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**COLLEGE OF DuPAGE**  
COMMUNITY COLLEGE DISTRICT NUMBER 502  
ANNUAL BUDGET  

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FISCAL YEAR ENDED JUNE 30, 2011

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INTRODUCTORY

SECTION
May 20, 2010

Members of the Board and Citizens of Community College District Number 502:

The Fiscal Year 2011 Budget of College of DuPage, Community College District Number 502 (College), Counties of DuPage, Cook, and Will, State of Illinois, is presented for your consideration. Fiscal Year 2011 begins July 1, 2010 and ends June 30, 2011. The budget is a one-year financial reflection of the College's long and short-term planning processes, and is used as a guide to implement the goals and objectives of the institution. An overview entitled the Strategic Planning Process at the College is provided on pages 14-24 of the Budget.

The FY2011 budget is $274,417,772 in total revenues, and $344,884,204 in total expenditures for All Funds. This represents a $70,466,432 anticipated decrease in fund balance as bond proceeds from previously issued tax-exempt and taxable bonds, are drawn down for construction of the new Homeland Security Education Center, the Culinary Arts and Hospitality Center and the Student Services Center, as well as the renovation of the Berg Instructional Center and various other capital improvement projects on campus. Please note that the revenues and expenditures in the Operations and Maintenance (Restricted) Fund, which accounts for capital projects, may not match in a particular fiscal year. In this case, bonds issued by the College in FY2009 and prior years are being drawn down to pay for anticipated construction expenditures in FY2011.

The General Fund, which is made up of the Education Fund and the Operations and Maintenance Fund, also known as the Operating Funds, have budgeted FY2011 revenues of $151,726,091 and estimated expenditures of $151,148,531. The surplus of $577,560 is transferred out to support the operations of the Arts Center ($302,500) and various construction projects ($275,060). As such, the Operating Funds budget is balanced after consideration of transfers as fund balance is not expected to decrease.
The budget includes all funds of the College. The funds are:

- Education Fund
- Operations and Maintenance Fund
- Audit Fund
- Auxiliary Enterprises Funds
- Bond and Interest Fund
- Liability, Protection and Settlement Fund
- Operations and Maintenance Fund (Restricted)
- Restricted Purposes Fund
- Working Cash Fund

The environment in which the FY2011 budget was developed was extremely challenging. In the past 12 months, the State of Illinois announced a $13 billion budget deficit, had its debt ratings cut by the major rating agency services and has intimated, through the Illinois Community College Board (ICCB), that we are likely to receive only one of our anticipated quarterly base operating grant payments in FY2011. Thus, the FY2011 budget assumes receipt of only one base operating grant payment from the State in the coming fiscal year. This represents a decrease from the FY2010 budget of approximately $8.9 million. Revenues from the State are projected to be $4.3 million in the FY2011 budget, or only 2.8% of the Operating Fund Total Revenues. We do not anticipate the State being a good financial partner for the next three to five years, and we will build future budgets assuming limited resources coming from the State.

Given the softness in the real estate market and property values, we thought it prudent to change the assumption of current collections of property taxes to 99% from 99.5% in prior years, the historical average experienced by the College. This change had the effect of reducing our FY2011 revenue estimate by more than $530,000. As you are aware, the College is limited in increasing its property tax levy to the Consumer Price Index (CPI) or 5%, whichever is less, plus new construction. We have assumed the tax levy will increase no more than 4.2% as CPI was 2.7% and new construction in the District is estimated to be 1.5%.

Interest income in All Funds is conservatively estimated at $700,866 in FY2011 which is an 85.1% decrease from the $4,696,048 budgeted in FY2010. The FY2010 projection was based on an aggressive assumption that investable assets could earn an average of 2.5%. Actual interest rates earned during FY2010 ranged from 50 to 90 basis points. Given the current interest rate environment and the Federal Reserve Board’s intention to keep interest rates low for the foreseeable future, we assumed the average interest rate to be 20 basis points on the College’s available assets.

In addition, last year the College budgeted $2 million in contingent revenues. This does not represent best practice in budgeting and has been stopped in the development of the FY2011 budget.
These challenges to our revenue streams caused us to make the difficult decision to increase tuition to the statutory maximum of $129 per credit hour. Enrollment projections, however, were conservatively developed giving consideration to (i) one-half of the BIC being off-line for the next two years for renovation; (ii) the overall economy may improve which may lead individuals away from re-tooling their skills; (iii) federal and state budget challenges may limit the availability of financial aid; and (iv) increasing tuition may dampen enrollment. The enrollment increase is assumed to be 3% in the FY2011 budget.

In terms of operating expenditures, salary increases are projected at averages from each union contract or the Classified Agreement. While some employees may receive higher annual increases than the reported average, consideration is given to other factors such as turnover and retirements. Employee benefit costs are projected to increase 10% in FY2011, which is the College’s historical average. Given the uncertainty of health care inflation and health care reform, we will be tracking these expenditures closely during the fiscal year.

As our budget challenges came into focus, I asked each of our employee groups to consider increasing participation in paying for health insurance to 20% of premiums, while the College would pay the remaining 80%. This 80%-20% sharing is more market-based, with movement towards a 75%-25% share of premiums by employer and employees, respectively being more common. In some instances, College employees are currently paying as little as 4% of their health insurance premium. I also asked employees to consider paying one-third of the cost of tuition and 100% of the associated fees for classes taken by employees and their dependents. While Administrators will begin the 80%-20% health insurance sharing and paying one-third of the tuitions costs and 100% of the associated fees for classes as of July 1, 2010, with the exception of the College of DuPage Adjuncts Association (CODAA), who agreed to the tuition sharing, other employee groups did not respond favorably to the request. Had all of these groups agreed to these considerations, our budget could have been reduced by approximately $1.1 million.

Despite our efforts to minimize the impact of balancing the budget on our employees, the FY2011 budget includes the reduction of 13 full-time and one part-time Classified positions. Further, three full-time Classified positions that are currently open will not be filled during this coming fiscal year. Similarly, four full-time faculty positions that are currently open are on hold for FY2011.

Full-time equivalent personnel levels are detailed in Table 12 page 161. The FY2011 budget reflects 2,003 full-time equivalent (FTE) employees, which is up 1.9% from the FY2010 budget of 1,966 full-time equivalent employees. Despite the reductions noted above, total faculty FTE’s increased to 1,109 which is up from FY2010 total faculty FTE’s of 1,078. The majority of these hires have been in part-time faculty. Similarly, Classified staff increased to 574 FTE’s from 562 FTE’s in FY2010, or an increase of 2.1%. This increase is mainly attributable to non-teaching assignments such as lab assistants and test proctors being classified as Classified employees. Administrator FTE’s were reduced 8.2% to 44 FTE’s in the FY2011 budget as reorganizations were undertaken to improve efficiencies and reduce costs.
The FY2011 budget was developed with several financial goals in mind. These objectives and target ratios from the College’s long range Financial Plan and Policies as listed on pages 49-50.

1. Financial Goals: There are seven major goals that will allow the College to maintain its sound financial position and provide opportunities to move forward in new areas:

   - Create and maintain a balanced budget.
   - Create systematic and effective linkages and accountability between financial planning and all College planning processes.
   - Develop strategies to encourage and implement cost saving projects and revenue enhancement opportunities.
   - Develop resources and budget for identified new and improved institutional facilities.
   - Develop resources and budget for identified improvements to instructional activities.
   - Develop strategies to maintain fund balances at targeted levels.
   - Reduce staffing where appropriate.

2. The Financial Objectives for FY2011 are the following:

   - Utilize Improvement Funding to invest in growth for the College.
   - Identify and include in the Financial Plan 2012 through 2016 specific linkages that exists to each of the other plans.
   - Identify and implement cost savings measures.
   - Continue the process of identifying and eliminating staffing positions as determined by available resources.
   - Implement the faculty productivity analysis so that productivity of faculty is improved.
   - Implement the business plans developed for Business Solutions, Continuing Education, and the Arts Center.
REVENUES

The College has three primary sources of revenue: local property taxes, state funding and tuition and fees. These three revenue sources comprise 84% of the total budgeted revenues for all funds in FY2011 which is up slightly from 83% in FY2010. Local property taxes are collected on a calendar year basis. Taxes levied in 2010 are collected in 2011. Legislation limits the increase in the amount of taxes the College can levy to 5% of the prior year tax extension or the Consumer Price Index (CPI) annual increase, whichever is lower, plus the taxes on new construction. The prior year CPI is used for the current levy year. The 1991 tax levy was the first levy affected by the tax cap legislation. State funding for FY2011 is provided by the state legislature. Given the State’s significant budget deficit, the College is assuming that it will receive only one of its quarterly base operating grant payments in FY2011. Tuition and fees is estimated by calculating the increase in tuition and fees and multiplying it by projected enrollment. The College conservatively projects a 3% increase in enrollment in this budget. The remaining 16% of revenues are from grant funding and sales and service fee revenues from Auxiliary Enterprise Operations.

The Operating Funds budgeted revenues in FY2011 are $151,726,091 as compared to $155,546,149 in FY2010; a decrease of $3.8 million or 2.5%. This is primarily attributable to decreased state funding in our base operating grant, as total state revenues are $4,315,247 in FY2011, or 67% below FY2010 measure of $13,038,454. This reduction in state funding is generally being offset by an increase in tuition and fees to $129 per credit hour effective with the Summer 2010 term. Tuition and Fee revenues are projected to increase 13.5% to $90,566,040 in FY2011, as compared to $79,813,158 in FY2010. This is attributable to a projected enrollment increase of 3% and a $13.00 per credit hour increase in tuition increase to $129.00 per credit hour.

Each of the revenue sources are described in more detail in the financial section for each fund. The following is a general description of the three main revenue sources.

Local Property Tax Levy
(Included in Local Government Revenue)

The 2010 tax levy is collected in calendar year 2011; one half of which is recorded in FY10 and the other half is recorded in FY11. The FY2011 budget includes one half of the 2009 levy and one half of the 2010 levy, estimated at a 99% collection rate, as follows:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Assessed Valuation Billion</th>
<th>Tax Rate</th>
<th>Extension</th>
<th>Percent FY 2010</th>
<th>Assessed Valuation Billion</th>
<th>Tax Rate</th>
<th>Extension</th>
<th>Percent FY 2011</th>
<th>Budget FY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Fund</td>
<td>$47.8</td>
<td>0.1337</td>
<td>$63,896,862</td>
<td>50%</td>
<td>$49.9</td>
<td>0.1337</td>
<td>$66,580,530</td>
<td>50%</td>
<td>$64,586,309</td>
</tr>
<tr>
<td>Operations &amp; Maintenance Fund</td>
<td>47.8</td>
<td>0.0214</td>
<td>10,370,695</td>
<td>50%</td>
<td>49.9</td>
<td>0.0214</td>
<td>10,806,264</td>
<td>50%</td>
<td>10,482,595</td>
</tr>
<tr>
<td>Bond &amp; Interest Fund</td>
<td>47.8</td>
<td>0.0573</td>
<td>27,384,369</td>
<td>50%</td>
<td>49.9</td>
<td>0.0573</td>
<td>28,616,666</td>
<td>50%</td>
<td>27,789,416</td>
</tr>
<tr>
<td>Total</td>
<td>0.2127 $101,651,926</td>
<td></td>
<td></td>
<td></td>
<td>0.2127 $106,003,460</td>
<td></td>
<td></td>
<td></td>
<td>$102,789,416</td>
</tr>
</tbody>
</table>

10
Property tax revenues for All Funds is projected to increase to $105,017,181 in FY2011 from $97,826,863 in FY2010. This represents a 7.4% increase and is primarily attributable to an assumed 4.5% increase in the assessed valuation of property within the College’s taxing district.

**Illinois Community College Board Revenue**  
**(Included in State Government Revenue)**

Illinois Community College Board funding to the College of DuPage for the operating funds is projected to decrease to $3,342,236 in FY2011 from $12,328,181 in FY2010; a decrease of $8,985,945 or 72.9%. This reduction reflects the College anticipating receiving only one of the quarterly base operating grant payments in the next fiscal year.

**Tuition and Fees**

Tuition and Fees for credit classes for Summer 2010 will be $129.00 per semester hour, allocated as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (Education Fund)</td>
<td>$99.15</td>
</tr>
<tr>
<td>Student Activity Fee (Auxiliary Fund) *</td>
<td>2.85</td>
</tr>
<tr>
<td>Construction Fee (Operation and Maintenance (Restricted) Fund)</td>
<td>7.00</td>
</tr>
<tr>
<td>Technology Fee (Education Fund Designated)</td>
<td>8.00</td>
</tr>
<tr>
<td>Bond Repayment (Bond &amp; Interest Fund)</td>
<td>10.00</td>
</tr>
<tr>
<td>Designated Facilities Master Plan Fee (Education Fund Designated)</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$129.00</strong></td>
</tr>
</tbody>
</table>

* $0.85 of one credit hour for each student is allocated to the Student-to-Student Grant Program (Restricted Fund). This amount is matched by the State of Illinois. The average amount received from the State is $76,000 for each of the last four years.

Tuition and Fees revenue in funds other than the Operating Funds are primarily for non-credit courses. These include offerings in Continuing Education, Business Solutions and Field Studies. All of the courses not included within the Operating Funds are offered on a full cost-recovery basis.

**EXPENDITURES**

The Operating Funds budgeted expenditures for FY2011 are $151,148,531 as compared to $154,268,340 budgeted in FY2010. This represents a decrease of $3,119,809 or 2.02%. Included in the FY2011 expenditures is a budgeted contingency of $3,500,000 ($3,000,000 in the Education Fund and $500,000 in the Operating and Maintenance Fund) for any unexpected expenditures that may arise during the fiscal year.

Salaries and benefits comprise 74.6% of the FY2011 Operating Funds budget as compared to 73.3% of the FY2010 Operating Funds budget.
The cost per FTE student in the Operating Funds is estimated to be $8,818 for FY2011. This compares to $8,731 estimated for FY2010, or a .001% increase. This estimated cost is determined by dividing the total expenditures in the Operating Fund, excluding contingency and transfers, by the student FTE at mid-term.

College of DuPage’s net instructional unit cost for FY2009, the latest information available, was $260.10 versus the statewide average of $229.00. The net instructional unit cost includes teaching salaries, direct departmental and equipment costs, academic administration and planning costs, and an allocated portion of the support costs in the instruction function in all college funds. This total is then divided by the total student semester credit hours for the fiscal year.

FUND BALANCES

The FY2011 beginning fund balance for all funds is estimated to be $254,078,646. The ending fund balance is projected to be $183,612,214 or a $70,466,432 anticipated reduction in the fund balance. This reduction is primarily due to a $70,842,059 decrease in the Operations & Maintenance (Restricted) Fund Balance due to the fact that several new construction, renovation and landscaping projects will be underway during the year and bond proceeds received in prior years are being drawn down to pay for these projects in the FY2011 fiscal year. The Audit Fund is projected to decrease by $20,678 during this fiscal year which would bring the Fund Balance to zero by the close of FY2011. The Restricted Purposes Fund accounts for most of the grants and the nature of the timing of the revenues and expenditures varies each year.

I am pleased to present the FY2011 budget for your consideration and adoption. This budget will continue to meet the needs of College of DuPage and appropriately address our mission, while grappling with the reality of constricted revenue growth. The College will attain its goal to maintain a healthy financial position through the development of alternate revenue sources and the wise allocation of available resources in support of our educational goals.

Respectfully yours,

Robert L. Breuder
President
COLLEGE OF DuPAGE MISSION

The mission of College of DuPage is to be at the forefront of higher education, serving the needs of the community. The College will be the first place residents turn to for the highest quality educational and cultural opportunities. The College will serve as a model of distinction for community college education.

To achieve this mission, the College will:

- Recognize, develop and support excellence in both learning and teaching.
- Foster an instructional and organizational climate that welcomes innovation, is open to change and targets continual improvement and accountability.
- Maintain a comprehensive, dynamic curriculum, a varied educational delivery system and a strong outreach effort ensuring that diverse learning needs are recognized and met.
- Offer programs and services that are flexible and accessible.
- Motivate and prepare students to qualify for and succeed in further educational endeavors.
- Promote critical and creative thinking and academic honesty.
- Provide relevant and thorough career education that prepares students to prosper in the world of work.
- Respond to the lifelong learning needs of residents and business.
- Support the personal and academic success of students through comprehensive student support services.
- Offer programs that educate students for responsible citizenship, civility and mutual respect in a multi-cultural and global society.
- Prepare students to live and work successfully in an international environment.
- Broaden learning opportunities for our community by creating alliances within and beyond the college district.
- Serve as a center for the cultural and intellectual enrichment of our community.
- Model and promote environmental stewardship.
- Exercise integrity and responsibility in fiscal matters.
- Advance a college organization that learns continuously through team effort and draws upon everyone’s talents, work and creativity.

COMMITMENT TO THE FUTURE

College of DuPage will meet the challenges of a dynamic community and maintain standards of excellence by continually examining and, where appropriate, adopting new technologies, learning theory and teaching methods. The College will respond to the needs of its community by providing quality education, training, information and cultural opportunities. College of DuPage will continue to be an innovative institution that provides a powerful learning environment for all.

Adopted by the College of DuPage Board of Trustees, January 17, 1995
Reaffirmed by the College of DuPage Board of Trustees, December 12, 2001
COLLEGE OF DUPAGE PHILOSOPHY

• **College of DuPage believes in the power of teaching and learning.**
  We endorse the right of each person to access opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.

• **College of DuPage is committed to excellence.**
  We seek quality in all that we do and believe that the people we serve also must perceive value in our programs and services. To ensure quality, we are committed to continual assessment and self-evaluation.

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

• **College of DuPage seeks to remove barriers to educational opportunity.**
  We place a high priority on providing accessible, affordable courses and services.

• **College of DuPage promotes full participation in planning and decision making.**
  We support participatory governance and the involvement of the college community in the development of a shared vision. We believe that all students, staff and residents can make meaningful contributions within a respectful, equitable and responsive environment. We strive to build and organizational climate in which freedom of expression is defended and civility is affirmed.

• **College of DuPage values service to students and community.**
  The needs of our students and community are central to all we do.

Adopted by the College of DuPage Board of Trustees, January 17, 1995
Reaffirmed by the College of DuPage Board of Trustees, December 12, 2001
STRATEGIC PLANNING AT COLLEGE OF DUPAGE

Introduction

College of DuPage (COD) engages in planning to:

- Assure the College is future oriented in its service to students and community.
- Ensure that long-range goals and tasks are aligned with student and community needs.
- Create annual objectives and strategies that are within the institution’s capacity for implementation.
- Communicate the goals, tasks, objectives, and strategies to the institution’s constituents.
- Create collaboration among various constituent groups to build consensus about where College of DuPage is going and to develop a sense of ownership of the plan.
- Ensure the most effective use is made of the institution’s resources by focusing the resources on the institutional priorities.
- Provide a base from which progress can be measured and establish a mechanism for informed change when appropriate.

At College of DuPage, the Strategic Long Range Plan (SLRP) serves as a road map to guide the delivery of programs and services to address student and community needs within the College’s institutional resources.

The Planning Process

Strategic Planning at College of DuPage is a systematic process designed to enable the College to fulfill its mission, achieve its vision, maintain high academic standards, increase opportunities for student learning, and respond to future challenges and opportunities. Strategic planning establishes long-term goals and related tasks for the College and drives action at departmental and divisional levels through the creation of an Annual Plan.

Overall stewardship of the strategic planning process is the responsibility of the Vice President for Planning and Institutional Effectiveness, who coordinates the timeline, committee consultation, and documentation.

Fiscal Year 2011 Planning Process

In October 2009, the Strategic Long Range Plan Advisory Committee (SLRPAC) comprised of faculty, administration, staff, and students was formed. Working in collaboration with the President’s Cabinet, SLRPAC provides recommendations and guidance in the development of the Strategic Long Range Plan for College of DuPage. Specific SLRPAC work includes:

- Reviewing appropriate data and reports such as environmental assessments, trends, and issues in higher education, etc., and provide insights into how this information might impact and/or relate to the future success of C.O.D.,
- Reviewing and providing input to the SWOT (strengths, weaknesses, opportunities, and threats) analysis, in order for it to serve as a basis for planning,
• Reviewing the institution’s core statements (philosophy, mission, vision and values) for clarity and making recommendations for revisions,
• Consulting with appropriate faculty, students, staff, alumni, the community and other stakeholders to gain an understanding of various perspectives that can be incorporated into the planning process,
• Creating opportunities for collaboration, comment and discussion concerning the direction of C.O.D.,
• Developing a draft Strategic Long Range Plan for Presidential review, and
• Communicating and championing the approved Strategic Long Range Plan with colleagues and other constituency groups.

The strategic planning process is comprised of eight phases:

Phase 1 – Identify Strengths, Weaknesses, Opportunities, and Threats (SWOT)
In the fall the SLRPAC in collaboration with the Cabinet starts a review of relevant surveys and scans that define the external environment. Likewise, an internal assessment will be conducted using College of DuPage Fact Book and other institutional data that summarizes the internal environment.

Phase 2 – Review Core Foundational Statements
Periodically, the SLRPAC in collaboration with the Cabinet will review and as appropriate make recommendations concerning the modification of the philosophy, mission, vision, and value statements. Frequent changes to these documents are not expected, however, modifications may be necessary to reflect new conditions and/or changing student and community needs.

Phase 3 – Develop Strategic Long Range Plan
Periodically, the SLRPAC in collaboration with the Cabinet will review the College’s goals and modify them, if necessary. Goals are institutional in nature and as such, will not change often. Annually, the SLRPAC in collaboration with the Cabinet will review and update the College’s tasks as appropriate. Tasks identify a particular focus of a goal and are the vehicle for action. Tasks also become the responsibility of various teams, committees, or units of the College. Tasks are the basis for prioritized objectives and strategies that are detailed in staff, team, committee, and department plans.

After goals and tasks have been reviewed and ratified by the President, the SLRP is received by the Board of Trustees for review, comment, and action in June. The SLRP will be posted online for 30 days for employee and community review.

Phase 4 – Develop Annual Plan
Based on the SLRP tasks, Cabinet members develop objectives and strategies. These objectives and strategies must also be consistent with the institutional core values and institutional
priorities. Collectively, these objectives and strategies make up the Annual Plan. Departmental and divisional plans are reflected in the annual plan of the respective Cabinet member responsible for that division or department. At the end of each fiscal year, each Cabinet member is evaluated relative to his or her achievement of planned results. The Board of Trustees evaluates the President in the same manner.

Phase 5 – Plan Monitoring
Major initiatives are tracked against the institutional goals, and their impact on the budget is reflected in the annual budget developed in the spring. The annual Financial Plan includes cross-references to the SLRP. This represents the first step in tracking the budget against the goals and tasks identified in the SLRP. The objectives and strategies in the Annual Plan are monitored and reviewed by the President and Cabinet three times a year.

Phase 6 – Annual Performance Reviews
At their annual performance reviews, administrators and staff members report their progress toward achieving the objectives stated in their annual plans. Accomplishment of annual plan objectives is part of the performance evaluation of all administrators, which occurs in June.

Phase 7 – Institutional Outcomes Report
The Institutional Outcomes Report details the institution-wide achievements the College employees have made toward accomplishing goals and tasks for the year. The Board of Trustees receives the Institutional Outcomes Report from the President each August. The report will be posted online for employee and community review.

Phase 8 – Evaluate the SLRP Development Process
The SLRPAC in collaboration with the Cabinet evaluates the SLRP development process annually and makes adjustments as appropriate. The Cabinet in collaboration with the SLRPAC is responsible for the planning process and responds to issues pertaining to process effectiveness, constituency input, data accuracy, benchmarking, and trends in institutional planning.

Anticipated Timeline
- The SLRPAC will meet regularly from September to May.
- Review of core statements, SWOT, and institutional studies will be accomplished during the fall semester.
- In the spring semester, the goals will be reviewed and modified, if necessary, and tasks will be developed. Tasks can be adjusted throughout the year.
- In May, the SLRPAC in collaboration with the Cabinet will submit the draft SLRP to the President for review and approval.
• The President presents the SLRP to the Board of Trustees for review in May.
• The Board of Trustees reviews the plan for a month; final approval by the Board of Trustees of the SLRP is expected in June.

Core Statements

Philosophy Statement
College of DuPage believes in the power of teaching and learning. We endorse the right of each person to access opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.

• College of DuPage is committed to excellence. We seek quality in all that we do and believe that the people we serve also must perceive value in our programs and services. To ensure quality, we are committed to continual assessment and self-evaluation.
• College of DuPage values diversity. We seek to reflect and meet the educational needs of the residents of our large, multicultural district. We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds. We affirm our role as a catalyst for promoting dialogue and tolerance on issues supporting the common good.
• College of DuPage seeks to remove barriers to educational opportunity. We place a high priority on providing accessible, affordable courses and services.
• College of DuPage promotes full participation in planning and decision making. We support participatory governance and the involvement of the College community in the development of a shared vision. We believe that all students, staff, and residents can make meaningful contributions within a respectful, equitable, and responsive environment. We strive to build an organizational climate in which freedom of expression is defended and civility is affirmed.
• College of DuPage values service to students and community. The needs of our students and community are central to all we do.

Mission Statement

The mission of College of DuPage is to be at the forefront of higher education, serving the needs of the community. The College will be the first place residents turn to for the highest quality educational and cultural opportunities. The College will serve as a model of distinction for community college education.

To achieve this Mission, the College will:
• Recognize, develop and support excellence in both learning and teaching.
• Foster an instructional and organizational climate that welcomes innovation, is open to change, and targets continual improvement and accountability.
• Maintain a comprehensive, dynamic curriculum, a varied educational delivery system, and a strong outreach effort, ensuring that diverse learning needs are recognized and met.
• Offer programs and services that are flexible and accessible.
• Motivate and prepare students to qualify for and succeed in further educational endeavors.
• Promote critical and creative thinking and academic honesty.
• Provide relevant and thorough career education that prepares students to prosper in the world of work.
• Respond to the lifelong learning needs of residents and business.
• Support the personal and academic success of students through comprehensive student support services.
• Offer programs that educate students for responsible citizenship, civility and mutual respect in a multicultural and global society.
• Prepare students to live and work successfully in an international environment.
• Broaden learning opportunities for our community by creating alliances within and beyond the College district.
• Serve as a center for the cultural and intellectual enrichment of our community.
• Model and promote environmental stewardship.
• Exercise integrity and responsibility in fiscal matters.
• Advance a College organization that learns continuously through team effort and draws upon everyone’s talents, work and creativity.

Vision Statement

By 2010, those served by College of DuPage will be the nation’s best-educated citizens.

Institutional Core Values

Strongly integrating our shared ethical values into the daily life of the College is a continuous process. In our classrooms, offices, activities and processes, we use these values to guide our interactions with each other.

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

2) HONESTY
We expect truthfulness and trustworthiness.

3) RESPECT
We expect openness to difference and to the uniqueness of all individuals.

4) RESPONSIBILITY
We expect fulfillment of obligations and accountability.
College of DuPage
Institutional Priorities
FY2011

1. Grow Fall FTE Credit enrollment from 16,036 to more than 17,000 or a minimum of 6%.
2. Add new degree and certificate programs, as well as modify and/or discontinue existing programs, to ensure that our curricular offerings are in alignment with changing community needs.
3. Ensure the financial integrity and performance of the College (e.g. receive clean audit opinion, augment fund balance and maintain Aaa bond rating).
4. Reduce student attrition rate (10th day to end-of-term headcount enrollment) from 7.0% to 6.5%.
5. Deploy and further develop the College’s comprehensive planning process.
7. Negotiate four labor contracts within specified timeframe.
8. Continue: construction of Homeland Security Education Center and Culinary Arts and Hospitality Center; renovation of Berg Instructional Center; and, overall enhancement of campus buildings and grounds.
10. Design and institute a leadership skills development program for managerial personnel.
11. Continue implementation of Datatel (ERP) Software System.
12. Promote diversity among employees and students.
13. Implement findings of the PACE Presidential Study Commissions to enhance the institutional climate.

Institutional Goals

The following institutional goals were established in 2005 by President Sunil Chand and the Cabinet following input from College constituency groups. The College leadership anticipated holding another round of institution-wide strategic planning in early 2008. That planning event was only partially completed and the goals were not modified or replaced.

Under the leadership of President Robert L. Breuder, new College goals will be identified in FY 2009-2010. Goals are broad statements of expected outcomes. The goals themselves may not be directly measurable. Goals are long-term in nature and generally do not have a time limit associated with them.
Institutional Strategic Goals (FY 2006-2008)

1. More effectively engage students in their education to enhance student success.

2. Increase the engagement of College personnel in the improvement of essential processes affecting the quality of services and academic programs.

3. Develop continuing partnerships with external institutions and organizations for the benefit of District 502.

Institutional Tasks

The following institutional tasks, sorted by goal, were established between FY 2005 and FY 2007 by President Sunil Chand and the Cabinet following input from each College division. Some tasks related to more than one goal. (The term task is now used to describe what was previously referred to at the College as an objective.) Along with new goals, new tasks will be identified in FY 2009-2010.

Tasks directly relate to goals. Tasks further narrow the goals and identify specific areas of work for the College to accomplish in order to achieve its goals.

Goal 1: **More effectively engage students in their education to enhance student success**

Task 560*

**IT Service Quality**
Engage students and staff in maintaining a high quality of IT services though cost-effective initiatives and increased user satisfaction.

Task 562

**Monitoring Cabinet-Level Initiatives on Student Engagement and Success**
Monitor effectiveness of Cabinet-level initiatives related to engagement of students to enhance student success and improve student services.

Task 598

**Identify and meet needs of under-prepared students before and after College entrance.**

Task 599

**Improve student success and degree/certificate completion for all student cohorts.**

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* Task numbers are those assigned sequentially by the online planning database in use at the time these tasks were created.
Task 600
**Improve “academic effectiveness” of all course delivery modes (traditional, CIL, online, hybrid and Adult Fast Track).**

Task 601
**Improve alignment of programs and services with students, businesses, and community needs.**

Task 602
**Develop students’ capacity to think critically, manage information, and learn independently.**

Task 620
**Heighten Student Awareness of Career Potential of C.O.D. Programs**
Collaborate with deans, program coordinators, and students to heighten student awareness of the up-to-date career potential of each C.O.D. transfer and occupational program.

**Goal 2: Increase the engagement of College personnel in the improvement of essential processes affecting the quality of services and academic programs.**

Task 560
**Technology-Based Teaching and Learning**
Engage students and staff in the adoption of technology-based teaching and learning methodologies.

Task 562
**IT Service Quality**
Engage students and staff in maintaining a high quality of IT services, though cost-effective initiatives and increased user satisfaction.

Task 563
**Technology Standards**
Engage staff in establishing and ensuring that information technology conforms to a sustainable and flexible standard. Keep technology standards current.

Task 566
**Administrative Efficiency**
Engage staff in reducing administrative burden to improve administrative efficiency.

Task 567
**Disseminate Relevant Information**
Engage staff in increasing customer awareness and the appropriate and efficient utilization of Administrative Affairs’ services.
Task 568
**College Safety and Security**
Engage staff and students in improving safety and environmental health at the College. Reduce the number of traffic accidents on the Glen Ellyn campus and hazmat-related incidents.

Task 569
**Promote Diversity**
Engage staff and community in promoting diversity in all College employment and purchasing processes.

Task 570
**Stakeholder Involvement**
Engage staff in improving the operation of advisory committees to identify problems, evaluate improvements, and improve communication processes.

Task 586 (FY 2006)
**Align College Planning and Effectiveness**
Track projects and implementation of recommendations to ensure timely completions.

Task 594
**Improve systems, processes, and procedures to use resources more effectively.**

Task 601
**Improve alignment of programs and services with students, businesses and community needs.**

Task 604
**Data Analysis and Data Mining**
Engage staff in data analysis and data mining to enhance decision making.

Task 605
**Information Delivery and Processes**
Engage students and staff in using technology to improve the decision-making and operations of the College.

Task 614
**Business Continuity Plan**
Engage stakeholders in developing a process to ensure the continuity of Administrative Affairs functions in the event of a major crisis.

Task 615
**Functional Leadership**
Each Administrative Affairs department will engage stakeholders to identify their needs, create a long-term plan to meet the needs identified, and develop and implement processes that will meet these needs.
Task 617
Staff Engagement to Support Resource Development
In support of resource development efforts, engage a greater number of College employees as donors, solicitors, project directors, and other substantive volunteer roles. Demonstrate participation by 40% of full-time faculty and classified staff, 75% of administrators, and 100% of Cabinet.

Task 619
Expand C.O.D.’s Market Presence
Engage College students and personnel in expanding C.O.D.’s market presence in District 502 to enhance the College’s position as a collaborative partner with business and industry, legislators, donors, and district residents.

Task 621
External Awareness of C.O.D. Accomplishments
Engage College leadership to increase external awareness of C.O.D. accomplishments.

Task 622
Define Public Information/Production Services Procedures and Services.
Engage College personnel in clearly defining Public Information and Production Services procedures and services.

Goal 3: Develop continuing partnerships with external institutions and organizations for the benefit of District 502.

Task 562
IT Service Quality
Engage students and staff in maintaining a high quality of IT services through cost-effective initiatives and increased user satisfaction.

Task 565
IT Auxiliary Operation External Funding
Engage staff and community in the increasing of external funding to support IT auxiliary operation.

Task 569
Promote Diversity
Engage staff and community in promoting diversity in all College employment and purchasing processes.
Task 587 (FY 2006)

**Partnership with Government, Business and Education**
Pursue partnership opportunities with government, business, and education sectors. Increase partnerships benefiting C.O.D. and District 502.

Task 616

**External Partnership**
Develop and support institutional relationships that will engage greater external partnerships. Pursue at least one major grant initiative. Increase the number of qualified prospects in Foundation database by 20%. Increase new Foundation donors by 10%.

Task 618

**Increase Funding Revenue**
Increase the funding revenue resulting from Resource Development Office efforts in community engagement. Realize $1 million in gifts annually for the C.O.D. Foundation. Produce 40% of Resource Development results that are related to Facility Master Plan initiatives.

Task 619

**Expand C.O.D.'s Market Presence**
Engage College students and personnel in expanding C.O.D.’s market presence in District 502 to enhance the College’s position as a collaborative partner with business and industry, legislators, donors, and district residents.

Task 621

**External Awareness of C.O.D. Accomplishments**
Engage College leadership to increase external awareness of C.O.D. accomplishments.
HISTORY, ECONOMIC CONDITION AND OUTLOOK

The College District

Community College District 502 encompasses 357 square miles and includes the majority of DuPage County, a portion of Cook County, and a portion of Will County. The Glen Ellyn campus is located about 35 miles west of downtown Chicago. Originally formed from 10 high school Districts, District 502 became the most populous in Illinois outside of Chicago, when a neighboring community college District was annexed in 1967. Total population of the District today is approximately 960,036, and the total 2009 equalized assessed valuation is $49,311,817,128.

District 502 residents are interested in the highest quality of education at all levels. The District has many excellent public and private grade schools and high schools as well as several private institutions of higher education.

The East-West Corporate Corridor is located in the southern half of District 502 and along that corridor are many high technology, research, and office complexes. Companies such as Lucent Technologies, Spyglass, BP Amoco Chemicals, Nalco Chemical Company, McDonald’s Corporation, AT&T, Rockwell International, General Motors, Metropolitan Life, Molex, Inland Real Estate, Commonwealth Edison, Tellabs, Inc., and Waste Management, Inc. are all located along the East-West Corridor. Two major research laboratories, Fermi Lab in Batavia, Illinois, and Argonne National Laboratories in Darien, Illinois are located in District 502. The District also has several major shopping centers, such as Oak Brook, Stratford Square, Fox Valley, Yorktown and many other small centers or strip malls. Some of the major hotels located within the district include: Marriott Oak Brook; Hyatt Oak Brook; Hilton Suites, Oakbrook Terrace; Radisson, Lisle; Holiday Inn, Naperville; Hyatt Regency, Lisle; Lisle Hilton; Indian Lakes Resort, Bloomingdale; and Wyndham Hamilton Hotel, Itasca. The District has a relatively low unemployment rate and one of the highest equalized assessed valuations per community college student.

History and Growth of College of DuPage

College of DuPage (C.O.D.) was formed in 1966 under the Illinois Public Community College Act and was financed by a referendum authorizing the board to issue $10 million in bonds for campus development. On September 25, 1967, C.O.D. first opened its doors under President Rodney Berg and the late Board Chairman George L. Seaton. Classes were held in office trailers and at 40 leased suburban sites. Driving from class to class, the 2,621 students, 87 full-time faculty and staff, and part-time staff of 119 instructors and counselors at this "campus-less" college became known as
roadrunners, hence the College's nickname "Chaparrals." The College now has 294 full-time faculty members, 1254 part-time instructors, and approximately 1314 administrators, counselors, support staff and student employees.

In 1968 a 273 acre campus site was acquired and, a year later, three interim buildings were constructed west of Lambert Road. When the first permanent building, today's Rodney K. Berg Instructional Center, was opened in 1973, enrollment had eclipsed the 10,000 mark. Four years later, when the third floor of the Berg Instructional Center was completed, enrollment stood at 19,642.

The Business and Professional Institute was created in 1979, a year also marked by the appointment of Harold D. McAninch as C.O.D.'s second president. In 1983, when the Student Resource Center (SRC) and Physical Education and Community Recreation Center were unveiled, enrollment had reached 27,000.

Over the next decade, the McAninch Arts Center (1986) and Seaton Computing Center (1990) were opened on campus, while new Naperville and Westmont centers (1991) offered an even greater neighborhood off-campus presence.

Michael T. Murphy became C.O.D.'s third president in 1994. C.O.D. became America's largest single-campus community college, a distinction it held through 2003. Today's College of DuPage is the Midwest's largest single campus community college, serving approximately 30,000 students.

The arrival of the college's fourth president, Dr. Sunil Chand, and the opening of the college's expanded Bloomingdale Center highlighted 2003. C.O.D. opened its Carol Stream Community Education Center in 2004 and West Chicago Community Education Center in March 2005. Also in 2005, ground was broken on the Early Childhood Education and Care Center (ECEC), representing the first major construction project to take place on the Glen Ellyn campus as outlined in the Facilities Master Plan.

Nine new academic programs were added to the C.O.D. curriculum in 2006 through judicious use of resources and expanded community partnerships, particularly those with area hospitals and health care providers. The nine new programs were: Mammography, Radiation Therapy, Certified Medical Assistant, Nursing Program Extension, Cosmetology, Paralegal Studies, Construction Supervision, Games and Simulation Design & Programming, and Motion Picture/Television: Animation.

The unveiling of "Frontier Campus," located at 2244 W. 95th Street, Naperville, also took place in 2006. Site of a collaboration between C.O.D. and Indian Prairie District 204, Frontier Campus provides Neuqua Valley and Waubonsie Valley high school students a special opportunity to earn
dual college credit. The facility augmented the C.O.D. Naperville Regional Center on Rickert Drive and enhanced community college evening and weekend learning opportunities for District 502 residents.

Year 2007 saw completion of the Early Childhood Center (ECC), the first major facility to open on campus as outlined in the college’s Facilities Master Plan. The ECC showcases C.O.D.’s renowned Early Childhood Education program and the Louise Beem Demonstration Center. In addition to the ECC opening, construction of efficient new Glen Ellyn campus roadways and spacious, environmentally responsive parking lots was completed.

Significant progress was made throughout 2008 on two major initiatives of the Facilities Master Plan – the 186,000 square-foot Health and Science Center (HSC) and 178,000 square-foot Technology Education Center (TEC). Completed in 2009, the three-story facilities will add needed classroom, office, and lab space to a diverse array of C.O.D. programs, from Dental Hygiene and Nursing to Interior Design and Manufacturing Technology.

In November 2008 the Board of Trustees decided to name Dr. Robert L. Breuder as C.O.D.’s fifth president in its 42-year history. Dr. Breuder, who from 1998 to 2008 served as president of Harper College, is credited with boosting that community college’s Full-Time Credit Enrollment (FTE) by 35 percent over his tenure. Dr. Breuder’s extensive educational leadership background and service spans more than 40 years.

The population of District 502 continues to grow while the College’s credit headcount and full-time equivalent credit enrollment remains relatively stable as shown on the following chart:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Credit Head Count</th>
<th>Annualized FTE *</th>
<th>Fiscal Year**</th>
<th>Credit Head Count</th>
<th>Annualized FTE *</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>27,117</td>
<td>17,104</td>
<td>2010-11</td>
<td>26,308</td>
<td>17,539</td>
</tr>
<tr>
<td>2006-07</td>
<td>26,032</td>
<td>16,936</td>
<td>2011-12</td>
<td>26,511</td>
<td>17,674</td>
</tr>
<tr>
<td>2007-08</td>
<td>25,768</td>
<td>16,967</td>
<td>2012-13</td>
<td>27,054</td>
<td>18,036</td>
</tr>
<tr>
<td>2008-09</td>
<td>25,668</td>
<td>17,396</td>
<td>2013-14</td>
<td>27,319</td>
<td>18,213</td>
</tr>
<tr>
<td>2009-10</td>
<td>27,083</td>
<td>18,711</td>
<td>2014-15</td>
<td>27,484</td>
<td>18,323</td>
</tr>
</tbody>
</table>

*full-time equivalency
** projected numbers are based on FY 2009 annualized FTEs
DISTRICT 502 POPULATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>848,155 (actual)</td>
</tr>
<tr>
<td>2000</td>
<td>970,512 (actual)</td>
</tr>
<tr>
<td>2010</td>
<td>1,088,000 (projected)</td>
</tr>
</tbody>
</table>

The College is fortunate to have these demographics to continue to serve the residents of the District.
ORGANIZATION

The community college system strives to fulfill the mandate of the Illinois State constitution of 1970 which states, “A fundamental goal of the people of the state is the educational development of all persons to the limits of their capacities.” The community college system also is dedicated to the philosophy and concept of the public community college as set forth in the Master Plans for Higher Education in Illinois (1964, 1966, and 1971) and the Public Community College Act of 1965 as recodified in 1973.

Responsibility for the governance, administration, and operation of the community college districts is vested in the local district community college Boards of Trustees. The Illinois Community College Board provides general statewide planning, coordination, and leadership for the public community college of Illinois.

PRESIDENT

College of DuPage is headed by an administration under College President Dr. Robert L. Breuder. The following report directly to the President and are members of his Cabinet: Vice President, Academic & Student Affairs; Vice President, Administrative Affairs and Treasurer; Vice President, Human Resources; Vice President Information Technology; Vice President, Planning and Institutional Effectiveness; Associate Vice President, Development and Executive Director COD Foundation; Associate Vice President, External Relations; Associate Vice President, Marketing and Enrollment Management and Director, Legislative Relations and Special Assistant to the President. The Internal Auditor also reports directly to the President.

VICE PRESIDENT, ACADEMIC & STUDENT AFFAIRS

The Vice President for Academic & Student Affairs provides leadership in the academic mission of the college. Under the Vice President for Academic & Student Affairs are six divisions:

- Business and Technology
- Health and Sciences
- Liberal Arts
- Continuing Education & Extended Learning
- Learning Resources
- Student Affairs

Through the academic divisions, Academic Affairs supports both career and transfer education. Transfer students take a variety of courses in the Liberal Arts and Sciences to fulfill specific requirements outlined by the Illinois Articulation Initiative and/or the specific graduation requirements of the transfer institution. Career-related programs are primarily designed to prepare students for direct entry into professional, semi-professional, technical, and skilled employment. Many students, however, elect to continue their education at the baccalaureate level through articulated capstone programs at baccalaureate-granting colleges and universities.
Individuals already employed, including those with advanced degrees, take occupational courses to update their skills and/or re-train for new jobs.

The specific role of each division and unit is described below.

**Business and Technology Division**

The Business and Technology Division prepares its students for entry into the job market and allows them a firm academic base for continuing their education at a baccalaureate-granting institution in various business, service industry, and technical fields. Program coordinators and faculty members work closely with business and industry through advisory committees, to develop state-of-the-industry curricula and up-to-date information for students. Faculty has real-world experience that assures a student of realistic professional guidance. The Business and Technology Division is comprised of three sub-divisions: Business; Technology; and Career and Technical Education.

The Business subdivision prepares students for entry-level positions within corporations and non-profit organizations; for planning, launching and supporting small business and for transfer to baccalaureate programs. Programs in the Business subdivision offer courses in a variety of disciplines including accounting, business, business law, marketing, management, and paralegal studies. In addition, the Business subdivision offers courses within entrepreneurial fields including culinary arts, facility management, foodservice administration, hotel and lodging management, real estate, and travel and tourism.

The Technology subdivision prepares students for entry-level positions and transfer within technology-related fields. A significant portion of the subdivision’s mission is centered on computer-based technology such as the programs in Computer Information Systems (CIS), Computer & Internetworking Technologies (CIT), and Office Technology Information Systems (OFTI), and Library Information Technology are also key programs within this subdivision.

The Career and Technical Education subdivision prepares students for entry-level positions and transfer in technology and design fields such as architecture, automotive service, construction management, cosmetology, fashion merchandising and design, interior design, horticulture, and heating, ventilation, air conditioning and refrigeration technologies (HVACR).

The Center for Entrepreneurship in the Business and Technology Division provides training, counseling and technical assistance to new and established businesses throughout the district and northeast region. The Center’s core programs include the IL Small Business Development Center (SBDC), IL Procurement Technical Assistance Center (PTAC), and IL International Trade Center (ITC). These programs, which are partially funded through state and federal grants, provide small to medium sized businesses with the guidance critical to successfully launching and growing their enterprises. Through the centers, business owners can find solutions to their planning, marketing, financing, management and market expansion needs.
Non credit, practical training sessions on such diverse topics as launching a business, government contracting, global markets, finance, planning and acquisition are offered in traditional classroom settings, as well as web-based streaming video sessions. Individual counseling and consulting services are provided to area businesses on these and many more topics. The centers’ focus on job creation and business growth is the college’s interface with the economic and workforce development organizations throughout the district. This interaction with the business community is an integral part of the academic mission of the Division to provide current content throughout the disciplines that meet industry needs.

**Health & Sciences Division**

The Health and Sciences Division provides academic transfer and career education in a variety of disciplines. Courses and curricula are designed to develop knowledge, skills and attributes applicable to both academic and non-academic life. This division is comprised of six subdivisions: Health Sciences; Social Sciences; Behavioral Science and Education; Natural Sciences; Math and Applied Sciences; and Physical Education.

Knowledge and skill requirements are constantly changing in the Health Sciences and public service fields. Health Science education at College of DuPage keeps pace with these changes through an expert faculty with work experience and professional degrees, up-to-date technological resources, and the guidance of advisory committees comprised of representatives from health and public service agencies. Clinical health care and human service experience is provided at area hospitals and clinics. Through these mechanisms, the division strives to advise students about current job requirements and labor market conditions, facilitate employment, and meet the diverse manpower needs of the college district.

Social and Behavioral Sciences faculty provide academic transfer and career education coursework that seeks to cultivate a broad perspective on human behavior, cultural heritage, relationships with others, social institutions, and the environment.

The Division is home to the college education program which includes early childhood, paraprofessional training, teacher recertification, and elementary and secondary education. These programs are currently growing to serve the existing and future needs of the district by coordinating state programs as well as local support of training teachers for all levels of public and private education.

The Natural Sciences subdivision develops and delivers courses in the biological and physical sciences. Biological sciences examine the components of the living world and their interactions with the physical world. Applications of the life sciences to the environment, the ecosystem and living organisms are an integral part of these courses. Physical science courses include chemistry, earth, space and atmospheric sciences, and physics offerings designed to reveal natural laws and theories, and their applications to human endeavor. Courses are available for students to fulfill the first two years of their baccalaureate degree and pursue careers in pure sciences, medicine, pharmacy, microbiology, oceanography, astronomy, geology, meteorology, and emerging technologies such as bio - and nanotechnology.
Within the Math & Applied Sciences subdivision, mathematics instruction provides students with the language of science. Mathematics engenders marshaling principles of natural phenomena and pattern recognition toward the solution of problems, both real and abstract. The study of mathematics provides the tools that enable an understanding of quantitative relationships found in business and technology, as well as the natural and social sciences. Coursework in engineering and engineering technology focuses on the combination of the principles of science and mathematics, and problem solving techniques to the design and maintenance of manufacturing, electronics, mechanical, and civil engineering inventions. Students can earn an associate in engineering science degree.

Physical Education, often described as the study of motion, stresses the gainful use of recreational and leisure time, as well as the concept of overall wellness and health in today’s modern society. Activity and professional courses in physical education are designed to develop physically and mentally healthy citizens.

Liberal Arts Division
The Liberal Arts Division provides a wide variety of academic transfer and career education courses in disciplines related to communications, the humanities, the arts, and various applied arts. Within the Liberal Arts Division are three subdivisions: Communications, Humanities, and the Fine and Applied Arts. In addition, the Director of Performing Arts and the staff of the McAninch Arts Center fall within the Liberal Arts Division.

Communications includes studies in English, journalism, and speech. These disciplines provide an educational framework within which students may develop their abilities to think independently and to express themselves clearly, effectively, and creatively. Instructors focus on the skills of communications and the contexts in which human expression occurs. Communications faculty sponsor participatory activities, including the student newspaper, the student literary magazine, and the forensics (speech) team. Academic ESL, which provides more advanced English study, is offered at the regular tuition rate for college-bound students. The English Language Institute provides intensive English language study for International students, business people, and others seeking to develop their English skills quickly.

Humanities include subject areas which address the meaning of being human. They provide the student with a basis for value judgment and a context for thoughtful action. The study of the humanities and liberal arts frees the student to think beyond personal and cultural limitations, to relate present experience to human traditions, and to consider and choose constructive action in the present and for the future. The subject areas of Humanities are English literature, history, humanities, languages, philosophy, and religious studies.

Fine and Applied Arts provides transfer instruction in the traditions and methods of the Fine and Performing Arts, and include drawing, painting, sculpture, ceramics, jewelry, theater, and music. In addition, four applied programs provide career instruction in Graphic Arts Technology, Photography, Motion Picture/TV, and Advertising, Design & Illustration. Students in the Arts are provided opportunities to develop original ideas, tap creative impulses, and develop an appreciation for and insights into the visual and performing arts. Students’ visual work is
exhibited in a student gallery, in an arts journal, and portfolio night; and musical and theatrical
works are presented at numerous events throughout the year.

The Performing Arts consist of student groups in music and theater, five professional ensembles
in jazz, symphony/opera, theater, and choral music, and touring groups. Offering about 250
performances of about 88 events a year, the Arts Center attracts upward of 70,000 patrons a year.
The Gahlberg Gallery also offers seven exhibits a year and attendance in the Arts Center exceeds
80,000 when gallery figures are included.

**Continuing Education/Extended Learning (CE/EL)**
The CE/EL Division contains several departments: Continuing Education Department, the Adult
Basic Education/General Educational Development/English as a Second Language (ABE/
GED/ESL) Department, the Adult Fast Track (AFT) Department, the International and
Field/Experiential Studies Department, the seven Regional Centers, the Testing Department, the
Part-Time Faculty Centers, the COD for Business Solutions Department and the Early Childhood
Education Center (ECEC).

The Continuing Education Department includes four units; Adult Continuing Education (ACE),
Youth Education (YE), the Older Adult Institute (OAI) and the Suburban Law Enforcement
Academy (SLEA). The ACE and YE units offer adults and youth of all ages a variety of
innovative non-credit courses, workshops, seminars and special events of the highest quality
designed to provide life enrichment, career enhancement, and technological innovation
opportunities for students of all ages. Classes vary in length and are offered throughout the year.
OAI focuses on providing credit and non-credit educational opportunities to meet the needs of
district residents who are 60 years of age and older. Through SLEA, future law enforcement
professionals participate in an accredited 11-week basic academy program while veteran
professionals enroll in a wide variety of non-credit law enforcement seminars aimed at enhancing
their skills in special interest topics.

The ABE/GED/ESL Department offers numerous grant-funded, tuition-free classes to adults, age
16 and older, who are no longer required to be in high school and who need to develop basic
skills necessary to participate fully in the community and the workplace. The ABE program
provides instruction for adults seeking to develop basic skills in literacy, reading, spelling,
English grammar, writing, math, and problem solving. The GED program is for adults who lack a
high school diploma and want to prepare to take the GED Examination. Instruction is offered in
the six areas covered on the GED Test and the Illinois Constitution tests: Language Arts
(Reading and Writing), Mathematics, Social Studies, Science, and the U. S. and Illinois
Constitutions. Instruction is available in English or Spanish. The English as a Second Language
(ESL) program helps adults, whose first language is not English, understand, speak, read and
write English for everyday use. Tuition-free, beginning through intermediate-level ESL courses
are offered for those needing English for everyday life. Academic ESL, which provides more
advanced English study, is offered at the regular tuition rate for college-bound students. The
English Language Institute provides intensive English language study for international students,
business people, and others seeking to develop their English skills quickly.
The AFT Department offers courses designed for adult students who are 24 years or older. AFT accelerated degree options exist in Associate in Arts, Associate in General Studies, and Associate in Applied Science in Human Services/Generalist. Classes are offered in a variety of compressed formats.

The International and Field/Experiential Studies Department offers college credit courses that combine traditional classroom experiences with discoveries in the world outside the classroom. A range of courses and programs (including courses in biology, humanities, science, physical education, literature, history, theatre and social science) are offered in varying locations and formats from local forest preserves to Antarctica. The Interdisciplinary Studies Program combines content areas taught by instructors where syllabi are coordinated, blended or fused. The Program also offers Special Project courses that are built around a particular topic within a discipline, usually something not otherwise covered by catalog offerings.

Seven Regional Centers and/or Satellite Sites in Addison, Bloomingdale, Carol Stream, Naperville, Westmont, Cass Avenue and West Chicago provide facilities to conduct credit and non-credit classes; counseling, advising and pre-course testing services; open computer labs; math and writing assistance; access to library services; and on-site textbook sales the first week of each term. In addition to the regional centers, credit and non-credit courses are offered at several high schools and community sites throughout District 502.

The Testing Department offers comprehensive testing services, including pre-course placement testing in reading, writing, and math; credit by national examination via CLEP, or Credit for C.O.D. by Proficiency; Constitution testing; emergency make-up testing for classroom courses; and testing for Center for Independent Learning courses. The Testing office administers the GED exam (in English, Spanish, and French) and it is the only site within DuPage County site for the administration of this exam.

The Part-time Faculty Centers provide support services to over 1,200 adjunct faculty to include computer workrooms, photocopiers, lockers, voicemail and mail boxes, work rooms, and conference rooms.

The COD for Business Solutions Department provides work force education and training programs and services to entrepreneurs, businesses and their employees within the district. These programs and services are designed to provide information and skills training vital to business success. Through this department, employers can find assistance in meeting their workforce development and training needs. Their employees can participate in a variety of credit or non-credit, traditional or non-traditional courses in a wide array of fields including computer technology, management/ supervision skills, manufacturing technology, technical programs, and workplace literacy.

The ECEC is a fully operational childcare center with two missions: to provide high quality childcare to children of College employees, students and district residents as well as to serve as a laboratory for the credit student of the College studying early childhood development.
Learning Resources Division

The Learning Resources Division provides support and resources for student learning in all format provided by the College. The division supports instruction of traditional, flexible or alternative learning formats, as well as college-wide instructional support services. Through an extensive library, students receive access to a vast array of resources. Students are also supporting in completing credit coursework by receiving tutoring and other academic support services whether enrolled in an on- or off-campus locations.

The Academic Support Center offers a variety of academic assistance in one convenient location. The four areas within the Academic Support Center are math, writing and reading, speech, and peer tutoring. Students using these services may be experiencing academic difficulty or are doing fine but feel they could do even better with some assistance. All services are free of charge.

The Centers for Independent Learning offer support to flexible, self-paced credit courses that enable students to learn and study at a pace, time and location that suits their learning and lifestyle needs. Division faculty guide student learning through structured course modules, during the day, evenings and weekends. Courses are delivered via printed materials, videotapes, audiotapes, computer software, Internet, cable television and radio broadcast. Independent Learning courses provide the same college-level content as their classroom counterparts. The Centers also offer Academic Skills courses for students who want to increase their skills in order to prepare for college-level work. Courses include communications, English, reading and study skills.

The COD Online Program (Internet courses) provides an ideal option for learning at a distance with 24-hour access to the course. Students have the option of completing courses via the Internet from home, work, or a C.O.D. academic computer lab. Courses needed to complete the associate degree are available online.

The Library serves on-and off-campus programs at College of DuPage, and teaches information literacy. It provides teaching and learning materials needed to support and enrich the student’s educational experience at College of DuPage. The Library has a wide variety of information resources for students, faculty, staff and community members. These materials include more than 200,000 books, 930 periodicals, and thousands of non-print materials such as videos (VHS and DVD), music CDs and audiotapes.

The Library’s website provides access to the Library’s online catalog and a wide variety of other educational resources, including many specialized research databases with references to journal, magazine and newspaper articles. The website has become a virtual library, through which students and other users can get research help and find out about the library’s programs and services. Library services include the circulation of print and non-print materials, reference service, library and information literacy instruction, interlibrary loan and access to computers. Specialized collections include a College and Career Information Center (CCIC), the Natural Sciences Center, the Philanthropy Center, ESL materials, and a juvenile literature collection, as
well as a number of original art works that are part of the College’s permanent art collection. The Library also provides audiovisual equipment to support teaching and events at the College.

The Office of Instructional Development (OID) sponsors and supports course development using new instructional approaches. Faculty is encouraged to apply innovative practices to teaching and learning. OID consults with faculty on course design and development and collaborates with Web and IT to support the design and delivery of innovative instructional approaches.

**Honors Program**
The College of DuPage Honors Program offers courses that are enriched versions of regular courses. Honors courses give highly motivated students an opportunity to study subjects in greater depth, enjoy smaller class sizes, experience greater interaction with teachers and other students, be of service to their communities, participate in special honors activities and events, receive honors recognition on their transcripts, and compete for transfer scholarships only available to Honors Scholars. The Honors Program also offers an in-district tuition waiver to qualified students, group and individual student advising, a wide array of co-curricular activities, course planning, and transfer preparedness assistance, in addition to many other services in support of the program’s mission.

**Student Affairs Division**
The Mission of the Student Affairs is to provide a diverse and global community with learning opportunities, support services and programs that enable people to achieve success in meeting education and career goals, in fostering strong values, in developing leadership and good citizenship and in enriching their lives. The Vision of the Student Affairs is to be in the forefront among community colleges in providing student support services. We envision an environment that is student-centered and team-centered, providing initiatives to enhance lifelong learning.

Student Affairs provides a variety of educational support services to assist the student before, during and after matriculation into academic life. The basic philosophy of each area within Student Affairs is to assist students in becoming effective, self-supporting and active learners with an appreciation for what they and others have to offer. Each program and service is intended to help in meeting this goal.

The Office of Student Affairs includes Counseling and Advising; Career Services, Health & Special Services; Student Activities and Athletics.

**Counseling and Advising**
The Counseling and Advising Center combines counseling services and all the specialized advising services. Counselors offer educational, personal and career counseling and credit-granting coursework in career development and interpersonal relations. Academic advising, program information, transfer planning, and a wealth of advising resources are provided to students and faculty by the advising staff. Additionally, customized services are also provided to special populations, such as developmental education and academically at-risk students. New student orientation and freshmen seminar programs assist new students in gaining information about their college experience.
Career Services
Career Services provides linkages to service learning, internship, and employment opportunities. The Service Learning Program integrates service with course curriculum as it focuses on critical thinking and civic responsibility while meeting community and academic needs. Service learning can be integrated into any curriculum across the academic disciplines. The Program offers training to faculty and assists students in finding appropriate community partner organizations where they complete the service learning assignment. Students looking to explore careers and to develop essential workforce skills are assisted through the Cooperative Education and Internship Program, which facilitates work-based learning. Student-interns may earn academic credit under the direction of a faculty adviser and site supervisor in paid or unpaid positions. Career Services offers job search coaching, workshops, resume critiques, web resources, and an electronic job board featuring local and national employment opportunities to students and community residents.

Health & Special Services
The Health Services office offers first aid, health education and counseling, and treatment of minor illness. It is staffed by registered nurses and a consulting physician is available one day a week. The office sponsors college blood drives, as well as health awareness workshops and specific health screenings. Crutches, canes and wheelchairs are available for short-term loans.

The Special Student Services office ensures access, provides accommodations and coordinates support services to students with disabilities.

Student Activities
The College of DuPage Student Activities staff plans a broad, extra-curricular program designed to complement and enhance classroom instruction. Student Activities works with students to coordinate a full schedule of events and activities, clubs and organizations, student government, student publications and lectures. The college has over 60 clubs and organizations to meet the needs of students. These groups are social, educational and recreational in nature with an emphasis on supplementing the academic programs at the college.

The Student Leadership Council is the representative organization for students. It is comprised of students working together to collaborate with the college community and provide educated representation, service and leadership to the student body.

Athletics
The Athletic Department consists of seventeen men’s and women’s intercollegiate sports teams, as well as a cheer team. These teams are funded by Student Activities fees, with national tournament travel receiving additional funding through other auxiliary funds. All sports are sanctioned by the National Junior College Athletic Association (NJCAA). College of DuPage competes in the N4C Athletic Conference. The COD Athletic program has been honored to receive the National Alliance of Two Year College Athletic Administrators Cup Award for the past six years. The award is given for the college’s athletics based on success in championship competition.
VICE PRESIDENT, ADMINISTRATIVE AFFAIRS & TREASURER

The Vice President of Administrative Affairs is responsible for the planning, coordination and direction of the central services functions of Business Affairs, Facilities, Planning & Construction, Finance, Police Department and Risk Management.

Business Affairs

Business Affairs includes Purchasing, Print Shop, Staff Services, Copy Center, Mail Room, Recycling, Warehouse, Conference and Events, Dining Services, and Bookstore.

The Campus Dining Services Department offers breakfast, lunch and dinner at two locations on campus. Dining Services features a full compliment of hot and cold foods and beverages. Catering service is provided that offers an array of food and beverage selections designed to meet the varied needs of the campus community. They selection of food provided for events ranges from simple coffee breaks to elegantly served receptions and dinners. In addition to the cafeteria, vending machines are located campus-wide, accessible 24-hours a day.

The Campus Bookstore sells books, school supplies, cards, gifts, clothing snacks, and emblematic items. The Bookstore has convenient hours on Monday through Saturday, with extended hours during the first week of classes each semester. In addition, textbooks are sold via a designated internet site and the regional centers sell textbooks during the first week of classes each semester.

Facilities, Planning & Construction

The Facilities Department provides planning for existing and new facilities. All major construction, renovation and capital improvement projects are the responsibility of this Department. The Department includes Campus Services, Custodial/Operations, Facility Information, Grounds and Physical Plant for the approximately 297 acres of College property and 1.8 million square feet of building space.

Finance

The Finance Department includes Accounts Payable, Accounts Receivable, Budget, Capital Assets, Cash Receipts, Grant Accounting and Payroll. The Department oversees a College-wide budget of more than $8250 million, as well as generates more than 25,000 accounts payable checks and issues more than 5,000 W-2’s on an annual basis.
Police Department

College of DuPage Police Department is a 24-hour law enforcement agency. Officers are on patrol at all times, both inside and outside campus buildings. All police officers attend an Illinois police academy certified by the Illinois Police Training and Standards Board. Officers enforce all laws of the State of Illinois, ordinances of the Village of Glen Ellyn and regulations of the College of DuPage. The Chief of Police is responsible for emergency operations planning on campus. The Police Department handles items such as emergency first aid, lost or stolen items, motor vehicle or personal injury accidents on campus, or criminal acts. The Police Department also provides assistance with disabled vehicles and lockouts and, if needed, provides escort service to vehicles or classes.

Risk Management

The Department of Risk Management manages the processes of risk management, mitigation and loss prevention in all aspects of the College. The Department develops, implements and manages programs on safety, insurance liability, hazardous materials, contractual process, and all related policies and procedures for the College.

VICE PRESIDENT, HUMAN RESOURCES

The Vice President of Human Resources is responsible for the operation of the College’s complex Human Resources function. The Vice President exercises the necessary authority for planning, organizing, controlling, decision making and leadership of the Human Resources function. This includes the development and operation of wage and salary policies, fringe benefit policies, recruitment and placement policies, performance evaluation policies, resolution of labor issues, administration of collective bargaining agreements, management of employee relations’ and legal issues, orientation of staff and management of record systems and procedures.

VICE PRESIDENT, INFORMATION TECHNOLOGY

The Vice President for Information Technology has responsibility for planning, acquisition, implementation, and support to faculty, staff, and students for all technology based services relating to audio, video, telephone and computers on campus. This includes student computing labs, administrative applications, audio/visual services, multimedia services, TV, teleconferences, web and instructional technology, Radio, Telephone, Internet, and networked printing and security.

Information Technology

The mission of IT is to provide the highest quality technology-based services, in the most cost-effective manner, to facilitate the College mission as it applies to the management, teaching, learning, and community service provided through the College of DuPage.
To accomplish this mission IT will:

- Provide effective technology support for audio/visual, computer, multimedia, voice, video, and web based applications and services to all areas of the college.
- Promote and facilitate the effective integration of technology into the basic mission of the college through planning, programming, training, consulting, and other support activities.
- Develop, enhance, and manage the College's enterprise networks to provide high speed, secure and highly functional connectivity among all information resources.
- Develop and maintain highly effective, reliable, secure, and innovative information systems to support instructional, administrative and research functions.
- Facilitate the collection, storage, access and integrity of electronic data while ensuring appropriate access.
- Provide capabilities including the ability to develop and manage the distribution (and marketing) through broadcast, narrowcast, broadband, software, the Web and other telecommunications technologies College programs, products and services both within and beyond the College district.
- Promote new uses of information technology within the institution through the support for exploratory and innovative applications.
- Provide leadership for effective strategic and tactical planning in the use of technology.
- Provide fast & reliable access to all information systems.

IT supports and advises faculty and staff about technology related issues and recommends campus wide standards for the deployment of technology. Questions about technology related issues can be directed to the IT Help Desk at extension 4357 (H-E-L-P). The unit is divided into the following departments/functional service areas:

**Office of the Vice President**
The Office of the Vice President supports:
- Strategic Planning
- Budgeting
- Business Continuity / Disaster Recovery
- Account Management
- Security Management
- Management

**Systems & Operations**
The department of Computer Systems & Operations supports:
- Support Systems
- Database Management
- Computer Operations
- Systems Security
- Cabling Infrastructure
Information Systems
The department of Information Systems supports:
- Mainframe based Applications
- Web based Applications
- Server-based Applications
- Application Maintenance
- Application Security
- Web Internet Services
- Instructional Technology Based Development & Support
- Technology-based Grants
- Web Tools
- Web Portal Services

Multimedia Services
The department of Multimedia Services supports:
- Audio/Video Media Production
- Media Duplication
- Digital Multimedia Production
- Satellite Up/Down-Linking
- Audio/Video Conferencing
- Two Way Interactive Video Services
- Campus Video Distribution
- Television Studio

Network Services
The department of Network Services supports:
- Network Operations
- E-mail System
- Server-based Systems
- Network Database Management
- Local Area Networking
- Wide Area Networking
- Network Printing Services

Office & Classroom Technology
The department of Office & Classroom Technology supports:
- Academic Computing Labs
- Classroom Systems
- Help Desk
- Printers
- PC Software
- PC Repair
- PC Hardware
Planning & Emerging Technology
The department of Emerging Technology supports:
- Planning
- IT Standards
- Innovative Technologies
- Technology Advancement
- Electronic Commerce
- Software Licensing
- Equipment Reviews
- Copyrights/ Technology
- Mobile Computing

Special Projects
The department of IT Special Projects supports:
- Faculty in Instructional Design
- Management of College of DuPage Press
- Marketing/Development of Satellite Up/Down Link Services
- Marketing/Development of Software Services
- Marketing/Development of Tele-Conference Services
- Development Opportunities & Grants
- Marketing/Development of Digital and Print Curriculum and Books

Telecommunications & Voice Services
The department of Telecommunications and Voice Services supports:
- PBX Systems
- FAX Services
- Mobile Services
- Paging Services
- Long Distance Services
- T-1 Services
- T-3 Services
- Sonet Services
- Optinet Services

WDCB - Radio
The department of Radio Services supports:
- Radio Programming
- Radio broadcasting and production
- Radio Operations
VICE PRESIDENT, PLANNING & INSTITUTIONAL EFFECTIVENESS

The Vice President, Planning & Institutional Effectiveness is the chief planning officer of the College. The position is responsible for the development of an annually updated Strategic Long Range Plan (SLRP), and integration and alignment of the college’s Annual Plan. The Vice President, Planning & Institutional Effectiveness manages the institutional accreditation process and is the College’s liaison to the Higher Learning Commission for all reports and activities related to the Academic Quality Improvement Program (AQIP). Reporting to the Vice President, Planning & Institutional Effectiveness is the Director of Institutional Research. The Vice President, Planning & Institutional Effectiveness is appointed by the Board of Trustees upon the recommendation of the President of the College, and reports to the President for evaluation and accountability.

Office of Research
The Office of Research supports the mission of College of DuPage by providing accurate, reliable and timely information and analysis to support the academic, accreditation and operational processes of the College. The Office of Research also functions as a clearing house for survey research projects, which includes addressing research-related questions on policy, questionnaire design, procedures, sampling, and analysis.

ASSOCIATE VICE PRESIDENT, EXTERNAL RELATIONS

News Bureau
The News Bureau pursues and coordinates press coverage of the College through pitching news stories to regional and national media, handling media queries, working in conjunction with District 502 organizations to enhance publicity efforts, assigning photos, shooting video (when applicable) and issuing publicity releases about people, programs and events. Release topics can include news, features, public service announcements, sports, arts and entertainment. The News Bureau also covers key College events, including Board of Trustees meetings, graduation ceremonies, speakers and other major publicity opportunities. The news coordinator is also editor of the Green Sheet, the College’s internal newsletter, and editorial advisor for “Images,” the COD monthly cable television program. In addition, the News Bureau is responsible for developing content and posting information to all College communication venues, including plasma screens, outdoor LED signs, student and employee portals, News and Events web pages, and social media outlets.

Community Relations
Community Relations is responsible for multiple programs designed to educate the public about the College of DuPage. Programs include arranging speaking engagements in the community, bringing community leaders to campus to learn about the College, working with local officials, partnering with outside organizations, and coordinating multiple events.
ASSOCIATE VICE PRESIDENT, MARKETING & ENROLLMENT MANAGEMENT

The mission of the Office of Marketing and Enrollment Management (OMEM) is to advance the goals and institutional priorities of the College by providing exemplary leadership in strategic enrollment planning, programs and services, and by influencing internal and external constituencies through effective marketing strategies. We are committed to providing outstanding student and campus services through six organizational units. By utilizing a series of highly integrated information systems and a robust reporting environment, OMEM provides ongoing analysis of the characteristics and behaviors of current, prospective, and former students in order to help the campus achieve our enrollment goals.

The vision of marketing and enrollment management includes:
- Be a leader in strategic enrollment management and integrated marketing practices;
- Be recognized for innovation, service and collaboration;
- Strengthen our brand based upon the goals and priorities of the College;
- Celebrate individual and institutional achievement; and
- Position College of DuPage as a nationally-recognized, community college.

Reporting areas include the Offices of Marketing and Creative Services, Financial Aid, and Enrollment Services. Enrollment Services consists of the Offices of Admissions and Information, Records, Registration, and International Student Services.

Office of Admissions and Information
The Office of Admissions and Information fields a variety of questions and provides information on admission to the college, as well as, programs, courses, services, activities, events, registration, faculty and facilities. Admissions Specialists recruit prospective students through activities and events offered for high school students, parents and adults within our district. Special admission is offered for qualified non-high school students under the age of 18 and for international students.

Office of Registration
The Office of Registration offers a variety of convenient registration methods for students to register and/or withdraw for credit courses, seminars, workshops, adult non-credit and youth education classes. Assistance is given to faculty and divisions with special registrations.

Office of Records
The Office of Records processes final grades, requests for transcripts, petitions for a degree or certificate, evaluates transfer credit and verifies student enrollment for employers, loan deferments and insurance. Computerized degree audits are self-service and official copies are also provided upon request. The degree audit reports a student’s progress toward the completion of a degree or certificate program.
Office of International Student Services
The Office of International Student Services provides immigration advising and support services to assist F-1 and M-1 international students in their academic and cultural transition to enrollment at College of DuPage and life in the United States. In addition, this office maintains primary responsibility for institutional compliance with federal immigration regulations pertaining to the enrollment of F-1 and M-1 international students and their dependents.

Office of Financial Aid
The Office of Financial Aid provides a variety of student financial assistance programs available from federal, state and local sources. These financial aid programs strive to bridge the gap between the financial resources of students and their families and the cost of education at College of DuPage, attempting to eliminate the financial barriers to a college education. The majority of financial aid programs are based on demonstrated financial need which is the difference between the resources of the student and/or family and the cost of attending college. Grants, loans, on-campus employment, and local scholarships are additional aid options that are available to eligible students to assist in meeting educational expenses. All financial aid programs are governed by appropriate rules and regulations and are subject to change.

Office of Marketing and Creative Services (OMCS)
The Office of Marketing and Creative Services (OMCS) provides leadership for the development and execution of integrated marketing communication strategies to further the mission, strategic goals and objectives of College of DuPage. OMCS seeks to build and enhance a unique visual identity for the College through integrated marketing communications strategies, including but not limited to market research; special events; advertising, publications development; and web content and design, to ensure consistency in all materials representing College of DuPage. This unit collectively produces more than 2,000 print and web projects each year, ranging in scope from the Catalog, Class Schedule, marketing and recruitment materials, to flyers, brochures and posters for internal and external distribution. The editorial, graphic and web design teams work together to create a cohesive blend of creative imagery and solid editorial content resulting in professional-quality print and electronic publications to promote College of DuPage and its many programs and activities. Our staff photographer provides coverage of events, programs, and activities for use in all electronic and print publications. In addition, OMCS provides a variety of marketing consulting and design services to the campus community.

ASSOCIATE VICE PRESIDENT, DEVELOPMENT & EXECUTIVE DIRECTOR OF COD FOUNDATION

College of DuPage Foundation
The College of DuPage Foundation is a separate legal entity with its own governing board and nearly $10 million in invested assets. The Foundation focuses on securing corporate and private philanthropy. Foundation fundraising efforts support students directly through scholarships, and more generally through obtaining funds for programs and facilities.
The Foundation raises support for named scholarships, and works with the donors to identify criteria for applicants. The Foundation also raises general funds to be awarded to students through scholarships for freshmen, achievers, returning adults, single parents, textbook purchase, and need-based support.

Other fundraising efforts support the expansion and enrichment of programs, the acquisition of new technology, the enhancement of facilities, and other essential areas of community college education at COD.

The Foundation accepts gifts in the form of single donations, multi-year pledges, appreciated securities, donated assets, gifts-in-kind, bequests, and planned giving instruments. The Foundation is adding the capability for donors to make gifts on-line via a secure transaction.

**Grants Office**

The office identifies and qualifies opportunities, then supports and guides COD staff and faculty through the grants process. COD annually secures approximately $4 million in grant funding, from federal, state and private sources. This funding positively impacts college operations, enhances academic programs, engages students, encourages future learners, and builds the college community. Grants team members work with college content experts to turn creative ideas into innovative program plans that produce measurable outcomes which positively impact our students and community.