



**Higher Learning Commission**  
A commission of the North Central Association

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August 12, 2013

Robert Breuder  
President  
College of DuPage  
425 Fawell Blvd.  
Glen Ellyn, IL 60137-6599

Dear President Breuder:

Enclosed is a copy of College of DuPage's Baldrige Option Review Feedback Report in response to its Baldrige Option summary.

This report will help College of DuPage make certain, when it is next formally reviewed for reaffirmation of accreditation, that it can document compliance with all of the Higher Learning Commission's requirements.

We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org).

Sincerely,

Mary L. Green  
Process Administrator, Accreditation Services

# **AQIP Systems Appraisal – Baldrige Option**

**College of DuPage**

## **Feedback Report**

**June, 2013**

**[Ncahlc.org/AQIP/AQIP-Home](http://Ncahlc.org/AQIP/AQIP-Home)**



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## **Introduction**

The *AQIP Systems Appraisal – Baldrige Option* offers institutions participating in the Academic Quality Improvement Program Pathway the option of incorporating its state or federal Baldrige Application and feedback report into an alternative to AQIP’s standard *Systems Appraisal* process. The overall goals remain the same as any *AQIP Systems Appraisal*: to give impartial and independent guidance to institutions on current strengths and opportunities for improvement that would further increase their ability and performance for achieving their goals, and to alert institutions early to any need to strengthen the evidence they need to demonstrate compliance with the Higher Learning Commission’s Criteria for Accreditation and other expectations. The *AQIP Systems Appraisal – Baldrige Option* accomplishes this somewhat differently than the standard *AQIP Systems Appraisal*, in that (a) comes from a state or national Baldrige program and (b) comes from the Higher Learning Commission in this *AQIP Baldrige Option Review*.

This *AQIP Baldrige Option Review Feedback Report* clearly identifies the institution’s strengths, gaps, and opportunities for improvement regarding fulfillment of the Criteria. It constitutes the Commission’s official appraisal and feedback on the institution’s presentation of the evidence that it meets the Criteria for Accreditation. It analyzes how well whatever evidence the institution presented can demonstrate fulfillment of HLC’s current *Criteria for Accreditation*, the standards that HLC uses to make judgments about the colleges and universities it accredits.

This *AQIP Baldrige Option Review Feedback Report* provides the institution actionable feedback that will help it make certain, when it is next formally reviewed for reaffirmation of accreditation, that it can document compliance with all of the Higher Learning Commission’s requirements. Even more vital for institutions striving to improve academic quality, the *AQIP Baldrige Option Review* will highlight actions the institution might take to strengthen and improve its performance in the critical areas specified by the Criteria for Accreditation.

The input the appraisal team used for its *AQIP Baldrige Option Review* included the following:

- *AQIP Baldrige Option Summary* of no more than 35 pages,
- *AQIP Baldrige Option Catalog*, listing each piece of evidence referred to in the *AQIP Baldrige Option Summary* and contained in the files on the *AQIP Baldrige Option Disk*,
- *AQIP Baldrige Option Disk*, a DVD file of numerous documents and other items of evidence that the institution has used to substantiate the assertions of compliance it makes in its *AQIP Baldrige Option Summary*. (The *AQIP Baldrige Option Disk* contains only files that are explicitly referenced in its *AQIP Baldrige Option Summary*.)
- Institution’s Baldrige application,
- Feedback report received from the state or national quality program that reviewed the institution’s application.

All of these items are filed in the Commission’s record relating to the institution.

**The Criteria for Accreditation**

In the sections that follow, the team summarizes, after each Core Component (which is printed in boldface type), evidence that it reviewed showing (a) that the Core Component is met, and/or, if and when necessary, (b) that the Core Component requires institutional attention (in a separate paragraph or paragraphs).

Following its summary of the last Core Component in each Criterion, the team summarizes its overall judgment that the persuasive evidence has been presented that the institutions meets the Criterion or identifies gaps in the evidence presented that require the institution's attention. This summary may include additional evidence not cited in the discussions of individual Core Components, but it will not repeat or re-summarize the separate discussions for each Core Component.

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

- **Core Component 1.A. The institution's mission is broadly understood within the institution and guides its operations.**

The College of DuPage's mission statement is considered one of the College's Core Statements along with the philosophy, vision, and values. These Core Statements are reviewed annually by the Strategic Long Range Advisory Committee during Phase II of the Strategic Long Range Plan (SLRP) process. The committee is representative of the institution as it is comprised of faculty, administration, staff, and student leadership. Changes to the existing mission statement may be recommended to the Board by the committee in consultation with senior leadership. The Board approves the strategic plan annually, including the Core Statements.

The COD mission is *to be a center of excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.* To address the mission, the College offers 37 transfer disciplines and 41 Career and Technical Education programs taught on the Glen Ellyn campus and at five regional locations. For the business community the College offers customized curriculum succeed in the competitive environment.

While the mission statement is reviewed by the SLRPA and the Board and is published on the external and internal website, there is limited information about how the College proactively communicates the mission to key stakeholders, including faculty, staff, and the community.

The Core Statements and SLRP (Strategic Long Range Plan), inclusive of the mission, are posted on the external web site and internal employee portal. The Core Statements are also posted in meeting rooms and public spaces throughout the College.

The evidence that the mission is broadly understood and guides its operations is strong and well presented.

- **Core Component 1.B. The mission is articulated publicly.**

The Core Statements and SLRP (Strategic Long Range Plan), inclusive of the mission, are posted on the external web site and in public spaces in the college. However, there is no evidence that the College proactively communicates its mission to non-employee stakeholders such as employers and suppliers. The evidence that the mission is articulated publicly is adequate but could be improved.

- **Core Component 1.C. The institution understands the relationship between its mission and the diversity of society.**

The College serves four segments of students: 1) new high school graduates, 2) young adults, 3) adults (25 – 54), and 4) older adults. The student population is diverse with 59% Caucasian Non-Latino, 22% Latino, 7% African American, 20% Asian or Pacific Islander, and 1% American Indian or Alaskan Native. The SLRP and numerous listening mechanisms have been implemented to learn from these segments. However, ILPEX feedback indicates that the College has an opportunity to develop and deploy systematic processes to ensure the institution's workforce reflects the hiring and student communities. The evidence that the institution understands the relationship between its mission and the diversity of society is adequate but could be improved.

- **Core Component 1.D. The institution's mission demonstrates commitment to the public good.**

The elected board has the legal authority and responsibility to govern the College in accordance with the Illinois Public Community College Act. Board policies sets out requirements and responsibilities including appointing and evaluating the president, adopt long range and financial plans, and ensure the quality of education.

Multiple mechanisms are in place to listen to students. Social media is monitored 24/7 so student concerns may be addressed immediately. ILPEX feedback also recognizes strengths in the College's student listening and learning approaches. To obtain input from the community, focus groups and Community Nights are held. Facilities are available for community use after educational needs have been met.

The evidence that the College demonstrates its commitment to the public good is strong and well presented.

- **Overall comments on Criterion One**

The College is commended on processes developed to address Criterion One and is encouraged to continue deploying and improving these processes so they are robust yet agile to address changing needs. In particular, there is an opportunity in several areas to

more proactively communicate with key stakeholders, especially those external to the institution.

**Criterion Two. Integrity: Ethical and Responsible Conduct. *The institution acts with integrity; its conduct is ethical and responsible.***

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

It is clear that College of DuPage is policy driven, but beyond the competitive bid policy for construction-related contracts, there is no indication here of how the College actually operates according to those policies. There is further support for additional steps the College has taken to address the ethical behavior of its administration, faculty, staff, and students included in the accompanying materials. In addition to complying with federal, state, and local laws and regulations, the College has aligned with public law to ensure ethical behavior with the adoption of its own ordinance that provides sanctions for intentional violations of its policies. Consequently, it is apparent that COD takes seriously its role in providing clear guidance for how those associated with the College are expected to conduct themselves. At the same time, College officials may want to assess the necessity of the sheer number of its policies and the efficacy of those policies in actually assuring ethical behavior and in helping the College meet its mission.

There is strong evidence that COD has policies in place to guide personnel in acting with integrity. It is hard to provide evidence of results for this Criterion; the proof is in the lack of evidence – there have been no reports, lawsuits, indictments, or pronouncements indicating that College of DuPage is operating in any manner other than with integrity, following fair and ethical practices. COD has a robust set of policies; College leadership might evaluate whether COD also has effective processes to ensure those policies are being followed.

- **Core Component 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.**

COD relies on its Web site and its College Catalogue to provide comprehensive information to its various publics, and these two sources do provide interested parties with substantial information, including a commendable Net Cost Calculator for students planning their educational expenses. However, even knowledgeable constituents would have some difficulty determining where actual control of the institution rests (easily remedied by including the second sentence of the College response to Core Component 2.C., beginning with, “The Board of Trustees is responsible for the overall governance of the College as stipulated . . .” to the Board section of the Web site). Faculty and staff are clearly identified by title and with appropriate contact information, but there is no

information available on their credentials (remedied by including this information in the Directory under Faculty and Staff on the Web). The Web site and Catalogue are the only two sources of information described, leaving it unclear how constituents without access to the Web, who are not computer literate, or who do not know to ask for a Catalogue are able to access the information they need about the College.

There is clear evidence that the College presents itself clearly and completely through its Web site and its Catalogue, but the evidence is restricted to those two methods of communication.

- **Core Component 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.**

The Board of Trustees of College of DuPage has sufficient autonomy to make decisions in the best interest of the College and to assure its integrity by stipulation of The Illinois Community College Act, Section III, and is guided by its own Board policy. The College has a commendable archive of video records of its public Board meetings which documents the Board's approach to questions of governance and meeting the interests of the various publics it serves without undue influence by those publics. The Board clearly delegates the responsibility for College daily operations to the President of the College and the President's professional staff. To verify the expectation that its faculty do indeed oversee academic matters, COD may be well served to enhance the role of its College Curriculum Committee to fully function as the oversight group for academic curriculum and instruction.

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

The College's commitment to freedom of expression and the pursuit of truth in teaching and learning is clearly stated in the COD Institutional Philosophy. That clear statement is reinforced by both Board policy and the Faculty Contract.

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

Through its Library, there is no question that COD ensures that its faculty, students, and staff have access to the best ways to acquire, discover, and apply knowledge responsibly. While ensuring this access, there is no discussion of any formal program that has, as a result of providing this information, an outcome of having faculty, students, and staff demonstrate the actual ability to acquire, discover, and apply knowledge responsibly. As noted previously, College policies have a high profile, and that is the case with academic honesty and integrity. These policies are communicated to students through the College Catalogue, but not the Web, and the Academic Dishonesty/Student Misconduct Report form used to report malfeasance is on the Web.

College of DuPage clearly ensures that its personnel and students have access to resources to acquire, discover, and apply knowledge responsibly. It is much less clear if

and how its personnel and students take advantage of those resources.

- **Overall comments on Criterion Two**

From the materials provided, there is no question that College of DuPage is an institution that acts with integrity; its conduct is ethical and responsible. COD has formalized many of its processes into College policy, making it clear what is expected of its Board, its administration, faculty, staff, and students. Evidence is strong and well-presented that COD can show it has clearly directed institutional policies.

**Criterion Three: Teaching and Learning: Quality, Resources, and Support**

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

- **Core Component 3.A. The institution's degree programs are appropriate to higher education.**

College of DuPage ensures all programs are appropriate through multiple avenues. The primary method is driven by the Strategic Long Range Plan, with a goal of “ensuring a comprehensive offering of programs and services that anticipate and meet the needs of our community.” This is accomplished through the use of six key trigger points:

1. Illinois Articulation initiative
2. 4 year transfer requirements
3. Career and Technical Advisory Council recommendations
4. Special Accreditation requirements
5. Faculty/professional recommendations
6. Graduate student follow-up surveys

Additional assurance is ensured through the use of the internal Divisional Curriculum Committees and the College-wide Curriculum Committee. All courses are required to meet the standards of and be approved by these committees, and are then sent on to the Illinois Community College Board for final approval.

The College also ensures the appropriateness of programs and courses by based on the requirements of the degree outcomes and targets. Each program is targeted to meet specific learner goals, and programs must meet the requirements for the stated outcome (i.e. AA and AS degrees prepare students to pursue BA or BS degrees).

Finally, the College has identified an Active Course File for each course, which identifies specific needs and requirements of the course. This system also ensures that all courses are consistent, regardless of delivery mode.

The evidence that College of DuPage has processes and criteria in place to ensure that its programs are appropriate is strong and well represented.

- **Core Component 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

The College has provided evidence to support Core Component 3B through articulation of its learning outcomes for undergraduate general education requirements. This is also accomplished through each program engaging students in the collection, analysis, and communication of information appropriate to their level of work.

The College has eight General Education Student Learning Outcomes. These outcomes have been mapped by the faculty, throughout each program, with assessment methods developed to determine the students' level of competency. In 2013, a best practices study was completed and a pilot for assessment was developed to ensure students are meeting the eight Outcomes. This pilot program that targets the Critical Thinking Outcome is currently being run.

While the College has identified the Outcomes, there appears to be a lack of evidence as to the effectiveness of these Outcomes. No data is given on achievement of the Outcomes, what the result of the mapping of the Outcomes was, and if any benchmarking data exists from other institutions.

COD engages students through activities such as leadership programs, clubs, associations, performing arts, and sports. Additional systems are in place to ensure a broad base of knowledge is gained through scholarship opportunities and faculty involvement with student projects.

Faculty participate in formal presentations at various conferences, along with having articles published in professional journals. Faculty involvement in multiple industry events is evident in most departments and divisions.

The evidence that Core Component 3B is being met is adequate, but could be improved, specifically in the area of results for the Outcomes assessments that have been done.

- **Core Component 3.C. The institution has the faculty and staff needed for effective, high quality programs and student services.**

College of DuPage uses qualified fulltime (approximately 40 percent of credit hours) and adjunct faculty (approximately 60 % of credit hours). All faculty, regardless of fulltime or adjunct, must meet the credentialing requirements of the position as set forth in the Colleges' faculty collective bargaining agreement. All credentialing is adhered to and faculty must meet minimum educational and/or experience criteria for the position.

All fulltime faculty are evaluated on a regular basis based on criteria set forth in the faculty union contract. New adjunct faculties are evaluated during their first year of teaching, continuing adjunct faculty are on a three year cycle of evaluation. These evaluations consist of classroom observation, student course evaluations, and conferences with appropriate department leaders.

The College ensures support of instructor's professional development through in-service days and Convocation (seven days total). These consist of College wide, as well as department specific, training sessions. These training events are targeted at fulltime

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faculty members, and adjunct faculty are encouraged to attend sessions appropriate to their roles. Specialized programs for faculty, as well as for specific support personnel, are also offered throughout the year. Additionally, the College has made available up to \$1850 for use by each faculty member for professional development.

Each faculty member is required to maintain a minimum of ten hours per week as office hours for students.

The evidence that Core Component 3C is being met is strong and well-presented.

- **Core Component 3.D. The institution provides support for student learning and effective teaching.**

College of DuPage provides evidence in supporting Core Component 3D through five specific initiatives. The College provides academic support through its library which serves between 2500 and 3000 students daily. Students are provided support through the use of the libraries resources, including books, periodicals, audio visual, and database access. The library also supports students and faculty with professional librarians who aid in research, including a Research 101 course. The library also provides support for many of the College's technical resources, such as cameras and video/audio equipment.

The Learning Commons provides students access to academic support resources including tutoring in math, reading, writing, speech, and program specific concepts. This support is extended to students enrolled in all course delivery methods.

A new 65000 square foot Student Services Center provides students with direct access to Admissions, Registration, Financial Aid, and other student services.

Preparatory instruction support is provided through multiple means, including an entrance seminar and placement test options. An entrance seminar, conducted by Student Success Counselors, provides students with information on academic planning.

Placement tests for mathematics and English courses are given through the Testing Center. These tests assess the student's level in math and English, and allow for placement into appropriate developmental or college level courses. The assessment rules and testing scores are established by the appropriate department at the College.

Academic advising is evidenced through the use of the Enhanced Student Experience Implementation Plan, offered by the Student Affairs Division. This Division has implemented a new Academic Advising model, which includes the assignment of an appropriate faculty advisor, the development of a Student Education Plan, fulltime counselors available for students with disabilities, and advising options for regional campuses and centers. All of these services are available in multiple formats, including face to face and online.

Infrastructure and resources are provided through various campus facilities. The College covers 273 acres, with five regional centers, covering a total of more than 1.64 million square feet. COD has a state-of-the-art athletic field, a comprehensive library, and a multitude of technical resources available (including networked computers, computer labs, and technology enhanced classrooms). A technology replacement plan has been developed and implemented to ensure the College is in step with technology changes.

Health services are provided through partnerships with local health services, and cultural support is provided through the McAninch Arts Center.

As noted in Core Component 2.E., the College Library staff is fully prepared to assist students in their academic research and search for information.

The evidence to support the College's ability to satisfy Core Component 3D is strong.

- **Core Component 3.E. The institution fulfills the claims it makes for an enriched educational environment.**

Co-curricular opportunities are provided through multiple means, including the Service Learning Program, internships, two leadership program opportunities, and over 60 clubs and organizations.

The student's educational experience is engrained in the College mission, which focuses on being a teaching, learning, and cultural center of excellence. The College enhances the mission through specific priorities, set forth annually, identified in the Strategic Long Range Plan. Priorities 2, 3, 9, 6, 7, 5, 8 and 4 address Criterion 3 specifically.

The College has provided adequate evidence for Core Component 3E; additional evidence could make this a strong component for COD.

#### **Overall comments on Criterion Three**

The College has done an adequate job in identifying and adhering to the requirements of Criterion Three. COD has adequately identified processes to meet the requirements of each area within Criterion Three. The biggest opportunity for improvement is in the identification of the outcomes of the assessment/data results for teaching and learning. While processes are identified, and it is noted that data is collected, it is not clear that the College uses the data to identify progress in each process, and does not adequately identify if the processes actually work and are effective. It may be beneficial for College personnel to work on the analysis of its process data to see if the processes are actually effective.

**Criterion Four: Teaching and Learning: Evaluation and Improvement. *The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.***

- **Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs.**

College of DuPage has developed processes, in conjunction with Board of Trustees policies, that provide for program reviews on a five year cycle. The program consists of the following schedule:

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Year 1 – Preparatory activities

Year 2 – Formal program review report is prepared

Year 3, 4, 5 – Continuous improvement activities based on the report feedback

Credit for experiential and prior learning is controlled through the Office of Field and Experiential Learning and The College's Credit by Demonstrated Competence programs. Each credit type has an associated process, along with requirements and guidelines.

All transfer credits are evaluated by the Office of Student Records, and must come from an official transcript from the credit granting institution. All transfer credits must adhere to the guidelines set forth in the College's Office of Student Records Transfer Policy.

All new and modified courses must go through the process described in Criterion Three, which consists of internal oversight as well as being approved by the Illinois Community College Board. New programs also must follow a similar process, and are ultimately approved by this Board.

Dual credit options are overseen through the use of a specific, comprehensive process which includes agreements with the appropriate high schools. This process includes curriculum review and credentialing of high school faculty for teaching college level courses.

The College currently has 16 programs that have achieved special accreditation, primarily in the nursing and health care programs. Other programs are separately accredited based on industry needs and requirements.

All degree and certificate students are surveyed, and annual Perkins measures are used to assess the success of graduates from the College. In FY12, the College was the only community college in northern Illinois to meet or exceed the Community College Board's goals.

The College has had a large number of students graduating with Associate degrees go on to four-year institutions. However, it is not evident to what level these students have been successful. A follow up of how well these students do in completing four-year degrees may be helpful in identifying to what extent Core Component 4A is addressed.

The College has provided adequate evidence for Core Component 4A, but could improve.

- **Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

The College has identified and created eight General Education Student Learning Outcomes. This process mapped the Outcomes along with assessment strategies across academic disciplines. In addition, the previously mentioned Academic Program Review process has requirements for faculty to create and implement goals and learning outcomes for other programs and courses. This process includes a final stage that addresses analysis of feedback data, and requires continuous improvement on that feedback. All courses are also governed by the Active Course File, which identifies learning goals that are consistent, regardless of who is teaching the course and what delivery method is being used.

All of the systems have led to the development of Goal # 3 in the Strategic Long Range Plan, which deals with the retention and graduation rates of students in the upper quartile at the College.

While COD identifies multiple processes demonstrating commitment to education achievement, most of these are identified in specific initiatives, such as internships. It is not clear as to what level programs are assessed, beyond some of these individual initiatives. It is also not clear how effective the assessments are, as no evidence is presented as to what is done with the assessment data and if this data is used for process improvement. It may be beneficial for the College to clarify how/if it identifies the effectiveness of its assessment processes, and how it uses assessment data for improvement.

The evidence for Core Component 4B is adequate, but could use some improvement.

- **Core Component 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.**

College of DuPage has demonstrated a commitment to improvement and retention by developing Goal 2 in the Strategic Plan. This goal is related to top quartile retention, persistence, and graduation. It is governed by four tasks which aid in the improvement of each of these measures.

The College routinely uses benchmark data by being a member of the National Community College Benchmarking Project. This organization provides the College with a multitude of benchmarking data, which it can use to assess its processes and make improvements.

The College is also one of the first colleges to adopt the AQIP format for accreditation and has several Action Projects relating to student performance improvement.

While the College has identified multiple measures of retention, persistence, and completion, it is not clear how effective these measures are for the College. No results data is identified and it is not clear how or if the College uses the data to improve.

The evidence that the institution is meeting Core Component 4C is adequate, but can be improved.

#### **Overall comments on Criterion Four**

Overall, the College shows that it meets the requirements for Criterion 4. COD has adequately identified processes and shown that it is collecting measures for the Criterion. However, it is not clear that the processes are intended to address students beyond those in the top tier, and no evidence is provided that COD has identified and mapped specific learning outcomes beyond General Education. It may be beneficial for the College to establish methods to address and identify learning outcomes beyond General Education. There is also a lack of evidence that the data collected is analyzed and used for improvement.

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

- **Core Component 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.**

A five year financial plan is developed each year as part of the SLRP process. An annual budget is developed from the financial plan to allocate resources to priorities. Staffing, capital, and IT plans are also developed from the strategic plan. Staffing is reviewed annually based on current and projected enrollment trends. The institutional budget is approved by the Board of Trustees. Budgets are controlled at the line item level with secondary controls in place. ILPEX feedback recognizes an effective strategic planning process although metrics are lacking for some strategic themes and one year action plans.

Faculty and staff skills and competencies are assessed and job descriptions developed along with minimum and preferred requirements. The performance management system is designed to ensure high performance with performance against the institution's core values evaluated along with job performance.

Evidence that the institution's resource base can support its plans for the future is adequate but needs improvement in terms of metrics for themes and one year action plans to provide information for mid-course corrections.

- **Core Component 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

The College of DuPage Board of Trustees is responsible for developing and adopting Board policies. The President is responsible for administrative policies.

Faculty participate in developing and evaluating all education programs by contract. Potential Board policies are reviewed by the Shared Governance Council prior to being submitted to the Board. Before being adopted by the Board, administration, faculty, staff, students, and the general community have the opportunity to review and comment.

The information provided addresses the governance structure but little information is provided to address administrative leadership and day to day management of the institution. Other than policies it is not clear how the leadership system is designed or how effective it is. In addition, ILPEX feedback recognized an opportunity in the lack of an effective succession planning process for leaders.

Evidence that the governance structure promotes effective leadership is strong, but

evidence that the administrative leadership structure does the same is only adequate and needs improvement.

- **Core Component 5.C. The institution engages in systematic and integrated planning.**

College of DuPage uses an ongoing, closed-loop, eight step system for planning. The Strategic Long Range Plan Advisory Committee is comprised of administration, faculty, staff, student leaders, and the VP of Planning and Institutional Effectiveness. A revised plan is presented annually to the President who presents it to the Board. Once presented to the Board it is open for public review and comment for thirty days.

Administrators are required to develop an annual plan that includes specific objectives and measurable strategies to ensure that there is alignment from the strategic plan to divisions to departments.

Evidence that the College engages in systematic and integrated planning is strong and well presented.

- **Core Component 5.D. The institution works systematically to improve its performance.**

There are key performance measures for tracking progress on individual administrator plans as well as the strategic plan and budgets. Three times a year senior management reviews their performance through an Annual Plan Scorecard and Stop Light report. Deans, Associate Deans, and Program Coordinators can drill down to the course level for enrollment activity and performance. In addition, IT Performance Metrics monitors call volumes, answering times, and abandonment rates.

The College is committed to performance excellence as demonstrated by its use of the Baldrige option for accreditation. ILPEX feedback identified that many processes have recently been implemented and a complete cycle of improvement based on data has not been completed. In addition, some data with which to monitor and evaluate performance are not easily available and/or accessible.

Evidence that the institution works systematically to improve its performance is adequate but needs improvement.

### **Overall comments on Criterion Five**

The College is focused on improvement and is in the mid-stage of transitioning from a problem-solving orientation to proactive process improvement. A continued effort to develop meaningful metrics to evaluate and improve performance and systematic process improvement is encouraged.