COLLEGE OF DuPAGE

Academic Committee Meeting

May 11, 2016
NOTICE AND AGENDA
BOARD OF TRUSTEES COMMITTEE MEETING

THE ACADEMIC COMMITTEE OF THE BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT #502, COUNTIES OF DuPAGE, COOK AND WILL, STATE OF ILLINOIS, WILL HOLD THE FOLLOWING COMMITTEE MEETING IN THE STUDENT SERVICES CENTER (SSC), ROOM SSC-2200, MAIN CAMPUS, 425 FAWELL BLVD., GLEN ELLYN, ILLINOIS:

WEDNESDAY, MAY 11, 2016
4:30 P.M. ~ ROOM SSC-2200

MEETING: ACADEMIC COMMITTEE OF THE BOARD

AGENDA

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE
2. ROLL CALL
3. PUBLIC COMMENT
4. COMMENTS BY COMMITTEE CHAIRMAN
5. DISCUSSION: Adjunct Faculty Issues
   a. Working in more than one division at a time
   b. Participation in faculty forums
6. DISCUSSION: Student Issues
   a. Health Science Disciplines – Collaboration among HS program
   b. Tech. Ed. Prog – Transfer Specialist
   c. Honors Program
      i. Increase frequency of Honors Seminars
      ii. Centralized Honors Office
      iii. Honors Admissions
   d. Service Learning
      i. Collaboration with other schools
      ii. Service Learning Office
7. Discussion o: FACULTY STATEMENTS ON THE FUTURE OF COLLEGE OF DUPAGE – Academic Focus Areas
   a. Health Science Disciplines
   b. Career and Technical
   c. Continuing Education
   d. Honors Program
   e. Learning Communities
8. COMMITTEE DISCUSSION
9. NEXT MEETING DATE
10. ADJOURNMENT

FRANK NAPOLITANO, SECRETARY
BOARD OF TRUSTEES OF COMMUNITY COLLEGE
DISTRICT NO. 502, COUNTIES OF DuPAGE, COOK AND WILL, STATE OF ILLINOIS
Posted 5/9/16
The Future of College of DuPage: 
**Faculty Perspectives**

April 2016

Presented to the candidates for President of COD
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Introduction

Karin Evans, Ph.D.
Professor, English; Chair, Faculty Senate Communications Committee

Thomas F. Tipton, Ph.D.
Professor, English

In fall 2015, the College’s faculty initiated conversations about finding a way to introduce ourselves to the finalist presidential candidates. We wanted to emphasize not just our expertise, but our commitment to the College and our ideas about its future. We want you, the candidates, to see that we are poised to enthusiastically engage and partner with our new President. This collection is the result of those conversations.

Working through faculty leadership, we solicited brief statements from a broad range of faculty across the college. Approximately 50 faculty members have been involved in writing the statements. Taken together, they form a diverse array that aims not to be fully comprehensive, but rather a demonstration of our engagement with a variety of academic programs and focus areas.

We are on the cusp of an academic renaissance at the College of DuPage. The catalyst of this renaissance must be faculty expertise. This collection is intended to introduce you to the many ideas we have for the future.
The Future of College of DuPage

The faculty of the college are working to shape its future:

A college

- with a positive work environment that promotes a positive learning environment.
- that is not only safe, but welcoming.
- that enriches the lives of those who work and study on its campus.

A college community — board, administration, faculty, and staff —

- that is truly committed to the college’s ethical values of Integrity, Honesty, Responsibility, and Respect.
- that embraces the deeply human nature of its mission, and whose members are compassionate toward one another.
- that represents the diversity of the students and district it serves.
- that is proud of its academic excellence and humble in its service to the district and its students.
- that is committed to dialoguing and problem solving. A model of collaborative decision-making, where shared governance is a deep-seated practice.
- that recognizes that the unique roles of teachers and students in higher education go beyond market metaphors.

A board of trustees

- that deeply understands the mission of community colleges and focuses the allocation of resources toward that mission.
- that recognizes that sufficient staffing is essential to the fulfillment of that mission.
- that recognizes the particular needs that community college students have for additional services and counseling.
- that is focused on true governance, one that avoids playing politics or micromanaging.
- that is responsive to the needs of the community and weighs the opinions of those who fulfill the core mission of the college accordingly.
- that recognizes and promotes the value of the various employee constituencies on campus.
that maximizes public access and transparency in its decision making.

that is committed to providing a public forum and facilities for use by citizens of the district, and supports a library that serves as an anchor for knowledge within the educational system.

**An administration**

- that is focused on the core mission of the college.
- that inspires confidence among the employees, and whose members serve as models of collaborative and ethical behavior.
- that seeks to share power, to empower others, and to minimize power differentials between positions.
- whose members are egalitarian and who serve as team members, not “in charge” of others.
- that recognizes that a “top down” style of management is not appropriate for an institution of higher education.
- that seeks to maximize the contributions possible through faculty expertise.
- that creates an atmosphere of trust and respect for all employees.
- whose members are not detached from employees in a “beltway effect.”
- that avoids “yes men” and consistently seeks out, listens to, and responds to a range of views prior to making decisions.
- which serves the faculty, because the faculty serve the students.
- which seeks to minimize bureaucratic processes in order to streamline work flow.
- which seeks to maximize academic support for faculty so that they can do their best work possible.

**A faculty**

- that is deeply committed to serving its students.
- that is patient, understanding, and generous with its time towards students as they go through their learning process.
- that advocates for the needs of its students, individually and collectively.
- that empowers students to advocate for themselves.
that builds, maintains, and takes ownership of a curriculum that has depth, breadth, and currency — a curriculum that is responsive to the needs of the students and our district and taps into the strengths of the faculty.

whose members model professionalism for their students, many of whom are entering their own professions.

that demonstrates that collegiality is a core concept of the college.

that is committed to creating, sharing, and testing ideas within their fields of expertise.

whose members serve as public intellectuals, artists, and leaders in their fields and academic communities.
Liberals Arts and Transfer Disciplines

Michelle E. Moore, Ph.D.
Professor, English

Current status

The Liberal Arts and Sciences at the College of DuPage provide the intellectual foundation for the education of students at the College. Divided across two divisions, with 7 subdivisions, the Liberal Arts and Sciences are the heart of the college, with all students taking courses from this area.

When the Community College system of Illinois began, it was to offer a distinctively original form of American education to the underserved. It provided a strong education for all, regardless of the financial or other issues, which may prevent a potential student from being a traditional undergraduate. The College of DuPage began as a single campus rigorously rooted in the traditional, academic liberal arts and was, at the same time concerned with being innovative, forward-looking and ultimately providing a useful education. This vision has been eroded over the last decade, particularly the last seven years, and the academic heart of the college has been shifted by the administration away from the intellectual. Money was shifted from academics to pet projects with little to no connection to the college’s mission and purpose. Faculty have worked hard to continue engaging students and remain true to the original vision of providing a strong intellectually based education for students. Our faculty are mentors, researchers and experts in their fields and in higher education, and remain so, despite the administration’s recent shift away from recognizing this fact.

What recommendations would benefit the academic mission of COD, and what resources do we need to move forward?

We need flexibility and the ability to experiment with programs, courses, course loads, delivery methods, etc. Right now, there is a rigidity that permeates scheduling in order to control faculty loads that has nothing to do with what’s best for students. There used to be a mantra at COD, “If you can dream it, you can build it.” That needs to return and faculty innovation needs to be encouraged through administrator support not control. We need the potential for reassigned time, if necessary. We need to be able to offer classes without fear of cancellation.

We need policies and practices that embrace student and faculty diversity, on every level, in every possible sense.

We need an administration who actually provides support to the faculty and the teaching and learning at the college. Without this, faculty is doing several jobs at once, in addition to just teaching. Support staff should be for student and faculty support. Advisors should be trained
in the mission of the college, particularly in providing support for transfer. Counselors need to be expanded to assist in classroom management and issues that arise in the classroom. Medical personal should be on campus in order to assist in case of classroom emergencies. Right now, faculty are generally on their own with lip service paid to these support areas.

We need grow our full time faculty, reduce class sizes, reduce reliance on part-time faculty and support our faculty in obtaining the highest appropriate degrees in their fields. The best colleges and community colleges do exactly this and are heralded for their achievements.
Health Sciences Disciplines

Nancy J. Feulner, M.S.Ed.
Professor, Health Science

Dilyss A. Gallyot, M.S.
Professor, Nursing

Diane Gryglak, M.S.
Associate Professor, Health Science

Sharon R. Roschay, M.Ad.Ed.
Professor, Physical Therapist Assistant Program

Our goal is to be the institution of choice for our community partners as we educate health care professionals across the continuum of healthcare services. Our programs provide students with a broad base of education to establish well researched, evidence-based practices in their respective fields.

Health Sciences offers a wide array of education for students that wish to pursue a career in a healthcare field. We have strong clinical partnerships that provide hands-on education using a service learning model. Community health care institutions provide learning environments and employment opportunities for our students. These partnerships are vital to program success and our health care community as a whole. Since the college’s inception, the focus has been to fulfill its mission as an educational and economic agent of change for the area residents. Educators in health sciences are positioned to advise students on their path to creating a healthier community and fulfill the needs of our healthcare facilities.

Program Accreditation

Accreditation is a means to assure our students and our health care community partners that our programs follow professional standards and are recognized as programs of excellence by professional accrediting bodies. The accreditation process includes a self-study completed by the program coordinator to verify adherence to accreditation standards as well as an on-site visit by an evaluation team of peer experts for program review. Accreditation annual reports are completed to evaluate outcome assessment thresholds as well.

Our vision is to make sure program coordinators have the support needed to meet the demands of accreditation which includes; appropriate release time to complete required work for accreditation including; review, revision of standards, and maintenance of programs of excellence. Hiring of qualified professionals that meet accreditation requirements is necessary to attain and maintain accreditation.
Most programs have selective admission requirements determined by accreditation standards and implemented by the program coordinator. Coordinators should be allowed to use their experience, expertise and critical thinking skills in determining the selection of students and criteria for admission to their programs. The Office of Admission’s role is to support the uniqueness of Academic Programs and not attempt to modify programs or admission criteria to suit simplification or uniformity. Our vision seeks a collaborative environment where faculty are genuinely involved and consulted in changes that affect admission to their programs and students applying to programs.

Marketing and Outreach

Our vision is to have marketing work with program coordinators to emphasize the needs of programs by developing tools to increase exposure to the community that will enhance enrollment. Many health science programs attract non-traditional students which are difficult to locate. Often marketing outreach concentrates on the traditional student. Our vision is to collaborate with marketing to develop a strategy to attract the non-traditional student to our health science programs.

Clinical partnerships are the key to the success of health science programs as it allows students the opportunity to put what they learned in the classroom into practice. Our clinical affiliates mentor our students, hire our students, provide information about industry trends and play a role in meeting accreditation standards by serving as programs advisors. Clinical affiliates are essential to the success of all programs and should be valued. Our vision is to demonstrate our appreciation and gratitude to clinical affiliates for this vital role they play in the success of all Health Science programs.

New Program Development

New programs should reflect industry trends. It is essential that faculty research the need and feasibility of any new program to verify employment opportunities are adequate to support our graduates. Strong partnerships with the advisory committees are key to developing appropriate programs that serve the community. Appropriate release time needed to research the viability of new programs and to gain community support is warranted.

Partnership with Continuing Education

The current state reveals that Continuing Education (CE) offers health care certificates that overlap or duplicate programs on the credit side. Most CE health programs are offered through purchased packages or contracts through educational corporations like Ed to Go and Career Step. The instructors of these certificates are not college employees, so their qualifications and
expertise are unknown. The certificates and credentials that are awarded are not always of the highest industry standard, and may or may not be recognized or sought after by employers.

Examining enrollment numbers in similar programs on both sides reveals that neither credit programs, nor Continuing Education non-credit programs, are reaching capacity. Our vision would be to evaluate the need for a committee to review academic programs and possibly continuing education programs so rather than compete with each other CE programs might compliment the academic programs. Encourage marketing and support services to focus on growing programs on the academic credit side where faculty who teach those courses have been fully vetted and certificates and credentials earned are well recognized and respected. Students deserve the highest quality career programs through which they can secure a job and thereby fill a community need.

**Collaboration Among Health Science Programs**

In order for students to adapt to the collaborative environment it is essential for disciplines to have “cross functional” classes or simulations to help the students function as a team, mirroring a real world situation. An interdisciplinary approach would benefit faculty and students by developing effective health care teams which is critical to achieving care that is patient focused, safe, and both effective and efficient. Our vision is to develop interdisciplinary education which promotes understanding and respect for each individual discipline, along with knowledge of how the components fit together as a whole.
Career and Technical Education Programs with Significant Transfer Relationships

Jane D. Ostergaard, M.L.A.
Professor, Architecture

Cynthia R. Rice, M.Ed.
Assistant Professor, Early Childhood Education and Care

Robert J. Clark, M.B.A.
Assistant Professor, Heating, Air Conditioning and Refrigeration

The history of community colleges is rooted in two areas, providing general liberal arts education and, beginning in the depression era, offering job training. Traditionally the liberal arts curriculum was used by students as a pathway to a university degree while the job training led directly to the workplace. As these jobs have become more complex, the lines between the transfer and workforce paths have blurred, and many of our CTE programs have substantial transfer populations and often offer specific degrees aligned with transfer requirements. Meeting the 21st century need for a highly skilled and educated workforce requires COD’s CTE programs to provide students with both specialized knowledge and skills, and strong skills in written and verbal communication, math, science, and technology.

The process of transferring from CTE programs is varied and complex, and unlike the patterns for liberal arts students, is not aligned with statewide patterns. Each program develops independent agreements with each transfer institution. These agreements range from loose patterns between the schools to formal transfer articulations in the form of 2+2 and 3+1 agreements.

Crafting these patterns and agreements requires a significant amount of time from the faculty within these disciplines. Furthermore, the agreements are wholly at the discretion of the transfer institution. In the past COD had a fulltime transfer specialist who worked with faculty to develop these relationships and facilitated communication between the institutions. This individual was an expert at the process at both institutions which expedited the process.

What might the future hold for CTE transfer opportunities at COD?

1. Reestablish the transfer specialist as a fulltime position at COD.

2. Encourage a statewide initiative supporting transfer opportunities. It is critical that this go beyond the current IAI courses and provide meaningful opportunities for our students to transfer as juniors into the state university system. Many of the state universities are welcoming of our students, The University of Illinois at Champaign-Urbana and Southern Illinois University are examples of these, but others, notably the University of Illinois at Chicago, are unwilling to work with us.

3. Revise the transfer section of the COD web site to provide accurate and easy to access information regarding transfer opportunities.
The following table illustrates how our Career and Technology programs lead to transfer:

<table>
<thead>
<tr>
<th>Shown on transfer webpage</th>
<th>COD Degree</th>
<th>Transfer Institution</th>
<th>Type of Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>University of Illinois Champaign-Urbana</td>
<td>Articulation</td>
</tr>
<tr>
<td>Y</td>
<td>Pre-Architecture</td>
<td>Southern Illinois University</td>
<td>Articulation</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>Lawrence Technological University</td>
<td>Articulation</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>Illinois Institute of Technology</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>University of Wisconsin Milwaukee</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>Judson University</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>Bowling Green State University</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Pre-Architecture</td>
<td>Bowling Green State University</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Construction Management</td>
<td>Purdue University-Calumet City</td>
<td>Articulation</td>
</tr>
<tr>
<td>Y</td>
<td>Construction Management</td>
<td>Indiana State University</td>
<td>Articulation</td>
</tr>
<tr>
<td>N</td>
<td>Construction Management</td>
<td>Illinois State University</td>
<td>Informal Agreement</td>
</tr>
<tr>
<td>N</td>
<td>Automotive Service Technology</td>
<td>Southern Illinois University</td>
<td>Articulation</td>
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<tr>
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<td>Automotive Service Technology</td>
<td>Ferris State University</td>
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<tr>
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<td>Heating, Ventilation, Air Conditioning and Refrigeration</td>
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<td>Articulation</td>
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<tr>
<td>N</td>
<td>Library and Information Technology</td>
<td>Dominican University</td>
<td>Dual Admission</td>
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<tr>
<td>Y</td>
<td>Hospitality/Tourism</td>
<td>Roosevelt University</td>
<td>3+1</td>
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<tr>
<td>N</td>
<td>Northern Illinois University</td>
<td>Kendall</td>
<td>3+1</td>
</tr>
<tr>
<td>N</td>
<td>Kendall</td>
<td></td>
<td>3+1</td>
</tr>
<tr>
<td>Y</td>
<td>Culinary Arts</td>
<td>Roosevelt University</td>
<td>3+1</td>
</tr>
<tr>
<td>Y</td>
<td>Meeting/Event Planning</td>
<td>Roosevelt University</td>
<td>3+1</td>
</tr>
<tr>
<td>Y</td>
<td>Restaurant Management</td>
<td>Roosevelt University</td>
<td>3+1</td>
</tr>
<tr>
<td>Y</td>
<td>Early Childhood Education</td>
<td>Lewis University</td>
<td>Enhanced 2+2</td>
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<td>Early Childhood Education</td>
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<td>Manufacturing</td>
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<td>3+1 (2+2 on web)</td>
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<tr>
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<td>Manufacturing</td>
<td>Governors State</td>
<td>2+2</td>
</tr>
<tr>
<td>N</td>
<td>Manufacturing</td>
<td>Illinois State University</td>
<td>2+2</td>
</tr>
</tbody>
</table>
Developmental Reading

Mary Anderson, Ph.D.
Professor, English

Description

Any student may attend College of DuPage, but many are asked to take a Placement Test which assesses their readiness for college-level work in three areas: Reading, Writing, and Mathematics. Students need to demonstrate a threshold level of achievement; those who do not are placed into a developmental course designed to strengthen both the academic and the affective skills necessary for college success.

Students who take the Reading Placement Test (the ACT Compass or ACT Asset test) may be placed into one of three levels of developmental coursework.

We have a dedicated group of faculty who serve developmental students. These faculty know the importance of a solid foundation of critical reading skills and work hard to help students see the importance of literate habits, habits that will serve them in school, work, and family life.

Current Status

The placement procedures are currently in a state of flux since ACT is discontinuing the Compass and Asset tests, noting that they do not accurately predict student success. The school is in the process of determining another course of action for placement.

Students in the Reading sequence must register for the appropriate Reading course and at the end of the course, take an Exit Exam that allows them to advance to the next level. Most college-level courses at COD have Reading Category 1 as a prerequisite. Until students reach Reading Category 1 (a grade equivalency of the 10th grade reading level), they may not register for college-level courses. Students may achieve this standard by performance on the test or by successfully completing 12 hours of college-level coursework.

Connection to Academic Mission

College of DuPage is committed to helping students achieve their academic dreams. Part of this commitment means that the school provides the foundation necessary for success, even if this means students cannot take a particular course until they demonstrate they have that foundation. This commitment to underprepared students shows honesty and integrity, since the school will not recruit students who won’t be successful without providing significant help, and it shows that we understand our responsibility as an open-enrollment college. The faculty treat the students with respect as they develop their skills, never condescending to them for
being in a developmental course, and always making it clear that they expect the students to meet high standards.

**Future Goals**

Placement procedures and policies are being examined, as mentioned. The college’s efforts to reform placement testing procedures include utilizing multiple measures of assessment, which reflects the research we have conducted on this topic. Our hope is to demonstrate that we honor students’ abilities that are not captured in a placement test and that we strive to make the students successful in college-level courses.

One way faculty in the Developmental Reading program hope to realize student success is to see greater connections made in the future: connections with other disciplines here at COD and connections with the community, both the high school communities our students come from and the college and work community our students will go to. These connections could be achieved by, for example, creating learning communities, where a Developmental Reading course is taught in conjunction with an 1100-level course (possibly waiving the Category 1 prerequisite so that reading skills are taught in a contextualized curriculum). Such a plan is similar to the pilot project in the Developmental Writing program, which follows the Accelerated Learning Project model where students register for both a Developmental Writing course and Composition I. Or reading course content could be tailored to certain career fields, making the connection between reading skills and discipline content more overt. Another way to facilitate student success in developmental courses might be to shorten the skill-building time for underprepared students by trying different formats of course delivery, perhaps offering hybrid classes, or 8-week classes so students could take two levels in one semester, or creating integrated Reading/Writing courses that would allow faster progress. Inherent in these plans would be professional development opportunities to both full-time and part-time faculty who serve our students.

**Needed Resources**

A good start would be to discuss professional development opportunities and make connections with the part-time faculty. To even talk about hybrid courses or linked courses we would need information about programs at other schools that have been successful, so research into such programs is necessary—but not just reading a report online or in a publication. Conversations and perhaps visits with personnel from other schools would be helpful. Piloting projects with four-year institutions would be productive. Time to design innovative courses would be necessary. Another idea that would require resources is the development of a much stronger system of advising for developmental students, a model that would include academic advising and personal counseling. And we may need a differentiated approach for students with severe learning disabilities.
Developmental Writing
Nicole C. Matos, Ph.D.
Professor, English

Current Status
We currently offer 3 levels of developmental writing (English 0490, 0491, and 0492), all of which are 4 credit courses. We generally offer these courses in 16-week and 12-week sessions, and occasionally offer 0492 online. We have recently piloted an ALP model that co-enrolls Reading Category 1 students in 0492/1101 with the same instructor and extra counseling support.

With the Compass Placement Test being discontinued, we are also at a transition point in considering writing placement options. We have decided to use Accuplacer Sentence Skills Test as a stopgap measure beginning in April 2016, but in the long term, we hope to put in place a more robust, comprehensive placement process that would reflect best disciplinary practices and consider multiple measures.

Recommendations and Resources Needed
In general, we need more flexibility and experimentation to discover what models might work best for our developmental writing students (and it may be that one size does not fit all). Should we be moving towards more ALP sections? Offering more 1st 8 week/2nd 8 week coordinated courses, so that students might jump two levels in one semester? Moving towards more targeted developmental courses with fewer credits? Moving towards Integrated Reading and Writing (IRW)? Place a greater emphasis on hybrid or online modes? What other options for developmental writing are out there?

Researching and piloting different curriculum options takes a great amount of extra time and effort. For that reason, we’d argue that re-assigned time for a coordinator of Developmental Writing, and/or re-assigned time for instructors willing to pilot innovative models, would be a good beginning.

Because accurate placement is so essential to the instruction that follows, we also need support for the new placement process we are in the process of devising. Some of the best placement models involve direct, intensive instructor and/or counseling interaction with students. This requires up-front resources, but the payback should be greater instructional efficiencies (avoiding initial underplacement) and greater student satisfaction and success.

Finally, our developmental writing students often face significant interpersonal, emotional, behavioral, and economic challenges. We desperately need strong Counseling support for these students. More FT Counselors, and perhaps most particularly, a set of FT Counselors assigned specifically to Developmental Education, would be of greatest help.
English Language Studies (formerly known as Academic English as a Second Language)

Martha M. Attyieh, M.A.
Professor, English as a Second Language

Jill A. Granberry, M.A.T.
Assistant Professor, English as a Second Language

Current status

English Language Studies currently offers three levels in four different skill areas – Writing, Reading, Grammar and Listening-Speaking, as well as three levels of a course geared towards international students, Language and Culture. We serve approximately 600-700 students an academic year, from all age groups and academic backgrounds. The vast majority of our students plan to earn an A.A./A.S. and transfer to continue their education, and so our program has been designed to facilitate their success in college-level studies. This means more to us than merely preparing them to pass the Reading and Writing Competency requirements; it means developing their language abilities so that they can handle a full range of academic tasks. However, the full-time faculty (currently 3) are just embarking on a complete re-design of our program, to more accurately reflect the best practices in language teaching and learning. We fully anticipate a curriculum model that will be vastly different from the one we now have, in both content and organization. The new name, English Language Studies, is a marker for this sea change in how we prepare our students for continuing success in higher education and beyond.

As part of this renovation, and in light of the withdrawal of the COMPASS placement tests, we have collaborated with faculty in our parallel programs, Developmental Writing and Reading (for native speakers who need more preparation prior to college-level work) to temporarily adopt the Accuplacer suite of tests. Meanwhile, the faculty continues to investigate other placement options, including the use of standardized tests such as TOEFL or iTEP, which are easy to interpret and relatively cost-effective, as well as considering the development of in-house placement instruments, which are more time- and labor-intensive but generally better tools for accurate placement.

What recommendations would benefit the academic mission of COD, and what resources do we need to move forward?

Students in English Language classes receive excellent instruction while in class, but a weakness of our program is that many students do not have the support and resources they need to practice English outside of class.
One item that is high on our wish list is a dedicated language lab – a room with 25 computers equipped with headphones and microphones, loaded with language-learning software and, of course, connected to the Internet. We’d also like to see more resources devoted to tutoring ELS students – the faculty have voluntarily conducted some training for the staff of the Learning Commons, but more intensive training is needed, as well as staff assigned specifically to the ELS population.

Additionally, having a space for ELS students to gather to study, socialize and practice English would be a great benefit. An ELS lounge/commons area, perhaps adjacent to the language lab, would greatly facilitate real-life use of English, and, correspondingly, advance the students’ language abilities and establish a firmer connection to a COD community.

We’d also like to experiment with hybrid and/or online classes, although when surveyed, our students definitely prefer the face-to-face classroom environment. Piloting a class or two in such modes might yield greater interest, but there needs to be support for said pilot classes for a term or two, even if the initial enrollments are low.

Finally, faculty feel that it is important for College of DuPage to invest in specialized services for English language students and to market the program internationally. For example, the college could investigate providing housing for international students, as is currently done by the Field Studies office for the international students that ELS serves through a summer program sponsored by the U.S. State Department. If more international students studied at COD on F-1 student visas, it would bring significant revenue to the college as well as enrich the global education programs at College of DuPage.
Developmental Mathematics

Robert W. Cappetta, Ph.D.
Professor, Mathematics

Description

During the Spring 2016 semester, College of DuPage offered 37 sections of Math 0460 – College Arithmetic, 39 sections of Math 0481 – Fundamentals of College Math I, 37 sections of Math 0482 - Fundamentals of College Math II, 5 sections of Math 0465 – General Ed Math Prep and 3 sections of Math 0470 – Elementary Plane Geometry. The vast number of students enrolling in these courses indicate a significant district-wide need for students to improve their mathematical backgrounds before enrolling in college-level mathematics courses.

Current Status

Historically students have placed into the various developmental mathematics courses by way of the COMPASS placement test or the ACT. COMPASS is no longer available and the mathematics faculty recommends that ALEKS be used in its place. A significant advantage of this tool is that dedicated students will be able to self-remediate and possibly improve their initial placement saving both time and money. A disadvantage of this tool is that it is significantly more expensive than the COMPASS. Regarding the ACT, the state of Illinois is phasing it out so it seems unlikely to be used as a future placement tool. The PARCC exam, reflecting the Common Core curriculum may be a potential placement tool but as of this writing, most high schools are using PARCC for lower-level mathematics classes that cannot predict whether or not a student is college ready.

Major recent changes include the development of a new course, Math 0465 – General Ed Math Prep. This course reinforces algebraic reasoning through an examination of problems in context. If this course works well it will reduce the number of developmental math courses that many students are required to take. This course has a maximum student enrollment of 20 per section. The college is currently running a pilot reducing the number of students from 35 to 26 for Math 0460 – College Arithmetic. Currently all other developmental mathematics courses have a maximum enrollment of 35, the highest of any two-year college in the state.

As seen in the most recent AQIP accreditation report, College of DuPage has room for improvement in student performance, retention and completion in developmental mathematics. In addition to the changes described above, COD math faculty meet regularly with local high school faculty to develop strategies to improve student readiness. The media department at COD has developed videos encouraging students to develop the behaviors needed to be successful in developmental mathematics. The math faculty and counseling faculty have collaborated to better meet the needs of these students.
The mathematics faculty is fully committed to helping developmental mathematics students reach their goals. We have high expectations for our students and we will continue to work diligently to help all students succeed.

Connection to Academic Mission

Mission

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

The developmental mathematics curriculum addresses the issue of accessibility. All district students must be able to take advantage of the offerings at COD. Hundreds of students are not college-ready in mathematics, so providing developmental education gives them full access. If students are not succeeding in large numbers, we must do our best to encourage students to adopt the necessary behaviors to become successful. We are justifiably proud of our open-door policy. The national trend to eliminate developmental mathematics removes the access that we are duty bound to offer.

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

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

The mathematics faculty are committed to supporting student success in learning. Many faculty members serve as tutors in the Learning Commons. In addition we develop curricula using best practices and we make a concerted effort to meet with part-time faculty to discuss the challenges of teaching and learning developmental mathematics.

College of DuPage is committed to excellence.

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

The mathematics faculty are justifiably proud of our rigorous curricula in developmental mathematics. We believe in setting standards and doing our best to help students meet those standards. We are especially proud of our former developmental mathematics students who successfully complete our calculus sequence.

Future Goals

Developmental mathematics will continue to be a significant part of the offerings at COD. It seems likely that more students will choose Math 0465 in future semesters. The hope is that
the remaining students in Math 0481/0482 who are planning on STEM careers will have a better experience. The mathematics faculty asks the next administration to consider a reduction in class sizes for all developmental classes. We recognize that this may require more classrooms and faculty but we believe that this supports the mission of the college to provide access and excellence to all students. In addition, professional development needs to be a priority for the college. All faculty should have the opportunity to improve their teaching skills and curriculum design. The students will benefit most from such an investment.
Athletics

Jane H. Vatchev, M.S.
Assistant Professor, Physical Education

Athletics at the College of DuPage provide opportunities for students to participate in seven women’s sports (basketball, cross country, soccer, softball, tennis, track & field, and volleyball) and eight men’s sports (baseball, basketball, cross country, football, golf, soccer, tennis, and track & field) at the National Junior College Athletic Association (NJCAA) Division I and III levels. The COD athletic department is a non-athletic scholarship program servicing about 350 student athletes each year. There is a rich history of regional and national success in athletics at the College of DuPage that began in the early years of the college and continues today.

There are many ways that athletics contributes to the college community. First, student athletes are actively recruited by coaches to come to the College of DuPage. Many of these student athletes would not have considered or been aware of the attributes of the college. Student athletes are enrolled full time as students at the college and many transfer, some gaining athletic scholarships. The foundation that is built by the coaching staff lays the groundwork for continued success post College of DuPage. The COD athletic alumni have reached the ranks of NCAA Division I at schools such as University of Illinois, University of Iowa, Northern Illinois, Michigan State and numerous Division II and III colleges. Some former student athletes have even reached the Olympic Track & Field trials and NFL.

The experience of participating in athletics builds character of leadership, perseverance, focus, teamwork, goal setting, and hard work ethic. Student athletes apply these characteristics to create successful life achievements and become leaders in their field and the community. The coaching staff has created high standards of excellence both in the classroom and in competition for their athletes. Many athletic teams perform service projects in the community.

For decades, the College of DuPage head coaching staff was composed mainly from the full time Physical Education faculty. Faculty were given release time during their season to recruit, organize practice and schedules, prepare assistant coaches, train athletes, and attend competitions. At the last contract negotiations all release time was eliminated thus making it next to impossible for full time faculty members to coach. This change in staff where almost all head coaches are now part time has presented some challenges. Part time coaches often are not available throughout the day to assist athletes with various needs or foster communication with staff and faculty. In looking at the future of the College of DuPage athletic department, it would benefit the athletes and the success of the programs to have full time coaches or full time Physical Education faculty coaching with release time.

It is the hope of the athletic department to build on the winning traditions of the past, and create growth opportunities for student athletes to achieve success in the future.
Continuing Education

Eric R. Thompson, M.S.
Associate Professor, Criminal Justice

Diane Gryglak, M.S.
Associate Professor, Health Science

Continuing Education at COD currently offers a variety of credit and non-credit courses, classes and workshops designed to meet a variety of educational needs and provide a multitude of educational experiences.

Some of these offerings are non-credit classes and workshops where adults of all ages can engage in learning a variety of topics. Some of these offerings are extended education for professionals such as nurses and law enforcement. Other programs are offered in conjunction with online educational providers from outside COD. It’s challenging to gauge the quality of these providers as they have not been vetted through any established faculty managed college committee or process. The current state reveals overlap with programs on the credit side. This is particularly evident with health care certificates. Examining enrollment numbers in similar programs on both sides reveals that neither credit programs, nor Continuing Education non-credit programs, are reaching capacity.

Part of any vision for the future must include a focus on growing programs on the academic credit side where faculty who teach those courses have been fully vetted and certificates and credentials earned are well recognized and respected. In addition, full-time faculty would develop new certificates and programs and provide consultation to the Continuing Education department on these matters. Programs in Continuing Education would and should complement and never compete with established credit programs.

Currently, no adjunct faculty members are permitted to teach on any subject in Continuing Education, yet in instances of the Suburban Law Enforcement Academy (SLEA), instructors are paid as adjunct faculty. This unfortunate situation arises because the college is required to offer health insurance benefits when an employee has reached a certain yearly load further blurring the lines between independent contractors teaching CE courses with academic part-time faculty. The college has not developed the technology to track the hours that they teach. A vision for the future is to for the college to use resources to develop a tracking mechanism so that the vast and rich knowledge of our adjunct faculty can be used to provide excellent and diverse offerings in Continuing Education.

Most immediately, COD’s organizational structure must be reviewed with the intent to consolidate, reduce redundancies, and restore a balance between faculty and administrative decision-making as it relates to all things academic. For example, it was decided by
administrators to treat CE as an academic branch of the college without consultation of anyone from the academic side. That is, the Dean of CE is deemed an “Academic Dean” and reports directly to the Vice President of Academic Affairs (VPAA). Any such organizational change does not encourage the creation of another administrative position, but rather a consolidation and proper alignment of non-academic programs. This is a critical step in establishing any meaningful change.

We must move beyond good faith efforts and institute serious changes that reflect our commitment to delivering high quality education and maintain a standard of excellence. To that end, a renewed commitment to the College’s vision must advance the necessity of preserving academic coursework and ensuring that all CE courses are distinct and separate from academic programs; however so similar. The importance of delivering courses that are taught by qualified faculty, established by robust active course files, i.e., objectives and outcomes, that are approved by the respective division curriculum committee (DCC), college curriculum committee (CCC), and the Illinois Community College Board (ICCB) is vital to the integrity of the College’s academic programs and should never be comingled with CE or any other established professional entity.
Honors Program

Helen C. Feng, Ph.D.
Professor, History

Eva Maria Raepple, Ph.D.
Professor, Philosophy/Religious Studies

In light of the crippling effect of the 2009 Presidential Commission Review of the Honors Program, the Honors Program faculty are now seeking to repair the damage and restore the integrity of the Honors mission by presenting the following proposals:

1. Honors Program Structure and Support

Honors Program Director

- Tenured full-time faculty with experience in teaching Honors courses.
- Load: 100% Honors Program administration per semester; OR alternatively, co-directors, each with 50% reassigned time per semester. Additional compensation for summer term.
- Term: up to 5 years, considering the learning curve and need for continuity and networking, with option to reapply.
- Responsibilities: recruit and admit new students into the Honors Program; advise current and prospective Honors students; organize/oversee Honors curricular offerings and extracurricular activities; oversee/manage Honors Program budget; work with the Honors Faculty Advisory Committee and the administrators in the academic divisions, Office of Academic Affairs, and Student Services; act as liaison to the Instruction Committee; chair the Honors Faculty Advisory Committee.
- Status: the Honors director is much more than the “face” of the Honors Program. More time, autonomy and flexibility are required to execute the aforementioned tasks and responsibilities. The Honors director reports directly to the Vice-President of Academic Affairs.

Honors Faculty Advisory Committee (HFAC)

- Composition: Honors Program director (chair); one administrator; faculty representing the academic divisions, Counseling/Advising, Library.
- Term: 3 years with option to reapply.
Responsibilities: meet at least once per month; work with the Honors director in proposing/discussing/recommending/implementing Honors policy and creating the Honors course schedule every term; review faculty Honors course proposals; work with Marketing and Communications to maintain the Honors Program website; attend Honors-related extracurricular events/activities.

Honors Student Advisory Committee (HSAC)

- Liaison to the Honors Faculty Advisory Committee: maintain communications with Honors students, Honors faculty, and administration; articulate Honors students’ ideas, concerns, requests.
- Community building: plan/organize/facilitate academic and social events, service projects for Honors students; encourage Honors faculty and administrators to participate.
- Collaboration with Phi Theta Kappa on issues/activities of mutual interest to Honors Program students and PTK members (who may or may not be in the Honors Program).
- Representation on HFAC: at least one HSAC member with a seat on HFAC (non-voting), to be elected by fellow HSAC members.
- Faculty facilitator (HFAC faculty or other Honors faculty) to meet with HSAC as needed.

Honors Program Office

- Support staff: one full-time administrative assistant and at least one student assistant (up to 20 hours per week).
- Function: advising to be done by the Honor Program director in collaboration with designated faculty counselor(s) as consultant, holding some office hours in the Honors office, and faculty discipline advisors; issuing permits for admission to the Honors Program; general administration and record-keeping; serving as Honors Community Center.
- Physical Presence: house office in a larger, more visible area (in a heavy student traffic zone) – possibly a communal space to be occupied by college-wide special academic programs; OR reconstruct/alter current office space, BIC 3533: door to face the main corridor/hallway and expansion into the current vending machine nook (removal of the separation wall and the vending machines).
2. Honors Curriculum

- The Honors Program seeks to promote and maintain academic rigor in all Honors courses – general education courses, electives and seminars. Emphasis on critical thinking, original research, in-depth reading, significant writing component, active/interactive learning.

- The National Collegiate Honors Council (NCHC) recommends: “The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.”

- Honors course proposals from faculty to be reviewed by the Honors Faculty Advisory Committee. The Honors Course Proposal form (developed and periodically revised by HFAC) contains criteria adapted from NCHC recommendations and from Honors college/program models of 2-year and 4-year colleges/universities.

- The Honors Scholar designation: 15 credits of Honors course work, including a seminar. The seminar – either a Learning Community Seminar or the Advanced Selected Topics Seminar as a capstone course with a research component – is a requirement.

- Humanities 2210 (Leadership Development) to be eliminated as an option to fulfill the Honors Scholar requirements. In future, it may be proposed, vetted (like any other Honors course proposal) and offered as a stand-alone Honors course, an elective for Honors students interested in leadership training.

- Small class size as a hallmark of Honors courses: class cap = 20 (it was raised to 26 in 2009). Further adjustments to be made, taking into account lab space for lab science courses and the conditions for teaching English composition and Intro to Speech.

- Expansion of Honors course offerings – number of stand-alone courses/sections, as well as seminars – to cover diverse disciplines and schedules (including evening, summer). More choices/fewer schedule conflicts for students in all majors, especially in those programs like engineering, architecture, nursing with rigid curricula. The suitability and value of alternative delivery modes (hybrid and online) in Honor education – to be considered.

- (Reinstate the) Annual Honors retreat/orientation for Honors students’ learning, personal growth, and community building. Ideally, to take place at an off-campus site at the beginning of an academic year (funded by the Honors Program budget).

- Academic conference experience, showcasing Honors student research: Honors Council of the Illinois Region Spring Student Symposium; COD Honors Symposium simulating
conference setting to prepare students for the HCIR conference; additional in-house Honors student conference at the end of each academic year?

3. Honors Faculty

- Honors faculty = full-time faculty.
- Honors teaching compensation: one-time stipend for developing new Honors courses; compensation for Learning Community seminar to be based on LC compensation model being developed.
- Honors faculty as scholar-teachers: Honors instruction should include teaching research methodology and process.

4. Honors Students

- Admission of students to the Honors Program: create application process – completed application forms and transcripts to be sent to the Honors Program office for processing. Current practice of outsourcing the admission process to Counseling and Advising is needlessly convoluted and cumbersome and undermines the integrity of the Honors Program.
- Variable eligibility: 3.2 or higher GPA for Honors students at large; 3.5 or higher for Honors Scholars designation to match GPA requirement of Phi Theta Kappa and the Elmhurst College and North Central College full tuition transfer scholarships (offered annually to one COD Honors Scholar).
- Faculty recommendation to enable students with ineligible cumulative GPA to take Honors courses in the faculty recommender’s discipline.
- Honors Scholars should be well-equipped with study and research skills needed for student success at transfer institution.

5. Honors Program Scholarships

- Honors Scholar Award (new): competitive scholarships to be established for continuing COD Honors students (traditional or non-traditional) with a cumulative GPA of 3.5 or higher and funded by COD – a reincarnation of the former tuition waivers for Honors courses. This award pays the tuition of Honors courses only.
- Honors Scholar Award (new): designated for minority students.
➢ Presidential, Board of Trustees, Deans Scholarships (existing) for incoming high school students to remain in place, but funds have to be increased and reallocated to pay for the Honors Scholar Award.

➢ Role of Honors scholarships in recruitment and retention.

6. Epilogue

➢ The 2009 Presidential Commission Report is to be considered null and void in view of the dismissal of the president who ordered it.

➢ The faculty members of the Honors Faculty Advisory Committee, with input from Honors faculty, provided insights for this program vision statement. Any future studies of the program can be conducted by this committee.

➢ The foregoing proposals will be presented to the Instruction Committee and full-time faculty for review.
Library Services & Information Literacy Instruction

Daniel K. Blewett, M.A.
Reference Librarian, Professor

Laura M. Burt-Nicholas, M.L.S.
Reference Librarian

Denise Coté, M.I.I.S.
Reference Librarian, Professor

Jason T. Ertz, M.A.
Reference Librarian, Associate Professor

Jennifer E. Kelley, M.L.S.
Reference Librarian, Associate Professor

Christine M. Kickels, M.S.
Reference Librarian, Professor

Mary S. Konkel, M.A.
Technical Services Librarian, Professor

Colin Koteles, M.S.
Reference Librarian, Professor

Kenneth J. Orenic, M.L.I.S.
Reference Librarian, Assistant Professor

Debra J. Kakuk Smith
Reference Librarian, Professor

Description and scope

The library is the largest classroom on campus. It is a setting where, in consultation with faculty librarians and library staff, students 1) learn to ask solid research questions 2) learn to assess what information is necessary to answer those questions 3) learn to find information and evaluate its worth and 4) learn to incorporate that knowledge into a new project, whether the project be a paper, poster, presentation, multimedia, blog post, or other medium.

Librarians teach students in Library classrooms (or designated course classrooms), one-on-one in their Faculty offices; online via email, chat and web conferencing; by phone and face-to-face at a Library reference desk. During the 2014-2015 academic year, Librarians answered 36,700
questions at the Library’s three reference desks, and taught 768 course-based classes plus an additional 108 workshops and training sessions, serving 15,557 participants.

The Library works to support students’ educational experiences by thoughtfully utilizing space, offering a variety of quiet and collaborative study spaces. Featuring a collection of over 240,000 books, 29,000 videos, 150 databases, and access to over 850,000 eBooks and streaming media, the Library also provides: technology-equipped group study rooms; a seminar room for faculty use; a Media Lab facilitating student creation of digital media; a computer and printing support desk; over 100 desktop computers as well as laptops that students can check out for in-Library use; charging stations; wireless Internet which allows printing from the Cloud; and Wi-Fi access for Library and personal devices.

Faculty Librarians support the educational mission of the college in their work with classroom and nine-month Faculty, by offering their expertise in the research process, research assignment design and assessment, and student success initiatives. They purchase and make available educational resources in a variety of formats that support inquiry and learning. Librarians sponsor and facilitate workshops for Faculty and staff on plagiarism, citation styles and specific discipline resources; assist in incorporating new technologies and resources into both online and face to face instructional settings; answer staff questions, and assist community members at the Reference desk, via email and chat. Librarians support nonprofits and business entrepreneurs through the Library’s Philanthropy Collection and help patients and health care practitioners through its Health and Wellness Collections.

**Current Status**

- The Library’s Information Literacy Instruction Program teaches students to be effective users and producers of ideas and information. Students acquire the necessary knowledge and skills to become information literate via a variety instructional platforms
- The Library’s Information Literacy program supports the College’s information literacy General Education outcomes
- Established partnerships between Librarians and classroom Faculty enhance student success
- The renovated, physical Library offers a variety of study and dynamic learning spaces including: silent and collaborative study areas, technology-equipped classrooms and a variety of group room configurations to meet students’ diverse collaboration and study needs
- The Library’s programmatic assessment plan is in its beginning phases. Once implemented, it will illustrate the Library Faculty’s role in student success and retention
- Librarians collaborate with other campus departments (including Student Services, and the radio station) and external groups such as local public and private high schools
• The Library plays an important role in New Student Orientation and Co-curricular education
• Librarians are a primary group of technology innovators on campus
• Library Faculty serve on a wide-variety of Institutional committees, task forces and working groups
• The Technical Services and Division Liaison Librarians acquire and provide supportive materials for the College’s diverse curriculum and programs
• COD Faculty Librarians contribute significantly to the Library profession (publications, presentations, posters, holding leadership roles in national and international organizations and associations)

What recommendations would significantly benefit the academic mission of COD?

• Develop and/or offer educational programming of interest to students, staff and the community
• Add or create spaces conducive to educational programming
• Hire additional faculty librarians—currently only ten FT Faculty Librarians serve the needs of 29,000 students, all FT & PT Faculty, administration and support staff at the College as well as the community
• Offer an Information Literacy requirement for graduation/FYE integration / For-credit course
• Reorganize Learning Resources - either fully integrate Learning Commons into the Library or return the Library to its own division with a dedicated Dean
• Add individual study rooms and more group study spaces
• Increase digital media production spaces (i.e. space for video production)
• Grow the collection and support services for our diverse populations (based on College environmental scan) and evolving academic programs
• Cultivate/coordinate additional partnerships with other libraries/organizations for resource sharing, library instruction, and cooperative collection development, e.g. work with 3+1
• Increase Librarian participation and instructional collaboration within Learning Communities
• Develop additional or reconfigured classroom space that supports more flexible/active teaching, learning and “BYO” devices
• Increase presence and accessibility of the Library, librarians and services (College website, embedded librarians in LMS, news features-- spotlighting our services and collections, more cooperation with Learning Commons and other Library umbrella departments)
What do we want to see in five years in terms of progress?

- Information literacy program fully integrated into curriculum through faculty librarian instruction and/or IL instructional materials
- A for-credit Information/Digital Literacy class integrated into the College’s Gen Ed requirements
- Repository of open access educational resources created and/or curated by the Library
- The Library leading Digital Humanities initiatives, including providing technology support to faculty and students, partnering with faculty to create Digital Humanities-related assignments/courses and becoming an incubator for new ideas
- Library able to access the LMS outside of enrolled-courses (Librarians able to create stand-alone, accessible content in LMS)
- New library partners that support resource sharing, library instruction, and cooperative collection development, given our continued engagement in 3+1
- Additional collection resources and services to further support our growing, diverse user population

What resources do we need in order to move forward within 1-2 years? 5 years?

- Administrative Support (ongoing)
- Flexible LMS (1-2 years)
- More faculty librarians (1-2 years)
  - Skills in electronic resource management, assessment and proficiency in languages other than English would be advantageous
- Repurposed or additional space (2-5 years)
- Capital Budget funds for renovating current space or adding additional space facilitating greater educational and community engagement (2-5 years)
- Collection budget augmentation to support growth in collections to address diverse populations and for 3+1 programs (if there is demonstrated need)
Field and Experiential Learning, Study Abroad and Global Education

Marco Benassi, M.A., M.F.A.
Professor, Speech Communication; Faculty Liaison for Global Education

Since its innovative inception close to 50 years ago, Field and Experiential Learning, Study Abroad and Global Education have supported a wide range of academic courses, events and activities at COD.

Field Studies are credit courses that combine classroom work with a significant experiential component with specific learning outcomes. Classes are developed, taught and facilitated by full-time and adjunct faculty. Classes may be interdisciplinary in nature, span all academic divisions, include many disciplines and travel domestically and internationally.

Study Abroad courses immerse students in the culture of the respective country. Short-term, summer and semester-long opportunities abound. The interim sessions have also featured numerous offerings. COD was recently recognized as the #1 Community College in the country for the number of students we send abroad.

Global Education transcends borders and expands horizons through on-campus cultural events developed and organized by faculty-led committees (Asia, Native America, Middle East, European Studies, Africa and African diaspora, and Latin America). A Global Education Fair is held each November as part of International Education Week as well as faculty/staff development opportunities through the Fulbright Exchange programs.

Overall, students enroll in courses to earn credit toward a degree or certificate, or personal interest while visiting destinations to explore new cultures and countries. During Academic Year 2014-2015 32 full-time faculty and 21 part-time faculty members taught 244 sections.

Current status

This area is a crown jewel of the College of DuPage and fits well into the overall organization and could explode into something even more beneficial for students. It sets us apart from other Community Colleges. Maren and her team provide outstanding support with a lot of continuity. I think if you polled faculty they’d be very complimentary.

AVP Emmanuel Awuah wants much greater emphasis in the overall mission of the College of DuPage on Global Ed including more specific language in the Vision Statement. His goals include building much more global content throughout the curriculum and creating and hosting big events on campus.
What recommendations would significantly benefit the academic mission of COD?

#1 Reconstitute a more effective Global Education Advisory Committee with a clearer charge that can provide leadership and better integrate all the Global-related activities and areas on campus. The committee should be faculty led.

#2 Create a Global Education Certificate Program that will be the centerpiece of targeting classes that feature Global content and promote the building of more global-related content across the curriculum.

#3 Bring back greater faculty involvement to provide leadership. Like the Honors Program, the faculty leadership has been depreciated in this area. The administration never replaced a full-time faculty (Zinta Konrad) and eliminated the full assignment position known as Director of International Education. Originally, three faculty members received release time to coordinate specific program areas within the department and flexibility in leading field studies during the semesters. With these faculty losses, only a 3-hour overload or release time position of Liaison for Global Ed was added 4 years ago.

#4 Create more consistent dean-level support to allow for scheduling and building field study courses.

#5 Enhance exposure of this area to the community would attract more students into the program. Despite its success and financial solvency, there is very little visibility of the unique offerings. The exciting and exotic nature of this area make it a prime candidate to help change the narrative of the College of DuPage (sorely needed right now) to what we do that makes us unique and exciting.

#6 Faculty-development and mentoring opportunities to bring more faculty members into field studies across the curriculum and create more diverse offerings. (Online exploded because it’s
a cash cow. Field studies could be expanded if some resources were available to get faculty informed, confident and involved.

#7 Bring back a designated space for field study equipment and create a space for teaching. The original structure was torn down on west campus. A second area was being used on west campus and plans were being made to create a designated teaching space and housing area for field study equipment. This was eliminated and all the equipment is now stored in a PE storage locker as well as an off-site storage facility. (The Field Studies Center was the logistical hub of what we do in terms of staging trips, fitting students for gear, and storing our instructional equipment.)

What do we want to see in five years in terms of progress?

1. Full-time assignment for a faculty member to teach field studies courses and coordinate the program in conjunction with the current staff.


3. More diverse offerings of global-related courses across the curriculum.

4. More diverse offerings of field study/study abroad courses across the curriculum.

5. Strong Global Advisory Committee that provides leadership and vision for all related areas of the College of DuPage.

What resources do we need in order to move this forward within the immediate 1-2 years? 5 years?

Administrative Support.
**Service Learning**

The following was presented to Vice President of Academic Affairs Jean Kartje and Associate Vice President of Academic Affairs Emmanuel Awuah by the Service Learning Advisory Committee during the Fall 2015 semester. During a January 2016 In-Service breakout session, the document was also presented to an audience of COD faculty, staff and administrators. Drs. Kartje and Awuah have expressed support for these recommendations, and we hope to work with the administration and the future college president on their implementation.

**SERVICE LEARNING at COLLEGE OF DUPAGE**

Service Learning Advisory Board | Fall 2015

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<th>Shamili Ajgaonkar</th>
<th>Susan Bertellotti</th>
<th>Timothy Henningsen</th>
<th>Lisa Higgins</th>
<th>Sara Kirby</th>
<th>Lauren Morgan</th>
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**DEFINITION**

Service Learning at College of DuPage is the nexus where students, faculty, and community partners collaborate to create meaningful learning. Also known as "civic engagement" or "community engagement," Service Learning is a way to get students more engaged with the academic curriculum *and* help them develop civic responsibility through hands-on volunteer service. Virtually any course -- and any student -- can be enhanced with Service Learning.

**HISTORY & CURRENT PROGRAM**

COD has one of the longest running and best known Service Learning programs at a community college in Illinois. It has been a part of the curriculum at COD since the 1970s, and became more formalized in 1996 when a committee was formed to support Service Learning after the college received a “Bridges to Healthy Communities” grant from the American Association of Community Colleges and the Center for Disease Control and Prevention. In 1998, COD made Service Learning a part of the Career Services Center. After receiving a grant from the Corporation for National and Community Service in 2000, the Center for Service Learning was established to introduce Service Learning methodologies to College of DuPage faculty, and to serve as the focal point for providing classroom-based community service opportunities for students. With much success, the center became an official part of COD on Sept. 1, 2003. In 2004, Steve Gustis was hired as Director of Service Learning and is currently the Manager of Career Services. Today, the Service Learning Program exists within Career Services. In 2011,
Sara Kirby was hired as Assistant Manager of Career Services and serves as coordinator to the Service Learning Program.

College of DuPage has shown an institutional commitment to offering meaningful Service Learning opportunities to its students. Currently, COD has partnerships with over 55 community organizations, which offer a broad range of possible experiences. For example, COD can link students to tutoring programs, health care assistance programs, homeless shelters, food pantries, prairie conservation organizations, recycling and environmentalist groups, illness-prevention organizations, and horsemanship training programs for disabled riders. Service Learning courses exist in areas including anthropology, political science, speech, biology, diagnostic medical imaging, sonography, education, English, English as a second language, human services, leadership development, and sociology. In addition, faculty have developed Honors and Learning Community courses that include Service Learning. Even COD’s Presidential Scholars are involved in the program, as many of them choose to take Service Learning courses to fulfill the 20-hour service requirement for their scholarship. During the 2014-2015 academic year, 38 Service Learning classes were offered, 425 students participated and 8,842.5 service hours were completed--resulting in an estimated $218,763.45 worth of contributed volunteer time for our local community (Independent Sector, 2015). This is a mutually beneficial relationship between COD and our community partners -- many of whom rely a great deal on our student volunteers -- as well as with the community as a whole.

IMPACT ON STUDENT SUCCESS

In the economy of the 21st century, students continue to need the valuable real world experience that Service Learning provides. Specifically, Service Learning courses assist students with practical integration of knowledge, the ability to deal with complex problems, and the development of key competencies for future learning (Eyler, 2009); while simultaneously matching nicely with desired work readiness skills such as leadership, problem solving, initiative, and communication skills (NACE Job Outlook, 2015). And yet, employability isn’t the only motivation for engaging students in Service Learning. Research has shown significant links between Service Learning courses and academic performance, personal and interpersonal development, critical thinking, engagement and civic responsibility (Eyler & Giles, 2009 / Astin et al, 2000 / Astin & Sax, 1998). Thus Service Learning gives students a competitive advantage in the college and scholarship application process, and a significant advantage in the job market. But perhaps most notably, it helps students understand and apply course material, become more engaged citizens, and has an impact on student success (Astin, Sax and Avalos, 1999 / Eyler, 2009 / Eyler, J. & Giles, D.E., 2009).
In fall 2014, a Service Learning Advisory Board was formed by Sara Kirby to take a look at COD’s Service Learning Program and develop some recommendations for its future growth and development. Over the course of the past year, the board met monthly and convened at an all-day retreat on July 31, 2015, with a trained facilitator. Bolstering our efforts, the Career Services Center received an $8,000 grant through Illinois Campus Compact and the McCormick Foundation in November 2014 with the purpose of improving civic engagement on campus. In the past year, three faculty and the Assistant Manager for Career Services attended and presented at the Community College National Center for Community Engagement Conference, and committee members have attended other professional development workshops dedicated to Service Learning through Illinois Campus Compact. In concert with these efforts, advisory board member Lisa Higgins recently completed a non-teaching assignment in which she gathered input from our community members.

RECOMMENDATIONS

Based on the work completed over the past year, the Advisory Board believes that Service Learning at College of DuPage has limited potential for growth given the current allocation of staff resources. While COD has an excellent Service Learning Program, it is relatively small given the size of our college and the growing interest of faculty and students. Many new faculty members have been hired in recent years that rely on Service Learning pedagogies, and we can see an increased interest in this pedagogy.

In order to grow, develop and improve the program, we, the Service Learning Advisory Board, are making the following recommendations:

1) Creation of a Service Learning Office

2) Full-time Director of Service Learning with support staff (Administrative Assistant, Student Worker, Vista Volunteer)

3) Faculty Coordinator or Liaison with release time

4) Official Service Learning Advisory Board that includes faculty that are officially vetted through Faculty Senate; representation on committee from Service Learning staff, community partners, administrators and students

5) Structured effort to provide training, development and awareness of Service Learning as a pedagogy to faculty

6) Professional development resources for faculty and staff to attend conferences and workshops
7) **Marketing and promotion of the Service Learning Program and events, such as the Fair** that is held each semester

8) **Hosting of annual events to engage community partners and gather feedback**

9) **Development and growth of Service Learning across the curriculum**

10) **Collaboration with other college efforts** connected to civic engagement and service

It is our hope that the college will work with us to advance the Service Learning Program based on these recommendations. Looking to the future, we want to develop a comprehensive **strategic plan** for the program, culminating with the possible development of a **"Center for Civic Engagement"** that would help position COD as a leader and resource in the field of Service Learning.
Learning Communities

James E. Allen, Ph.D.
Professor, English

Description and scope

Learning Communities (LCs) promote interdisciplinary teaching and learning while providing unique opportunities for students and faculty to establish closer connections with each other and the subject matter of the LC. As such, LCs offer innovative approaches to pedagogy and instruction and provide measureable benefits to the students, faculty, and mission of College of DuPage.

Current Status

With proven results both nationally and at COD, learning communities can play a vital role in the college’s future in several respects.

- First, LCs are effective at energizing faculty development through the process of integrating their curriculum; this benefit is heightened through their ability to team-teach, allowing each to observe another instructor’s approach and style.

- Second, they provide a means for students to establish a greater sense of community with both their peers and their professors, creating a supportive learning environment that often lasts long after the LC concludes.

- LCs also challenge students to grapple with and comprehend the interdisciplinary connections created within the LC; the combination of courses around a theme allow the students to explore a concept or curriculum from multiple perspectives, thus enhancing their critical thinking skills.

- Finally, LCs benefit the college through increased retention, persistence, engagement, and success. As we move forward as a college strongly focused on student success, learning communities can play a vital role by providing integrated, interdisciplinary learning environments that allow for innovative educational experiences.

For decades, learning communities have had a role in instructional design at College of DuPage. In 2004, faculty, staff, and administrators involved in teaching and overseeing learning communities came together to establish the Learning Communities Committee. Since then, the committee, with support from numerous faculty and administrators, has worked to develop a coherent program with established protocols and processes on par with other established
alternative educational programs such as Honors, Field/Experiential Studies, and Service Learning.

**What recommendations would significantly benefit the academic mission of COD?**

The LC Committee believes that providing greater support to faculty and the program as a whole would allow it to enhance greatly the educational experience of students and provide tangible professional development opportunities to faculty. Some specific recommendations we are pursuing include appointing a designated LC Director to oversee the program, establishing a specific budget through Academic Affairs, and increasing marketing efforts in order to attract more students to our offerings.

**What do we want to see in five years in terms of progress?**

The committee hopes to see a vibrant program capable of offering 6 – 8 LCs a semester that appeal or are targeted to a range of students from developmental to Honors. We would hope to see the program be more ingrained in the general culture of the college, such that students actively seek out our offerings. We would hope that by then we not only have a Director in place but also a Student Advisory panel on par with the Honors program to help guide program offerings and devise strategies for effective student marketing.

**What resources do we need in order to move forward within 1-2 years? 5 years?**

The LC Committee believes that, in order to move this program forward along the lines detailed thus far, the college needs to commit at minimum the following resources and/or take the following steps:

- Create the position of Learning Communities Director; this position would be staffed by a full-timer faculty member and have duties and assignments in parity with the Honors Program Director.
- Establish clear guidelines and contract language for compensating faculty for developing and teaching LCs, especially for those faculty who commit to team-teaching.
- Provide specialized marketing resources, particularly an identifying logo in marketing materials to help students, counselors, and others easily identify LC offerings.
- Establish a Student LC Advisory Group to assist the director and the LC Committee in developing new LCs, marketing strategies, and co-curricular events to help promote LCs within the college culture.
Writing Across the Curriculum

Shannon Toler, M.B.A.
Professor, Business/Marketing

Employers consistently emphasize the importance of communication skills. COD students need to be effective communicators in order to get hired and succeed in the workplace. The use of email and social media has placed a new kind of emphasis on writing skills. One or two English courses can provide a foundation, but they do not provide the reinforced practice that students need.

COD students are already engaged in writing assignments across disciplines. Faculty all over campus assign writing every day. There is even a journal at COD, Essai, which celebrates writing achievement across all disciplines. The 2016 General Education Outcomes Assessment Project is focused on the effective communication outcome. When we examine course objectives across all disciplines, you will find many where writing is inherent to achieve that objective. For example, “define four components of marketing mix and interrelationship among them” or “analyze the different models of social change”, are likely going to be assessed through some kind of writing.

Writing helps with learning. Studies have shown that writing aids in the learning process. It requires critical thinking and enhances the depth of knowledge acquired by students.

What could a reinvigorated approach to Writing Across the Curriculum look like at COD?

1. Establish an interdisciplinary committee that can strategize and champion writing across the curriculum efforts. Include faculty from all divisions and also Learning Commons staff/leadership.

2. Each discipline thinks about what good writing looks like for their discipline. Read about what employers are looking for. Discuss with advisory committees.

3. Examine the results of the 2016 General Education Outcomes Assessment Project. Examine the results of other discipline Student Outcomes Assessment Projects that may have a focus on communication.

4. Offer professional development opportunities through TLC. Use Writing, Reading & Speech Workshops currently offered through the Learning Commons.

5. Encourage broader discipline participation in Essai.
Online and Hybrid/Blended Learning

Jason Snart, Ph.D.
Professor, English; author of Hybrid Learning: The Perils and Promise of Blending Online and Face-to-face Instruction in Higher Education (Praeger, 2010) and Making Hybrids Work: An Institutional Framework for Blending Online and Face-to-face Instruction in Higher Education (forthcoming, NCTE)

Fully online learning along with hybrid (or what is sometimes called “blended”) learning continue to be promising areas at College of DuPage, though there is still substantial room for development and improvement. The existing full-time faculty contract does not adequately address key components of these learning models, like basic issues of course and instructor evaluation, not to mention processes and procedures for course development and revision. Further, we lack any good system of formal mentorship that would provide ample release time for faculty who can share their experience and expertise with others by working as discipline-specific online fellows, chairs, or coordinators. Too much of what makes our online and hybrid courses happen is done with very little in the way of mutually agreed upon guidelines and objectives that are shared across disciplines and across the college.

COD’s future success in what used to be called “alternative” delivery modes, but which are now learning models that almost all students will encounter at some point in their time at COD, will depend on strong collaboration amongst faculty, administration, and support staff, in addition to transparent communication, and, in the end, strong leadership that is willing to champion real institutional change when and where it needs to happen.

In addition to seeking out the many people on campus--faculty, administrators, and support staff alike--who have deep experience and a commitment to improvement in the areas of online and hybrid learning, you may be interested to consult a variety of the documents that these individuals and groups have created to outline a path forward.

Items linked here represent some of the work that has been done by colleagues working together at College of DuPage:

Draft Course Development Process for 2015-2016
[ Download a PDF version of this document ]

College of DuPage course design tools

Online Master Course Checklist
A list of design elements and content items that are important to include in online courses.

**Online Course Design Document Template**

A document to assist in the planning stage of course development.

**AQIP 15 Online Committee Recommendations**

**Recommendations to Improve Online Retention and Success**

By working collaboratively and communicating transparently, College of DuPage can move ahead to distinguish itself as a leader in the development, delivery, assessment and management of online and hybrid courses.
Semester Leaves and Sabbaticals

Debra J. Kakuk Smith
Reference Librarian, Professor (submitted on behalf of committee)

Description and scope

The awarding of sabbatical and one semester non-teaching assignments is a part of the COD Faculty Contract (section I.9). The purpose of sabbaticals (and one semester non-teaching leaves) is to improve the quality of a faculty member’s service so that the faculty member, the College and COD’s students benefit from the faculty member’s leave experience.

As outlined in the Faculty Contract, The Faculty Professional Leave committee (FPLC) is comprised of eight (8) members; the Vice-President Academic Affairs and three (3) other Administrators appointed by the President or designee and four (4) faculty members appointed by the College of DuPage Faculty Association. The Vice-President of Academic Affairs (VPAA) serves as Committee chair. All members are appointed for terms, which coincide with the duration of the current Full-time Faculty Contractual Agreement.

Criteria for selection of sabbatical and one semester non-teaching assignment leaves is developed by the Faculty Professional Leave committee, and approved by the College President. In addition to filling out a formal, written application form identifying the specific purpose of the leave, and proposed benefits to the College, students, program (division), individual and community, criteria for selection requires a presentation or shared report to appropriate colleagues upon return.

Faculty requesting a sabbatical or a one semester non-teaching assignment must apply through their Division Dean or appropriate Administrator on or before December 1st for leaves to be taken in the following academic year. The Dean or appropriate Administrator(s) review and sign applications indicating either their support or nonsupport. All application materials and the appropriate Administrator’s comment are forwarded to the FPLC no later than January 20. The FPLC subsequently reviews the submissions. Leave outcome goals and overall quality of the proposals are considered in the committee’s decision process. The FPLC creates a list of recommended leave candidates for the President.

The Committee makes their recommendations to the College President no later than February 28th for approval and submission to the Board of Trustees. The total number of approved leaves (including Sabbatical and One Semester leaves) is limited to five (5) leaves total. If the Committee submits at least five (5) leave recommendations and the President does not approve five (5) recommendations, the President communicates the reasons for non-approval to the Committee.
Current status

Historically, the promotion of leave and sabbatical opportunities has varied greatly. Some years the VPAA made several email announcements to faculty calling attention to the opportunities and soliciting applications. President Breuder chose to deny all FPLC-recommended applicants during the 2014/2015 academic year. This act of nonsupport discouraged faculty and led to decreased “advertising/promotion” of the leaves/sabbaticals by administration. Only two faculty applications were received (both were recommended and approved) for the 2015/2016 year.

In an effort to reengage faculty and show greater support for these opportunities, the FPLC carefully reviewed and updated the application form to maximize its alignment with the CODFA contract in 2015. A web site was created promoting leaves and educating Faculty members about the application process. <http://www.codlrc.org/sabbatical>

This year (2015/2016), 7 Faculty members applied for leaves/sabbaticals in the upcoming academic year. Six applicants were recommended and five (5) leaves/sabbaticals were awarded for the 2016/2017 academic year. Promotion and education about this benefit were not well coordinated.

COD and the Faculty would benefit from a systemization of the promotion, application-creation and report-out process for Sabbaticals and Semester Leaves.

What recommendations would significantly benefit the academic mission of COD?

Leaves/sabbaticals range from very discipline-focused activities (e.g. improving existing programs or developing new educational opportunities) to leaves that not only benefit participating faculty, students, and the Institution, but also positively impact local, national and international communities. Greater recognition, support and publicity of leaves and sabbaticals (and outcomes) create a positive image and bring about greater respect and collaboration between administration, faculty and our community.

The FPLC committee currently meets only once per year to review applications and make recommendations to the President. The meetings are focused with positive, constructive debate and discussion between administration and faculty committee members.

The FPLC would benefit from expanding its activities to include promotional and follow-up/report-out activities. These activities would not require excessive time or resources.

Recommendations:

- Create a framework for yearly promotion and advertising of the opportunities and deadlines
• Send official emails (from VPAA, as Committee Chair) at set times (e.g. beginning of fall semester, and mid-semester with reminders of official deadlines)

• Organize and hold workshops to assist applicants during fall semester
  o Consider a panel discussion including former recipients, and administrative and faculty FPLC representatives discussing the criteria for successful applications and addressing applicant questions
  o Initiatives could be led by Faculty members of the FPLC and coordinated with the TLC and Faculty Development Coordinator with administrative support/involvement

• Continue to maintain and enhance the content on the Committee’s Sabbatical and Semester Leaves web page: http://www.codlrc.org/sabbatical

• Explore options and help coordinate/facilitate post-leave “sharing.”

What do we want to see in five years in terms of progress?
An established procedure for promoting awareness, educating applicants, sharing the rewards/outcomes of the leaves and recognizing these activities as important contributions/benefits to individuals, programs, the College and our community.

What resources do we need in order to move forward within 1-2 years? 5 years?
• Administrative Support/Involvement
• Faculty Support/Involvement
• Media Services (as applicable) for promotion/awareness/publicity
• Support from other areas of the College as necessary (e.g. TLC, Event Planning)
Faculty Professional Development

Joel E. Quam, M.A.
Professor, Geography; Faculty Professional Development Tsar

I am serving in my second year as Faculty Professional Development Tsar, having succeeded Professor Ken Gray who served the inaugural two years of the position. I applied for this position and was selected for it by VPAA Jean Kartje. I intend to apply for a renewal of my two-year appointment.

In this role I work with the staff of the Teaching and Learning Center (TLC) in developing and implementing opportunities for COD faculty to enhance their pedagogical capabilities and classroom experiences, thereby improving their students’ educations. While deep knowledge of one’s own academic discipline and curriculum is essential for a college professor, the Faculty Professional Development Tsar does not direct faculty in this regard, for this is each professor’s own responsibility and joy. The college could provide additional funding for conferences and programs that aid individual faculty members with these needs for knowledge and understanding. However, my quest is to provide faculty with opportunities to acquire diverse ideas about teaching techniques, to be exposed to new and useful technology – hardware and software, to gain psychological and sociological understandings of the contemporary student, and more.

With significant logistical support from the TLC, I have created a variety of programming. My creative approach to In-Service Days has received considerable positive support, in particular for my utilization of our own COD faculty members in presenting information about their programs, explaining research in their fields, demonstrating teaching ideas, and offering means for developing creativity. A key element of the success of this approach is the joy and camaraderie that our faculty find in working with each other and in learning about each other.

Throughout the semesters, the TLC and I have offered a variety of faculty discussion meetings, email forums, and presentations. Also, last year and coming again this year, we have the Great Teacher Seminar which is a faculty retreat that very successfully shares teaching ideas and develops faculty bonding.

One of the greatest challenges of the position is to develop increased participation in activities that are offered in the midst of a semester. The layers of faculty work during these busy times hinder many professors in attending these events.

My recommendation is that the position continue. Given that the high quality education of our students is our paramount activity, having a Faculty Professional Development Tsar working to enhance faculty opportunities is valuable. While the two-year term is appropriate, I think that
having one professor serve two or three consecutive terms can be very useful. A continuation of successful approaches can be maintained, after the learning curve of the position has been accomplished. This should not go on without end, for eventually it will be useful and preferred to have new and additional ideas that a successor will bring.

To date, funding for the programming created in this role has been sufficient. This funding should continue. The position comes with a single course reduction in teaching load in each semester. This is necessary and appreciated.
New Faculty Orientation
Christine M. Kickels, M.S.
Reference Librarian, Professor; Faculty Development Coordinator 2007-2009

Through the office of Academic Affairs, the College provides orientation for all new full-time faculty through a yearlong series of meetings. Book discussions and presentations from campus constituents appear to be the core pillars of the programming presented. The Teaching and Learning Center (TLC) provides additional training opportunities for the new faculty to engage on topics such as Service Excellence, StrengthsFinder, and Diversity. These opportunities begin during the In-Service Days in August and continue throughout the year. It is also my understanding that the current Faculty Development Coordinator is not an integral part of the planning and execution of the orientation activities.

How does it fit into the larger organization at COD?
A comprehensive orientation program is vital in helping new faculty learn about the College but also about the expectations and responsibilities of being a full-time faculty member in a community college environment. The National Council for Staff, Program and Organizational Development (NCSPOD), a professional organization for institutions involved in professional organizational development, states that providing new faculty orientation is a common tenant for excellence in faculty development programs. Other traits identified in excellent programs include regular faculty technology training, workshops on teaching and learning and Great Teachers Seminars.

What recommendations would significantly benefit the academic mission of COD?
Part of the mission of COD includes being a center for excellence in teaching; therefore, every component should assist faculty in becoming better teachers. Recommendations to build upon the current new faculty orientation program might include the use of Blackboard for storing course content and delivering additional resources thereby continuing the support and conversations beyond the face-to-face sessions. Using Blackboard would also give new faculty and opportunity to use the system as a student, which gives faculty new perspectives on course design and tool usability. Incorporating more people in the development of the curriculum covered during the program should also be considered. These could include the Faculty Development Coordinator, the TLC, Learning Technologies, and even the IDEA Center as they all provide training and development opportunities for faculty.
What do we want to see in five years in terms of progress?

At one point in the College’s history, all new employees were oriented together, giving people a chance to meet others new to the College as well as to learn about their roles on campus. Even though our current program ensures that all new employees at COD, full-time and part-time, are afforded an orientation, it would be advantageous to blend the groups at some points in order to develop a culture of working together from the very beginning. In years past, even the President of the College of DuPage participated in orientation activities.

What resources do we need in order to move forward?

Resources needed in the future are few in order to grow and evolve this program. However, reinstating a full-time faculty coordinator would require additional funding.
Instructional Technology

Elizabeth K. Anderson, M.A.
Assistant Professor, English

Denise Coté, M.I.I.S.
Reference Librarian, Professor

Description and scope

People in the 21st century live in a media-driven environment and interact with technology as a matter of course. The ubiquitous influence of mobile technology and digital communication continues to shape our lives, our understanding of the world, and connects us globally. The rapidly expanding array of available digital information and the evolving spectrum of technology tools are both boon and bane in higher education. Traditional skill sets involving memorization of discrete tasks are no longer effective in preparing our students to live and work in the 21st century, who must be digitally literate global citizens. Many professional organizations have called for the prioritization of critical thinking and problem-solving to become the focus of higher education. Employers request colleges to prepare students for the workplace by fostering soft skills like adaptability, communication, and critical thinking. Leaders in educational practice have advocated for improving digital literacy in the classroom, but it is not enough to expect teachers to simply integrate technology into their teaching. Educational technology must be recognized as a faculty-driven priority and given appropriate attention through policy, leadership, and practice. College of DuPage must strive to align its educational technology goals with leaders in the field, including New Media Consortium, P-21 (Partnership for 21st Century Learning), and OER Commons.

In the area of policy, we must strive to focus on a more open, agile, and flexible approach. Data-driven assessment, open resources, and flexible formats for learning will best serve our community. Educational technology leadership must be focused on service rather than gatekeeping. Stakeholders’ needs must be considered in the design of 21st century teaching and learning spaces. Additionally, leadership in this area must be about partnership, internally across College departments, and externally; in Illinois we have many opportunities to partner with other colleges and universities for research, implementation, and assessment of digital learning.

Agility and flexibility are key to sound development and practice in educational technology. Instructors must have authority and freedom to format classes that meet the needs of their students in digital, blended, and networked spaces. Educators need access to new technologies and they must be allowed the freedom to test and evaluate what works for their curriculum, and have a venue where they can share successes and explore failures. Technology is no longer
a luxury add-on to the curriculum; it is a core component of teaching, learning, working, and living.

Current Status

The story of instructional technology at COD is not straight-forward. Over time, decisions and responsibility have moved between faculty and administration without achieving a healthy balance. We have a fairly new and growing instructional technology department that faces many institutional cultural challenges but also holds promise for a potentially collaborative relationship among all stakeholders.

In order to develop an effective instructional technology program at COD, we need to address the cultural issues through open dialog and collaboration. Faculty and students must be acknowledged as equals as stakeholders. The next step is to conduct a formal stakeholder analysis, develop a mission for the department, and create a solid strategic plan that incorporates the actual needs of the faculty and students.

What recommendations would significantly benefit the academic mission of COD?

Educational technology initiatives at the College must be led by faculty. Since faculty are both the visionaries and the users of technology in teaching, we envision the following faculty-led educational technology steering committee that would be co-chaired by administration. The educational technology steering committee membership should be comprised of full-time and part-time faculty, academic administrators, and IT staff.

Faculty, administrators, and staff who are experienced with a broad range of educational technologies, both in online and face-to-face applications, should be identified across divisions. Ideally, each division would have its own Instructional Technology group that would advise and share with the college-wide steering committee to ensure that the diversity of faculty needs and ideas are communicated.

A faculty member should serve as full-time coordinator of instructional technology initiatives and should co-chair the steering committee with an academic administrator. Chairs and members should serve long enough to accomplish goals, but the positions should rotate so that new leadership is developed. Additionally, the committee should include student representation.

This team should work closely with the Teaching and Learning Center so that training and professional development opportunities are not only properly developed and marketed to faculty, but also solely driven by stakeholder needs. Faculty incentives for significant professional development activities should be meaningful and tied to range and rank mobility.
We suggest that the first needs assessment focus on discovering what our community values; for example:

- We value the creative use of technology to support the goals and mission of College of DuPage
- We value the autonomy of the educator to make choices regarding technology use, integration, and innovation
- We value student perspectives and experiences regarding technology use in the classroom and community
- We value making resources accessible, effective, and low-cost or open
- We value the skill of multi-literacy, where the user can locate, interpret, assess, use, create, and develop resources with technology
- We value communication and embrace emerging technologies
- We value the concept that failure can lead to success; therefore, innovation should be a natural and joyous experience rather than stressful
- We value on-going, life-long learning of all community members and therefore support and encourage risk-taking, informal and formal learning, and collaboration

What progress do we want to see in five years?

The College has abundant resources that could be much better utilized. The College’s goal is to create a 21st century teaching and learning environment in our community. Within five years, we want to

- create a shared and collaborative solid strategic plan with goals and objectives that support the mission and needs of all stakeholders, including non-academic departments.
- develop a strong infrastructure of connectivity, quality hardware, proven and emerging software applications, and excellent technical support for educational technologies
- focus on both online and traditional teaching and learning environments being of equal importance.
- create a program of collaborative, flexible, and practical professional development opportunities
- provide personalized, inquiry-based, adaptable, collaborative, and rigorous learning opportunities for students through the use of technology tools
- develop and support a college-wide commitment to open educational resources.
• install educational technology leadership that is faculty and student oriented, focused on distributed and cooperative initiatives
• create a culture of advocacy for teaching faculty that is supportive of their knowledge of and beliefs about educational technologies
• research and institute a method of assessing educational technology at the College, particularly its contribution to student-learning.
• participate in national initiatives through organizations such as Educause and the New Media Consortium and look to our local peers for opportunities for collaboration.

What resources are needed to move forward within the immediate 1-2 years? 5 years?

• A formal needs assessment conducted that includes a survey of all constituents.
• College leadership must find a way to resolve the conflicting priorities of the IT Department and the Instructional Technology department.
• The formation of the educational technology steering committee, as described above
• The creation of one full-time faculty educational technology leadership position
• Development of short- and long-term strategic plans that reflect the College’s larger mission
• Development of on-going assessment of the instructional technology program that involves all constituency groups.
Extra-Curricular/Co-Curricular Activities

Lauren G. Morgan, M.S.
Professor, Speech Communication

James E. Allen, Ph.D.
Professor, English

Amelia H. Barrett, M.F.A, G.L.C.M.A.
Professor, Theater

Connie Canaday Howard, M.F.A
Professor, Theater Arts

Stephanie Quirk
Coordinator, Student Activities

Current status

Extra-curricular/co-curricular activities weave students into the fabric of College of DuPage enhancing their sense of belonging and meaningfulness and strengthening their relationships within and often outside of the campus community. Extra-/co-curricular programs are offered through participation in:

- the arts (theater, music, painting, drawing, photography, etc.) including activities offered through the McAninch Arts Center
- athletic programs through Physical Education
- over 80 clubs and organizations housed within Student Life
- leadership development programs through Student Life
- workshops offered by the Library, Learning Commons, and Counseling
- offerings through Field and Experiential Learning such as global studies and study abroad
- Service Learning and Internships
- events offered by various campus committees such the Global Studies Committee, the Asia, Middle East, African Diaspora, Native American, Latin American, and European Studies Committees, Women’s Studies, Writer’s Read, and many more.

Extra-curricular/co-curricular activities cement students’ relationship with the institution by:

- fostering social connections between students.
• facilitating relationship-building and mentoring with faculty and staff.
• Fostering collaboration and partnerships between different areas of the college.
• providing safe spaces for students to learn and grow.
• increasing retention and persistence.
• increasing employability.

Yet, there is a false dichotomy between “extra-curricular” and “co-curricular” activities that persists. This is grounded in the perception that “extra-curriculars” lack connections to curriculum/classes/classroom learning and only enable students to pursue interests or develop skills outside of the scope of curriculum whereas “co-curriculars extend classroom learning via experience or direct application of what is being learned in the classroom. The distinction between “extra-curricular” and “co-curricular” programs at COD are primarily based in budgeting; extra-curricular activities do not receive funding and must engage in fundraising while many co-curricular programs receive a budget. However, all activities can provide a rich out-of-classroom experience whether they are hosted by the funded organizations or hosted by the self-funded clubs on campus and whether or not they are tightly tied to an academic program, practice with soft skills, leadership development, or other gen ed outcomes. From weekly language conversation tables to large community events like the environmental conference that took place at CODCON 2016, valuable learning happens. Many COD clubs also host events and activities in collaboration with academic divisions, programs, and committees. To perpetuate the false dichotomy between “extra-curriculars” and “co-curriculars” is a disservice and is best explained by Theater professors Connie Canaday-Howard and Amelia Barrett:

Nearly everything in our area (theater) is co-curricular, not extra-curricular. Productions, as cast or crew, put into practice what students learn in more traditional classes, furthering their techniques and abilities by enabling them to work on their skills and develop their craft. Just as students learning to be lawyers or doctors are expected to practice their craft prior to entering the workforce, but this expectation is often overlooked in the arts. Yet, it is expected that students work on productions whether they’re transferring into theatre or moving directly into the work force, and they must demonstrate in auditions, interviews, internships, etc. that they possess skills they honed working on actual productions.

We do have an Improvisation Club through Student Life (although it’s on hiatus this term), and Freestage, a program for which students can submit proposals for projects that are in addition to the regularly scheduled college season, but neither of these are funded (nor “produced”), so they are classified as “extra-curricular.” In the past, students in these programs have produced new scripts, extended scenes, one-act
directing projects, Shakespeare scenes, improv shows, etc., found spaces, such as the Courtyard, lobby, art gallery, classrooms, and other rooms across campus. They’re assigned a volunteer faculty (FT or PT) advisor, but are completely student driven. Therefore, they focus primarily on acting, directing and text. This is no less co-curricular than any other activity students do in the theater.

In fact, students do not seem to recognize a distinction between co-curricular and extra-curricular involvement as evidenced by the distinguished alumni at their induction who often talked about the importance of their “involvement” at COD not only for how it helped them in their studies but in their personal development, especially through the connections they made with faculty and staff.

Recently there has been an explosion in student involvement with 1-2 students per week requesting to form new clubs, perhaps as a result of implementing New Student Orientation. Additionally, there has been an intentional effort to embed co-curricular involvement into ChapLife (the online home of Student Life) with the creation of the Edge Program, a collaborative initiative between Academic Affairs and Student Affairs (Student Life, the McAninch Arts Center, Field and Experiential Learning, Library, Counseling, and the Learning Commons.

Recommendations

In order for Extra-/Co-curricular programming to enhance the college’s mission to be District 502’s accessible and affordable “center of excellence in teaching, learning, and cultural experiences,” we need intentional and holistic efforts to reinforce that activities outside the traditional classroom support and enhance classroom teaching. Toward that end, we recommend:

- replacing the term “extra-curricular” with the term “co-curricular.”
- fostering an environment that supports collaboration and develops partnerships across campus.
- accommodating underrepresented disciplines in developing co-curricular activities.
- educating every faculty member to assist students in elevating their experience at COD by getting involved in co-curricular activities.
- valuing faculty (and staff participation) in co-curricular activities by including it on faculty evaluations.
- emphasizing the necessity of co-curricular involvement to meet career objectives.
- increasing funding.
Counseling Services

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Description and scope

Counseling Services is an integral unit of the Student Affairs and Student Development program at College of DuPage. The role of the counselor ultimately exists to support student learning and student success. Therefore, student development theories, which describe how students grow and change throughout their college experience, are the cornerstones for the theoretical framework of student affairs.

Counselors work with students individually and in small group format to assist the students to develop the skills needed to be successful students and to guide them to completion of their academic goals.

Counselors help students develop academic and social transitions while attending COD through early and continued contact with them. This assists in the development of community building. They monitor students’ academic performance and make referrals to mental health or learning disabilities counselors, academic advisors, and tutors. Counselors help create supportive social and educational environments in which students are valued and full members of their communities.

Goal identification helps students identify what they want to accomplish, clarify the requirements and the tasks needed both for short term and long term planning and goal setting. Student success (individual to the student) is dependent on their goal. Are they degree seeking, skill seeking, certificate, or general education core for transfer only?

Current status

Today’s student has been raised on the principle of an instant meeting of their needs. They are generally unfamiliar with or unaccustomed to wait or delay the meeting they are seeking. During high volume registration periods, there is insufficient staffing levels to meet the needs of students. Even during non-peak times, there can be a two-week wait to be seen by
appointment, or an hour wait or longer on walk-in. This can act as a deterrent to the student, loss of motivation, or forgetfulness of the concepts they wish to explore. Today’s student has not learned to plan ahead and anticipate their needs, so if they can’t be seen right away, they walk away and do not return to obtain the help they need.

The recent reorganization of our area, blending counselors and program advisors, blurred the roles and responsibilities of the counseling staff. Non-counselor trained advisors became “counselors” by title but not through professional and educational training. Although retraining was promised to the early concerns voiced by veteran counselors, much was not completed. As a result, a reduced staff of trained counselors continue to do the counseling work, while some of the former advisors continue to advise only thus avoiding counseling tasks/work. All counselors by title should be prepared to be counselors and provide counseling services. A student who sees a counselor for counseling but sees a “counselor (former advisor)” for advising will often be confused about what available services are offered and expected of these two position differences.

This workplace redefinition and redesign is inadequate and confusing though the student needs remain consistent in their expectation to seek out and receive comprehensive counseling services. The results have far reaching consequences that can result in students’ needs going unmet; being rushed through meetings/appointments, and being given a list of courses with the expectation that they will know what meaning it has in the larger scope of educational planning. Students need to develop a clear understanding of the progression of courses needed to reach their goals, and a clear understanding of where the sequence of classes will take them.

**Recommendations**

Greater student success could be gained by improving the ratio of student to counselor services and sufficient time for actual follow up. Increasing staffing levels proportionate to the needs/demands of students is needed. If the goal is to develop relationships between students and counselors to assist with developmental stages and retention and completion of degree programs, then time must be available to meet with students to do this.

The current process is to reduce the services to basic advising and to see students in a turnstile type process. If students are only given a list of classes to take as is the current practice, it diminishes the importance of career planning and verification that their chosen path is consistent with their personal, professional and educational goals. Additionally, the counselor/student relationship is minimized.

Counseling faculty involvement and responsibility for program development within the counseling discipline area (courses, seminars, group presentations) that are engaging and
appealing to students needs to be restored. Interaction with students in a counseling role rather than advising would enrich the student/counselor relationship while increasing student satisfaction. A higher level of student preparedness and competence is more likely to prevail with this type interaction, as well.

It is both necessary and desirable to change the current organization of Counseling Services within the next five years to its former vibrant and productive program. Doing so would ensure the offering of a well-organized program that would meet the needs of students in a timely way and to provide the services needed by students and community. It would also require commitment to a hiring program that would minimally replace the number of both full and part-time counselors that were present to serve the pre-growth levels of students experienced in the last several years with additional plans to increase as needed to meet the needs and demands of increased enrollment. These ideal increases and changes would solidify and standardize Counseling Service’s scope of work.

The following steps would be involved in successfully rebuilding Counseling Services:

- Replace retired Full time counseling faculty (minimum of 4).
- Reengage counseling faculty in development of the discipline’s curriculum and programming.
- Provide a dedicated space for counseling programming.
- Return Counseling faculty to teaching Education 1105, 1110, and 1115.
- Re-organize the department so that there is no longer a blur between roles.
- Develop a required academic orientation, either seminar based or through Education 1115, to clarify and understand IAI, the General Education Core, and degree requirements.
- Develop a Transfer Center where the 3+1 agreements are housed and serviced, the transfer agreements are provided, and transfer updates are housed. There should be a 3+1 coordinator, a manager of transfer and 3 staff who distribute and liaison with particular schools such as 1 for PICU and 2 for State Schools. Staff is needed to work directly with students to assist in the transfer process, while there would be others who facilitate the active transfer agreements and resources. It is the need of students to have a place to go to that can provide assistance in the steps they need to take to effect transfer.
- Offer training across Student Services, review the original comprehensive Advising Model from 2003-2004 which became OARS, and reinstitute the summer advising process.
• Re-institute the Faculty Advising model and provide subsequent training for summer coverage to meet the needs of students.

• Re-institute the Advising course through the TLC so all faculty can correctly assist students in their areas.

• Hire a staff person responsible for continual updating of Advising tools, transfer information and online resources/published updates. This person should be in a position of information dissemination so all in the departments have the most current and consistent information (former position was grant supported).
Disability and Mental Health Support

Michael W. Duggan, Ed.D.
Counselor for Students with Disabilities, Professor

There are currently more than 101,000 people with disabilities residing in DuPage County (U.S. Census Bureau, 2009). We also know within American Community Colleges 8% of all enrollees have a disability (Treloar, 1999), and 71% of all students with disabilities first attend community colleges (Barnett, 1996). This brings many opportunities for the college to serve as a lighthouse of growth and support to adults with disabilities in DuPage County. Below are some strategies to consider in doing so.

Develop Mentoring Opportunities

Research shows that mentoring programs, especially at the community college level, can be successful (Peterman, 2003). Our Autismerica program successfully piloted a very small and informal mentoring program for new students on the spectrum with great success. Funding for the program was through a small grant written to Autism Speaks, and the program was built within an Education 1110 course to make scheduling training easier. While the program only made ten pairings, this was a lot of work. Additional staff would be needed for this expansion, as well as funding to pay for mentors whom work with students. With this additional support however, retention rates would increase, graduation rates would go up, and even more students would be attracted to coming to COD knowing there was such an offering.

Expand Support Services for Mental Illness

One of the fastest growing groups of students with disabilities today are students with psychological disabilities. Mental illnesses can include a number of Diagnostic Statistical Manual Revised (DSM IV-R) diagnoses, such as schizophrenia, bipolar disorder, anxiety disorder, and depression. The American Association of Suicidology determined that more than 80% of colleges say they are seeing more students with serious psychological problems than five years ago (Miller, 2004). They also found that students at community colleges “attempted suicide one or more times” at a 2% higher rate than students at universities (Miller, 2004, p. 2).

Of all mental illnesses, the one most commonly experienced is depression. An American College Health Association (2006) study conducted in 2004, found that in a sample of over 47,000 college students, 25% had been to therapy for depression, 38% were taking medication...
for depression, and 14% had been clinically diagnosed with depression. Also, over 40% of the respondents stated they felt so depressed that they had difficulty functioning at least one or more times during the last school year. This is a disturbing statistic that must be addressed to avoid sadness and tragedies on both an individual and college level.

With so many students feeling they are in distress, it is important for faculty and administrators to better recognize when these students are in need of assistance. By increasing the number of full-time mental health counselors, including one to work in the outreach campuses, counseling can do more to market their services, provide outreach and programming, and better educate faculty on how to better work with these students.

**Develop a Centralized Website for Services and Classes for Students with Disabilities**

Currently there are at least five different websites with information for students with disabilities. This includes the Access Office, the Vocational Skills Program, Counseling Services, Autism America, Reach Out Program, and the Literacy Program. These should all be tied together in one central website, including community services to serve students with disabilities including Parents Alliance, Vocational Rehabilitation, and Legal Information and Rights for students with disabilities.

**Increase Size and Staffing of Access and Accommodations Office**

The college’s office of Access and Accommodations is one of the hardest working and stretched staffs on campus. Recently a very positive step was taken in making their positions all full-time allowing students better access to consistent staff. Still, the addition of 1 to 2 more FTE positions would allow the office to better serve the outreach campuses, increase student access to assistive technologies, and provide even further support for those students in need of weekly intrusive advising and academic support. Also in terms of physical location, originally the college planned to use the large open conference room next to it as a larger testing area, one of their greatest accommodation requests. This plan was temporarily suspended to create an office space for the Board of Trustees. While Board space certainly still is necessary, a relocation of it would allow the access office to maximize its existing space.
DSSS TRIO Grants

The Federal Department of Education offers TRIO Student Support Services (SSS) grants as a means to supplement support for first generation, low-income, and students with disabilities to succeed in college. These grants, normally awarded over a five-year cycle, give colleges funds to help students with scholarships, mentoring, tutoring, and case management to provide the additional support these groups so badly need for academic success. In the past the college has applied for such grants, but not been successful. It is allowable for colleges to apply for grant funds solely for students with disabilities. These programs are known as DSSS TRIO grants. This is something we have not yet attempted, and might be successful in accomplishing. I personally in my past position assisted in the writing of such a grant, and this program still exists today at Chemeketa Community College.

Increase Academic Offerings for Students with Developmental Disabilities

As previously mentioned, there are 101,000 people with disabilities in DuPage County. Of this number, roughly 10% of them have cognitive and/or developmental disabilities (formerly known as mental retardation) that impair their ability to live independently and find work. Only 24% of them are actively employed (Cornell University Department of Disability Statistics, 2010). This is an untapped population of adults with much to contribute to society who are not being afforded the opportunity to do so.

One reason so many struggle is due to a lack of any form of education or training. Vocational/technical classes offered by community colleges tend to be too academically difficult for these students; and while sheltered workshops paid for by the federal government provide training and work, most commonly this training is in menial tasks such as sorting paper colors or counting nuts and bolts. As a result of being in this “gray area,” people are forced to choose either attending a college that is too difficult for them, or attend a community workshop that is too easy and pays substantially below minimum wage.

The Vocational Skills Program, which offered coursework for these students, has recently transitioned to Continuing Education. Given this transition, it is an opportune time to expand upon the program and add components, including internships and newer classes more closely aligned to employment needs in DuPage County.
Sources Cited


Veteran and Returning Adult Students

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Description and Scope

Veteran and adult students are an important segment of our constituent base. They deserve the same support as our traditional aged students as in addition to the specialized support they need due to their time away from formal schooling and their needs due to their life experiences. Veteran and returning adults often feel a sense of isolation and alienation from their traditional aged classmates. They’re often unsure of their abilities even though they in many cases have a much stronger work ethic and more clearly defined educational goals. They often have family obligations that have to come before school work.

Current Status

COD has been rated a “Veteran Friendly” school for many years, but we need to do more. 4% of our student body is composed of veterans. Veteran students often move straight from their service to college because they need the financial support of the G.I. Bill. They will sometimes use up their benefits while they work on re-adjusting to civilian life and run out of tuition benefits before they complete their academic program.

While we have a robust focus on recruiting traditional aged students, we should be doing more for the older population in district 502. Our Adult Fast Track program is small and targeted to degree completion. Citizens of the district deserve more flexible options. We are not currently researching the needs and interests of older adults, nor are we reaching out to help them see how our current programs might work for them.

What recommendations would significantly benefit the academic mission of COD?

We should listen to the employees in the Veteran Services Office. They are veterans and have encountered many of the same problems that our current veteran students have and have great ideas on how to improve the veteran student experience.

We should actively recruit non-traditional students, just as we recruit high school students.

We should have scheduled tours of our campus in the evenings for older prospective students who work during the day.
We should encourage full time faculty members to teach in the evenings for these students.

We should have counselors, financial aid representatives, and access to the learning commons available whenever non-traditional students are taking classes.

We should have earlier registration periods for veterans because of the extended time they need to get their VA paperwork processed.

We should provide additional counseling for our veterans due to issues they may have as a result of their military experience. Referral to the VA doesn’t work because the VA is overwhelmed and there are often long delays in service.

We should mandate excused absences for veteran students who have documented VA appointments. These appointments are often made months in advance due to the backlog at the VA and as a result cannot be rescheduled.

We should provide financial support available to those veterans who have used up their G.I. benefits but are close to completing their academic programs and show an upward track on their grades.

We should provide walk-in childcare services for both older students and veteran students who have last-minute child care problems. These students often have young children and last minute disruptions in childcare can get in the way of their attendance.

We should allow prospective students to talk with counselors without having first applied to the college and paid the application fee. Many older students are unsure of their ability to fit into the college classroom and this presents a further barrier to their coming to college.

**What do we want to see in five years in terms of progress?**

Greater persistence and completion rates for both older students in general and veteran students in particular.

**What resources do we need in order to move forward within 1-2 years? 5 years?**

We need the will to invest in these communities and the funding to make it happen.

We need more counselors who can work with veterans and older students.
Enrollment Management

Jacqueline L. McGrath, Ph.D.
Professor, English

At a community college, enrollment management is a vexed topic. Typically, an institution would evaluate enrollment by researching a series of crucial components, starting with what is the need for tuition revenue from enrolled students? And we might ask, how do we generate enrollment, and do we have the services, human resources, and physical structures to serve that total number (and if not, how do we create that capacity?). Typically, once those answers have been established, we might ask, more deeply, do we have the components in place to serve those students with excellence—or at least to certain defined standards—and if not, how do we get there?

However, COD is an open enrollment institution, in a very heavily populated school district. In theory, our student enrollment could be unlimited, and in the past, because many of these questions remained unexamined, the institutional ethos was focused on growing that enrollment, no matter the implications or the outcomes. Target enrollment numbers were carved into Lucite paperweights, in fact, and distributed as tokens to staff and administrators (as a reminder, or a threat).

Instead, the realistic truth is that this school has the resources, space, and personnel to serve a certain specific number of students—and to serve them well. It is not, and should not seek to be, an institution with unlimited capacity. And if we all agree on that clear-eyed premise, there are certain facts that could lead to identifying a deliberate target enrollment (at the College, division, and subdivision level). So, the vision of enrollment management at the College of DuPage should be focused on that truly essential question: given our school’s current facilities, staffing patterns, services, and transfer/completion rates, what is our ideal enrollment each term?

Naturally, engaging with that question means analyzing several crucial topics, especially in order to define what counts as serving all enrolled students with excellence (or at least to certain standards—which can be defined by national and state standards as well). It also means envisioning growth at COD as a cultivated, responsible, and deliberate endeavor.

If we are to achieve that vision of enrollment management at the College of DuPage, we need:

- A College Enrollment Management Committee with a precise charge, annual tasks, a communication plan, and a substantive role in planning across all areas. This committee should have a relationship to (and representation on) a College Budget Committee and a College Tuition and Fee Review Committee.
• Access to data across areas to evaluate and report on matters related to good enrollment management.

• Training for all College staff, educators, administrators, and interested students to calibrate and align interests and priorities related to good enrollment management.

If this vision of enrollment management is implemented, in time, the result would be

o better long-term planning
o more coherence and agreement across areas regarding decisions about budgets
o improved services to a targeted number of enrolled students
o more reliable budget and revenue predictions
o easily identifiable needs (in staff, resources, structures)
o deeper understanding by the campus community around our mission
o agreement about what defines success/completion/excellence
o strategies for improving upon our failures.
2+2 and 3+1 Transfer Agreements

Mark A. Pearson, M.Arch.
Associate Professor, Architecture

COD currently has a number of transfer options for our students, and COD graduates transfer to Colleges and Universities across the country. These transfer agreements are numerous and range widely throughout many of the degree areas at the college. Transfer is no longer limited to the traditional AA and AS transfer degree areas, as it also includes numerous agreements from AAS degree programs and CTE areas. Given the range of programs that currently transfer students, these agreements vary widely and include transfer patterns, 2+2 articulation agreements, enhanced 2+2 programs, pathways, and 3+1 agreements. Faculty strongly support transfer agreements, in all formats, that provide an opportunity for students to move on and pursue an advanced degree in their field of choice.

History and Context

Transfer agreements currently exist in many formats, including the following:

2+2 Transfer Patterns: Informal patterns / course alignments between institutions that map out transfer course sequences. Some programs establish transfer patterns as an initial gateway that may lead to a more formal agreement in the future. These agreements are subject to changes and course credits are at the discretion of the transfer institution.

2+2 Transfer Articulations: Signed articulated transfer agreements between institutions that allow students to complete 2 years at COD and then complete their bachelors degrees in 2 years at a transfer institution.

Enhanced 2+2 agreements: Enhanced 2+2 agreements allow student to complete and transfer more than 2 years of credits, or give transfer students some sort of advanced standing toward the completion of their bachelors degree.

Pathways and Guaranteed Admissions: Programs such as the popular Engineering pathways program with UIUC provide students a direct entry, guaranteed transfer path upon completing the program requirements and maintaining a minimum GPA. This program has been very successful, attracting high quality students to COD and stimulating enrollment growth in the Engineering program. Several program areas are also currently developing a similar Transfer Admissions Guarantee (TAG) program with UIC that has not yet been finalized.
**3+1 Pathways**: 3+1 agreements allow students to attain Bachelor’s degree by completing three years of COD classes, with the fourth year of coursework taught by a partner institution on campus at COD. These agreements allow students to complete a Bachelor’s degree with a significant cost savings, here at the COD campus. Some of the 3+1 areas have been hugely successful, stimulating program growth and encouraging students to continue their education beyond their Associate’s degree.

Around 2010 the college began to aggressively pursue 3+1 agreements. In the beginning, these were an administrative initiative, and sometimes failed to involve faculty directly in the process of their creation. While some 3+1 agreements were initiated and created by faculty, this was not the case in all areas. Furthermore, there was a point in time where faculty was told that the college would only pursue 3+1 agreements, excluding other transfer formats. This attitude was extremely shortsighted, and failed to address the transfer needs for all of our students. While the 3+1 initiatives provide a unique and cost effective opportunity for some students, they are not always the best option for every student. 3+1 agreements are also not an option for all academic disciplines at COD, and are sometimes seen as partnerships with second tier institutions. Fortunately, the college has since moved away from this limited view of the 3+1 as the only viable transfer agreement option.

**Recommendations**

Faculty strongly support transfer patterns, articulations, and agreements that are vetted by faculty and provide future educational opportunities for our students. The college should recognize that “one size fits all” solutions are too limiting. To ensure continued academic rigor and legitimate transfer options for all students, the college should continue to pursue transfer agreements in all formats. These initiatives must be faculty led and include direct involvement from the faculty and programs affected.

The administration should recognize that simply transferring 60+ credit hours to a university does not always mean that a student will be able to complete an undergraduate degree in two more years. Faculty involvement is necessary to provide discipline specific expertise as well as provide input on course sequencing and alignments that will best serve our students.

The college can improve transfer support and advising for students. The transfer website needs to be re-designed, organizing content into a format that meets the expectations of students and allows students to search for information effectively. This should be updated and maintained regularly to ensure accurate and timely information.

The college should fill the vacant transfer director position to maintain and develop new transfer opportunities. The college should increase its lobbying effort for new transfer
agreements with state universities beyond IAI (Illinois Articulation Initiative) courses, and include advocacy for transfer and guaranteed admissions programs for the AAS and CTE areas.

The college needs to assign a 3+1 coordinator to manage the complexities of these unique agreements. The college also needs to provide the necessary enhanced advising support for the students in these programs.
Articulation, Pre-K through 12 16

Jacqueline L. McGrath, Ph.D.
Professor, English

Currently, articulation practices at the College of DuPage depend on the will of the faculty, the interest of academic affairs leaders, and the commitment of other area teachers and school district staff. In other words, it is not done methodically or globally.

In the past half-decade, COD has concentrated on articulation agreements with four-year colleges and universities, building 2 + 2 degrees and (more mysteriously and less successfully) 3 + 1 agreements. In practice, these seamless degrees will improve student training, time-to-degree, and overall college success.

Most recently, these efforts rarely include faculty in the area, and are brokered between COD staff and the administrators at other schools. In fact, COD Counselors rarely hear about these efforts until students walk in, seeking admission or advising, having learned about a new articulation agreement from a brochure or email sent out by the College. In short, communication and coordination around these topics is not as strong as it ought to be to ensure student success.

However successful these articulation agreements are between COD and transfer institutions, the area that also deserves examination and development is articulation with our major “feeder” high schools---Naperville 203 and 204, Glenbard 87, York, and Wheaton 200, to name a few. While hundreds of students from these high schools begin college at COD every year, and while these students are graduates from excellent districts (routinely ranked high by all state-wide metrics), their college readiness is not always abundant (based on placement scores alone), and COD is not engaging with strategies that could 1) articulate pre-K through 12 curriculum with COD curriculum throughout the district and 2) improve college readiness and college completion for many students by addressing this gap in our institutional work.

Furthermore, most COD faculty and administrators are largely unaware of the education reform efforts and curricular developments taking place in area high schools. COD has played little to no role in these efforts (missing an opportunity to provide professional development to area teachers and better align high school and community college curriculum simultaneously). By and large, there is a lack of understanding of student standards and expectations in high schools, and there is even a chronic mismatch between COD classroom technology, and students’ computer literacy, that impacts student learning and instructor time-on-task.

While COD offers limited dual-enrollment, its efforts around placement, early-entry, co-admit, and even workforce tech-preparation within area high school districts is fitful and largely
informal across COD subdivisions. While some COD disciplines, including Math and English, regularly work with some area high school teachers and administrators, it is not consistent nor well-supported nor well-advertised to other area educators.

In truth, articulation actually starts when classroom educators come together, to learn each school’s course goals, student outcomes, and curricular overlap. This dialogue may lead to development and changes within all institutions in order to better align teaching and learning for students.

Ultimately, improved articulation on a pre-K through 16 basis has the potential to provide continuous professional development for all educators who are involved. It would also improve curriculum, and it has the potential to improve time-to-degree, college completion, and student preparation overall.

In the end, improved articulation will have an impact on placement as well as on students transitioning to college; if the curriculum trajectory is seamless and coordinated, the student learning will be, too.

These are some strategies COD could practice in order to fulfill this vision:

- COD faculty in general education subdivisions will receive support (time or compensation) to create teams assigned to area high school districts.
  - These teams will visit districts, meet with teachers, collect curriculum materials, and review student data on a regular basis.
  - These teams will share COD curriculum and student data with the high school as well.
- COD faculty in general education subdivisions will receive support (time or compensation) to hold annual subject-area conferences and workshops with area high school teachers, to discuss curriculum, pedagogy, and student data.
- COD faculty in general education subdivisions will receive support (time or compensation) to collaborate with area high school districts and area 4-year colleges and universities, to discuss, evaluate, and share curriculum across all areas.
- COD faculty will serve as curriculum and instruction resources to area educators, seeking to develop new and update existing curriculum, especially in order to meet state standards and legislative mandates.
- COD faculty and administrators will engage in an analysis of area high school technology practices (including policies and provisions for personal electronic devices), in order to assess COD’s facilities and to align with area high schools on these matters.