

32425

RECEIVED AND PLACED ON FILE – BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 508
SEPTEMBER 4, 2014

ACADEMIC AFFAIRS/CAREER PROGRAMS

Launching the New Curriculum Development Process

Increasing curriculum relevance and process efficiency

August 20, 2014



Overview

City Colleges of Chicago's new curriculum development process has been revised and Board-approved as the **Proposed Academic Curriculum Change (PACC)** process. This change is the first major change to this process in more than 40 years. The new process is inclusive of Curriculum Facilitators that were selected locally by the colleges.

The new process addresses colleges' curriculum development needs and increase efficiency.

PAC Process (proposed academic changes - *old*)

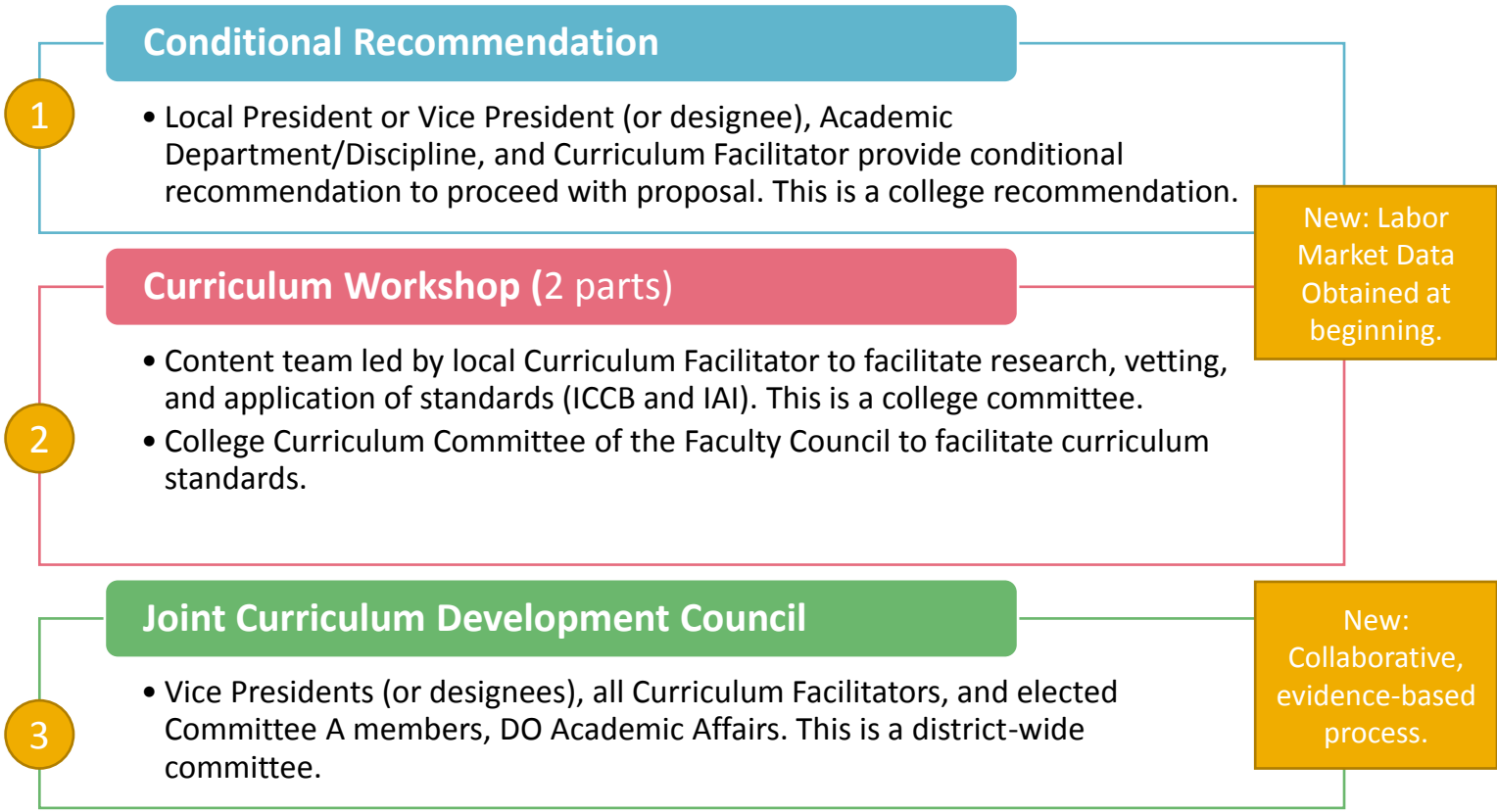
- *Separate review by faculty and administrators*
- *Lengthy, unclear internal review*
- *Ignores outside agencies (ICCB, IAI, program accrediting agencies)*
- *Paper-based and checkbox*
- *Multiple steps (at least 12)*



PACC (proposed academic curriculum changes - *new*)

- *Collaborative review by administrators and faculty together*
- *Clarity in expectations and shorter internal review*
- *Includes outside agencies from beginning*
- *Frontloaded expectations (Form 20 et al)*
- *Automated electronic delivery system and interactive capability – (Projected Sept launch)*
- *Curriculum development reduced to 3 steps*
- *2 steps for internal reporting/roll-out, and then to external agencies*

The PACC curriculum development concept has more than 75% fewer steps than the former process and features an integrated model, ensuring shared governance and objectivity.



PACC Process (Phase 1): Academic Year 2013-2014

PACC Process Deliverables For New Programs and Courses

Curriculum Development:

- Curriculum Manual
- Automated master syllabus template
- Overhaul of the Curriculum Tab webpages

PACC Automated Process:

- Submission form
- Automated process workflow for new programs and courses*
- Proposal Status Dashboard

Rubric System:

- Developed rubrics and scorecards for all steps of PACC process for a new program, course, and multiple courses associated with a program

PACC Dissemination:

- Curriculum facilitator training materials for FDW and registration week

*PACC DASHBOARD (NEW)

New curriculum submissions will be electronic via a dashboard resource that is being finalized. Powered by SharePoint, the dashboard will allow submission, continuous monitoring, and electronic signature. **NO MORE PAPER.**

PACC Process (Phase 2): Academic Year 2014-2015

PACC Process Deliverables

PACC:

- Automate approval process for existing programs and courses
- Revise and update process workflow for programs/courses based on feedback

Rubric System:

- Develop rubrics and scorecards for existing programs and courses

Curriculum Development:

- Complete unfinished sections of the Curriculum Manual
- Plan for updating documents (including external agencies' timelines, program and course matrices, policy changes associated with curriculum, PACC approved curriculum in real time, semester by semester).
- Develop automated templates for College and Instructor Syllabi
- Revise and update Curriculum Tab webpages based on feedback

PACC Dissemination:

- Transition from old process to new process requires training by Core Team (an ongoing over two semesters) faculty and administrators associated with curriculum.
- Academic Affairs works with PACC Core Team, Curriculum Facilitators and Colleges to manually update catalog based on PACC proposal outcomes pending interactive catalog implementation.
- Academic Affairs works with PACC Core Team on RFPs for automated catalog and seamless curriculum development system (Civitas, Curriculog, et.al.)
- For external dissemination: PACC process conference presentations (e.g. HLC, Valencia, etc.)

Each college has identified qualified faculty to be Curriculum Facilitators who will help colleges navigate the process through completion.

Curriculum Facilitators ...

- Help principal advocate lead new curriculum through the entire curriculum development process with the goal of attaining appropriate approval/accreditation from outside agencies (ICCB, IAI, DOE, et al).
- Assist the IAI curriculum articulation process.
- Assist Principal Advocate and College PACC Resource Team in the completion of the ICCB forms and tracking the results.
- Help conduct deep and extensive audits of the already articulated transfer courses.
- Collaborate and connect with faculty and administrators on the Discipline Committees, Teaching and Learning Committees, and Assessment Committees (and other relevant committees).

Training has begun to ensure consistency and compliance across all colleges.

Faculty Development Week (FDW)	Registration Week (August 18-22)		
Training: Curriculum Facilitators			
Friday Training (8-15-14) WR*: 9am-3pm L113 – located in the Learning Resource Center (LRC)	Wednesday (20) KK*: 9am-3pm Room: Y109	Thursday (21) MX*: 9am-3pm MXC - MAIN Room(s) : 0538B	Friday (22) TR*: 9am-3pm TR Room: 2941
1) Curriculum Tab 2) FC duties and responsibility 3) FC role in PACC submission 4) Scheduling meetings (at least three times a month) 5) Homework: curriculum personnel information list and tentative schedule for step 2B (submit last day of training)	Focus on Courses 1) Major and minor changes 2) Rubrics 3) SharePoint <ul style="list-style-type: none"> • PACC submission • Curriculum Tab 	Focus on Programs 1) Major and minor changes 2) Rubrics 3) SharePoint <ul style="list-style-type: none"> • PACC submission • Curriculum Tab Note: Workforce Development and DO AA will participate in this workshop	1) PACC Process Simulation <ul style="list-style-type: none"> • Programs • Courses 2) Collect curriculum personnel list and tentative schedules

New Tenure Process

*Background
Overview
Evaluation Results*

Academic Affairs

August, 2014

New Tenure Process

Background

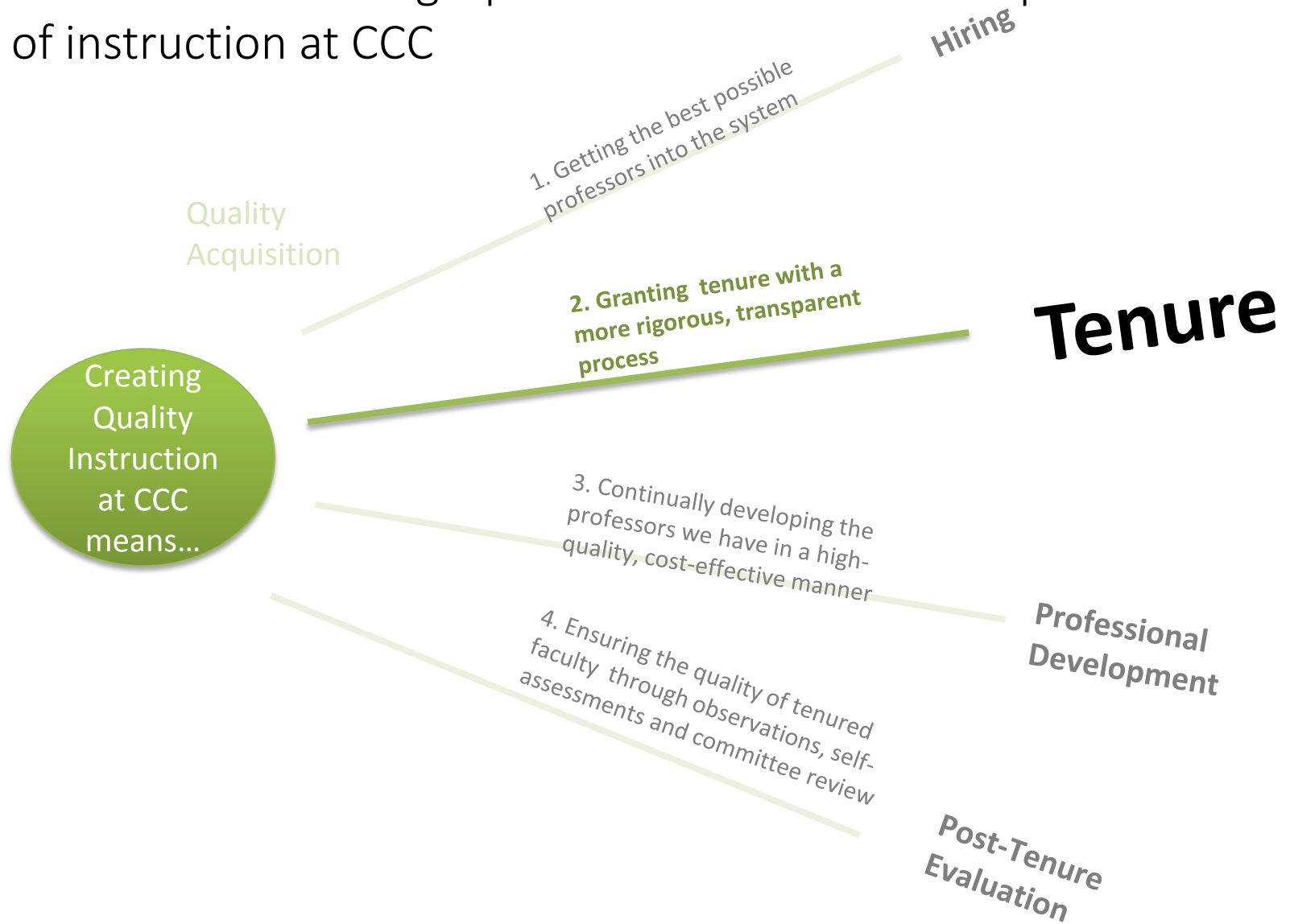
Overview

Evaluation Results

Academic Affairs

August, 2014

Tenure is one of four strategic points at which we can improve the quality of instruction at CCC



Background:

Surveys conducted during the spring of 2011 confirmed that there was considerable faculty concern regarding the tenure process

- Concerns raised by faculty:
- the process was **poorly defined** and thus implemented inconsistently;
- the goals of the process were **unclear**;
- the requirements of the fifteen graduate credit hours and the tenure project were **unreasonably burdensome**;
- the required tenure projects often became an **empty exercise** rather than a meaningful contribution to the department, college, or district;
- the tenure candidate received **little, if any, substantive feedback, guidance or mentorship**; and
- the overall process to grant or deny tenure **lacked transparency**.

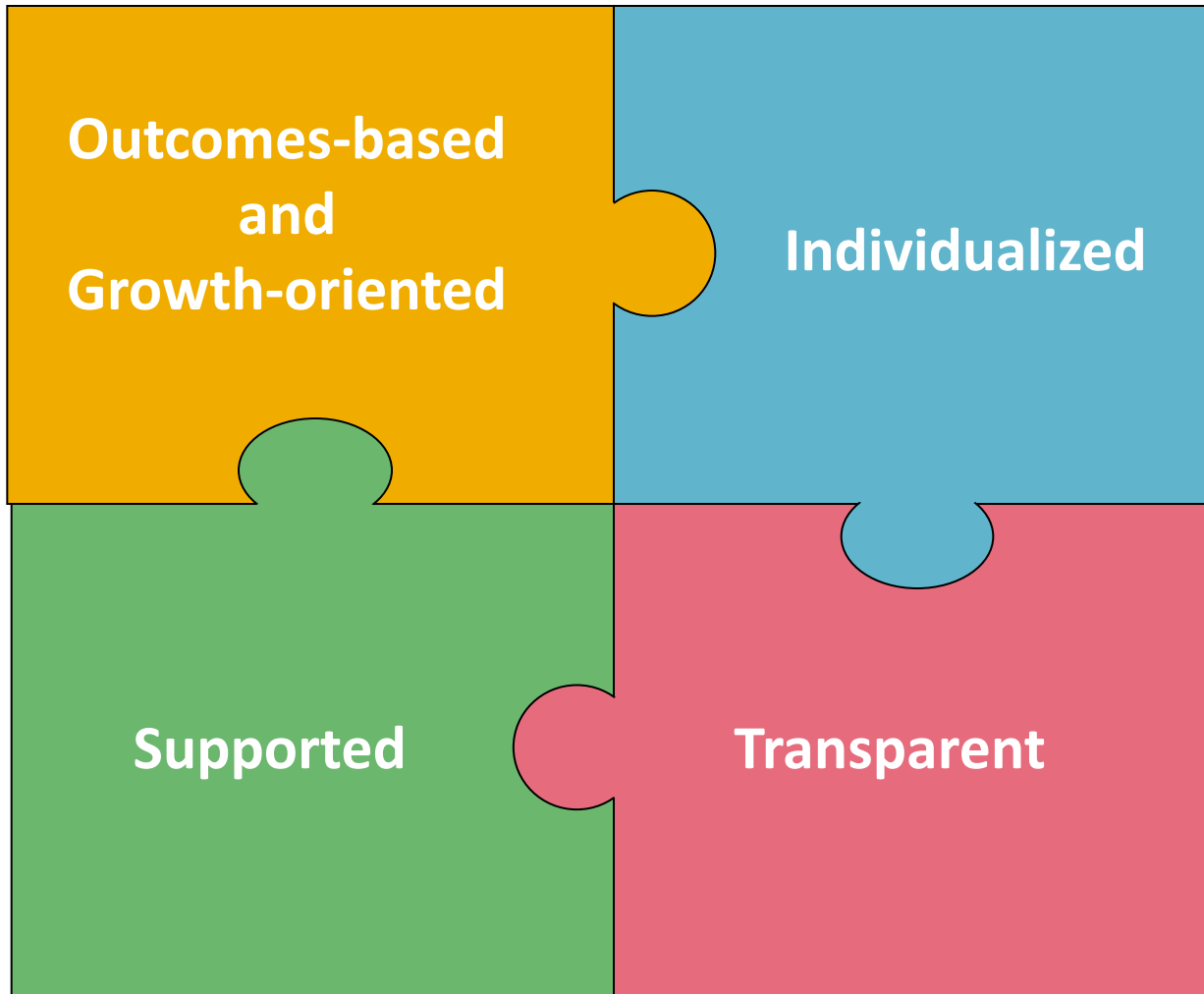
New Tenure Process

Background
Overview
Evaluation Results

Academic Affairs

August, 2014

The new tenure process has four organizing principles.



The Talents of Teaching provide a standard set of competencies around which the tenure process is organized

- The Talents provide the basis for all faculty evaluation, including student evaluations, classroom observation forms and portfolio rubrics.
- In order to be granted tenure, faculty members must make an evidence-based argument for tenure, demonstrating competency in all five talents.
- The Talents, by defining faculty excellence, help frame professional development, scholarship and other aspects of quality instruction, aligning these with evaluation and tenure.

Talents of Teaching	Reason for Talent	Result of Talent
<ul style="list-style-type: none"> • Teaching and Learning • Measuring Learning 	Improving instructional effectiveness	Student Success
<ul style="list-style-type: none"> • Diversity, Inclusion, Respect and Student Support 	Meeting students' needs	
<ul style="list-style-type: none"> • Academic Citizenship, Shared Governance, and Leadership 	Meeting institutional needs	Institutional Health
<ul style="list-style-type: none"> • Content Expertise and Lifelong Learning 	Building stronger faculty	

Tenure Process Overview – Semester Breakdown

Year 1

Semester 1

Diagnostic

Semester 2

Formative

Semester 1

1. Participate in TAP orientation (registration week)
2. Begin mentorship program
3. 2 mentor observations (informal)
4. 2 formal observations (dept. chair and administrator)
5. Attend department or other meetings
6. Portfolio submission
7. Departmental vote and president decision on contract renewal

Semester 2

1. Participate in SSS (throughout semester)
2. 2 mentor observations
3. 2 formal observations (faculty members)
4. Develop Individualized Learning & Service Plan (ILSP)
5. Develop teaching and service philosophy
6. **Complete the Second Semester Review (Interview with department chair and College Admin and approve ILSP)**

Year 2

Semester 3

Focused Check-point

Semester 4

Formative

Semester 3

1. Participate in mentor program
2. Observe teaching in a faculty member's classrooms
3. 2 formal observations (dept. chair, administrator)
4. Engage in professional development according to ILSP
5. Participate in department, campus, or district committee (ongoing through rest of process)
6. Portfolio submission
7. Departmental vote and president decision on contract renewal

Semester 4

1. Participate in the mentor program
2. Observe teaching in a faculty member's classrooms
3. 2 formal observations (faculty members)
4. Complete ILSP

Year 3

Semester 5

Summative

Semester 6

Semester 5

1. Design argument for tenure and continued learning and service plan for portfolio
2. 2 formal observations (dept. chair and administrator)
3. Final Portfolio submission
4. Departmental vote and president decision on tenure contract

Semester 6

1. Board resolution

New Tenure Process

Background

Overview

Evaluation Results

Academic Affairs

August, 2014

Data Sources

Evaluation includes a variety of sources and perspectives

Surveys

(4 qualitative surveys)



- Department Chair Survey
- Legacy Tenure Survey
(faculty tenured under old system)
- Semester One Survey for new Tenure-Track Faculty
- Semester Two Survey for new Tenure-Track Survey

College Tenure Process Reports



- College Administrator Feedback Reports*

*Submitted by 4 colleges

External Evaluator Report



- Recommendations from External Evaluator from Valencia College

Scorecard Evaluation Scale

Overall implementation performance evaluated against the guiding principle objectives:



Meeting Objectives

Overall the objectives are being met at or above the expected performance level(s). Feedback across the various data sources is predominantly favorable.



Needs Improvements

Overall the objectives are being met at an adequate level, however, there were notable concerns expressed. Feedback across the various data sources is somewhat favorable, however, is not consistent in regards to meeting expectations/objectives.



Not Meeting Objectives

Overall there were a considerable amount of concerns consistently expressed across the various data sources. Continued improvement is required to meet expectations/objectives.

Key Findings: Working Well



Value of TAP leaders and mentors



Focus on teaching and faculty self-improvement



The process helped to identify areas for self-improvement, reflection and assessment



Mentoring, support and feedback among TAP leaders, mentors, departments and other candidates



Workshops provide transparency and information about processes and requirements



Classroom observations are helpful



Readings, class activities and examples are meaningful exercises

Key Findings: Needs Improvement



Timelines are rigid. More flexibility in requirements would improve the process



TAP Leaders need more training



More training for Department Chairs and candidates is needed



TAP Leaders and Department Chairs are overwhelmed with the amount of work/paperwork



Better organization of the process and better definition of program responsibilities is needed



Better communication between TAP Leaders, Department Chairs, candidates and administration is needed

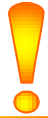


Seminars/ILSP should take place sooner

Key Findings: Needs Improvement



The content at meetings (group discussions, seminars, orientation, etc) are a little superficial. Focus more on quality versus quantity



Candidates should be grouped based on experience and discipline



Tenure Orientation Seminar needs more examples/expectations of binder



There needs to be more professionalism among TAP Leaders/Chairs/admin at SSR Meetings

Key Findings: Not Working Well



Website navigation needs to be improved to enhance the user's experience and better leverage the information available to faculty



There's an absence of strong administrator presence and training of administrators



There's no plan to accommodate an increase in the number of tenure candidates, especially since TAP leaders/dept chairs expressed heavy workload as is



Off-cycle hires complicate the tenure support process immeasurably and isolate the candidates who are not hired with the full cohort. Continuing this practice seriously degrades the opportunity for successful support of the program.

Q1
Q2
Q5

Legacy Tenure Survey vs.
Answered: 32 Skipped: 0

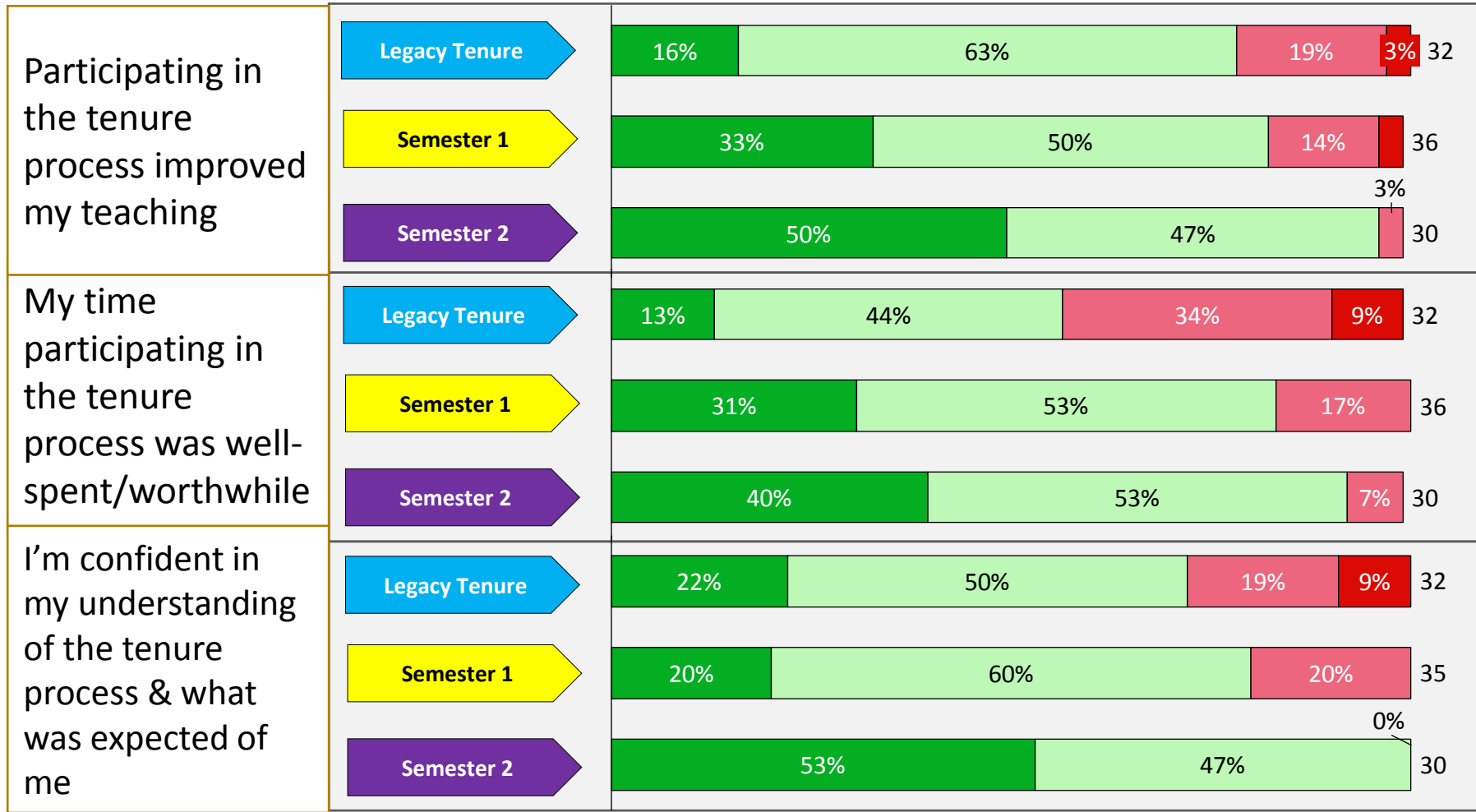
Q1

Semester 1 Survey of New Tenure-Track Faculty vs.
Answered: 36 Skipped: 1

Q1

Semester 2 Survey of New Tenure-Track Faculty
Answered: 30 Skipped: 0

Strongly agree Agree Disagree Strongly disagree



Student GPS

Pathways

Reinvention

August, 2014

1 What is Student GPS?

City College's Student Guided Pathways to Success, or Student GPS, is a comprehensive system of guided pathways and supports that inform some of our students' most critical life decisions to ensure every student has a clear path to obtaining his or her college and career goals.

Student GPS links all of the resources of City Colleges (faculty, staff, programs, courses, technology, and services) into a personalized approach to help each student succeed in his or her college experience.

1a Students are creating personalized education plans based upon faculty-designed, semester-by-semester pathways



WHY?

Building structured degree plans to graduation, students see completion as attainable and a valuable goal

- **More accurate:** By drawing from Student GPS maps as smart defaults, we ensure the full education plan is informed by faculty expertise.
- **More relevant:** Using the Student GPS maps to construct education plans, students plan according to transfer, career and personal goals.

Higher Education Research**

- ✓ Students juggle families, jobs, school. The greatest help we can provide: predictability.
- ✓ 81 ch is the national average for associate's degree attainment
- ✓ Unstructured complexity is most daunting for disadvantaged students

Community Colleges like Us

Community Colleges that have made a similar push to great effect.

- **New York:** Queensborough, Kingsborough, Guttman
- **Orlando:** Valencia Community College
- **Charlotte, Kansas City, Phoenix,** others.











CCC-specific evidence

Over 3,000 students last year had over 60+ ch, most of these above 75.

Students with education plans had fall-to-spring retention of at least 10 percentage points higher than those without.

** Source: Complete College America, *The Game Changers*. October 2013.; Scott-Clayton, Judith. "The Shapeless River," *Community College Research Center*. January 2011.

1b Incoming students choose one of ten focus areas

 Advanced Manufacturing <small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small>	Healthcare <small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small> 
 Business & Professional Services <small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small>	<small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small> Information Technology 
 Construction Technology & Drafting	Liberal Arts 
 Culinary Arts & Hospitality <small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small>	Life & Physical Sciences 
 Education <small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small>	<small>CITY COLLEGES OF CHICAGO COLLEGE to CAREERS</small> Transportation, Distribution, & Logistics 

1d We're also encouraging eligible students to increase their full-time course load: Fifteen credit hours, not twelve.

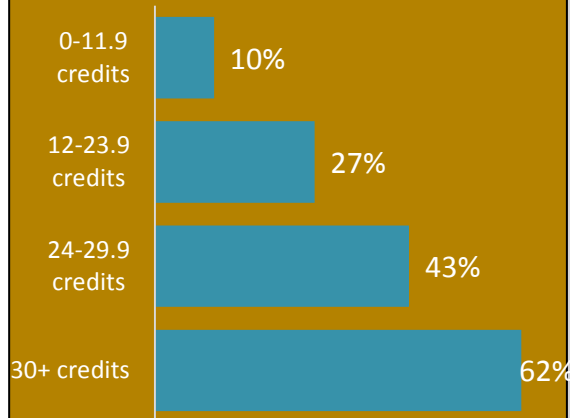


WHY? 15 credit-hours means greater likelihood of completion.

- The longer it takes to graduate, the more life gets in the way.
 - The more life gets in the way, the less likely graduation becomes.
- For too many students, the end results are a few years of courses, no degrees.

Higher Education Research

More students graduate when they complete 30+ ch in 1st year



Community Colleges like Us

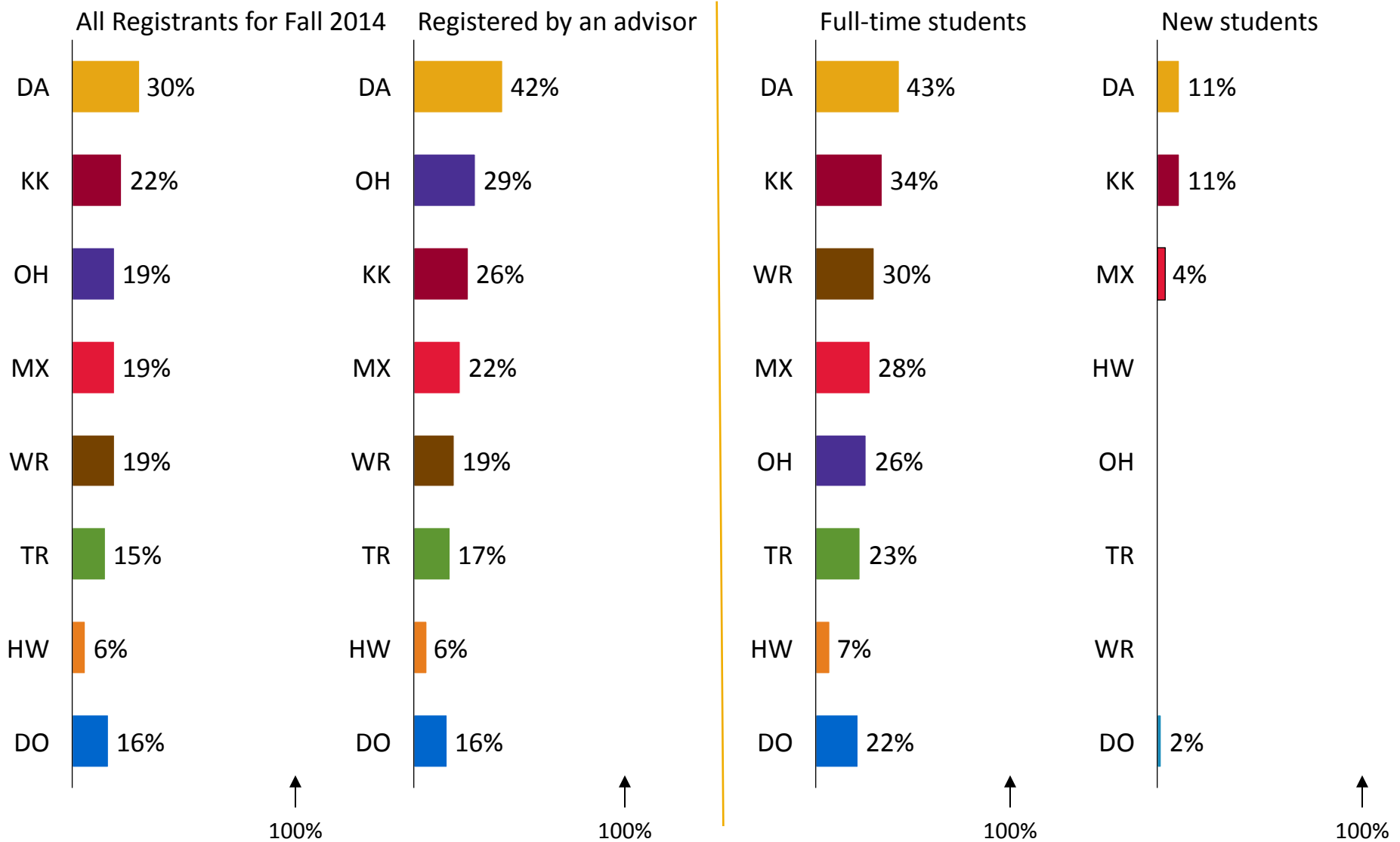
- Nationally, 29% of community college students are taking 30+ (<10% at CCC)
- Federal financial aid regulations now penalize students who take too long

CCC-specific implications

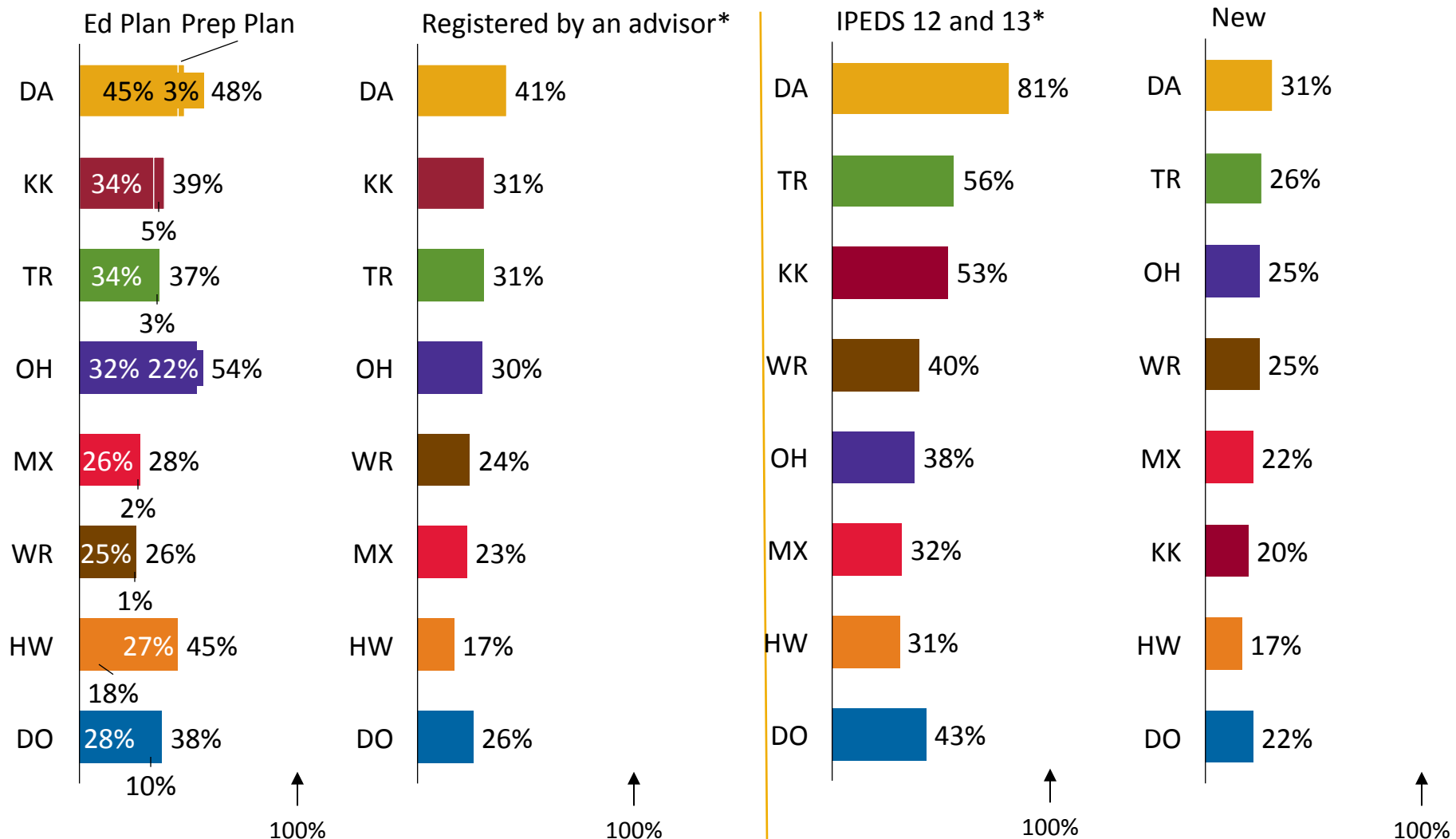
- Without developmental education, a 12 credit-hours sequence requires six semesters to complete an AA or AS.
- We want to advise down from 15, not up from 12.

We track progress of students enrolled for 15 credit-hours

2b Education plans: Quantity of plans as of early April, at the start of the Fall 2014 student registration period



2c Education plans: Quantity of plans as of August 18, halfway through peak registration at all Colleges

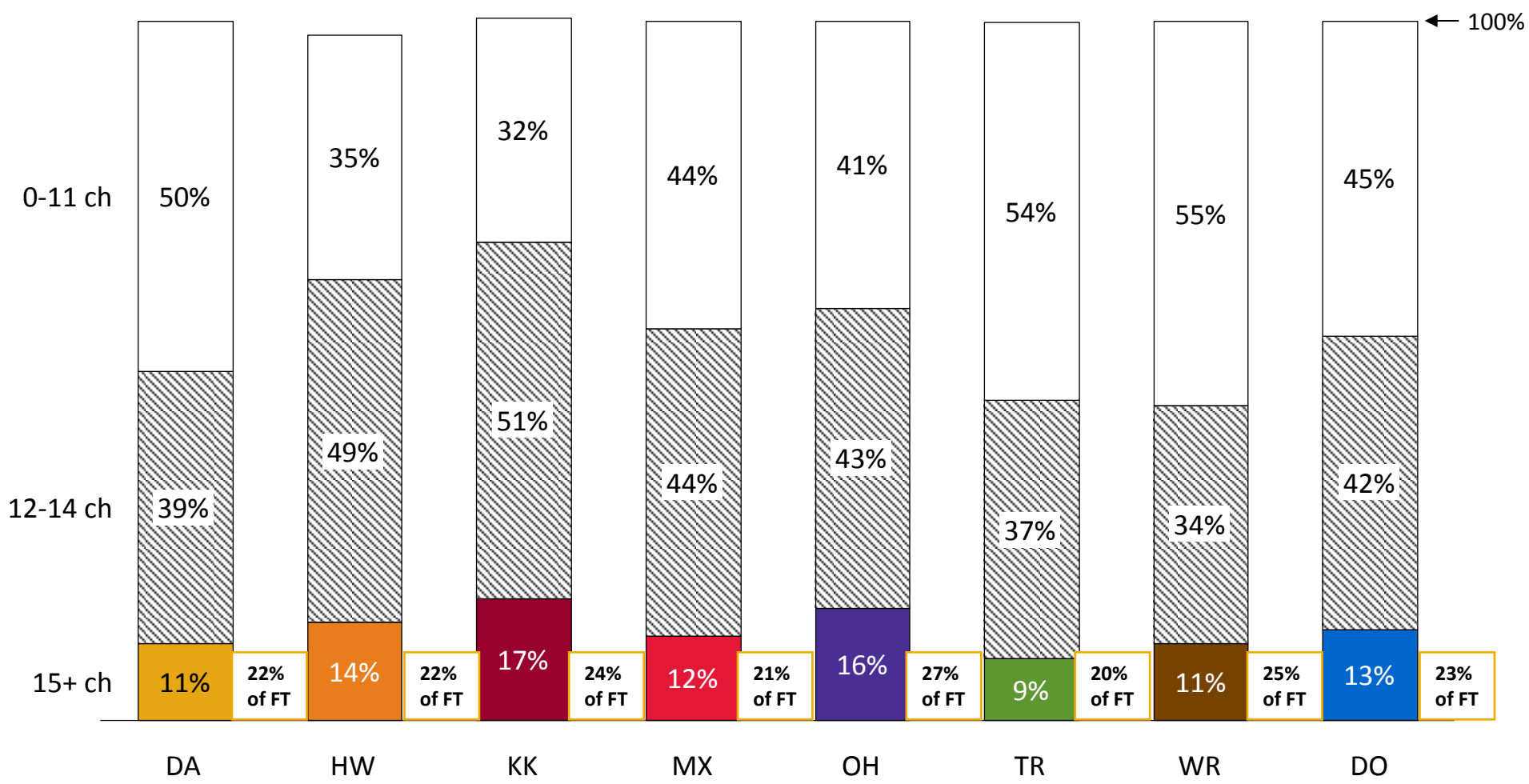


*Excludes BC's, course-takers, 45+

*ID of person registering Student in PSSA different from Student ID

*Of those who have re-registered so far

2e 15-to-Finish: Of our full-time students, 23% are 15 ch+; 54% of our students are full-time status



• Source: Decision Support, 8/18/2014

3 Future registration cycles: We will accommodate our students by scheduling the relevant courses they demand

	Semester Maps	Course capacity reporting	Education Plans
Data points provided	<ul style="list-style-type: none"> • What courses are needed, as dictated by the semester maps • Which courses cross-cut multiple, popular semester maps 	<p><u>Descriptive Data</u></p> <ul style="list-style-type: none"> • Daily Total Enrollment and % Capacity Met • One-year % change and total enrollment difference <p><u>Actionable Data</u></p> <ul style="list-style-type: none"> • Projected Enrollment • # of sections needed 	<ul style="list-style-type: none"> • With all students on education plans, we know what courses they want to take, all the way until completion
Implications for Scheduling Process	<ul style="list-style-type: none"> • Use course list and student declarations of program of study to gauge what to put on the schedule 	<ul style="list-style-type: none"> • Leverage today, and much more so for Spring, to prepare schedules more in-line with projected demand • Develop new, more agile scheduling to accommodate unexpected fluctuations 	<ul style="list-style-type: none"> • Examine multiple semester registration for students who know exactly what they want / need to take • Discern other factors to account for to be able to offer just the right number of sections