before such research is initiated. Ethical principles and applications as outlined in the Belmont Report are used to ensure that the rights and welfare of human subjects used in research studies at the College are protected. Typically, the College's IRB approves between three and ten projects a year, attached is a [sample](#) of such research and the approval letter.

#### 2.E.2

The College's Library provides multiple modes for ensuring that faculty, staff and students have access to the best practices for conducting research and scholarly work. The Library's [Research Guides](#) are starting points for researching a wide variety of topics. Each guide lists books, videos, databases, and websites that are useful for researching a particular topic. The guides also show students how to find and cite resources. The Library also houses a [Media Lab](#) which provides space, resources, and expertise to support students in creative uses of multimedia technology. Students can design, create, and share digital audio, video, and images. The Media Lab and Library staff help students build digital literacy skills for class assignments and for personal growth through workshops, and small group or 1-on-1 assistance. Students can drop in to work on projects, or reserve space ahead of time.

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

collections and assignments to support the needs of educational programs; assistance in the development of instructional materials that support student learning and the overall College curriculum; and promotion of the Library collections and services to the College community.

### 2.E.3

The College's Library provides information on copyright, plagiarism, and citation. This information is available online and through regularly scheduled workshops from librarians and [Learning Commons](#) writing coaches. Individual help with proper citation is available from both reference staff and writing coaches in the Learning Commons. In academic year 2019, the Learning Commons scheduled 5,493 appointments to assist with writing, in academic year 2020, that number was 4,404, and even during the pandemic in academic year 2021, over 2,000 appointments were scheduled.

Students can also make an appointment to consult with a reference librarian through a convenient online [scheduling tool](#), or can chat with a librarian during regular library hours. A plagiarism tutorial created by the Library is assigned to some students who receive counseling on academic dishonesty.

2.E.4 The institution enforces policies on academic honesty and integrity.

[College Policy 5.16 \(pg. 227\)](#): Code of Academic Conduct details the College's position on academic integrity. It clearly states that students are expected to refrain from academic dishonesty in all forms, including but not limited to cheating, plagiarism, furnishing false information, abuse of academic materials, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive. The Code of Academic Conduct Procedure is located in the online College Catalog. After attempting to speak with the student about academic dishonesty, faculty may choose to submit a complaint of academic dishonesty, which is reviewed and adjudicated by the Dean of Student Affairs Office. An electronic [Code of Academic Conduct Violation Incident Report](#) is also located in the online College Catalog. Between October 2018 and October 2021, there were 516 [Code of Academic Conduct charges](#), with 52 percent related to plagiarism, and 36 percent related to cheating. During that same period, no sanctions were issued for 32 percent of the charges, 31 percent resulted in plagiarism remediation, 25 percent in a disciplinary warning, nine percent in an informal judicial hearing, one percent in a formal administrative hearing, and one percent in disciplinary probation.

## Sources

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- Code of Academic Conduct charges
- Code of Academic Conduct Violation Incident Report
- College Policy Manual
- College Policy Manual (page number 227)
- Institutional Review Board
- Learning Commons copyright plagiarism
- Media Lab
- Research Guides
- Sample IRB approval
- scheduling tool library reference

## **2.S - Criterion 2 - Summary**

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

### **Summary**

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The College's Policy Manual, Catalog, Union Contracts, and Guidebooks all serve as guides for ethical and responsible behavior by faculty, staff, and students. In addition, the institution and Board operates under the Illinois Community College Act, and the Illinois Open Meetings Act, ensuring integrity and ethical behavior in all aspects of the College's governance and operations.

To ensure that staff, faculty, and Trustees understand and follow the College's policies related to ethical and responsible conduct, ethics training is provided.

The Illinois General Assembly enacted the State Officials and Employees Ethics Act (Public Act 93-615), which is a comprehensive revision of State statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by State officials and employees. In July, 2009, the Board adopted this as the College of DuPage Ethics Ordinance, and it became Appendix of the College Policy Manual, and informs College Policies 3.01 (Ethics Policy), 3.02 (Conflicts of Interests), 3.03 (Economic Interest Disclosures), 3.04 (Related Party Transactions), 3.05 (Employment of Related Parties), and 3.06 (Use of College Resources).

Finally, the College does not tolerate discrimination or harassment of any type, and each of the College's four strategy pillars have equity and inclusion goals.

### **Sources**

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*There are no sources.*

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

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

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

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

## Argument

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### 3.A.1 Currency, Performance, and Appropriateness

College of DuPage courses and programs are current and require levels of performance by students appropriate to the credential awarded. The COD faculty [contract](#) states that faculty will “perform a significant role in developing and evaluating all of the institution's educational programs.” Faculty develop and update courses and programs based on the needs of the student, community and marketplace. Several key sources are used to identify appropriate updates to courses:

- Illinois Articulation Initiative requirement changes
- Transfer requirements from 4-year institutions
- Five-year program review findings
- Career & Technical Education Advisory Committee recommendations
- Special Accreditation requirements or changes
- Faculty/professional recommendations

The [Division](#) and [College](#) Curriculum Committees review all new and updated courses and programs before going to the Illinois Community College Board (ICCB) for review and approval. The new program process includes feasibility analysis (labor market standpoint and demonstrated sustainable need in the district), program quality in response to identified needs, cost-effectiveness, and financial support, curriculum information, education and skill requirements, learning assessment, faculty qualifications and needs, academic control, and cost data.

Guided by [Board Policy 6.02](#), College of DuPage assigns and awards credit hours in keeping with commonly accepted practices in higher education, with the federal definition of the credit hour. Program lengths are measured by credit hour and are consistent with the definitions set by ICCB. COD's seven associate degrees require the student to earn at least 64 credits in courses numbered 1000 and above as defined by each degree.



Transferability is one additional indicator that COD courses are current, rigorous, and appropriate to the degree or certificate. The College adheres to the [Illinois Articulation Initiative \(IAI\)](#), ensuring students can transfer courses to meet most general education requirements of baccalaureate programs. Faculty submit these courses to the [General Education Core Curriculum](#) or a specific discipline's panel consisting of faculty from two- and four-year institutions. Panels review IAI courses every five years to ensure the courses continue to meet standards.

COD also provides students with several guided opportunities to transfer to four-year institutions. [3+1 agreements](#), 2+2 agreements, transfer guides by college or university, and discipline [transfer pathway maps](#) are available on the College website and in the College Catalog. COD also has guaranteed admissions agreements with many popular transfer institutions, such as the Transfer Admissions Guarantee at [University of Illinois Chicago](#), the Dual Admissions Partnership Program at [DePaul University](#), and Engineering Pathways with [University of Illinois at Urbana-Champaign](#).

Finally, the College operates under the authority of [ICCB Rules 1501.303b and 1501.302](#), which govern the awarding of degrees and certificates. Credentials are awarded in accordance with units of instruction and credit hour ranges as established by ICCB.

### **3.A.2 Learning Goals/Outcomes**

COD clearly articulates and differentiates learning goals for its degree and certificate programs. Degree programs require the completion of core General Education (GE) courses. Through these courses, students gain the seven GE Student Learning Outcomes, which pertain to the broad body of knowledge and skills that students gain through the degree program. Two of the seven outcomes—Critical Thinking and Information Literacy—reach across all courses of the GE curriculum. The other five outcomes align to [specific areas of GE coursework](#) that students complete in pursuit of any associate degree at the College: Cultural and Historical Comprehension (humanities and fine arts), Expression and Exchange of Ideas (communication), Human Behavior and Societal Knowledge (social and behavioral sciences), Quantitative Reasoning (mathematics), and Scientific Reasoning (physical and life sciences).

COD includes program outcomes on each [program of study web page](#). Course learning objectives are included on official course syllabi, which faculty include in their Blackboard shells to ensure students have access to information about what they will learn in the course.

### **3.A.3 Consistency**

COD's program quality and learning goals are consistent across all modalities and locations. Courses are delivered through face-to-face, online synchronous (VCM), online asynchronous (NET), hybrid, and dual credit formats. All courses have a [Master Syllabus](#) within the curriculum management software that defines: curricular area; course title; credit hours (lecture, lab, clinical, etc.); Illinois Articulation Initiative (IAI) status; course description; prerequisites; learning objectives; topical outline, faculty sponsorship, and methods of student evaluation. Regardless of delivery mode, all courses are based on the same Master Syllabus. This ensures that learning objectives are consistent across modalities, sections, and instructors. Faculty include the objectives from the Master Syllabus on their official course syllabi and share those syllabi on Blackboard.

All students earning credentials at COD meet the same requirements regardless of the location of the courses that make up the credential. [Degree](#) and [certificate](#) requirements are shared with students in the Catalog. Students can also monitor progress and run a [degree audit](#) through the student portal.

Throughout the COVID-19 pandemic, the College has provided support to help faculty and students meet program quality standards. Additional faculty supports are ongoing since March 2020, including workshops and online resources through [Learning Technologies](#), [Faculty Professional Development](#), the [Adjunct Faculty Support](#) office, and [Learning Assessment](#). Student supports include a dedicated [Online Learning](#) section of the COD website; [videos](#) to help students understand their learning options during COVID-19; and [remote tutoring and course assistance](#), [testing](#), [advising](#), [technology loans](#), and access to Library [collections](#) and [support](#), to name a few.

[Dual credit](#) courses taught at District high schools meet the same standards as college-level courses taught on the College of DuPage campus. Dual credit sections meet the same learning objectives as other COD sections of the same course, and students must meet the same qualifications for course entry (e.g. placement test scores and prerequisites). State of Illinois laws and Illinois Community College Board (ICCB) policies regarding dual credit instructor qualifications are followed for dual credit courses.

## Sources

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- 3.A.1\_3.B.1 and 3.B.2\_ICCB Rules 1501.303b and 1501.302
- 3.A.1\_3.B.1 and 3.B.2\_ICCB Rules 1501.303b and 1501.302 (page number 32)
- 3.A.1\_3.B.4\_3.C.1\_4.A.2\_4.A.4\_CODFA Agreement
- 3.A.1\_3.B.4\_3.C.1\_4.A.2\_4.A.4\_CODFA Agreement (page number 24)
- 3.A.1\_3.C.6\_Board Policy 6.02 (page 236)
- 3.A.1\_3.C.6\_Board Policy 6.02 (page 236) (page number 236)
- 3.A.1\_3+1 Bachelor\_s Degree Programs \_ College of DuPage
- 3.A.1\_4.A.4\_College Curriculum Committee
- 3.A.1\_4.A.4\_Division Curriculum Committees
- 3.A.1\_COD Engineering Pathways
- 3.A.1\_DePaul University Dual Admissions Partnership Program (DAPP)
- 3.A.1\_General Education Core Curriculum
- 3.A.1\_Illinois Articulation Initiative
- 3.A.1\_Transfer Map examples
- 3.A.1\_UIC Transfer Admissions Guarantee (TAG)
- 3.A.2\_4.B\_associate-arts-degree-requirements
- 3.A.2\_programs of study web page
- 3.A.3\_3.B.1 and 3.B.2\_3.D.1\_technology loans
- 3.A.3\_3.B.1 and 3.B.2\_degree
- 3.A.3\_3.B.3\_3.D.1\_student technology loans
- 3.A.3\_3.D.2\_online\_remote tutoring and course assistance
- 3.A.3\_3.D.4\_collections
- 3.A.3\_Adjunct Faculty Support
- 3.A.3\_advising
- 3.A.3\_certificate
- 3.A.3\_Degree Audit
- 3.A.3\_Faculty Professional Development

- 3.A.3\_Learning Assessment
- 3.A.3\_Learning Technologies
- 3.A.3\_Online Learning
- 3.A.3\_online learning options video
- 3.A.3\_Partnership Guide Final
- 3.A.3\_support
- 3.A.3\_testing
- CIT 1111\_ Computer and Hardware Maintenance

## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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### 3.B.1 and 3.B.2 General Education Framework

College of DuPage provides General Education (GE) in alignment with our [mission](#) of providing students with a comprehensive education. Degree students gain a range of knowledge, skills, and abilities through their work in the GE courses. All degree programs, with the exception of Engineering Pathways, require at least 18 credits in general education courses.

The College designed its [GE framework](#) to ensure degree graduates gain “a broad body of knowledge and skills common to all educated people, regardless of their profession.” Faculty aligned the [GE Student Learning Outcomes](#), which Faculty Senate reaffirmed in 2018, to the GE curriculum. This alignment ensures degree graduates gain specific knowledge and skills through GE coursework. The strong GE curriculum includes courses in the humanities and fine arts (Cultural and Historical Comprehension); communication (Expression and Exchange of Ideas); mathematics (Quantitative Reasoning); physical and life sciences (Scientific Reasoning); and social and behavioral sciences (Human Behavior and Societal Knowledge). The Critical Thinking and Information Literacy GE Outcomes are integrated throughout the GE curriculum. General Education outcomes are communicated to students on the COD [website](#) and on [posters](#) throughout campus.

As noted in the College's Course Catalog, all associate [degrees](#) require a minimum of 64 total credits. Those credits include the required GE coursework. The College also operates under the authority of [ICCB Rules 1501.303b and 1501.302](#), which govern the awarding of degrees and certificates. Credentials are awarded in accordance with units of instruction and credit hour ranges as established by ICCB.

### 3.B.3 Human and Cultural Diversity

College of DuPage offers education that recognizes human and cultural diversity and provides students with growth and skills to live and work in a multicultural world. The College's "Equity" Value guides these efforts, stating "We expect that everyone in our college community has an equal opportunity to pursue their academic, personal and professional goals." Equity also forms one of the supporting structures for the Strategic Pillars in COD's [Strategic Long Range Plan](#).

COD students completing associate degrees complete a [Social and Behavioral Sciences](#) requirement, at least one course in [Human Relations](#) and at least one course in [Global/Multicultural Studies](#). This work ensures students have awareness around human and cultural diversity, and the work aligns with the Human Behavior and Societal Knowledge and Cultural and Historical Comprehension GE learning outcomes.

Students are offered many other opportunities to interact with various issues relating to human and cultural diversity. The College's [Center for Student Diversity, Equity and Inclusion](#) promotes inclusive excellence through its four goals: building social understanding, expanding cultural awareness, fostering unity, and intentional belonging. The Center engages students through programming (e.g. [Black History Month](#), [Latino Outreach](#), and [Inclusive Excellence Peer Mentoring](#)). The Board of Trustees recently approved funding to expand this work into a Multicultural Center for students. Student Life is partnering with SpeakOut to offer the [Race, Power and Privilege E-Course](#) to help students grow and thrive in a diverse campus setting. Students can also engage in a number of programs through [Field and Experiential Learning](#), [Study Abroad and Global Education](#), including a number of [on-campus global education programs](#).

Several [student clubs](#) provide additional opportunities for students to connect regarding human and cultural diversity. Clubs include the Black Student Alliance, Casa de Amigos, and Hands Up (American Sign Language) Club. Cultural events at the College, online and in person, include the [COD African American Read-In](#), [Global Flicks](#), and the [Visiting Artist Series](#). [COD in Lingua](#) is a scholarship journal providing students with the opportunity to publish foreign language work exploring diverse cultural experiences.

The [Equity and Access Team](#) provides leadership and support for campus-wide equity initiatives. This cross-constituency group supports the institutional goal of eliminating completion gaps among Black, Latinx and under-resourced students through the College's [Equity Plan](#). It also helps bring resources and other campus equity initiatives under one umbrella to better support students, faculty, staff, and the community. Examples include the [Fuel Pantry](#), [student technology loans](#), [Chaps Unite Against Racism](#), [Library resources](#), [inclusive teaching resources](#), and [antiracism and inclusivity learning resources](#).

Despite challenges due to COVID-19, the work continues to support and bring international students to campus. The [International Student Services](#) area assists prospective students in applying for a visa for admission to COD. The International Student Services office also provides F-1 immigration advising, employment assistance, cross-cultural and personal advising, and logistical help to internal students as they pursue studies at the College. As part of the Community College Consortium, COD offers the [Community College Initiative Program](#). The program provides participants with a one-year, non-degree academic program, and participants contribute by helping internationalize the campus.

### 3.B.4 Scholarship, Creative Work, and the Discovery of Knowledge

Faculty and students contribute to scholarship, creative work, and the discovery of knowledge. The GE program and GE Learning Outcomes include work in information literacy, humanities and fine arts, physical and life sciences, and social and behavioral sciences. This coursework provides degree graduates with the opportunity to work with faculty in classes, pursuing their own research and creative work.

Student scholarship and creative work is showcased through publications, art exhibitions, theater and music productions, and more. [COD in Lingua](#), [Essai](#), [Prairie Light Review](#), and [The Courier](#), demonstrate students' high-quality writing and artistry. Students showcase works of art at two student art galleries, the [Wings Gallery and Techcetera Gallery](#), while the [Cleve Carney Museum of Art](#) and [permanent art collection](#) provide opportunities for students and community members to reflect and be inspired by others' artwork. [Theater](#) and [music](#) courses and productions provide students with several opportunities each year to practice performance skills for the community. Students also have access to the [McAninch Arts Center](#), which enriches student and community learning and cultural experiences through diverse programming alongside engagement programs before or after performances. Academic programs across the College provide opportunities for students to share their work with the community. [Animation Night](#) is an annual event showcasing the work of student animators from the Motion Picture/Television program. College of DuPage Library's Annual [Student Research Symposium](#) highlights student research, such as papers, presentations, posters, objects, and theatrical and musical performances. The Cleve Carney Museum of Art, 2021 [Frida Kahlo exhibit](#) included floral arrangements created by Horticulture students; a cake designed by Culinary Arts students; and a replica of one of Kahlo's most iconic dresses re-created by the Fashion Studies program.

Faculty actively engage in their fields and stay current in their disciplines in several ways, sharing scholarly publications and creative activities through a variety of venues. [DigitalCommons@COD](#) is an open-access repository maintained by the Library that collects, preserves, and showcases scholarly, educational, and creative works created by the College community. This repository facilitates global discovery of and access to COD's intellectual output while providing a stable, long-term home for digital scholarship. All faculty, staff, and faculty-sponsored students are encouraged to publish works in [DigitalCommons@COD](#). The collection includes more than 10,000 entries that have been downloaded over 2.7 million times since 2005. [College of DuPage Digital Press](#) provides open source access to textbooks written by faculty to help students keep course costs low. Events such as [Humanities Fest](#) provide forums for faculty to share and discuss their scholarship with the College community. [Music Fridays](#) concerts include "faculty spotlights" in a free, accessible daytime series of music performances.

Scholarship and professional learning are also built into regular faculty work. [Research](#) contributions can be used toward faculty range changes. Faculty can apply for [sabbatical](#) leave "to improve the quality of the faculty member's services so that the faculty member, the College and our students benefit from the faculty member's leave experience." This work includes both scholarship and improving teaching and resources for students. Faculty complete a presentation or shared report to appropriate colleagues within six months of returning from sabbatical.

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## 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

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### 3.C.1 Faculty and Staff Diversity

College of DuPage is actively working to improve the overall composition of its faculty and staff to better reflect the student population. Currently, the College proactively posts open positions to many diversity-oriented job boards. All hiring managers and search committee participants are required to complete diversity training. Internal practice requires that at two stages of the search process at least 18% of full-time candidate pools identify as diverse.

Despite these efforts, the College's staff and faculty do not reflect the diversity of the student population. This concern is being addressed through one of the strategies within our [Equity Plan](#): Employee Recruitment and Hiring Practices through an Equity Lens. Human Resources, College leadership, and the Employee Recruitment and Hiring Practices Subteam are working to identify areas where new policies and practices can improve staff and faculty demographics to better reflect the diversity of the student body. As of November 20, 2020, the overall number of Latinx employees increased by 18% over a two-year timeframe, including a 23% increase in teaching faculty and an increase in administration from 2 to 4. However, the overall number of Black employees decreased by 10% over the same time, with Black teaching faculty decreasing 15%, and administration increasing from 3 to 5.

More recent improvements include:

- The Employee Recruitment subteam created a list of disciplinary websites and organizations, which Human Resources is using to recruit diverse faculty.

- Human Resources is using the "D" designation for COD postings on HigherEdJobs.com to indicate the College "actively encourages applications from diverse candidates."

This spring, 13 tenure track faculty searches are underway. The subteam plans to review the searches to determine if they 1) reached the 18% diversity mark, 2) included diverse finalists, and 3) resulted in diverse hires.

### 3.C.2 Faculty Responsibilities

In fall 2021, COD had 264 full-time and 957 adjunct faculty carrying out classroom and non-classroom duties. Full-time faculty taught approximately 38 percent of sections, and qualified adjunct faculty taught 62 percent.

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 [full-time](#) and [adjunct](#) faculty contracts. [Discipline/Program chairs](#) use reassigned time for responsibilities including:

- Leading the curriculum process;
- Developing class schedule and teaching assignments;
- Developing and writing Student Outcomes Assessment Projects (SOAPs);
- Addressing student complaints and elevating to the Dean as needed; and
- Providing leadership to Discipline/Program faculty.

Faculty within the disciplines conduct student learning assessment through Student Outcomes Assessment Projects (SOAPs), led by Discipline/Program chairs. When developing SOAPs, faculty are encouraged to use tools like Blackboard Outcomes, Blackboard EAC, and help from the Assessment Office to align course and program assessment with authentic student work. These tools help streamline the measurement of student learning.

Finally, faculty participate on institutional committees as part of their service to the College. For example, faculty from across the College serve two-year terms on the [College and Division Curriculum Committees](#), and to ensure continuity no more than 50 percent of members are expected to complete a term in a given year.

### 3.C.3 Faculty Qualifications

Instructors are appropriately qualified. College of DuPage follows:

- ICCB Rule 1501.303f: Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the principal learning
- Dual Credit Endorsement for High School Teachers, as designated in 110 ILCS 27/Dual Credit Quality Act.

- Higher Learning Commission's Assumed Practice for Faculty Roles and Qualifications.

Clear Hiring Guidelines for all full-time and part-time faculty are maintained that align with hiring guidelines established by the Illinois Community College Board (ICCB). Human Resources also maintains a [master list](#) of qualifications needed to teach each course at the College. All faculty job descriptions set forth minimum academic and/or work related experience credentials. These credentials are the same for full-time and adjunct faculty. Faculty who teach dual credit courses in district high schools are subject to [academic credentialing](#) defined by the State of Illinois in response to 110 ILCS 27/Illinois Dual Credit Quality Act.

The [Faculty Transcript/Hiring Guideline Evaluation form](#) documents faculty hire qualifications. Human Resources maintains these forms along with transcripts and related materials. All prospective faculty hires are screened by the appropriate faculty chair, Dean and, when relevant, the Assistant Dean for Adjunct Faculty Support. The Adjunct Faculty Support office is responsible for gathering all the necessary forms and verifications for adjunct credentialing to share with Human Resources.

### **3.C.4 Faculty Evaluations**

COD instructors are evaluated regularly in accordance with established institutional policies and procedures. Full-time faculty are evaluated on a cycle according to Section D9, Assessment and Evaluation, of the [full-time faculty contract](#) based on teaching, advising, curriculum development, institutional committee work, and other relevant activities. As part of the formal Phase II evaluation cycle, faculty are required to administer [student evaluations](#) in a minimum of three classes; the results of student evaluations are included in the formal review of faculty. Tenured faculty are evaluated as part of a three-year evaluation cycle. Full-time probationary faculty (non-tenured) are evaluated every term during the probationary period. Evaluation of probationary faculty includes a classroom observation and the administration of student evaluations every term. New [adjunct instructors](#) are observed during their first semester teaching at the College, and continuing instructors are observed on a rotating cycle as determined by the Divisions and the Assistant Dean of Adjunct Faculty Support. Student feedback surveys are administered electronically every semester for all sections taught by adjunct faculty.

### **3.C.5 Faculty Professional Development**

Processes and resources are in place for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The College has six days in the annual Academic Calendar, known as [In-Service](#), which are devoted to professional development. During these six days, faculty attend all-college and faculty sessions as well as programming specific to their teaching roles within the institution. Many of the sessions are [presented by COD faculty](#), which encourages exchange of knowledge and ideas across divisions. Recent themes included [Creating a Culture of Caring: Equity and Student Success](#); [Recovering Our Bandwidth: Equity, Advocacy, and Renewal](#); and [Critical Thinking Assessment and Improvement](#). Adjunct faculty are invited to attend relevant programs during this time.

The Faculty Professional Development (FPD) Program comprises the Faculty Chair of Professional

Development, the Employee Development Center, Adjunct Faculty Support, and Learning Technologies. The EDC, which supports professional development for all employees, manages the [Cornerstone](#) system which allows participants to search for training opportunities, enroll in sessions, view transcripts of completed courses, and store resources and recordings of training sessions.

FPD Program elements include:

- Online FPD resources including the [Teaching Commons](#) and the [Teaching, Learning, and Practice](#) FPD blog
- [Courses and Workshops](#) – provide full-time and adjunct faculty development opportunities that support teaching, learning, and practice. [Workshop and course offerings](#) are available for registration in the Cornerstone system.
- [Equity, Access, and Inclusive Teaching](#) - supports COD's commitment to eliminating racial and socioeconomic gaps in student success. The program works in collaboration with the Equity and Access Team to provide professional development to faculty, staff, and students around topics supporting equity, inclusion, and diversity.
- [FPD Advisory Committee](#) - supports and informs the Faculty Chair of Professional Development in defining, meeting, and assessing the goals of the FPD program. The Advisory Committee conducted a [needs assessment](#) and [focus groups](#) 2018-2019, which helped guide the FPD [Strategic Plan](#). A reassessment is planned for fall 2022, followed by a recalibration of the Strategic Plan.
- [In-Service](#) - The Faculty Chair of Professional Development collaborates with the Provost's Office in developing in-service professional development sessions, including breakout sessions, keynote speakers, workshops, and more.
- [New Faculty Institute \(NFI\)](#) - a hybrid, year-long program for newly hired full-time faculty, [designed to](#) orient new full-time faculty to the College; help new faculty strengthen their instructional practice and develop reflective habits around teaching; and create a community of practice among new faculty during their first three years.
- On-Demand Resources – provide FPD resources for faculty in asynchronous format, including [Magna Commons](#) and [Teaching Guides](#).

Each full-time faculty member has up to \$1,850 in Development and Renewal Funds per year for job related professional development that improves or develops their skills. Full-time faculty are also required to complete six clock hours of professional development each year, in addition to the opportunity to apply for a one-year [sabbatical](#) or a one semester non-teaching leave for professional development.

The Office of [Adjunct Faculty Support](#) (OAFS) provides additional [professional development](#) and teaching support to adjunct faculty. In addition to providing onboarding, communications, and online resources to help keep adjunct faculty connected to the College, the office leads the [adjunct faculty evaluation process](#). The office works to ensure the classroom observation process generates a supportive conversation about teaching effectiveness. After classroom observations are complete, adjunct faculty meet with OAFS to have a constructive conversation about teaching effectiveness. An intended outcome of the conference is for adjunct faculty to identify professional development goals with continued support from the division and OAFS.

[Learning Technologies](#) (LT) provides [additional support](#) to keep instructors current in teaching and learning practices. LT supports the college's mission of academic excellence and student success through collaborative support such as:

- Instructional design and LMS (currently Blackboard) technology support to full-time and adjunct faculty.
- Innovative uses of LMS technology and other learning technology tools that will improve student success, academic excellence, and enhance the student experience in their educational pursuits.
- Training in current and emerging LMS technologies for use across modalities.

Specific LT opportunities for faculty development around teaching include:

- Asynchronous training sessions (which includes Foundations of Online Teaching and self-paced Blackboard Basics sections) to enhance the development of online courses, implement teaching best practices, master LMS functionality, learn additional COD licensed tools, and try other instructional technologies within a learning community.
- Blackboard Ally, an accessibility-based application directly integrated into the system.
- Zoom, Blackboard Collaborate Ultra, and YuJa multimedia management, including closed captioning.
- A searchable [knowledge base](#) developed and managed by Learning Technologies featuring tutorials on using Blackboard, the YuJa multimedia platform, and other COD specific tools.

Full-time and adjunct faculty also have access to all-employee learning opportunities offered through the Employee Development Center.

### **3.C.6 Faculty Accessibility**

To ensure that students have access to faculty, during the academic year full-time faculty maintain at least 10 office hours per week per the [faculty contract](#). In response to COVID-19 restrictions, a [Memorandum of Understanding](#) modified in-person office hours to ensure students had access to faculty in a manner proportional to the modality of their classes.

Contact information including office hours are required on the syllabus for each class. In addition, many faculty members maintain a page in the [faculty directory](#) on the College of DuPage website noting office phone number, e-mail, and office [hours](#). Faculty office hours are reviewed by the division. Full-time faculty have private offices, and adjunct faculty have dedicated shared space to meet with students.

### **3.C.7 Staff Qualifications and Professional Development**

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. The College abides by [Board Policy 4.02](#) “to ensure that individuals who join the College’s workforce or are promoted to positions within the College are qualified for the positions for which they have applied and have accurately presented their qualifications during the hiring process.” The policy provides rules for reference checks, background screenings, and security sensitive positions.

The hiring process takes place through a module in the Cornerstone system that allows potential candidates to search for jobs and COD staff and faculty to manage the recruitment and hiring

process. This system helps ensure that individuals are qualified for positions to which they have applied.

Staff are adequately prepared to work in a student support environment and complete training specific to their department. For example, Student Financial Assistance staff [earn](#) National Association of Student Financial Aid Administrators (NASFAA) credentials. In the Learning Commons, the Math Assistance Area is staffed by non-teaching part time faculty as well as full-time mathematics faculty who assist by “donating” their office hours to work in Math Assistance. Writing, Reading, Speech Assistance coaches and Tutoring Services tutors are both peers and professional part-time non-teaching faculty.

[New](#) staff members undergo a probationary period to ensure an appropriate fit with the position. All staff members are reviewed annually. As part of this process, employee’s create and track performance goals in Cornerstone. [Employee goals](#) are based on supervisor/department goals, division annual plans, and tie back to the Strategic Long Range Plan (SLRP). Employees and supervisors:

- [Collaboratively set goals](#) in 1:1 meetings, department/team meetings, or retreats.
- Discuss the applicability of the SLRP.
- Record goal updates in Cornerstone during quarterly check-ins.

The Employee Development Center (EDC) offers [professional development opportunities](#) to staff members. Schedules are posted in Cornerstone, and nearly 1,000 individual sessions have been offered since 2019. Full-time staff can also use up to \$1,850 per year in professional development funds to add value to the College through employee development.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

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

### Argument

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#### 3.D.1 Support Services

College of DuPage provides student support services suited to the needs of our students. Student needs are addressed through New Student Orientation; Campus Central; Counseling, Advising, and Transfer Services; Student Financial Assistance; Student Life; and more. Support services and resources have been provided [virtually](#) as needed during the COVID-19 pandemic. Support for learning, instruction, and academic need are discussed in sections 3.D.2 and 3, below.

[New Student Orientation \(NSO\)](#) welcomes new students, introduces them to services, and encourages them to become involved in the COD community. Recently NSO has been held virtually as needed, in accordance with COVID-19 protocols. The NSO team strives to help students learn about the many opportunities available to them as they begin their time at the College. In 2021-22, approximately 1,000 students, parents, and friends were welcomed through Virtual NSO.

The Student Services Center (SSC) is centrally located and serves as the “front door” for the campus. When students enter the building, they find [Campus Central](#), where they can get information about key services including applying, registering for classes, financial assistance, setting up and navigating COD's myACCESS and Student Planning systems, testing and prerequisite information, payment plans, student records, veterans services, and graduation. Assistance for non-English speakers and online help are also available. In addition to being the hub for these student services, the SSC provides spaces for students to engage in Student Life activities, congregate, study, and connect to the College.

Counseling, Advising, and Transfer Services provides new and current students and members of the community with personalized service and comprehensive resources. Admitted students have access to free confidential services in academic advising, career counseling, and personal counseling, with appointments available virtually, in-person, and over the phone. In addition to academic advising and counseling addressed in 3.D.3, the College's team of faculty Counselors provide [personal counseling and mental health resources](#); [workshops](#); and specialized services such as the [First Generation Group Series](#).



The [Office of Student Financial Assistance](#) (OSFA) helps bridge the gap between students' financial resources and the cost of education. Students are encouraged to apply for financial assistance such as Federal and State Grants, Federal Work Study, Scholarships, and Federal Direct Loans. OSFA provides one-on-one assistance including online appointments, FAFSA Completion Sessions, and Financial Aid Webinars. OSFA has also helped distribute Higher Education Emergency Relief Fund (HEERF I, II, III) funds from the Department of Education to students who are financially impacted by the COVID-19 pandemic. So far in 2021-22, OSFA has responded to over 14,000 calls, 5,500 emails, and provided in-person support to over 5,000 students.

COD's diverse student body has access to a variety of resources to address their personal needs and goals while attending college. The [Center for Student Diversity, Equity, and Inclusion](#) engages students through programming including [Black History Month](#), [Latino Outreach](#), and [Inclusive Excellence Peer Mentoring](#). The [Fuel Pantry](#) provides food for COD students and employees facing food insecurity. This initiative provided nearly 30,000 pounds of food to over 200 clients and their families in 2021. [LGBTQIA+](#) resources include Pride Alliance and [Safe Zone](#) training for employees and students, with approximately 200 current employees fully trained as Safe Zone members. [Veterans Services](#) provides assistance with veteran and military benefits, referrals to student resources, counseling, employment, internship opportunities, and a dedicated Veterans Lounge. The [Honors Program](#) offers honors classes and activities for students interested in academic enrichment.

Student clubs and organizations encourage social interaction and a connection with communities of students through academic/pre-professional interests, cultural/ethnic connections, honor societies, leadership, service, and more. This academic year, the College has nearly 50 active [clubs and organizations](#), with approximately 10 more working to achieve active status. These clubs include four newly chartered clubs and 166 student officers. Although there are fewer clubs than the high of approximately 90 pre-pandemic, these indicators show that student interest in engaging with student life is once again growing.

The [Living Leadership Program](#) offered by Student Life is committed to the development of student leaders and student organizations on campus. The program welcomed 51 new members this year and hosted 30 development opportunities (virtual, in-person, and hybrid). The program focuses on students interested in building their leadership skills and confidence while actively participating in the COD community. The program is divided into two phases: Phase 1 develops practical leadership skills through workshops and involvement in student life, and Phase 2 expands skills in areas such as servant leadership, ethical leadership, articulating a vision, and developing a personal leadership philosophy.

Students receive technology assistance through the Information Technology Services Student Help Desk, Academic Computing Labs, and student laptop, hotspot, and webcam loans. The [Student Help Desk](#) supports technology needs and answers questions seven days a week through phone and email requests. This support includes issues with logins, email, and the LMS/Blackboard. Academic Computing Labs are also open seven days a week throughout the semester. Students can request laptop, hotspot, and webcam loans through a [form](#) on the Library website.

[Career Services](#) helps students prepare for marketable careers, write resumes, develop interview skills, and learn other strategies to transition to employment. Students can attend [Career Preparation Webinars](#) and access [electronic resources](#), in addition to meeting with a Career Services Specialist. From fall 2020 through fall 2021, Career Services had nearly 750 virtual and in-person one-on-one appointments with job seekers, and over 1,000 students used the [VMock resume review platform](#). In its first semester on campus (fall 2021), students created over 1,600 practice interview responses in

the new [Big Interview](#) preparation platform.

### 3.D.2 Placement and Learning Support

The College provides learning support and preparatory instruction to address the academic needs of its students. This process includes placement into courses and programs for which students are adequately prepared.

#### *Placement*

The College provides several opportunities for placement to ensure students can enroll in the courses appropriate to their level. The faculty in English and Mathematics establish eligibility rules and cut scores. The Testing Center administers placement tests, when needed. Information is shared with students on the COD website, and the Learning Commons offers [review workshops](#) to help students prepare for placement tests.

English (Reading and Writing): English placement ensures students meet prerequisites for English courses as well as some other entry-level courses. Multiple modes by which students can demonstrate [competency](#) are offered:

- 2.6 cumulative non-weighted GPA on a 4.0 scale, or 3.25/5.0, with a minimum of 7 high school semesters.
- ACT composite score of 20 or SAT total score of 950 or higher.
- Associate degree, BA/BS degree, or graduate degree.
- College-level credit totaling 12 semester hours with at least a “C” average (only meets reading requirement).
- ACCUPLACER transferred from another institution.
- ACCUPLACER Next-Generation Reading score of 246 or higher.
- ACCUPLACER Next-Generation Writing score of 250 or higher.
- Non-native English speakers can also use TOEFL, IELTS, or KITE placement [scores](#).
- Guided Self-Placement.

In response to the suspension of Accuplacer and based on national [best practices](#) in English placement, the College designed the [Guided Self-Placement \(GSP\)](#) tool for students who do not meet any of the other placement criteria for English courses. The English department also continues to [expand offerings](#) for students who are not College-ready through the Accelerated Learning Program (ALP), a co-requisite model that combines college-level English with supplemental instructional hours provided by the same instructor. ALP is particularly successful for students of color and Pell-awarded students, and since fall 2017, COD’s ALP English Composition 1 students pass at higher rates than non-ALP English Composition 1 students.

Mathematics: Students can meet math placement requirements using any of the [following](#):

- A prerequisite college math course, at College of DuPage or another institution, with a grade of C or higher.
- A COD ALEKS Placement, Preparation and Learning (PPL) math placement test.
- A proctored ALEKS PPL score from another institution.
- An ACT math score of 22 or a SAT math score of 530 for Math 1218 or 1220 only.

- An A, B, or C grade from an Illinois high school senior year [Transitional Math course](#) completed in the last 18 months may allow placement into some math courses.

ALEKS includes a Prep and Learning module to help students review math topics to improve course placement before enrolling. The module tracks the math topics that each student knows as well as those that the student is ready to learn. Students have access to the ALEKS Prep and Learning module for one year, helping to ensure they are adequately prepared and placed into the appropriate course.

### *Learning Support and Preparation*

The [Learning Commons](#) is a one-stop academic support center with specialized services to support students in mathematics, reading, writing, speech, and tutoring in other disciplines/programs. These services are free of charge for currently enrolled students at the main Glen Ellyn campus, the [Centers](#), and [online](#). The Learning Commons provides services in a one-on-one or group format, staffed by faculty, professional coaches and peer tutors. Private rooms, cubicles, and open table areas are available for student academic support services. Computers are available for students requiring access to math software and Microsoft Office applications. Staff provide workshops and review sessions as well as in-class assistance upon faculty request.

Within the Learning Commons, the Writing, Reading, Speech Assistance Area (WRSA) has peer and professional non-teaching part-time faculty coaches who provide in-person and virtual writing or presentation prep assistance for any COD course. The space includes a speech lab where students practice individually or with a coach. The Math Assistance Area (MAA) is staffed by non-teaching part time faculty who provide one-on-one help, in-person and virtually, to answer math, chemistry or physics questions and clarify concepts from math coursework. Some full-time mathematics faculty also assist by “donating” their office hours to work in Math Assistance. Tutoring Services has both peer tutors and professional part-time non-teaching faculty tutors who provide in-person and virtual course-based assistance through one-on-one, small group and drop-in sessions, Guided Study Groups, and in-class assistance. Additional services are provided in Learning Commons West in the Technical Education Center (TEC). Each of COD’s Centers also has a Learning Commons with an open computer lab for student and community use, a cubicle for individual or small group assistance, and a testing lab. Table space is also available for student collaboration and self-study.

The Library ensures students have access to the information resources, research assistance, study space, and technology they need to be successful. Before the pandemic-related campus closure, the Library was open more than 80 hours per week with 2,500 to 3,000 visitors daily when classes were in session. During the closure the Library provided access to collections and technology at a Grab and Go [service desk](#) to continue meeting student needs. Today the Library provides services, including accessing information resources and research, creating and using digital media, computing, and printing/copying/scanning, [in-person](#) and [virtual](#) via video-based appointment, chat/text, and email. Virtual services were in place prior to campus closure in 2020, allowing for quick adaptation and support of students. Demand remains high, with over 9,000 reference questions (3,870 via chat) since the start of fall 2021. Library accounts for new students and employees are automatically generated using network credentials, and [District 502 residents](#) also have access to Library privileges. Thus, the Library is a resource to students (and potential students) before, during, and after they are enrolled in classes.

The [Center for Access and Accommodations](#) works to ensure students with disabilities have equitable educational opportunities. The Center works with students and faculty to ensure access, provide

accommodations, and coordinate support services. Services include testing accommodations, assistive/adaptive technology, and online learning accommodations. Students requesting accommodations self-identify with the Center and provide appropriate documentation of their disability. Within the Library, a librarian serves as liaison for [Accessible and Assistive Services](#). Students have access to a video magnification and text-to-speech station, two public, assistive technology workstations, and a study room equipped with magnification and voice-to-text software and specialized keyboards.

The [Center for Student Success](#) provides resources and information for students through Navigators. Navigators meet with new students to assist with registration, connect with Student Financial Assistance, help with payments and textbook purchases, and more. Navigators monitor the progress of their assigned students to help continuing students stay on track and connect them with resources as needed. Students assigned to a Navigator include:

- New students that have a cumulative high school GPA under 3.0, an ACT score under 18, or a SAT score under 960.
- Continuing students that are on academic warning.
- Continuing students that have earned between a 2.0 and a 2.5 cumulative GPA at COD but have earned fewer than 23 credit hours.
- Continuing students with a reading placement score of 2, 3, 4 or 5 that have under a 2.5 cumulative GPA.

The [Chaparral Experience](#) is a first-year program designed to help students transition to College of DuPage. The program focuses on academic development and resources, while also encouraging personal and professional growth. Modules include Using Helpful Resources, Developing Your Academic and Career Strategy, and Navigating Challenges. The College plans to modify and expand the current pilot program for 2022-23.

### 3.D.3 Advising

Counseling, Advising and Transfer Services provides new and current students with [academic advising](#) through faculty counselors and program advisors. From May 2020 through May 2021, counselors and program advisors had over 50,000 student contacts through all available services. Full-time teaching faculty within departments across the College also provide specialized advising to students in their disciplines as needed.

Counselors and program advisors help students explore academic and career interests and develop their [educational plans](#). They also assist with student success strategies, offering one-on-one support as well as [workshops](#) and [courses](#) related to college success and career development. Students can receive counseling and advising assistance at the Glen Ellyn (main) campus or at one of COD's Centers (Naperville, Addison, Westmont and Carol Stream). [Virtual advising](#) sessions are also available. Students can also schedule virtual or phone appointments, or access the quick question service electronically through Blackboard as another way to access a counselor virtually.

The College also provides a variety of [online tools](#) to students. Students can access [Student Planning Worksheets](#) that outline the specific degree requirements for the Associate in Arts, Associate in Science, Associate in Engineering Science, Associate of Applied Science, and Associate of General Studies degrees. Students can also view their progress and develop a completion plan using the

[Student Planner](#) and receive educational counseling via email through the E-SARS E-Advising system.

Continuing students in good academic standing (GPA 2.0 and above) are served by [virtual advising](#) via Zoom or Blackboard Quick Question Counselor, in-person appointment, phone, and email.

COD students must maintain a cumulative GPA of 2.0 or higher. Students who do not meet these [Standards of Academic Progress](#) will be placed on Academic Probation and must meet with a Counselor to complete a Success Agreement prior to registering for additional classes.

### **3.D.4 Infrastructure and Resources**

College of DuPage provides the infrastructure and resources necessary to support effective teaching and learning. The College maintains a main campus in Glen Ellyn and four strategically-placed [Centers](#) in Addison, Carol Stream, Naperville, and Westmont. The main campus and Centers combine to provide a strong regional presence and make programs and services more accessible to District 502 residents.

The Library's [collection](#) includes 250,000 print books, 324,000 electronic books, 51,000 physical audio-visual items, over 100,000 streaming media files, 350 print periodicals, 125 electronic collections; and a Reserve collection of textbooks, anatomical models, and other materials needed for classes. Membership in I-Share [affords access to the holdings of 89 academic libraries in Illinois for](#) students and employees, a combined collection that ranks among the world's greatest research libraries. The 108,000 square foot [Library](#) accommodates the needs of a diverse student population with collaborative, quiet, and silent study areas as well as 18 study rooms. The Library [Media Lab](#) (expanded in 2019) is a dedicated space for students to create and edit media projects with assistance from staff in addition to borrowing recording equipment.

The Library also offers many of its services [online](#) and supports diverse technology needs and digital literacy through access, assistance, and instruction. Resources include more than 100 public workstations and 18 study rooms equipped with collaborative technology. The five dedicated Library classrooms are equipped with laptop computers, one designed as a collaborative classroom. Through CARES and HEERF funding, 650 laptops and 500 hotspots are available as [loans](#) to students.

The College's [Open Educational Resources \(OER\) Steering Committee](#) seeks to facilitate day-one access to course materials for all students and to support new pedagogical practices. To align its work with the College's commitment to equity and student success, the committee's strategy is to engage as many faculty as possible in [learning about and adopting OER resources](#). Through [outreach and financial incentives](#), the Steering Committee has supported faculty in the development and adoption of 35 OER projects and has prompted many more to examine the affordability of their course materials. These efforts have resulted in student savings of approximately \$3 million in textbook costs in the last three years.

Information technology (IT) infrastructure is supported by the [Information Technology Operational Plan](#). The College's IT capabilities include learning and student support technologies, such as the Blackboard learning management system, technology-enhanced classrooms, classroom capture technology, and the Student Planning tool. There are over 800 wireless access points across all main campus buildings and Centers, with these access points serving in excess of 40,000 unique devices in

a given month. IT and Learning Technologies help students, faculty, and staff with access and use of these tools.

As COVID-19 restrictions diminish, greater numbers of students are returning to the main physical campus in Glen Ellyn and the College's Centers. The physical spaces are maintained and updated according to the needs of students in accordance with the [Facility Master Plan](#). The plan focuses on ensuring the College is ready to support student learning through an integrated Glen Ellyn campus, support of Guided Pathways, enhanced support of STEM programs, and integration of high-flex and digital learning spaces.

The [Berg Instructional Center \(BIC\)](#) is a four-level structure that houses classrooms, labs, faculty and departmental offices, and conference areas. The BIC connects directly to the [Student Resource Center \(SRC\)](#), home to the Library and the Learning Commons, as well as the [Student Services Center \(SSC\)](#), where students can find Campus Central, the Wings and Techcetera student galleries, and other student services.

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

The [Culinary and Hospitality Center \(CHC\)](#) houses the culinary and hospitality programs. Culinary students provide dining to community members through the Culinary Market at Wheat Café and Waterleaf Restaurant. Hospitality Management students have the opportunity to gain real-world experience by working at the Inn at Water's Edge, a boutique hotel located on the COD campus.

The [Technical Education Center \(TEC\)](#) houses the hands-on labs for students in programs such as Horticulture, Automotive Technology, HVAC-R, and Welding Technology. The LEED-certified building includes an automotive shop with 34 bays and four dedicated classrooms; a greenhouse and outdoor space for horticulture; and an HVACR lab built and maintained by students that contains building automation, steam, hydronics, chilled water, rooftop, and electrical control systems.

The Robert J. Miller [Homeland Security Education Center \(HEC\)](#) is a comprehensive, multi-jurisdictional training center. The building features a full-scale indoor street scene for force-on-force exercises, forensics and cybercrimes labs, a command center designed to instruct National Incident Management System protocols, a smoke room with moveable walls, an outdoor scaling and rappelling tower, a full-size ambulance, and a firearms training simulator.

The [Physical Education Center \(PEC\)](#) includes an indoor track, racquetball courts, and swimming pool. It provides space for credit and non-credit physical education courses, as well as 17 COD sports teams. Outside facilities include a stadium that houses football, soccer, and track and field; two baseball fields, and six full-size tennis courts. Chaparral Fitness Center memberships are available to students and the community.

[Seaton Computing Center \(SCC\)](#) includes high-tech classrooms and labs for the Computer and Information Science, Computer and Information Technology, and Office Technology Information programs. An open student work area and a drop-in assistance lab help students collaborate and learn from each other.

The [McAninch Arts Center \(MAC\)](#) is home to Animation, Art, Dance, Graphic Design, Motion Picture/Television, Music, Photography and Theater; two resident professional ensembles; a number of student groups; and a gallery space for professional, faculty, and student exhibits. The building includes three performance spaces, the Cleve Carney Art Gallery, and the outdoor Lakeside Pavilion.

Each of COD's four Centers (in Addison, Carol Stream, Naperville and Westmont) offer the core services available at the Glen Ellyn campus. These facilities and services include classrooms, a computer lab, Learning Commons, and testing services.

Finally, the College maintains three natural areas that serve as ecological study space as well as public areas for recreational use.

## Sources

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- 3.A.3\_3.D.2 \_online\_ remote tutoring and course assistance
- 3.A.3\_3.D.4 \_collections
- 3.B.3\_3.D.1 \_Black History Month 2022\_ Center for Student Diversity Equity and Inclusion
- 3.B.3\_3.D.1 \_Fuel Pantry \_ Office of Student Life
- 3.B.3\_3.D.1 \_Inclusive Excellence Peer Mentoring (IEPM) Program \_ Center for Student Diversity Equity and Inclusion
- 3.B.3\_3.D.1 \_Latino Outreach\_ Center for Student Diversity Equity and Inclusion
- 3.B.4\_3.D.4 \_McAninch Arts Center
- 3.D.1\_3.D.3 \_2020-2021 Counseling Workshops
- 3.D.1 \_Big Interview \_ Career Services
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- 3.D.1 \_Center for Student Diversity Equity and Inclusion
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- 3.D.1 \_Electronic Resources \_ Career Services
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- 3.D.2\_District Residents - COD Library at College of DuPage
- 3.D.2\_How Transitional Math Can Help You \_ College of DuPage
- 3.D.2\_In-person - Using the Library - COD Library at College of DuPage
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- 3.D.3\_student\_planning\_as\_current
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- 3.D.4\_BIC\_SSC
- 3.D.4\_Culinary and Hospitality Center (CHC) \_ Campus Facilities
- 3.D.4\_facility-master-plan
- 3.D.4\_Health and Science Center (HSC) \_ Campus Facilities
- 3.D.4\_Homeland Security Training Center (HTC) \_ Campus Facilities
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- 3.D.4\_Steering Committee – Open Education College of DuPage
- 3.D.4\_Student Resource Center (SRC) \_ Campus Facilities
- 3.D.4\_Study\_Spaces
- 3.D.4\_Technical Education Center (TEC) \_ Campus Facilities
- Chap Life Club List Active and Inactive



- COD Centers
- Information Technology Strategic Plan
- Safe Zone II

## 3.S - Criterion 3 - Summary

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

### Summary

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College of DuPage provides quality education in pursuit of our mission to be a center for excellence in teaching, learning, and cultural experiences. Academic rigor is shown through our courses and programs, which includes learning outcomes and objectives that are consistent across delivery modes and locations.

Degree programs include general education coursework to ensure students gain knowledge and skills common to all educated people, regardless of their profession. Faculty aligned these courses to the College's General Education Student Learning Outcomes to ensure graduates are able to think critically; use information; communicate; reason ethically, quantitatively, and scientifically; and use methods of inquiry. Students and faculty share scholarship and creative work through publications, exhibitions, theater and music productions, and more.

The College engages in equity, diversity, and multicultural work through the execution of its Equity Plan. The Equity Plan includes a focus on employee recruitment and hiring. Degree students complete a course in global/multicultural studies as a degree requirement, and all students have access to the Center for Student Diversity, Equity, and Inclusion.

Faculty and staff at the College are qualified in line with Board policy, accreditation requirements, and state law. COD supports employees in continued learning and professional development through an expansive Faculty Professional Development Program as well as employee professional development opportunities provided through the Employee Development Center. Faculty are evaluated using specific timelines and processes defined in their contracts. Other employees, including administrators, create and set performance goals that tie to the Strategic Long Range Plan and their division's annual plans.

Finally, students have access to a wide array of services at College of DuPage to help them reach their academic, career, and personal goals. From Campus Central and New Student Orientation to the Library, Learning Commons, Counseling and Advising, and the Center for Student Success, the College works to ensure students are prepared for and supported during their coursework. Students have multiple modes available to demonstrate competency in English and mathematics, helping to ensure they place into college-level coursework whenever possible. The College includes an extensive state-of-the-art main campus, four Centers across the district, and Library, OER, and IT resources.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

## Argument

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### 4.A.1 Program Reviews

College of DuPage engages in rigorous and systematic program review for its academic programs. [This process](#) supports a culture of student learning and continuous improvement. The College builds on the Illinois Community College Board (ICCB) program review requirements of analyzing program need, cost effectiveness, and quality. This process adds action planning and annual updates to strengthen and improve programs, and it ensures alignment between learning assessment and program review. Routine reviews of the process incorporate changes made in the [ICCB Program Review Manual](#) as well as minor revisions based on faculty feedback. A more thorough process review is underway in 2021-22, with the goal of further engaging faculty annually, streamlining the written five-year comprehensive report and process, and providing a user-friendly electronic system for collecting and organizing program review and assessment materials.

Programs are required by ICCB to engage in program review every [five years](#). The College submits [program review reports](#) annually to ICCB, including program summaries, progress report results, and the program review schedule. Reports are shared on the employee portal (InsideCOD). Additionally,

required Annual Updates ensure continuous attention to the goals stated in the five-year review and student learning assessment.

The program review process provides an opportunity to evaluate the degree to which programs are meeting stated goals and objectives. In addition, it allows faculty to review and reflect on where the program has been in the last five years, where it is now, and plan for where they want it to be in the next five years. The process also provides evidence in support of the institutional mission. Programs undergoing review receive standard data reports, including occupational projections, demographic profiles, enrollment trends, retention and completion data, course history statistics as well as graduate, current student, faculty, and administrator survey results. Programs also review aggregate and disaggregate data to identify and address equity gaps and can request additional information from Academic Affairs and Research & Analytics.

**In Phase I:** Program Review Planning (the year before the report is due), faculty attend [workshops](#), review student learning outcomes and recent student learning assessments, and consider possible data needs they may have prior to the five-year review. Programs also review the [Student Survey Template](#) to ensure the appropriate questions are asked and identify changes that may be needed prior to their students being surveyed that year.

**Phase II:** Program Review Report Development takes place during the year that the five-year program review is submitted. Faculty attend another [workshop](#) to ensure they are aware of the schedule and report requirements. They also have the opportunity to meet separately with the CTE Program Improvement Manager and the Director of Assessment for help interpreting data, reviewing assessment results and improvements, and discussing requirements for the report. The department chair then leads program faculty through reflection on previous years' improvements, successes, and challenges. The chair completes the written report and submits it to their dean.

The Dean reviews the report before a final meeting among members of the program, the Dean, the AVP of Assessment and Student Success, the Director of Assessment, and the CTE Program Improvement Manager. [These discussions](#) include special concerns (such as COVID-19), budget needs, student learning assessment and improvement, and plans for future actions. The faculty written 5-year comprehensive reports are used to complete the ICCB program review templates for final COD ICCB program review submission at the completion of each cycle. Final reports include a Plan for Future Improvements.

To ensure implementation of improvement plans, all programs also complete an [Annual Update](#) each December. Department chairs submit Annual Updates to the division dean, who reviews the report and either asks for additional feedback or forwards the report to the CTE Improvement Manager and Director of Assessment. The Annual Update process includes the status of the previous program review plans for future improvement, new plans for improvement, a question related to improving student outcomes, and the annual reporting of program/discipline Student Outcomes Assessment Projects (SOAPs). See Section 4.B for additional details regarding SOAPs and student learning assessment.

#### **4.A.2 Evaluation of Credit**

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

assigning grades. Student may gain additional credits based on the areas below.

### *College Credit Earned Through Experiential Learning*

The [Office of Field and Experiential Learning/Study Abroad/Global Education](#) works closely with academic divisions to [offer classes](#) that combine both classroom- and field-based instruction.

Students enrolling in Field and Experiential Learning/Study Abroad/Global Education courses may earn college credit toward a degree or certificate. All Field and Experiential Learning/Study Abroad/Global Education courses incorporate the same learning outcomes and academic rigor as the traditional classroom setting. The experiential content in these classes will range from 30 to 70 percent depending on the academic discipline.

[Career Services](#) works closely with academic divisions that offer experiential education through Service Learning and Academic Internships. Faculty who chose to incorporate the Service Learning pedagogy into their curriculum complete a [form](#) and submit to their division for academic scheduling. Students enrolled in a Service Learning course are required to complete a Service Learning Contract, which is reviewed by the Service Learning Host Site, Faculty member, and the Service Learning Coordinator in Career Services. Students who enroll in a Service Learning course earn this notation on their transcript.

Students who are interested in earning academic credit for an [internship](#) will be required to complete the [Academic Internship Forms packet](#) that will allow faculty and division Deans to review and approve learning objectives to ensure students engage in active learning with supporting coursework. Students can earn one to four credit hours, up to two times towards their electives category or to fulfill a requirement for their academic program such as culinary, cosmetology, and horticulture.

### *College Credit Earned by Demonstrated Competence*

Students are offered the opportunity to gain college credits by demonstrating achievements outside the classroom in two ways: Credit by National Examination and Credit by Proficiency. Students can complete up to 42 of the 64 credits needed toward an associate's degree, or up to half of the credits needed toward a certificate, through this program.

[Credit by National Examination](#) allows students to demonstrate knowledge in a subject area by submitting scores from the Advanced Placement (AP), College-Level Examination Program (CLEP), or International Baccalaureate (IB).

Credit by Proficiency offers the opportunity to gain credit for knowledge acquired in an occupation or educational environment outside of college related to specific COD courses. Students who demonstrate the knowledge needed to complete a COD course can gain college credit through this process. Faculty and administrators in each academic division determine if a specific course lends itself to this method of gaining credit and how the student must demonstrate this knowledge.

[Established exams](#) are available in the Testing Center. Students desiring credit for a course that is not already available can contact the course division to inquire about proficiency assessment.

Students can demonstrate proficiency in a foreign language if they earn the [Illinois State Seal of](#)

[Biliteracy](#) or Biliteracy Commendation at their high school. Illinois high school students can earn college credit by providing an official copy of their Illinois high school transcript showing the Seal (8CH) or Commendation (4CH) and submitting the [required form](#) to the Office of Student Records.

#### **4.A.3 Transfer Credit Quality**

The Office of Student Records evaluates credits earned at other colleges and universities for transfer into a program of study at the College upon receipt of the official transcript. Student Records reviews only [official transcripts](#). The [Office of Student Records Transfer Evaluation Policy](#) guides acceptance of credits by the College and is communicated to students on the Office of Student Records [web page](#). The policy addresses requirements concerning:

- Acceptance of official transcripts
- Accredited institutions
- Students with prior bachelor degrees
- Credit for military training
- What is not eligible for credit
- Academic year issues (semesters, quarter and trimester systems)

#### **4.A.4 Institutional Authority: Student Learning, Academic Rigor, Prerequisites**

College of DuPage maintains oversight and responsibility for all curricula via the [College Curriculum Committee](#) and [Division Curriculum Committees](#). As outlined in the [College's Guide to Curriculum](#), there is a detailed set of internal processes and required approvals for new and revised courses, certificates, and degrees. As noted in the [Faculty Contract Section D 6.1](#), full-time faculty are responsible for developing and evaluating all of the institution's educational programs.

Effective fall 2021, the College transitioned its curriculum management software from CurricUNET to Courseleaf. The new Courseleaf system allows a more responsive and streamlined curriculum management process that provides user-friendly curriculum proposal forms, accurately tracks proposed changes, allows users to review and provide comments, and interfaces directly with the College Catalog to display up-to-date course and program information. The COD [Guide to Curriculum](#) is currently under revision to reflect the adoption of Courseleaf, as well as additional updates to the curriculum process since the Guide was last updated effective fall 2018.

The curriculum process for new and revised courses and programs begins with a full-time faculty originator in Courseleaf. This process ensures consistency and standardization for all elements such as course/program objectives, student learning outcomes, and evaluation methods for student performance. The decision to develop new programs should be made collaboratively among faculty discipline members as well as their Division Dean. New programs are developed based upon student demand, community need, and labor market analysis. Faculty must provide justification for the development of a program by clearly explaining employment goals, target audience(s), supply-demand information, and an overview of how the proposed curriculum fits into the College's overall plans and goals to meet career and technical education/workforce preparation needs within the district/region.

Next, the new or revised curriculum is reviewed by: 1) Discipline members, library liaison, and counselor liaison; 2) Dean; 3) Division Curriculum Committee; 4) College Curriculum Committee (CCC). The CCC is comprised of representatives from all academic divisions of the institution. After review by the CCC, curriculum goes to the Provost for approval. The Board of Trustees approves new degree or certificate programs of study. The Manager of College Curriculum then submits the curriculum to the Illinois Community College Board (ICCB). ICCB must approve all new curriculum items as well as certain revisions.

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 ICCB for final approval before the College can offer any courses or the program to students. Sections of Form 20 include:

- [Feasibility Analysis](#) verifying that the program is feasible from a labor market standpoint and that there is demonstrated sustainable need for the program in the district.
- [Curriculum Quality](#) and [Cost Analysis](#), which documents program quality in response to identified needs, cost-effectiveness, and financial support. Sections include curriculum information, education and skill requirements, learning assessment, faculty qualifications and needs, academic control, and cost data.

ICCB may also approve new programs as “Reasonable and Moderate Extensions” through [Form 21](#). This process allows the College to create the new program from an existing, closely related “parent program.”

Courseleaf includes the “[Master Syllabus](#)” for each approved course (previously named Active Course File or ACF). The Master Syllabus defines: curricular area; course title; credit hours (lecture, lab, clinical, etc.); Illinois Articulation Initiative (IAI) status; course description; prerequisites; learning objectives; topical outline, faculty sponsorship, and methods of student evaluation. Faculty use the Master Syllabus to ensure syllabi for all sections of a course include the common course description and course objectives. Faculty are [required to include](#) this information on the syllabus regardless of modality, and divisions are responsible for [ensuring compliance](#) with this requirement each semester. This process ensures that content and learning objectives are consistent across all modalities.

With respect to dual credit, the College adheres to [ICCB Administrative Rule Section 1501.507 \(b\) 11](#) and the [Dual Credit Quality Act](#) for instructor qualifications, student qualifications, placement testing, course offerings, and course requirements.

All college-level courses offered by the College--on campus, at off-campus sites, and at secondary schools--meet all state laws, ICCB regulations, local College policies, and College of DuPage instructional procedures and academic standards. [Students must be eligible](#) to take the class based upon college placement testing or completion of any prerequisites to sit in a dual credit course and receive credit.

Generally, guidelines for faculty in dual credit courses are evaluated as with any other faculty member teaching at any College of DuPage location. However, in accordance with the Illinois Dual Credit Quality Act, in 2019 ICCB and the Illinois Board of Higher Education (IBHE) released specific guidance for [Academic Credentialing for Dual Credit Endorsement in General Education Illinois Articulation Initiative Courses](#). The College adheres to these guidelines for [qualifying and hiring a faculty member](#) to teach in a particular discipline for dual credit.

The high school instructor teaching dual credit must complete a College of DuPage dual credit instructor [application through DualEnroll](#) along with cover letter, resume, transcripts, and required certification. Human Resources record-keeping includes transcripts and records of dual credit faculty, consistent with other adjunct faculty hires.

[New courses](#) considered for dual credit instruction are examined and approved by the faculty in the discipline to ensure that learning outcomes, topical outlines, and assessment procedures are appropriate to the given college-level class. A detailed course [syllabus](#) including course objectives, a topical outline, and required textbooks are part of the dual credit agreement process. COD faculty or administrator reviewing the proposed agreement for the specific dual credit course may also request other discipline-specific information and materials. Approvals for the dual credit agreement include the high school, COD lead faculty, the dean, and the Associate Vice President of Academic Affairs.

Central to the integrity and success of the Dual Credit Program is the communication, application, and monitoring of overarching policies and practices that govern college operations, many of which are new to high school partners. The College has accomplished this to date through the development and distribution of the [Dual Credit Partnership Guide](#), the [Dual Credit Advisory Committee](#) (with representatives from COD and local [high schools](#)), the [Concurrent Enrollment Partnerships Committee](#), and a [Dual Credit Symposium](#) open to all high school administrators and instructors involved in dual credit efforts. All dual credit students also have access to COD student resources such as the Library and [tutoring](#).

In 2020, the College also implemented an online [Dual Credit Instructor Orientation](#). This Orientation includes information related to teaching requirements and onboarding, using Blackboard, and dual credit assessment policies and practices. Thus, the Orientation ensures dual credit faculty are aware of the course objectives and assessment processes for the course, including participation in at least one common assessment.

#### **4.A.5 Specialized Accreditation**

Several [COD programs maintain specialized or programmatic accreditation](#). Specialized accreditation demonstrates commitment to achieving high standards of quality according to educational standards in each respective industry/profession. COD programs with specialized accreditation maintain good standing with those accreditors. One exception, Anesthesia Technology, was placed on probation in 2021 and is being discontinued effective August 2022.

#### **4.A.6 Evaluating the Success of Graduates**

The College administers an annual [Graduate Survey](#) to students who completed a credential during the previous fiscal year (summer through spring). The survey evaluates a variety of aspects of the graduates' COD experience, including whether they achieved their educational objectives, satisfaction related to their major, and level of preparation for future employment and education. Results are reported separately for [career](#) graduates. Programs also review their graduates' responses during the five-year Program Review. Beginning with 2019 graduates, Research & Analytics shares survey results as part of its [data dashboards](#). The dashboards allow users to view results in relation to demographics, degree program, etc.



Several career programs conduct [employer surveys](#) to measure employer satisfaction with COD graduates. Programs also gather this feedback during relevant Advisory Committee meetings and use [this information](#) to guide curricular changes, identify improvements based on assessment results, and provide additional information regarding employer and industry satisfaction with each program.

Programs also monitor other [program outcomes](#) such as pass rates for licensure or certification exams. COD student pass rates regularly exceed accreditor, state, and national rates, providing additional evidence of student success. In cases where pass rates are lower than expected, programs develop [action plans](#) to address those issues.

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## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### 4.B Overview

College of DuPage continues to increase the use of student learning assessment to guide improvements. Formal learning assessment takes place at the general education, program/discipline, and course (including dual credit) levels, in addition to formal co-curricular assessment and informal classroom assessment. These processes empower faculty and instructional staff to collect, analyze, and use data about student learning to improve learning, outcomes, and experiences.

The [Student Learning Assessment Committee \(SLAC\)](#) leads learning assessment at the College. SLAC is responsible for planning and implementing the [General Education \(GE\) Assessment Plan](#), as well as engaging the College community through discussions and resources related to learning assessment. SLAC membership includes faculty across the College's divisions, adjunct faculty, and representatives from the Assessment/Student Success and Program Review areas of the Provost's office. Additionally, [SLAC's subcommittees](#) extend membership to colleagues who are not members of SLAC, encouraging broad participation in assessment.

The College established an Assessment Office and hired the Director, Assessment of Student Learning Outcomes in July 2019 to help manage these processes. The Assessment Office's mission is to support the improvement of student learning and integration across curricular and co-curricular areas of the College and champion strategies that will promote equity in student outcomes by collaborating with faculty and staff and working closely with SLAC. The office manages processes and training related to general education, program, course (including dual credit), and co-curricular learning assessment and provides support to programs with specialized accreditation. The Director of Assessment provides additional guidance and regular communications between groups as an advisory member of all subcommittees.

#### **GENERAL EDUCATION ASSESSMENT: EMBEDDED MONITORING REPORT**

Despite working toward assessment of the GE Outcomes through outcomes mapping and pilot assessments from 2008 through 2018, in 2017 and 2019 the Higher Learning Commission recommended that the College increase its focus on GE assessment. This section serves as embedded

monitoring and evidence of progress for GE assessment. It addresses all sections of Criterion 4 for GE assessment.

In 2008-2009, full-time faculty created and ratified the College's GE Student Learning Outcomes, reviewing and refining to [seven outcomes in 2018](#). These outcomes pertain to the broad body of knowledge and skills that students gain through any associate degree program at the College. Two of the seven outcomes—Critical Thinking and Information Literacy—reach across all courses of the GE curriculum. The other five outcomes align to [specific areas of GE coursework](#) that students complete in pursuit of any associate degree at COD: Cultural and Historical Comprehension (humanities and fine arts), Expression and Exchange of Ideas (communication), Human Behavior and Societal Knowledge (social and behavioral sciences), Quantitative Reasoning (mathematics), and Scientific Reasoning (physical and life sciences).

#### **4.B.1 General Education Assessment Processes**

SLAC and its subcommittees lead GE learning assessment according to the [GE Assessment Plan](#), which was implemented in fall 2019. The GE Assessment Plan identifies a three-phase cycle that is used for implementing the GE assessments: Collect; Assess and Plan Improvements; and Improve. To manage the cycle, the plan divides the outcomes into two groups: Group A (Critical Thinking, Quantitative Reasoning, and Scientific Reasoning) and Group B (Information Literacy, Expression/Exchange of Ideas, Cultural/Historical Comprehension, and Human Behavior/Societal Knowledge.)

SLAC leads the Critical Thinking and Information Literacy GE assessments, while SLAC's subcommittees lead the assessments for the other five outcomes. A member of SLAC chairs each subcommittee, and the Director of Assessment serves in an advisory role on each subcommittee. Before assessing, the groups conduct research and review best practices in relation to assessment of similar outcomes, such as reviewing relevant literature and available assessment tools. The groups then plan each assessment method after considering relevancy for the given COD GE outcome and ability for assessment implementation from both the student and faculty perspective. This method allows for assessments that are specific to COD's GE outcomes and learning culture, helping to ensure use of results for improvement.

As part of the GE Assessment Plan, most assessments use random sampling of course sections to ensure appropriate representation of both student and section type (online synchronous, online asynchronous, face-to-face, hybrid, etc.). Due to COVID-19 restrictions on classroom and communication time, in some cases students receive the assessment directly instead of in class. Using these processes, the College increased frequency of GE assessment and the number of student artifacts reviewed. Prior to 2019, the College completed two large-scale general education assessments: Critical Thinking in 2014 with approximately 400 student artifacts, and Expression and Exchange of Ideas in 2018 with 374 student artifacts. By contrast, the College has assessed [nearly 4,000](#) student artifacts across all seven GE outcomes since the start of the 2019 GE Assessment Plan.

After artifact collection and scoring, the Assessment Office analyzes overall results and disaggregates by demographic groups. The demographic analyses help the College find and address equity gaps in assessment results. Faculty receive and discuss these results in a variety of venues, including during [In-Service sessions](#) with all full-time faculty, through [communications to all full- and part-time faculty](#), and during [department meetings designated for assessment work](#). The College develops and

implements an Improvement Plan for each outcome prior to the next assessment. See additional details and evidence for each of the seven outcomes, assessments, and improvement plans below.

### *Critical Thinking Process and Improvement*

In 2014, the College conducted a Critical Thinking assessment pilot. General Education Assessment Reviewers (GEARs) assessed over 400 student artifacts with a minimum of two readings per artifact. As a follow up to the Critical Thinking pilot, several [professional development sessions](#) were held for faculty. In addition to these offerings, the Associate Vice President of Academic Affairs held an [Assessment Academy](#) in 2017.

In fall 2019, the College conducted the first Critical Thinking assessment under the new GE Assessment Plan. SLAC made improvements to the assessment process based on what was learned from previous GE assessments: artifacts were collected from a [random sample](#) of [course sections](#) through the new [Blackboard Outcomes](#) module; workshops were held and additional documentation was created for faculty whose sections were selected for the assessment, 1-on-1 assistance was provided to faculty as needed; and SLAC [adapted](#) the [rubric](#) to ensure student learning was measured separately for specific skill areas. After artifact collection in fall 2019, full-time faculty normed against the rubric and scored the artifacts during January 2020 In-Service, with over 250 full-time faculty members participating in the [process](#). After the Assessment Office analyzed the [results](#), faculty reviewed the results in spring 2020 via [email](#) and faculty [workshops](#). Due to this timeline overlapping with the first period of the COVID-19 pandemic, faculty received the results again in fall 2020 at both August and October In-Service. Additionally, SLAC and the Assessment Office gathered feedback regarding the process and results in preparation for development of the Critical Thinking Improvement Plan, including:

- [“What Can We Learn from the Critical Thinking Assessment—and What's Next?” Workshops: Spring ‘20](#)
- [Discussion questions in workshops and with SLAC: Spring and Fall ‘20](#)
- [Development of draft Improvement Plan components; survey to collect feedback on draft components: Fall ‘20](#)
- [In-Service focus on Critical Thinking assignment design and “Essentials of Critical Thinking” in the discipline: October ‘20](#)
- [Program Review Annual Update focus question: “Share the ways your department is working to improve students' Critical Thinking skills”: December ‘20](#)
- [Development of the Critical Thinking Activity, Assignment, and Assessment Repository](#)

SLAC shared the final Critical Thinking [Improvement Plan](#) at January 2021 In-Service and posted it to the [shared Blackboard organization](#). The plan includes a focus on Critical Thinking within the disciplines, providing additional opportunities to share and learn from colleagues regarding Critical Thinking improvement, a connection to the ongoing equity work at the College, and work on both faculty and student communications.

The follow-up assessment took place in fall 2021 based on the GE Assessment Plan, again using Blackboard Outcomes for artifact collection. Scoring is taking place in spring 2022. Due to COVID-19 restrictions on large group gatherings, a small set of faculty (GEARs) will score the artifacts.

### *Quantitative Reasoning Process and Improvement*

The College conducted the first formal GE assessment of Quantitative Reasoning in spring 2020. SLAC designated a [subcommittee](#) including math and statistics faculty to lead this assessment. The subcommittee discussed possible assessment tools and techniques in fall 2020, deciding assessment questions embedded into students' courses would provide the most authentic measurement of this outcome. Thus, the subcommittee developed [five sets of questions](#) aligned to the different areas of quantitative reasoning courses: technical math, general education, precalculus, calculus, and statistics. The questions measured baseline learning related to three areas of the quantitative reasoning outcome: interpret mathematical models, find solutions to problems, and use terminology. Faculty then embedded the questions in randomly selected sections of spring 2020 courses.

[Results of the assessment](#) showed that more than 70% of students correctly answered the assessment questions. Further analysis of the data, including results by demographic groups, did not show any consistent statistically significant correlations. The subcommittee discussed some concerns related to question format and the assessment process, including relatively low participation likely due to the assessment occurring amidst the earliest months of the COVID-19 pandemic.

The subcommittee designed the initial assessment questions as a baseline measurement of students' quantitative reasoning skills. Given the overall positive results, the subcommittee concentrated the [Quantitative Reasoning Improvement Plan](#) on developing more comprehensive future assessments. The [modified assessments](#) included additional questions to further differentiate students' skill levels in relation to the outcome.

All students in fall 2021 math and statistics courses received the modified assessment questions directly through Blackboard. Incentives for completing the assessment were offered in an effort to improve student response rates from spring 2020. Results of the fall 2021 assessment are currently being analyzed by the Assessment Office; faculty will review the results and begin work on the next Improvement Plan in fall 2022.

### *Scientific Reasoning Process and Improvement*

The College also assessed Scientific Reasoning as a GE outcome for the first time in spring 2020. In order to prepare for this assessment, SLAC formed a Scientific Reasoning [subcommittee](#) made up of faculty from across the GE science curriculum and one Nursing professor. This committee met throughout fall 2019 and early spring 2020 to research assessment tools for this outcome, ultimately deciding to use a [modified version](#) of a publicly-available quiz, the [Lawson Test of Scientific Reasoning](#). This tool provided the ability to make modifications and comparisons to widely available analyses, including results from other [colleges](#) in the United States.

Due to the onset of the COVID-19 pandemic, the subcommittee changed its assessment strategy during spring 2020 semester. After initially planning for faculty in randomly selected course sections to administer the assessment, the group determined it would be less burdensome to ask students to complete the assessment outside of class time. Thus, the Assessment Office sent the quiz to all students enrolled in GE science courses through Blackboard and offered incentives for completing and doing well on the assessment. Over 750 students completed the quiz.

The assessment's most salient [results](#) were the significant differences across demographic groups, revealing race/ethnicity and gender equity gaps. The subcommittee shared the assessment results with SLAC and gathered feedback at a [workshop](#) during October 2020 In-Service. Using this information, the subcommittee then determined that focusing on results across demographic groups, especially race/ethnicity and gender, would provide the most meaningful improvements for COD

students. Shortly after sharing a draft Scientific Reasoning Improvement Plan with faculty at January 2021 In-Service, the group found an opportunity to better define its goals for implementing improvements for students through the COD Foundation's Resource for Excellence grant program. The subcommittee submitted an [application](#) focused on interventions that could address the equity gaps, and the Foundation awarded a grant of approximately \$20,000 for 2021-22. A revised [Improvement Plan](#) was developed based on the grant.

As a result of this work, the subcommittee planned to assemble a cohort of faculty to implement certain interventions in science classrooms. Due to COVID-19 instructional challenges, the group did not receive enough applications to implement the cohort model in fall 2021 or spring 2022. Instead, the group is creating stand-alone modules for faculty who are able to implement any portion of the in-class interventions. The subcommittee is leading reassessment of the outcome in spring 2022.

The College assessed the remaining four GE outcomes for the first time in fall 2020.

### *Information Literacy Process and Improvement*

As one of the outcomes that reaches across the GE curriculum, SLAC led assessment of Information Literacy with assistance from a group of Library faculty. After reviewing potential assessment tools, the groups settled on a custom quiz from the [Project for Standardized Assessment of Information Literacy Skills \(SAILS\)](#). Using this method allowed Library faculty to [align the quiz questions](#) with the College's Information Literacy outcome, while ensuring measurement of specific skills. The Assessment Office used the SAILS platform to send the assessment to all students enrolled in GE courses, with incentives for both completing and doing well on the assessment. 489 students completed the quiz.

SLAC and subcommittee faculty shared the results of this assessment at the August and October 2021 In-Services. At the October event, SLAC and the subcommittees led workshops designed to engage faculty in the improvement planning process. The Information Literacy group used this time to discuss the items on the SAILS quiz that fewer than 70% of students answered correctly, and consider how to improve student learning in these areas. The group used this information and the discussions from In-Services to develop the Information Literacy Improvement Plan.

The [Information Literacy Improvement Plan](#) focuses on developing student skills in the areas that need attention based on the assessment results: [Disinformation and Evaluating Sources](#), [Topic Development](#), [Source Evaluation using the SIFT Method](#), [Researching Background Information](#), and [Plagiarism](#). Library faculty created lessons for students in these areas that are being distributed to teaching faculty as possible inclusion into their own courses; taught as standalone workshops in the Library, both virtually and face-to-face; and taught as lessons as appropriate during Library Instruction classes. Reassessment is scheduled for fall 2022.

### *Cultural and Historical Comprehension Process and Improvement*

A subcommittee of SLAC led this assessment. In summer 2020, the Assessment Office randomly selected course sections aligned to this outcome for artifact collection in fall 2020. Following a slightly modified version of the Critical Thinking process used in fall 2019, the Assessment Office contacted faculty teaching these sections, provided [information](#) and [training](#), and offered one-on-one assistance as needed. The subcommittee created a set of [prompts](#) for faculty to use in their courses as well as a [rubric](#) to score student artifacts and provided that rubric to faculty. The Assessment Office managed artifact collection and scoring through the Blackboard Outcomes system. Due to COVID-19

restrictions on large group gatherings, a small set of faculty ([GEARs](#)) scored the artifacts in spring 2021.

SLAC and the subcommittee shared results of the assessment with faculty at August and October 2021 In-Services. At October 2021 In-Service, the Cultural and Historical Comprehension group and other faculty, mainly from the arts and humanities disciplines, discussed concerns over the process used for assessing this GE outcome. The chair of the subcommittee shared these conversations at subsequent SLAC meetings, and SLAC considered possible improvements for future assessment cycles. For example, SLAC plans to improve communication on the purpose and meaning of the GE outcomes with faculty and highlight the one-on-one assistance available to faculty whose sections are included in the assessment. This information was used to build the [Cultural and Historical Comprehension Improvement Plan](#) based on improving the assessment process for this outcome. Reassessment is scheduled for fall 2022.

#### *Expression and Exchange of Ideas Process and Improvement*

This assessment followed a similar process to Cultural and Historical Comprehension. After sampling Expression and Exchange of Ideas courses in summer 2020, the Assessment Office contacted faculty teaching sampled sections and provided [information](#), [training](#), one-on-one assistance as needed, as well as the [rubric](#) developed by the subcommittee. Faculty GEARs scorers normed the rubric and assessed the artifacts in Blackboard in spring 2021, using a third reader when scores fell more than one point apart.

SLAC and the subcommittee shared results of the assessment with faculty at August and October 2021 In-Services. The subcommittee focused on “coherence” at October 2021 In-Service as the rubric area where students earned the lowest scores. Faculty from across the College [generated ideas](#) for activities and teaching techniques for helping students improve coherence in their written and oral communications. The group used this information and the discussions from the August session to develop the Expression and Exchange of Ideas [Improvement Plan](#). Reassessment is scheduled for fall 2022.

#### *Human Behavior and Societal Knowledge Process and Improvement*

This assessment again followed a similar process to other fall 2020 assessments. The Assessment Office provided [information](#), [training](#), and the [rubric](#) to faculty whose course sections were sampled for the fall 2020 assessment. Additionally, this subcommittee developed a special online [professional development class](#) for faculty in Social and Behavioral Sciences aimed at improving assignment design prior to this assessment. GEARs scorers again normed and assessed the artifacts in Blackboard in spring 2021.

At October 2021 In-Service, the Human Behavior and Societal Knowledge group discussed what faculty might do to solicit higher responses from students on the “Applies methods of inquiry” and “Identifies causes and variations of social diversity” rubric rows. Much of this discussion focused on assignment design and formative assessment. The group used this information and the discussions from the August session to develop the Human Behavior and Societal Knowledge [Improvement Plan](#). Reassessment is scheduled for fall 2022.

#### *Conclusion: General Education Assessment and Embedded Monitoring*

College of DuPage made large gains in its General Education assessment and improvement efforts in



recent years. SLAC and the new Assessment Office developed a working partnership that ensures regular assessment of all seven outcomes. Use of In-Service for large-scale assessment discussions allows faculty from departments across the College to contribute regularly to GE improvements. Partnerships and alignment with Faculty Professional Development and Adjunct Faculty Support helped to embed conversations around topics such as critical thinking and equity in teaching and learning outside traditional conversations about “assessment.” These changes show movement in the culture of teaching and learning at the College that we expect will continue as assessment and improvement processes become increasingly normalized.

We also continue to make improvements and learn from our assessment work. We recognize that areas and individuals at the College embrace assessment to different degrees. To consider the successes and future challenges around college-wide assessment, SLAC completed a [self-assessment](#) in spring 2021 using the National Institute for Learning Outcomes Assessment (NILOA) Excellence in Assessment [rubric](#). Based on the results of this self-assessment, SLAC identified realistic areas for improvement and built many of these into [2021-22 goals](#) for the committee. Next academic year, SLAC will review progress toward these goals, feedback from faculty regarding GE assessment, additional assessment results, and feedback from HLC reviewers when conducting the scheduled review of the GE assessment plan in FY2023.

## **CO-CURRICULAR ASSESSMENT: EMBEDDED MONITORING REPORT**

The 2017 and 2019 HLC reviewers also requested additional evidence of ongoing improvements of co-curricular assessment. Thus, this section of the report serves as embedded monitoring of co-curricular assessment at COD and includes information for co-curricular assessment related to all sections of Criterion 4.B.

In spring 2019-20, the Assessment Office and SLAC developed a [plan](#) to ensure more coordinated assessment of co-curricular programming. The plan included:

1. Create structure: Form Co-Curricular Assessment Committee to guide this work
2. Provide professional development
  - Faculty workshops
  - Student Affairs trainings
3. Collect data and improvement information
  - Add “Co-Curricular” assessment choice to academic Program Review Annual Updates
  - Gather assessment information from Student Affairs areas through new SOAP grid
  - Align select questions on Program Review student surveys with co-curricular offerings
4. Connect
  - Meta-analysis of the findings from above
  - Hold College-wide Co-Curricular Assessment Conference

In 2020, SLAC formed the [Co-Curricular Assessment subcommittee](#). During the 2020-21 academic year, the subcommittee reviewed the [COD](#) and [HLC definitions](#) of co-curricular programming, determining a more concise version would 1) help COD faculty and staff better understand how and where co-curriculars fit in the COD student experience; and 2) better align with the HLC definition. In spring 2021, the committee shared a revised draft definition. After gathering feedback from SLAC and Student Affairs leadership, the committee adopted the following definition:

*Learning activities, programs, and experiences that align with and reinforce the formal curriculum.*

Also in 2020, the Co-Curricular group began professional development sessions related to co-curricular assessment. In October, [“Measuring the Magic: Getting started with co-curricular student club assessment”](#) not only helped club advisors consider how their clubs might address GE outcomes, but also began discussions on the differences between co-curricular and extra-curricular experiences at COD. These discussions also informed the subcommittee’s work revising the co-curricular definition.

In fall 2019 and spring 2020, the Director of Assessment met with Student Affairs to engage in a similar process to the assessment reporting already occurring in the academic areas. The Assessment Office created a [grid and accompanying documentation](#), mirroring the academic SOAP process (see below). This documentation also included [definitions](#) to help Student Affairs differentiate between “learning” and “support” outcomes, in recognition of the different ways that Student Affairs works with students. The Director of Assessment met with Student Affairs again in fall 2021 to encourage continued use of the grid for assessment in these areas as co-curricular activities become more prominent again.

In fall 2020, the Assessment Office added a [“Co-Curricular” assessment choice](#) to the academic Program Review Annual Updates to encourage faculty to share their co-curricular assessment plans and results using the same process as program and course assessment (see below).

Based on this work, COD continues to increase its use of co-curricular assessment. Examples include:

- Student Life uses an [Impact Survey](#) each spring to indirectly [assess student learning](#) across the College’s student programming. The 2021 survey assesses student skills in several areas, including three tied to the College’s GE Student Learning Outcomes: Other Perspectives and Social Responsibility tie to Cultural & Historical Comprehension; and Verbal Communication ties to Expression and Exchange of Ideas. [Previous years’ surveys](#) also tied to the GE Learning Outcomes.
- Counseling faculty developed student learning and student support outcomes for their area. The Counseling student learning outcomes were revised in 2019-20 as part of the Counseling assessment plan. Faculty developed [rubrics](#) to assess student learning in each of three courses, which students take to assist them in being successful in their educational goals. Results are used to make course-level improvements, including [changes to the course's Master Syllabus](#).
- The Living Leadership Program has two phases that help students build their leadership skills and confidence while actively participating in the COD community. Students are tracked throughout the program, and program graduates complete a [capstone project](#) to assess learning at the end of the program. The program and student capstones are reviewed as part of the program's [annual review](#) process.
- College of DuPage Library's Annual [Student Research Symposium](#) highlights COD student research, such as papers, presentations, posters, objects, and theatrical and musical performances. Library faculty evaluate submissions and designate awards based on a [rubric](#) that measures each student’s research process, search strategy, and sources. The Symposium also provides the College community with best practice examples from students related to the GE Information Literacy outcome.
- Learning Communities (LC) uses their assessment work to consider learning, educational, and engagement outcomes. Recent assessments examine the impact of LCs on [integrated learning](#)

[\(student learning outcome\)](#); [student retention, persistence, and success](#); and [student engagement](#).

As academic and pre-professional clubs regain membership and momentum after the early stages of the pandemic, learning assessment at the club level will also expand. Beginning in 2020, five-year program review meetings include a focused discussion of co-curricular assessment to help programs determine improvements for these assessment practices.

As of this writing, the subcommittee is planning a Co-Curricular Assessment Poster Session for April 2022. This event will allow faculty and staff who assessed co-curricular learning to share their findings and next steps.

## **ADDITIONAL ASSESSMENT INFORMATION**

### **4.B.1 and 4.B.2 Program and Course Assessment Processes and Use of Results**

All programs and disciplines at the College identify learning outcomes and share them through the [program and program map web pages](#) on the COD website. Students receive course learning objectives for all courses on syllabi. Objectives on syllabi reflect the [Master Syllabus](#) (previously Active Course File, or ACF) which is common across all course sections for every course offered at COD. The academic divisions check for alignment between syllabi and Master Syllabi each semester, and the Curriculum Office manages Master Syllabi using the College's curriculum management software, Courseleaf. See 4.A.4 for additional information about the curriculum process.

Program and course assessment plans, reports, and improvement information integrate into Student Outcomes Assessment Projects, or SOAPs. [SOAPs use a continuous improvement model](#):

- Column 1. Identify program/discipline outcomes, course objectives, or co-curricular outcomes for assessment
- Column 2. If Column 1 included a course objective, define the Related Program/Discipline Outcome(s) (optional)
- Column 3. Align outcome or objective from Column 1 with Related GE Outcome(s)
- Column 4. Define Assessment Measures/Method
- Column 5. Summarize Assessment Results
- Column 6. Explain Use of Results to improve student learning (changes to curriculum, pedagogy, assessment plan or outcomes, etc.)

Programs/departments report these assessment efforts in the [Program Review Annual Update](#). All career programs are required to choose assessments related to program learning outcomes annually, while transfer areas can assess at the course or program/discipline level. Chairs are responsible for Annual Update/SOAP submissions, but all faculty are expected to participate in assessment processes as appropriate for the courses and programs they teach. See 4.A for additional information about the Program Review and Annual Update processes.

Recently, the College [clarified expectations](#) regarding assessment in dual credit courses to ensure there is regular, common assessment across sections in courses offered in dual credit courses. The Director of Assessment and Dual Credit/Dual Enrollment [shared these expectations with faculty](#) in 2020 and 2021. Initial training for dual credit instructors took place through the [Dual Credit](#)

[Orientation](#) required of instructors beginning in fall 2020. For courses where these practices were not already in place, the Assessment Office encouraged the development of new assessments. The results and improvements from these assessments are included in the annual SOAP summaries along with other course assessment information. Faculty are asked to disaggregate these assessment results to ensure the high school students are meeting the same levels of achievement as other students in the same course. The Director of Assessment and Manager of Learning Technologies assist with planning implementation as needed, for example [using Blackboard to administer the common assessments](#).

As explained above, the SOAP process includes defining use of assessment results for improvement. Improvements include changes to curriculum, pedagogy, professional development, or assessment. Departments also report assessment results and use of results over time in their five-year program reviews. Through the program review, departments reflect on the previous five-year period to summarize improvements made because of assessment. Additional information about program review is available in 4.A.1.

#### **4.B.3 Good Practice and Engagement**

*The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.*

The GE Assessment Plan and program/discipline SOAPs use models of continuous improvement. These models ensure integration of planning, implementation, and improvement within each cycle. The Assessment Office disaggregates GE assessment results and engages conversations about those results to help ensure the College identifies and improves on equity gaps.

GE assessment includes participation of faculty 1) through the leadership and planning of SLAC and its subcommittees; 2) when a FT or adjunct faculty member's section is randomly included in a sample; 3) during the scoring process; and 4) when assessment results are shared and improvements are planned. Each department's faculty leads program and course assessment in that area with assistance from the Assessment Office as needed. As academic and pre-professional clubs regain momentum, faculty will also engage in learning assessment related to that co-curricular programming.

The Assessment Office and SLAC work together to communicate with and provide professional development opportunities to the College community. The most significant opportunity for large-scale collaboration is at In-Service, which takes place in August, October, and January each academic year. Topics at these In-Service workshops and presentations included [updates on each of the GE assessments](#), ["Critical Thinking in the Context of Your Discipline"](#), and ["Using Blackboard for Assessment"](#). The College also hosted the (virtual) [25th Annual Illinois Community College Assessment Fair in February 2021](#), which brought together over 250 colleagues from COD and other Illinois community colleges around the theme "Assessment Work is Equity Work."

The Assessment Office provides [workshops](#) and [videos](#) throughout the year on topics such as alternate assessments, classrooms assessment techniques, and assessing in the remote environment. The Office also facilitated a series of workshops following the 2021 Assessment Fair related to equity and assessment. The Director presents at least once during the annual New Faculty Institute to ensure [incoming faculty are aware of assessment processes](#) and the growing culture of assessment at the

College. Department, team, and individual consultations are also a regular part of the support provided by the Assessment Office.

Faculty and staff involved in assessment can find extensive training and support materials in the [Assessment section of Blackboard](#). The Assessment Office manages these resources, which include information about how to use assessment to make improvements, general education assessment and improvement, and help using Blackboard's assessment tools.

In 2021, SLAC completed a reflective assessment of the College's institutional assessment practices and culture using the National Institute for Learning Outcomes Assessment (NILOA) [Excellence in Assessment rubric](#). This work led to development of areas for improvement and [goals](#), which are providing the committee with direction for future assessment work at COD.

SLAC is also working to ensure students are aware of the general education outcomes. Recently, these efforts included:

- 2019-20: Developed and posted [General Education Outcomes icons and banners](#) on campus
- 2020-21: [Investigated](#) how to best share these outcomes with students during remote learning
- 2021-22: [Introduced full-time faculty to student-friendly language for learning outcomes at October In-Service](#)
- 2022-23: (Goal) Implement student-friendly descriptions of general education outcomes alongside online learning banners and backgrounds]

Finally, recent implementation of the Blackboard Outcomes Assessment module helps COD gather student work to facilitate juried assessment processes. GE assessment for four of the seven outcomes uses the system, as well as select department SOAPs where faculty determine a juried process is beneficial. The addition of this tool and use across full-time faculty during January 2020 In-Service also led to increased use of other assessment tools within Blackboard, such as its [primary assessment tools](#) for pre- and post-test assessments. All of these tools help the Assessment Office provide results by demographic group to improve identification and improvement of equity gaps.

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## 4.C - Core Component 4.C

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

### Argument

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#### 4.C.1 Ambitious, Attainable, and Appropriate Goals

College of DuPage has ambitious but attainable student success goals related to retention, persistence, and completion. The College defines and assesses goals related to these metrics as part of our planning and continuous improvement processes.

The [Strategic Long Range Plan \(SLRP\)](#) ensures Student Success is central to the work of the College. As one of four Strategic Pillars, Student Success in the SLRP includes the broad Supporting Goal "Improve student persistence, completion, transfer, and job obtainment."

Focused student success improvements have been underway since at [least 2008](#), but new leadership redefined this work more recently. In October 2018, the Provost discussed his vision for the College to become a national model of student success with faculty and other members of Academic and Student Affairs. Major components of his vision included persistence, graduation, transfer, and employment. Leadership then set the goal that the College would become a ["national model of student success."](#)

To focus these efforts further, the Provost included a goal to "Develop targets for success applicable to the student body as a whole" as part of his [2020-21 Annual Plan](#) goals, aligned with the [2017-21 SLRP](#) goal of "Value Added Education" and the Key Strategy "To advance student success." This led to adoption of the Key Performance Indicator (KPI) "Increase of 1% for 3-year completion rates for full and part-time students" in the [2021-22 Annual Plan](#). The new KPI aligns with the Student Success Strategic Pillar in the 2022-26 SLRP. This work includes specific action steps, such as expanding the First Year Experience Pilot, improving program and transfer maps, and increasing participation in the Math and English Transitions programs.

Within the Student Success context, in 2020 the College also set [goals](#) for increasing completion

rates as part of [our Illinois Equity in Attainment Initiative Equity Plan](#). These goals focused on improving the overall College completion rates for Black, Latinx, and under-resourced (Pell) students. Additionally, the College developed goals for lead indicators of Student Success as part of the Equity Plan: Math and English Completion in the First Year and Semester-to-Semester Persistence. The College is also working with Partnership for College Completion, National Student Clearinghouse, and Achieving the Dream to develop revised metrics using the Postsecondary Data Partnership (PDP) dashboards. The PDP dashboards can better measure benchmarks than IPEDS data especially with respect to disaggregating by race/ethnicity and Pell-status and filtering/sorting by Math and English completion, credits accumulated, course success rates, persistence, and completion.

The Equity Plan goals are based on a set of strategies designed to improve success with a focus on the identified student groups. These strategies included developing a Multicultural Center; providing equity training for faculty, staff, and students; and improving employee recruitment and hiring practices through an equity lens. The College added improving student financial access, wellness, and success as a fourth strategy later in 2020.

#### **4.C.2 and 4.C.3 Analysis and Use of Data**

Retention, persistence, and completion are reviewed at the program level through the Program Review and Annual Update processes (see 4.A.). Programs defined goals related to these metrics as part of their 2019 Annual Update submissions. Programs were asked to update or reaffirm those goals on the 2021 Annual Updates. As described in 4.A., Annual Updates also include information about the progress programs have made toward the goals they set during the five-year program review.

The institution also implemented College-wide changes to improve retention, persistence, and completion within its programs. The most far-reaching of these is [Guided Pathways](#). The College adopted the Pathways model after reviewing student success data at faculty in-services, Board of Trustee Meetings, and open forums. Data sources included the Integrated Postsecondary Education Data System (IPEDS), National Community College Benchmarking Project (NCCBP), Noel-Levitz Student Satisfaction Inventory Survey (SSI), Community College Survey of Student Engagement (CCSSE), and Personal Assessment of the College Environment (PACE). In addition, data on five-year persistence, D,F,W courses, midterm verification, first-generation students, underrepresented students, financial aid, and socio-economic status were analyzed.

The College then included Guided Pathways in the [2017-21 SLRP](#): “Support student completion within 150 percent of normal time (e.g., three years for an associate’s degree) by implementing a guided pathways approach to programs and degrees.” Since that time, the College made significant improvements for students and continues to use Pathways to improve student success. Progress includes:

- Implemented [Academic and Career Pathways](#) aligned with programs across the College.
- Opened the [Center for Student Success](#) with Navigators to help students streamline the steps to reach their goals.
- Developed and posted [program completion maps](#).
- Completed [program transfer maps](#) for transferring to the most common destinations of COD students.

- Implemented expanded [Chaparral Experience \(first year experience\)](#) pilot in 2021-22.

Continuing goals include:

- Fine-tuning program maps and transfer maps with the implementation of Courseleaf (curriculum management software).
- Updating the Chaparral Experience based on pilot results.

The College has also updated access to the planning metrics that are most important to these efforts. Research & Analytics implemented dashboards in Tableau to provide access to dynamic results of Student Success metrics. See 4.C.4 for additional information about data methodology and processes.

The Student Success metrics dashboards include [AACC Pathways metrics](#) (early momentum metrics, persistence, and completion). The dashboards allow COD employees to see these metrics in relation to race/ethnicity, gender, age, full-time or part-time status, developmental status, and program. Although recent results are encouraging in some lead indicators, such as the [percentage of diverse racial/ethnic groups completing college-level English and Math in the first year](#), the College continues its efforts to improve student success. For example, in addition to continuing the Pathways work described above, the College is working to improve student retention, persistence, and completion through initiatives such as the [English Accelerated Learning Program](#), [Transitions Math](#), a Summer 2022 Gateway Teaching Summit to establish funded Communities of Practice for 2022-23, and development of a “loss funnel” data model to understand and address student attrition.

Finally, the Provost’s area is currently reviewing the most recent iterations of CCSSE and SSI results to determine next steps. Goals based on these survey results will be presented to the Board of Trustees in April 2022.

#### **4.C.4 Methodology and Process**

Through its Research & Analytics and Information Technology Departments, the College has developed the infrastructure to collect, analyze, and use data effectively, with an emphasis on student success. Using a [defined process to ensure consistency and accuracy](#) a variety of data (i.e., admissions, academic, student support, extracurricular, behavioral and other) is extracted, loaded, and transformed into meaningful information to facilitate data-informed decision-making.

To make this data and information available to all staff, a [Research & Planning Team Site](#) is available on the Employee Portal. The site provides a “one-stop-shop” for data for internal stakeholders (e.g., Faculty, staff, administrators). The team site has a variety of “tiles,” with each tile containing pertinent and useful data and information, including: enrollment statistics by term; student success data including course retention and success, guided pathways metrics, term-to-term persistence, completion and transfer, and employment; survey reports; community reports; college benchmarking reports; institutional planning documents; and reference documents.

As part of COD’s drive to improve data-informed decision-making, the Office of Research & Analytics continues to develop a series of visual [analytical dashboards](#) designed to provide up-to-date statistics disaggregated by key factors. All dashboards provide the capability to filter the statistical information presented by a variety of student and course-level characteristics. The data presented in these dashboards are automatically updated on a daily basis. The first phase of this project was

focused on providing the Provost's Office with the data and information to help inform Guided Pathways and other student success initiatives. To date, visual analytical dashboards in the following areas are available to leadership and employees via a link on the Employee Portal.

- Enrollment KPI
- Course Success
- Guided Pathways Metrics
- Retention / Persistence
- Academic Program Progression and Completion
- Transfer and Completion

During the fall and spring enrollment cycles, a [daily enrollment report](#) is produced and posted to the Research and Planning Team Site, making it available to the College community. The report provides easy-to-interpret, year-over-year analysis of enrollment at the subject level. A more comprehensive 10th Day Enrollment [Stoplight Report](#) is also produced each fall and spring term following 10th day census. This report helps to identify and analyze enrollment trends at the subject level and includes FTE enrollment and dual credit students. New student onboarding is also tracked by an [Enrollment Map Report](#) which allows the College to see the status of our new students in the enrollment funnel. This report allows us to engage with our students if they are “stuck” at a certain enrollment step and offer support as needed.

Research & Analytics also performs ad hoc reports and studies for the College community. The Team Site includes a [“Data Request” form](#) for these requests. After a user completes the form, including identifying the impact of the research on the College's strategic goals, the Research & Analytics team reviews and prioritizes requests. Team members regularly meet with requestors to ensure the correct information is included in the response.

Finally, the College believes that it is important to not only know the trends related to our own data, but it is important to compare those trends to other like institutions. Therefore, COD participates in the National Community College Benchmarking Project ([NCCBP](#)), the largest community college comparative database in the United States. NCCBP data is used by a variety of stakeholders and is shared on the Team Site. Other comparative data regularly collected, analyzed, and shared include:

- [Illinois Community College Board \(ICCB\)](#)
- [Integrated Postsecondary Education Data System \(IPEDS\)](#)
- [Personal Assessment of the College Environment \(PACE\)](#): Nationally normed survey measuring staff satisfaction and workplace climate (three-year cycle)
- [Community College Survey of Student Engagement \(CCSSE\)](#): Nationally normed survey measuring student engagement and limited indirect measures of student learning (three-year cycle)
- [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#): Nationally normed survey measuring student satisfaction and priorities (three-year cycle)

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- 4.C.1\_4.C.2 and 4.C.3\_SLRP 2017-2021 Final (page number 13)
- 4.C.1\_Fall 2019 In-Service
- 4.C.1\_Fall 2019 In-Service (page number 17)
- 4.C.1\_History of the Student Success Council 10 2017
- 4.C.1\_Page 18\_2021-22 Annual Plan
- 4.C.1\_Page 18\_2021-22 Annual Plan (page number 18)
- 4.C.1\_Page 7\_2020-21 Annual Plan
- 4.C.1\_Page 7\_2020-21 Annual Plan (page number 7)
- 4.C.1\_Strategic Long Range Plan 2022 to 2026
- 4.C.2 and 4.C.3\_ACP
- 4.C.2 and 4.C.3\_AACC Pathways metrics
- 4.C.2 and 4.C.3\_AACC Pathways metrics (page number 5)
- 4.C.2 and 4.C.3\_Academic and Career Pathways
- 4.C.2 and 4.C.3\_Accelerated Learning Program \_ English
- 4.C.2 and 4.C.3\_Center for Student Success
- 4.C.2 and 4.C.3\_Guided Pathways\_5\_2020v2a
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- 4.C.2 and 4.C.3\_Transfer Map examples
- 4.C.4\_10th Day Stop-Light 9-3-2021 final
- 4.C.4\_2020 NCCBP Report Final. 2021 Submission
- 4.C.4\_2021 PACE Employee Survey Report
- 4.C.4\_5\_STR044
- 4.C.4\_Analytic Dashboards
- 4.C.4\_Annual\_Enroll\_Comp\_2020\_Final
- 4.C.4\_defined process\_HLC Focused Visit Report 2019
- 4.C.4\_IPEDS Data Feedback Report 2021
- 4.C.4\_Research and Analytics Data Request Form
- 4.C.4\_Research and Planning Team Site
- 4.C.4\_Spring 2021 Community College Survey of Student Engagement Results
- 4.C.4\_Spring 2021 Ruffalo Noel Levitz Student Satisfaction Inventory Results
- Enrollment Map

## 4.S - Criterion 4 - Summary

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

### Summary

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College of DuPage demonstrates responsibility for the quality of our educational offerings, engaging in ongoing Program Review and student learning assessment. Based on a continuous improvement model, Program Review includes the five-year review for the State of Illinois, program goals, an Annual Update to ensure faculty engage with those goals each year, and a connection with Student Outcomes Assessment Projects (SOAPs). Specialized accreditation and an annual graduate survey help support efforts to improve student learning and success.

The College continues its work to strengthen our culture and support of learning assessment. In addition to program/discipline assessment through SOAPs, General Education (GE) Student Learning Outcomes are assessed on a two-year cycle according to the GE Assessment Plan. Each of the seven GE outcomes tie back to the GE curriculum for associate degrees. The Student Learning Assessment Committee (SLAC), its subcommittees, and faculty from across the College engage in assessing, planning, and improving GE related to those outcomes. Co-curricular assessment processes have also improved in recent years, despite having more limited co-curricular offerings due to the pandemic. SLAC recently completed a reflective self-assessment using the NILOA Excellence in Assessment rubric, and the group is currently working to address goals developed as a result of that reflection.

The College maintains authority for credits it transcripts, including transfer, experiential learning, and demonstrated competence. Oversight and responsibility for courses and programs are maintained through the College and Division Curriculum Committees. Dual credit offerings follow state law and Illinois Community College Board rules. The College maintains a dual credit/dual enrollment office and two committees to help ensure standards of excellence continue to be met.

Ambitious but attainable goals to improve student retention, persistence, and completion have been identified. These goals are tied to the Strategic Long Range Plan and Equity Plan, ensuring integration with the College's planning and continuing improvement processes. Data are reviewed at the program level through Program Review and Annual Updates. At the College level, a variety of external benchmarking tools are used in conjunction with student success dashboards. Disaggregated data helps inform decision-making around enrollment, Guided Pathways, and the Equity Plan, including student persistence and completion.

### Sources

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### 5.A.1

Shared Governance starts with the College's Board of Trustees. The Board is charged with establishing policy for the financing, governance, operation, and administration of the College. Seven voting members are elected for six-year terms from the district at large, and a non-voting student trustee is elected by student referendum during spring semester to serve from April to April. Regular Board meetings are normally held on the third Thursday of each month. All staff, students, and the public at large is invited to attend the meetings. Board meetings start with a Chair's Report, Student Trustee's Report, President's Report, and if applicable Committee Reports. In addition, at all Board meetings, there are a series of presentations from faculty and administration. For example at the [July 2021 Board meeting](#), Professor Michael Duggan presented on the College's Transition Commons, the Chief Financial Officer presented on Financial Investments, and the Director of IT presented on the College's Information Technology Strategic Plan. Likewise, at the [December 2021 Board meeting](#), Professor David Goldberg presented a Faculty Spotlight: Model UN, the Manager of Project Hire-Ed presented on programs, and the Vice President of Planning and Institutional Effectiveness presented on recent Noel-Levitz Survey Results. In addition, since summer 2021, the College's Chief COVID-19 Officer has provided the Board a monthly update on the College's COVID-19 mitigation and resurgence efforts. These reports and presentations offer Board members the opportunity to hear directly from various College constituencies, ask questions, and provide input on a variety of relevant College topics and initiatives.

From a leadership perspective, the College is divided into [eight functional areas](#): Institutional Advancement; Legislative Relations; Human Resources; Public Relations, Communications & Marketing; Provost (Academic & Student Affairs); Planning & Institutional Effectiveness; General Counsel (who reports primarily to the Board, and secondarily/administratively to the President); and

Administrative Affairs. Each area is led by a Cabinet Officer, and reports to the President. Representing each of their functional areas, and collectively focusing on the College's Strategic Long Range Plan, these Cabinet Officers and the President [meet weekly](#).

The College further engages in shared governance processes that include Full-time Faculty, Adjunct Faculty, Student Leadership Council, Classified Staff, Police Department, Operating Engineers, Managerial Staff, and Administration. Members from each of the aforementioned constituency groups are selected/elected by their membership to serve on the [Shared Governance Council](#) (SGC). In addition, the Vice President of Planning and Institutional Effectiveness, is a permanent, non-voting member of the SGC, and serves as the main conduit between the SGC and the College President and Cabinet.

The practice of shared governance involves conversations about policies, procedures, and issues of values, culture, and management, as well as operating frameworks, such as legislation, which are externally imposed, with an opportunity to present alternatives in such matters. In addition, as the College began to formulate plans related to the COVID-19 pandemic, the President asked the SGC to provide ongoing input, and to vet potential mitigation and resurgence efforts. Therefore, COVID-19 is a topic in every meeting. The SGC meets every two weeks during the fall and spring term, and at other times if needed. For example, prior to the start of spring 2022 term, an [emergency SGC meeting](#) was called to discuss COVID-19 mitigation strategies.

The College believes shared governance is essential to the health and growth of an academic institution and embraces it as an important and effective way to ensure decisions made reflect the perspectives, expertise, and best interests of its stakeholders, including students, all employee groups, and citizens by way of the Board of Trustees.

By having each constituency group of the College on the SGC, there is discourse that results in collaboration and input on institutionally important topics. Collectively, Shared Governance Council makes a recommendation in support or opposition of actions to be taken by the decision-making entities at the College. In support of this, [College Policy 1.07 \(pg. 37\)](#) requires that all new or modified College policies and procedures be reviewed and input solicited by the SGC, before such policy or procedure is enacted.

Employees can contact their respective SGC member with ideas or issues to discuss at SGC, or they can submit a [Review Form](#) for that purpose. The SGC also has an electronic suggestion box located on the Employee Portal. When a suggestion is submitted, the SGC becomes the liaison between employee and the Cabinet. All ideas are evaluated by the SGC and forwarded to the appropriate Cabinet Officer for action. A status update as to whether the idea is viable for implementation is provided to the individual who supplied the suggestion.

In the 2019-2020 academic year, the SGC noted the following accomplishments:

- SGC participated in a focus group for the Strategic Long Range Plan, providing cross-constituency input.
- Information Technology implemented SGC suggestions regarding the InsideCOD Portal.
- The council continued to meet through COVID; all groups shared concerns and brought questions. They also received updates from Cabinet, and from Student Affairs regarding the student portion of CARES Act funds.
- They reviewed and provided input regarding nine procedures and policies for COD during Academic Year 2019-2020.



Beyond the SGC, the College is committed to developing shared governance entities as needs arise. For example, cross-constituency teams were developed to address enrollment, and diversity, equity, and inclusion issues. As a result, a [Strategic Enrollment Management Plan](#), and an [Equity Plan](#) have been developed and implemented. Another important example of using shared governance principles was the development of the [2022-2026 Strategic Long Range Plan](#). As is noted in Core Component 1.A.1, the Board of Trustees, and every constituency group was involved in providing input into the plan. With the Strategic Long Range Plan Advisory Committee (SLRPAC), comprised of faculty, administrators, classified staff, student leadership, and chaired by the Vice President of Planning and Institutional Effectiveness formulating a draft strategic plan for consideration by the Board.

In the spirit of shared governance, and in order to hear and understand the voice of the students, staff and community, the College uses a variety of surveys. On a regular basis (every three to four years), the College administers three national normed surveys, the [Ruffalo Noel-Levitz Student Satisfaction Inventory](#), the [Community College Survey for Student Engagement \(CCSSE\)](#), and the [Personal Assessment of the College Environment \(PACE\) survey](#). Finally, the Research and Analytics Office administers a variety of surveys when specific information is needed for planning and implementing initiatives. For example, to assess how well our students were adapting to virtual instruction, and if we were providing key services (counseling, financial aid, etc.) during the pandemic, the following surveys were administered:

- [Spring 2020: Student COVID-19 Transition Survey](#)
- [Fall 2020: Student 2020 Check-In Survey](#)
- [Fall 2020: Student Course Format Survey](#)
- [Fall 2020: Faculty 2020 Check-In](#)

These surveys helped to informed leadership decisions in mitigation of COVID-19, and resurgence efforts.

### 5.A.2

The College's [Strategic Long Range Plan](#) (SLRP) is based on evidence and fact, and is one of the best examples of using data and information to make informed decision in the interest of the institution, and all stakeholders. First, a comprehensive [Planning Metrics Report](#) is developed for use by leadership, the Board, and the Strategic Long Range Plan Advisory Committee.

A comprehensive, [Environmental Scan](#) further uses data and evidence to guide the development of the SLRP. By identifying and understanding external trends, the College develops plans to proactively meet and address changing needs of our community, students, and other stakeholders.

Through a [Community Pulse Survey](#), the College collects and analyses data on the community's attitudes and perceptions about the College's Image, Academic Reputation, Cost and Value, Loyalty to the College, Strengths, and Weaknesses, helping leadership set a futuristic direction that is responsive to needs of the community.

Driven by the [SLRP](#), and working with their respective area leaders, Cabinet Officers develop an [Annual Plan](#). The Annual Plan identifies specific actions that the College will take to reach its Strategic Pillars and Goals. The College's Cabinet Officers are accountable for the Key Strategies that make up the Annual Plan. Each Strategy is linked to a Strategic Pillar, has a Key Performance Indicator (KPI), and defined Action Step, with quarterly due dates. On a quarterly basis, the Cabinet collectively [reviews](#) the progress of each Action Plan and takes the necessary steps to keep the

College on track for achieving each Strategy.

The College has been a member of the National Community College Benchmarking Project (NCCBP) since its inception in 2004. The largest community college comparative database in the nation, NCCBP allows participating community colleges to compare themselves to other institutions on hundreds of items covering student and institutional measures. College leadership uses the [NCCBP data](#) for a variety of planning and operational purposes. For example, much of the NCCBP student-level data was used by leadership to create a case for implementing a Guided Pathways model at the College.

During the enrollment cycle (opening of term enrollment until 10th-day census), leaders are provided with a variety of daily enrollment updates on the Research and Planning Team Site, housed on the Employee Portal. Examples of reports include [STR044](#), which provides daily year-over-year comparisons of Full Time Equivalent Students (FTES) and Head Count, with segmentation of dual credit and non-dual credit students. This report can provide the comparison on either a subject or a course level. A daily [Enrollment Update Summary](#) is also produced, which shows a year-over-year comparison by course types, modalities, and student demographics. These reports are used to monitor, and make real-time adjustments to the Colleges enrollment management strategy during the enrollment cycle.

In addition to the daily enrollment information, the [Research and Planning Team Site](#) also provides leaders, and all employees, with College Benchmark Reports (e.g., IPEDS Feedback Reports, etc.), COD Student Success Statistics (e.g., Guided Pathway metrics, grade and success rates by course and subject, etc.), Survey research reports (e.g., PACE, CCSSE, Noel-Levitz, etc.), Institutional Planning Documents (e.g., SLRP, Annual Plan, Planning Metrics, etc.), Community Reports (e.g., Environmental Scan, Community PULSE Survey, etc.), and Institution References (e.g., Course Master, Program Classification System, etc.).

The Office of Research and Analytics continues to develop a series of visual [analytical dashboards](#) designed to provide up-to-date statistics disaggregated by key factors. All dashboards provide the capability to filter the statistical information presented by a variety of student and course level characteristics. The data presented in these dashboards are automatically updated on a daily basis. The first phase of this project was focused on providing the Provost's Office with the data and information to help drive the College's Guided Pathways initiative, and student success. To date, visual analytical dashboards in the following areas are available to leadership and employees via a link on the Employee Portal.

- Enrollment KPI
- Course Success
- Guided Pathways Metrics
- Retention / Persistence
- Academic Program Progression and Completion
- Transfer and Completion

As part of the Guided Pathways initiative, the College developed the [Center for Student Success](#), which is committed to ensuring students have the skills, knowledge, resources, and information they need to successfully pursue their educational goals at the College. The Center is staffed by a manager, a coordinator, and a team of Student Services Specialists, internally known as Navigators, who provide ongoing assistance to their assigned group of students. To help their students, Navigators need real-time data, therefore, the College invested in Starfish, a solution that was

recently purchased that houses student demographic and performance data and cross departmental notes helping Navigators to identify areas of concern or students who are at risk. Having this student-level data, Navigators develop success plans that incorporate skill building, perform proactive progress monitoring, and coordinate specific individual resource referrals/notes which create a collaborative system of support for students.

With respect to using financial data, on a monthly basis the Board receives a packet that contains a set of [financial statements](#), which include: Schedule of Investments, General Fund – Budget and Expenditures, Operating Cash Available to Pay Annual Operating Expenses, Disposal of Capital Assets, Tax Levy Collections, and Budgetary Position Additions. These statements provide the Board and leadership with up-to-date financial information on the College. On an annual basis, the College creates a rolling five-year financial projection that leadership uses to make tuition, tax levy, and budgetary recommendations to the Board. A significant factor that feeds into this projection is forecasted enrollments for subsequent years. When the pandemic was declared in March 2020, the College was finalizing the budget that would go to the Board in May. Knowing that the pandemic would significantly impact enrollment, and the budget, the Office of Planning and Institutional Effectiveness revised the [five-year \(2020FA to 2024FA\) enrollment forecast](#). While some community colleges around the country forecasted a significant increase in enrollment because of potential unemployment brought on by the pandemic, COD used data and evidence to make the forecast, with the most likely scenario being an 8.5% decrease in FTES for fall 2020. Using this revised forecast, the College's operating budget was adjusted to reflect an 8.5% enrollment decline. Fall 2020 enrollment was actually down 9.3%, and although this was a little more than the forecast, because the College made the revisions based on fact and evidence, the budget and operations were closely aligned with actual revenues.

### 5.A.3

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

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

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

Supporting the curriculum development process are two faculty committees, the [College Curriculum Committee \(pg. 6\)](#)(CCC)and the [Division Curriculum Committee \(pg. 4\)](#) (DCC). The voting membership of the CCC is comprised of two full-time faculty members from each Academic Division; one representative each from Counseling, Learning Resources, and Faculty Senate; and an administrator from each Academic Division and the Associate Dean, Public Service. The purpose of the CCC is to: ensure that each proposal is consistent with college mission and vision statements; determine whether each proposal is IAI compliant (if applicable) and meets ICCB guidelines; resolve

issues involving overlap among divisions; and approve, recommend revision, or reject proposals. The membership and size of specific Divisional Curriculum Committees is determined by the full-time faculty in the division, with the understanding that it will be representative of its disciplines and constituencies. The organization and structure of specific DCCs is also determined by the members.

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

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

With respect to College policies concerning academics [Policy Manual Section 6: Academic Affairs \(pg. 234\)](#), prior to being presented to the Board for consideration, potential policies are reviewed and discussed by the Shared Governance Council and posted on the Employee Portal in order to give all constituency groups an opportunity to provide comment and input. Once presented to the Board, all potential Board Policies require two readings by the Board prior to adopting. Thereby, giving all stakeholders, internal and external, the ability to provide input and comment.

## Sources

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- 2017 CCSSE Report
- 2017 Noel-Levitz SSI Survey Results
- 8 functional areas
- Academic Program Review Process
- Analytic Dashboards
- Annual Compliance Training
- Annual Plan 2nd Q Review
- annual-plan
- Center for Student Success
- codfa\_agreement
- College Policy Manual
- College Policy Manual (page number 37)
- College Policy Manual (page number 234)
- community pulse survey 2019
- December 2021 Board Minutes
- Emergency SGC Meeting Minutes 01.06.22
- Enrollment Updates Summary
- Equity Plan 8 14 2020 Final
- E-SCAN
- Fall 2020 Check in Survey
- Fall 2020 Faculty COVID19 Check In

- Fall 2020 Student Course Formats Survey
- Financial\_Statements\_For\_Information
- Five-Year Enrollment forecasts
- fop\_agreement
- Guide to Curriculum
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- Guide to Curriculum (page number 6)
- July 2021 Board Minutes
- local-399 engineers-agreement
- meet weekly cabinet
- NCCBP Data
- PACE 2017 Report
- Planning Metrics for SLRPAC
- Research and Planning Team Page
- Review form Shared Governance Council Request Form \_ Shared Governance Council
- Shared Governance Council
- SLRP full graphic-final
- Spring 2020 Student COVID19 Transition Survey
- STR044
- Strategic Enrollment Plan

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### 5.B.1

##### Operational Staff

The College meets its operational needs with faculty and staff who are committed to advancing the Colleges four Strategic Pillars of Student Success; Arts, Culture and Community Engagement; Economic Development; and Organizational Culture. In FY 2022, the College had 1,279 teaching faculty (267 full-time and 1,012 adjuncts), 22 Library, Counseling & Advising faculty, 40 administrators, 415 professional/technical staff, 273 clerical staff, and 99 custodial/maintenance staff, for a total of 2,128 staff.

Staffing levels are considered by division and department leaders during the development of the [Annual Plan](#). Staffing considerations are determined by reviewing current and future enrollment trends within programs and current and [future student enrollment projections and targets](#). Each division monitors course delivery requirements every semester, and the number of full-time and adjunct faculty is adjusted accordingly to effectively meet the changing capacity requirements of the College. Staffing for other college-related operational requirements are staffed at the appropriate levels using a complement of full- and part-time employees and are assessed by department administrators.

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, and licensure. Full-time faculty, administrators, and classified staff credentials are confirmed by Human Resources while adjunct faculty credentials are confirmed at the department and division level by the appropriate Dean. When position vacancies become available, Human Resources gathers information regarding skills and requirements for the position from the appropriate department administrator. From the information provided by the administrator, a job description and qualifications are created, or updated and the position is posted. In addition, [College Policy 4.02 \(pg. 156\)](#), ensures that individuals who join the College's workforce are qualified for the positions for which they have applied and have accurately presented their qualifications during the hiring process.

The College's [performance management system](#) supports high performance, workforce engagement, student and stakeholder satisfaction by identifying, evaluating and providing feedback for improvement on criteria that is important to specific job classifications and functions, and setting and monitoring staff-level goals on a quarterly basis.

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

In addition, full-time faculty and administrators are vetted by a search committee who makes recommendations to the appropriate hiring supervisor. If approved by the hiring supervisor, as stipulated by the [Community College Act \(Ch. 122, par. 103-26\)](#), the Board of Trustees [appoints](#) all full-time faculty and administrators at an open Board meeting.

### **Physical Infrastructure:**

Located 25 miles west of downtown Chicago in Glen Ellyn, the College's state-of-the-art campus comprises nearly two million square feet of facilities on 254 acres, as well as three natural prairie restoration areas. The College's main campus includes the Rodney K. Berg Instructional Center, Campus Maintenance Center, Culinary & Hospitality Center, Institutional Resource Center, Health and Science Center, Homeland Security Training Center, Robert J. Miller Homeland Security Education Center, Harold D. McAninch Arts Center, Physical Education Center, George L. Seaton Computing Center, Student Services Center, Student Resource Center and the Technical Education Center.

In addition, the College operates centers in [Addison](#), [Carol Stream](#), [Naperville](#), and [Westmont](#). The College's four centers many of the same services that are available at COD's campus in Glen Ellyn. The centers provides large and comfortable classrooms, computer labs, convenient parking and have Learning Commons, where students can receive a variety of academic support services. All of the centers offer counseling and advising, registration, payments, ACT/SAT score submission, and voter registration. The Naperville and Westmont Center's also provide students with an Anatomy & Physiology Open Lab.

Since 2010, the College has redeveloped and created new green open spaces, built new parking lots and developed a new campus street. Collectively, the visual impact of these projects is substantial—the campus has an improved sense of place with more areas to gather outside, while the parking and street improvements enhance transportation on campus. Several landscape improvements are focal points of the campus, including the Lakeside Pavilion, adjacent to the McAninch Arts Center and the south garden adjacent to the Student Resource Center. During the past decade, the College has either constructed or renovated all major main campus buildings making the College a modern, accessible, and functional place for teaching, learning, and cultural experiences.

As required by the Illinois Community College Board, every five years the College updates the Facility Master Plan. The Facility Master Plan creates a foundation to guide the future physical growth of the College. The current [Facility Master Plan](#) was [approved](#) by the Board of Trustees on February 21, 2019.

### **Financial Resources:**

As noted in the [Annual Comprehensive Financial Report](#), the College is in a very strong financial position. In 2021, the College had almost \$113 million in unrestricted funds, over \$72 million in restricted funds (debt service, working cash, and capital projects) and over \$234 million in capital assets for a total net position of over \$419 million. In comparison, in 2012, the College had a total net position of \$376 million (\$128 million in unrestricted funds, \$26 million in restricted funds and \$221 million in capital assets). Therefore, over a ten-year period (2012 to 2021) the College's net position increased by \$43 million or 11 percent.

At the end of each fiscal year, the Board of Trustees directs an audit to be made by an accountant licensed to practice public accounting in Illinois and appointed by the Board. On [November 18, 2021](#), the audit finding by the firm of Clifton Larson Allen, LLP for fiscal year ending June 21, 2021, was presented to and accepted by the Board. The auditors' opinion stated: "In our opinion, based on our audit and the report of the other auditor on the financial statements of the District's discretely presented component unit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of the District and its discretely presented component unit as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flow thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

### **Technological Infrastructure:**

In recent years, the College has demonstrated a commitment to introducing technologies that better integrate College operations, enhance classroom and distance learning opportunities, and modernize its infrastructure and data management capabilities. Through the College's investment in technologies—outfitting all learning spaces with enhanced display technologies, Blackboard and its synchronous components, classroom capture technologies, ubiquitous Wi-Fi coverage, student and staff portals, mobile application along with its integrated administrative systems environment—the College is well positioned to support teaching and learning and the institutional strategic goals. The Information Technology Strategic Long Range Plan is an integral part of the college-wide process for institutional planning.

Over the past nine years the College has seen enormous growth in technology infrastructure and use. For example, all classrooms are technology enhanced; wireless access has grown from three access points to over 800 access points serving all main campus buildings and centers, with these access points serving in excess of 40,000 unique devices in a given month; internet access provided by a single carrier at 30Mb/sec was changed to be provided by two carriers with load balancing and has grown to 2Gb/sec capacity; disk storage in the main data center has grown from less than 3Tb to over 140Tb; a single data center is now tied to a second data center with full data redundancy and shared workload; 109 physical servers are now less than 40 physical servers hosting 230+ virtual servers and growing; and PCs serving students have grown by 34 percent in the last seven years.

Although we have a robust technology infrastructure, the pandemic caused some issues with student connectivity. Therefore, the College conducted two "Check In Surveys" (spring and fall 2020) to ascertain how well students were adapting to alternative delivery modes, and if they had any device availability and connectivity issues. With this data, since the start of the pandemic, the College has acquired 700 laptops, and 800 hot spots, all designated as loaners for students who do not have personal devices or connectivity to the internet.



### 5.B.2

As noted in 5.B.1 above, the College is in a very strong financial position, and has modern state-of-the-art facilities, and a well-trained and qualified work force. The College leverages these resources and assets by engaging in planning that is future-oriented, and focused on serving our students, community, and other stakeholders. The College's strategic long range planning is a continuous process that guides the future direction of the institution. Specifically, the [Strategic Long Range Plan](#) (SLRP) defines the College's mission, vision, values, strategic pillars, and associated strategic goals.

The College's SLRP is based on the concept of planning "from the outside in." Therefore, the SLRP is a map for the development and delivery of programs and services that address community challenges and needs. With the approval of the Board of Trustees, the SLRP sets the College's strategic direction over a five-year period.

Guided by the SLRP, the College has several additional institutional plans that address key initiatives. These plans include:

- [Baldrige Performance Excellence Plan](#)
- [Equity Plan](#)
- [Dual Credit Expansion Plan](#)
- [Strategic Enrollment Management Plan](#)
- [Institutional Marketing and Communications Strategic Plan](#)
- [Institutional Advancement Strategic Plan](#)
- [IT Strategic Plan](#)
- [Facility Master Plan](#)

### 5.B.3

As noted in the College's [Annual Budget](#) document, the annual budget process begins with the development of a baseline budget. The baseline budget is based on forecasted revenue levels over the next five years. These revenue levels are calculated using the key budget assumptions detailed later in the budget document. Next, assumptions are applied to projected expenditures to determine if a budgetary gap exists. Following the identification of a budgetary gap, the college community is then tasked with closing this gap by reviewing their strategic priorities and reallocating college resources where appropriate.

Each department budget officer completes this exercise by reviewing their baseline operational budget and making modifications to the baseline budget working with their area leadership using the college's budget development software. Once departmental budgets are reviewed, divisional and college-wide budget reports are compiled and discussed with the President and Cabinet.

The Budget Office then prepares a proposed budget in accordance with the decisions made by the President and Cabinet. The budget becomes the first year of a five-year financial forecast.

The remaining four years are calculated by applying assumptions regarding growth rates to reflect inflation and the addition of new initiatives or programs. The President then presents the proposed budget to the Board for approval. By statute, the Board must make the proposed budget available for public inspection at least thirty (30) days before the Board's final action on the budget.

The College also solicits feedback from the [Board Budget Committee](#) through the budget process. The Budget Committee is the college-level advisory committee charged to more directly oversee the process for developing the budget for review and approval by the entire Board, and to review and recommend strategic policies, procedures, and programs to the President, Treasurer, and/or the Board on matters relating to budget and resource allocation.

The Board votes on the approval of the annual budget within or before the first quarter of the fiscal year in accordance with the [Illinois Public Community College Act](#). Best practices are to approve the next fiscal year's budget prior to the expiration of the current fiscal year.

The College plans its annual budget cycle to adhere to this best practice. Commencing with its adoption, the budget, on a line-by-line basis, is entered into the College's fully computerized encumbrance reporting system. This on-line system monitors all College expenditures during the year, allowing for expenditures to be controlled within the limits established in the budget. The system also summarizes the year-to-date performance of each department relative to the budget and the above-mentioned budget priorities.

The College has three primary budgetary controls:

- monitoring of actual monthly results to budget
- processing and approval of procurement and personnel requisitions
- approval of college expenditures

#### **5.B.4**

The College does not have a superordinate body to which it distributes revenue. Rather, the College operates as a political subdivision of the state of Illinois with a locally elected Board of Trustees which, as obligated by voters and governed by the [Illinois Public Community College Act](#), oversees the College's resources, revenues and expenditures.

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

Finally, the [College's 2021 Budget](#) shows that the primary educational mission is supported with 96 percent of the budget, whereas the Auxiliary Fund that supports functions such as the McAninch Art Center, etc. is approximately 4 percent of the budget. In addition, Auxiliary Fund revenues have historically been slightly higher than expenditures, demonstrating that Auxiliary operations are self-sufficient and do not affect or draw from the educational mission of the College.

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- January 2022 Board Mtg
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- Performance Excellence Plan
- Performance Management System
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- Strategic Enrollment Plan
- Westmont

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### 5.C.1

The mission of the College is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education. With respect to resource allocation and mission, the College has the main campus and four strategically positioned centers throughout the District. Over the past several years, the centers were renovated to better meet the teaching and learning needs, and to add Learning Commons.

#### *Accessible*

The College has invested in making education accessible to district residents. As previously noted, in addition to a centrally located modern main campus, the college has four strategically located regional centers which have been updated in order to provide many of the services that are available on the main campus. In order to educate and keep the Board apprised on the center's capacities and operations, at the [January 2022](#) Board meeting, they were provided with a detailed overview by the Manager of Academic Outreach and Program Development, and the Interim Associate Vice President for Academic Partnerships & Learning Resources.

#### *Affordable*

Over the years, the College has invested in improving infrastructure to ensure high quality education, without placing an undue burden on students. Therefore, in keeping with the mission of providing affordable education, at [\\$138 per credit hour](#) (\$108 tuition, plus \$30 fees), the College is significantly below the state community college average of \$149 per credit hour, as the 30<sup>th</sup> lowest, out of 38 Illinois community college districts for tuition cost.

#### *Comprehensive*

The College [offers](#) seven associate degrees in two general areas, baccalaureate transfer and career and technical education. Baccalaureate transfer degrees include the Associate in Arts, Associate in Science, Associate in Engineering Science, Associate in Fine Arts in Art, and the Associate in Fine Arts in Music. The Associate in Applied Science degree provides education in more than 40 career and technical programs. The College also offers an Associate in General Studies degree designed for students who desire to arrange a program to meet their personal needs and interests.

The College has invested in and maintains a premier research [Library](#) for use by students and the community at large. The Library maintains a collection containing 245,000 print and 303,000 electronic books; 263 print and 68,000 electronic journals and newspapers; 25,300 video recordings and 97,000 streaming videos; 25,000 CD sound recordings and 63,000 eMusic files; 500 eAudiobooks; and 72,000 microfiche/microfilm. In addition, in 2019, the College opened a state-of-the-art [Media Lab](#), within the library. The lab provides space, resources, and expertise to support students in creative uses of multimedia technology. Students can design, create, and share digital audio, video, and images.

To help foster a well-rounded educational experience, the College has invested in more than [80 student clubs and organizations](#). With one of the premier outdoor athletic complexes in the nation for a community college, the College offers eight men's sports (baseball, basketball, cross country, football, golf, soccer, tennis, and track) and seven women's sports (basketball, cross country, soccer, softball, tennis, track, and volleyball).

The College believes that it is important to listen and hear the voice of our key stakeholders with respect to investment and mission accomplishment. Therefore, on about an 18 month cycle, using a third-party vendor, the College commissions a [Community PULSE Survey](#). In 2016, 2018, and 2019 surveys, respondents indicated that the College's top three strengths, by a large margin, were: 1) Location/Accessibility, 2) Variety of Classes/Programs, and 3) Cost/Value. Therefore, in the eyes of our stakeholders, the College is providing accessible, affordable, and comprehensive education.

The College's "north star" is the strategic pillar of Student Success. To that end, instruction (primarily faculty salaries and instructional supplies) is the largest component of expenditures on a function basis, accounting for an average of 35 percent of total expenditures across all funds. As the College continues to make student success a major priority, significant investments have been made in our [Guided Pathways Initiative](#), which provides additional support services to our students. At 65 percent, support services expenditures have seen the largest percentage increase since FY2014.

Another key priority for the College is our Equity initiative. To that end, at their [January 2022 meeting](#), the Board passed a resolution to allocate \$300,000 for a DEI consultant to conduct cultural assessment, provide DEI training, recommend changes to recruiting and hiring practices, and help define the operational aspects of a Multicultural Center.

With respect to the cultural aspect of the College's mission, the College has the McAninich Arts Center (MAC), a conveniently accessible cultural arts and gathering place in DuPage County offering exceptional entertainment and enriching programs. The building of the MAC was initially funded through public support and private contributions, and since day one, the programs have been funded entirely through box office revenue, grants, endowments, donations, and income generated through rentals, concession sales, and program advertising. In addition to the MAC, in 2021, the College's Cleve Carney Museum of Art hosted the world-class "Frida Kahlo: Timeless" exhibit. The exhibit was a comprehensive presentation of the life and works of the artist, and that featured 26 original pieces. In the future, the College is planning on hosting additional world-class exhibits, such as the

“Andy Warhol Portfolios: A Life in Pop, Works from the Bank of America Collection,” coming to the College in the summer of 2023.

The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

### 5.C.2.

COD links its processes for assessment of student learning, evaluation of operations, planning and budgeting. For example, the College uses the [Program Review](#) process to connect student learning assessment, evaluation, planning, and budgeting for the academic programs. The College builds on Illinois Community College Board (ICCB) program review requirements, which include analysis of program need, cost effectiveness, and quality. Programs also evaluate their progress toward stated goals and objectives. Data used in this evaluation process includes [Student \[learning\] Outcomes Assessment Project \(SOAP\)](#) plans and results; demographics; completion rates; grade distributions; program majors; and surveys of students, graduates, faculty, and administrators. Student surveys include indirect assessment of program learning outcomes. From this process, each program develops a [Plan for Future Improvements](#). Faculty [discuss their findings](#) with the dean, AVP of Assessment and Student Success, Director of Assessment, and CTE Program Improvement Manager. The College links budget to this process through the division dean, supplemented with Perkins funding as appropriate. For example, for the last few years, as a result of the Program Review discussions, the Nursing Department was awarded over \$85,000 in Perkins funding to improve student performance on program student learning outcomes. Nursing faculty implemented a computerized testing system for the Associate Degree Nursing program that extracts real-time, robust analytics for faster curriculum revision and overall program improvement. As an early alert system, it provides access to longitudinal outcomes to remediate performance of students. In addition, Nursing faculty piloted the ATI Real Life 3.0 and Nurse’s Touch software, which are virtual clinical modules designed to help students meet learning objectives related to critical thinking, clinical judgment, informatics, and therapeutic communication. The AVP of Assessment and Student Success also considers program review findings when [planning for future initiatives](#).

In addition, under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, (Perkins V), conducts a [Comprehensive Local Needs Assessment](#) every two years. External and internal partners worked together to review and assess Career and Technical Education at the College, resulting in a COD [4-year CTE Strategic Plan](#). The College receives over \$1.6 million annually to support CTE program innovation and student improvement. All activities in the College’s [annual plan](#) must be in alignment with the CLNA and Strategic Plan. One major finding of the CLNA was that the College did not provide direct resources (i.e. technology and textbook assistance) that directly impact student success for special population students, and CTE program faculty needed additional resources and support regarding Programs of Study that facilitate high school to college transitions. These needs were addressed in the COD Perkins 4-year Strategic and Annual Plans. The College changed Workforce Development Specialist from a part-time position to a full-time position titled Workforce Development/Student Resource Specialist and added the responsibility of coordinating direct support services to CTE special population students. Through Perkins funds, the College also provided technology support through CTE Laptop and Hotspot Loan program and provided qualified CTE students Textbook support through the College Bookstore.

Academic departments update and revise their Plan for Future Improvement and SOAPs through the [Annual Update](#) process. Faculty submit Annual Updates to their deans each December. Deans can

then use this information to inform the following year's budget and improvement priorities.

The Assessment and Student Success division also ties large-scale learning assessment planning and improvement to budget and planning processes. This division includes Learning Assessment, Faculty Professional Development (FPD), Curriculum, and Learning Technologies, allowing for integration of improvements and budgeting related to learning assessment—including large-scale General Education (GE) assessment projects. This division's budget and planning priorities connected to learning assessment include:

- Developed a new department and [budget](#), the Assessment Office, to facilitate GE assessment and improvement planning and assist with annual SOAPs. This budget includes funds to support GE assessment (faculty stipends and assessment tools).
- Adopted [Blackboard Outcomes Assessment](#) to facilitate large-scale assessment artifact collection and scoring. Learning Technologies assists with [integration and training](#) related to this module.
- FPD integration, including [In-Service](#), speakers, and additional FPD workshops, with needs identified in [GE Improvement Plans](#).
- Assistance for faculty in defining program outcomes and course objectives during the curriculum development process. Added the Director of Assessment as a non-voting member of the [College Curriculum Committee](#).

The institution also engages in large institutional evaluation projects, including:

- [Community College Survey of Student Engagement \(CCSSE\)](#)—includes indirect assessment of some GE outcomes
- [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#)
- [PACE Employee Climate Survey](#)
- [SWOT analysis](#)
- [Community Pulse Survey](#)

Future planning includes consideration of these projects. Examples include:

- Further development of [Guided Pathways](#) at the College.
- The [SWOT](#) and [Pulse Survey](#) have been used in the SLRP process.
- Support and development of the [Strategic Enrollment Management \(SEM\)](#) Plan.
- At this writing, Provost's Leadership Team and Provost's Council are reviewing the 2021 results of Noel-Levitz and CCSSE in conjunction with the FY2023 Annual Plan and budget cycles.

The College's [Annual Plan](#) process provides an additional example of the connections between evaluation, planning, and budgeting. In the Annual Plan, cabinet officers identify Key Strategies that the College will take to reach the Strategic Pillars and Goals of the Strategic Long Range Plan (SLRP). The Annual Plan also identifies Key Performance Indicators (KPIs) that each Key Strategy uses to assess/evaluate success. Cabinet officers link Strategies within their budgets to ensure appropriate funding. The College tracks progress to these goals quarterly, and cabinet officers use this information while planning future Priorities for the Annual Plan. See 5.C.3 for more information about the SLRP and annual planning processes.

### 5.C.3

The strategic planning process involved the Board of Trustees (who are elected by and represent the community), the Shared Governance Council (comprised of all College constituency group representatives), Cabinet, and the Strategic Long Range Plan Advisory Committee (comprised of individuals from all constituency groups). Additional internal perspectives are gained from students through the [Noel-Levitz](#) and [CCSSE](#) surveys, and from the faculty and staff through the [PACE](#) survey, and due to the COVID-19 pandemic, through a College-wide planning webinar. In addition to the Board, external perspectives are obtained from the [Community PULSE](#) survey and from the [Environmental Scan](#).

With respect to the [Annual Plan](#), all Cabinet officers work with their respective teams to develop and implant annual strategies and action that will advance the strategic pillars forum in the [Strategic Long Range Plan](#). This is further cascaded down to individual goals found in the College's [Cornerstone](#) performance management system.

### **COVID-19 Response Plans**

In March 2020, following the declaration of a pandemic by the World Health Organization, the Illinois Governor issued a stay-at-home order. The actions of the College over the next two and a half years demonstrates our ability to plan and execute rapidly in a dynamically changing environment. In addition, a COVID-19 update is a [standing agenda item](#) on every Shared Governance Council meeting. This permits Shared Governance Council to have direct input into emerging COVID-19 plans. In addition, at monthly Board meetings, Trustees receive a [COVID-19 update](#) from the Chief COVID-19 Officer. A few aspects of COVID-19 planning include:

#### *Educational Quality*

To help ensure the quality of education delivery in different modalities, a comprehensive set of tools and schedule of training were developed and implemented by the Learning Technologies Department.

#### *Business Continuity*

On-site staff included the Police Department and Facilities Department to ensure the security and functional operation of the campus. Primary operational systems were remotely accessed by staff, and maintained remotely and on-site as necessary.

#### *Communication*

Messaging was developed and delivered to key audiences in several ways (e.g., [COVID-19 web page](#), email, social media channel, Monthly Board meeting updates, etc.).

#### *Resurgence*

Once the stay-at-home order was lifted, the College [planned](#) for a measured way to bring staff and students back to campus. This planning was done in unison with the Cabinet (who have a COVID-19 Update Meeting every week), and the Shared Governance Council who meets every two weeks.

#### *Vaccination/Testing*

The Illinois Governor's Executive Order 2021-20 stipulates that all higher education staff and students must be fully vaccinated or submit to weekly testing. The College developed an [automated](#)



[process for collecting vaccination records](#), and partnered with SHIELD Illinois to provide [on-campus testing](#).

### *Student and Faculty Input*

To assess how well students and faculty were adapting to the virtual environment, and plan for how to better meet their needs, the College executed several COVID-19 Experience surveys:

- [Student COVID-19 Transition Survey \(2020SP\)](#)
- [Student Check-in Survey \(2020FA\)](#)
- [Faculty Check-in Survey \(2020FA\)](#)
- [Course Format Survey \(2020FA\)](#)

### **5.C.4**

The institution plans based on evidence, fact, and sound forecasts for enrollment and revenue. With input from the Vice President of Planning and Institutional Effectiveness on enrollment projections, financial projections are developed initially during the budget planning process, and continue to be updated throughout the budget development process. For example, during the fiscal year 2021 budget cycle, the World Health Organization announced the COVID-19 pandemic, making the enrollment and tuition revenue projections unrealistic. Immediately, the Vice President of Planning and Institutional Effectiveness [revised](#) the projections to reflect what impact the pandemic would have on enrollment.

The [Budget Committee of the Board](#) is also provided with information on enrollment trends and the five-year forecast. The enrollment forecast is then used by the Budget Office to determine the amount of tuition revenue the College can expect. In addition, the Budget Office determines property tax revenues, state apportionment, and operational increases (salaries, health care, etc.) for the year. Based on this data and information, a set of budget assumptions are developed. For example, the FY 2022 budget assumption included:

- Property Values: For FY2022, the College assumes a 2020 EAV of \$48,116,350,401 (an increase from 2019 of 3.6%).
- The 2020 operating tax levy, of which the first collections will occur at the end of FY2021 in June and the second collections will occur in FY2022 (September 2021), is at the same level as the prior year's tax request amount.
- Credit Hours (Used for Tuition Revenue Estimate): For FY2022, the budget assumes an enrollment decline of 6.5%. Estimated total credit hours are 391,690.
- Student Tuition and Fees: For FY2022, the budget assumes no changes to the overall tuition rate.
- State Base Operating Grant: The College budget reflects level apportionment revenues equal to the FY2021 allocations from the State of Illinois.
- State On-Behalf Pension Costs: The budget assumes a 10% increase in on-behalf pension costs and a 3% increase in the State Retiree Health Insurance costs.
- Interest Revenue: The budget assumes investment rate of return equal to 0.25%.
- Salaries: The salary pool was increased 1.9%-2.0% as the annual wage adjustments included in the current labor contracts and employment agreements were equal to inflation plus 0.5%.
- Health Insurance: Health insurance premiums are expected to increase by 6%.

After the budget has been developed and approved by the Board, each month actual results are

compared and analyzed against the budget. Budget variances are reported to the President and department heads.

### 5.C.5

Anticipating evolving factors is evidenced by the fact based [Environmental Scan](#) used for planning purposes. The College scans eight areas or taxonomies which include: Competition; Demographics; Economy; Education; Labor Force; Politics; Social Values/Life Style; and Technology. Within each taxonomy, trends are identified, the probability of change for the next 3-5 years is forecasted and noted as high, medium, or low, supporting rationale is provided for the trend and probability of change, and finally, authoritative sources are noted.

During the last Scan, seventy-four total trends were identified, and 17 were identified during the Implications Workshop as having the highest impact on the communities served by the College. These 17 trends include: Partnerships with Feeder Schools; Student Satisfaction; Poverty Level in the District; Ethnic Diversity in the Population of the District; Illinois Budget Deficit; Worker Skill Gap; Underprepared Students; Underprepared Students Attend Community Colleges; Demand for Healthcare Workers; Shortage of Middle-Skill Workers; Accountability in Higher Education; Affordability in Higher Education; Higher Education Funding in Illinois; Digital Technologies Affect Learning and Careers; Longer Life Expectancy; Increased Demand for Technology Skills/ Training; and Increased Use of Mobile Devices Leads to New Educational Opportunities and Strategies.

By identifying and understanding external trends in these taxonomies, the College develops plans to proactively meet and address changing needs of our community, students, and other stakeholders. Therefore, if you consider these 17 trends, the vast majority of them can be directly related or aligned to a Strategic Pillar in the College's [Strategic Long Range Plan](#).

Further evidence that the College anticipates evolving external factors in its planning process includes the implementation of the [Equity Plan](#), [Dual Credit Expansion Plan](#), [Strategic Enrollment Management Plan](#), and [Institutional Marketing and Communications Plan](#) as previously discussed in 5.B.2.

In addition, every five-years the College updates its Facility Master Plan. In 2018-2019, the architectural firm of Perkins+Will led the College in an inclusive, collaborative, 9-month process to develop a holistic master plan for the main campus and all four College centers. Utilizing expertise in higher education master planning, Perkins+Will provided thought leadership in community college trends including: academic learning environments; workplace needs; student support; student life; research; recreation; athletics; housing; transportation/parking; and utility infrastructure. This effort included land use, facility needs identification and prioritization, space planning, enrollment, transportation/parking, green open space planning, signage/wayfinding, energy management, sustainability, resiliency, utility infrastructure.

### 5.C.6

At a high level, the [2022-2026 Strategic Long Range Plan](#) (SLRP) guides the College to systematically improving its operations and student outcomes. When designing the 2022-2026 SLRP, two industry "best practices" were followed. First, identifying 3-4 strategic areas or pillars that the College needs to succeed in, no matter what else happens, and second, designing a plan that is easy to communicate, and cascade to all levels. The SLRP is comprised of four strategic pillars that are meant to be accomplished over a five-year planning horizon. The first three strategic pillars are

intentionally “outward” facing strategies focusing on the needs of our students and the community. The fourth pillar is “inward” facing, and focuses on creating an engaged, and highly effective workforce. In addition, every pillar contains a goal related to diversity, equity, and inclusion.

The College’s SLRP is deployed through an [Annual Plan](#), which identifies specific actions that the College will take to reach its Strategic Pillars and Goals. The College’s Cabinet Officers are accountable for the Key Strategies that make up the Annual Plan. Each Strategy is linked to a Strategic Pillar, has a Key Performance Indicator (KPI), and defined Action Step, with quarterly due dates. On a [quarterly basis](#), the Cabinet collectively reviews the Action Plan’s progress and takes the necessary action to keep the College on track for achieving each Strategy. The [Fiscal Year 2021 Annual Outcomes Report](#), which relates to the 2017-2021 SLRP, shows that of the 20 key strategies, 16 (80 percent) were fully accomplished.

With the development of the 2022-2026 Strategic Long Range Plan, College leadership has embraced the Baldrige framework as a way of leading, operating, and managing the institution. Therefore, in 2020, the College conducted a [self-assessment based](#) on the Baldrige Criteria Categories. As a result of that assessment, the [Fiscal 2022 Performance Excellence Plan](#) was developed and implemented.

A key initiative focused on systematically improving student outcomes is the College’s [Guided Pathways](#). Over the past several years, with faculty and administration working collaboratively, the College has implemented a Pathways model that is based on coherent and easy-to-follow programs of study that are aligned with requirements for success in employment, and at the next stage of education. Also, programs, support services, and instructional approaches such as [academic and career pathways](#), [Center for Student Success/Navigators](#), [Chaparral \(First Year\) Experience](#), and the [myACCESS Lab](#), have been put in place.

In 2017 and 2019, HLC Peer Reviewers identified the College’s assessment of the General Education Outcomes as needing improvement. As a result, a [General Education Assessment Plan](#), which identifies a three-phase cycle, was developed and implemented by the Student Learning Assessment Committee (SLAC). In addition, the College established an Assessment Office and hired a Director of Student Learning Outcomes Assessment in July 2019 to help manage the student assessment processes.

Using a continuous improvement approach, the College conducts [Program Review](#) for all academic programs, on a five-year cycle. Year one consists of preparatory activities, and during year two, a report for programs being reviewed is filed with the Illinois Community College Board. During the last three years of the cycle, there are annual updates that explain discipline/program results, reflection and any program modifications. Embedded in this model is the [Student Outcomes Assessment Project](#), a four step continuous improvement process which focuses on assessment, analysis, and improvement.

In order to organize, analyze and more efficiently provide data and information to various individuals, teams, and work groups, over the past three years the College, with the assistance of ASR Analytics, has developed a functional data warehouse. In addition, the Office of Research has develop a series of [visual analytical dashboards](#) designed to provide up-to-date statistical disaggregated data by key factors. All dashboards provide the capability to subset (filter) the statistical information presented by a variety of student and course level characteristics. The data presented in these dashboards are automatically updated on a daily basis via the data warehouse.

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- PACE 2017 Report
- Performance Excellence Plan

- Performance Management System
- planned resurgence
- Program Review
- ProposedAVP-AAGoalsforAY22-23
- quarterly basis (action plans review)
- revised enrollment tuition projections
- SLRP full graphic-final
- standing agenda item
- Strategic Enrollment Plan
- Student Check-in Survey 2020FA
- Student Clubs and Organizations
- Student COVID-19 Transition Survey (2020SP)
- SWOT Analysis
- visual analytical dashboards

## 5.S - Criterion 5 - Summary

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

### Summary

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Strategic planning at the College is a continuous, inclusive process that guides the five-year direction of the institution in meeting the current and future needs of students, and other stakeholders. Built on the Strategic Long Range Plan, the College's Annual Plan drives resource allocation through specific actions that are defined by each Cabinet Officer, in addition to providing evidence on the progress made towards advancing the College's mission, and improving student success, cultivating arts and culture, contribution to the region's economic development, and enhancing the College's organizational culture.

In addition to the strategic and annual plans, the College engages in other key planning (e.g., Performance Excellence, Dual Credit, Strategic Enrollment Management, etc.), that are designed to engage the workforce, and build capacity so that the College can respond to future challenges and opportunities.

With almost \$300 million in fund balance, and a Moody's "Aaa" rating (Moody's highest rating), the College is in a very strong financial position. In addition, the College has a modern, state-of-the-art campus. Over the past 15 years, the College has either constructed new or renovated all major campus buildings, as well as renovating regional campuses. As a part of the construction and renovations, the College has also grown its technological capabilities to better meet the emerging needs of our students, staff, and the community.

### Sources

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*There are no sources.*