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.

Conditional Recommendation

 Local President or Vice President (or designee), Academic Department/Discipline, and Curriculum Facilitator provide conditional recommendation to proceed with proposal. This is a college recommendation.

Curriculum Workshop (2 parts)

- Content team led by local Curriculum Facilitator to facilitate research, vetting, and application of standards (ICCB and IAI). This is a college committee.
- College Curriculum Committee of the Faculty Council to facilitate curriculum standards.

Joint Curriculum Development Council

• Vice Presidents (or designees), all Curriculum Facilitators, and elected Committee A members, DO Academic Affairs. This is a district-wide committee.

New: Collaborative, evidence-based process.

Market Data

Obtained at

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: Curricul	um Facilitators		
Friday Training (8-15-14)Wednesday (20)WR*: 9am-3pmKK*: 9am-3pmL113 – located in the LearningRoom: Y109Resource Center (LRC)KK*: 9am-3pm		Thursday (21) MX*: 9am-3pm MXC - MAIN Room(s) : 0538B	Friday (22) TR*: 9am-3pm TR Room: 2941	
 Curriculum Tab FC duties and responsibility FC role in PACC submission Scheduling meetings (at least three times a month) 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 PACC submission Curriculum Tab 	 Focus on Programs Major and minor changes Rubrics SharePoint PACC submission Curriculum Tab Note: Workforce Development and DO AA will participate in this workshop 	 PACC Process Simulation Programs Courses Collect curriculum personnel list and tentative schedules 	

New Tenure Process

Background Overview Evaluation Results

Academic Affairs

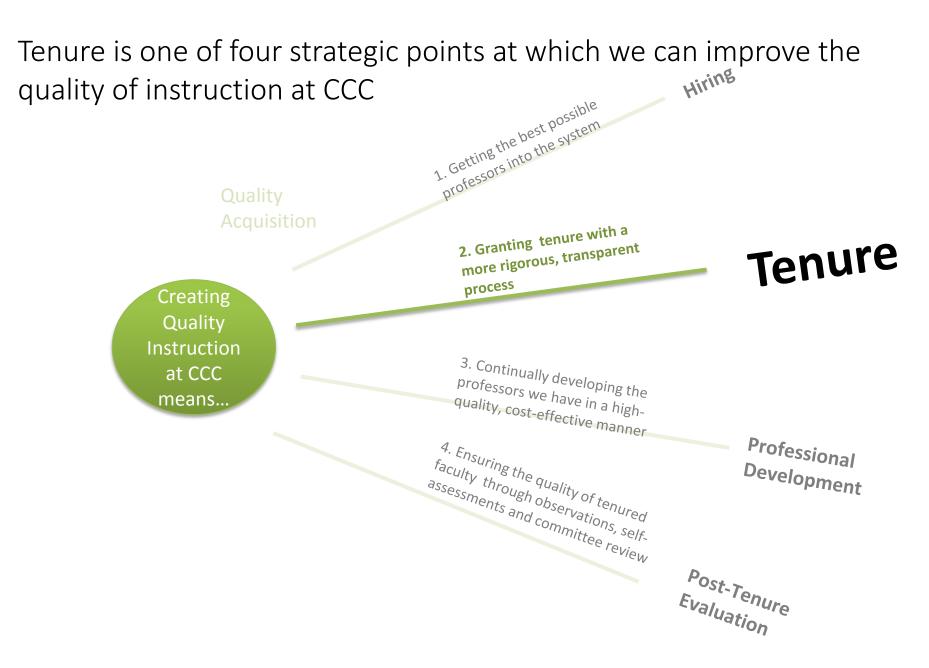
August, 2014

New Tenure Process

Background Overview Evaluation Results

Academic Affairs

August, 2014



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**.

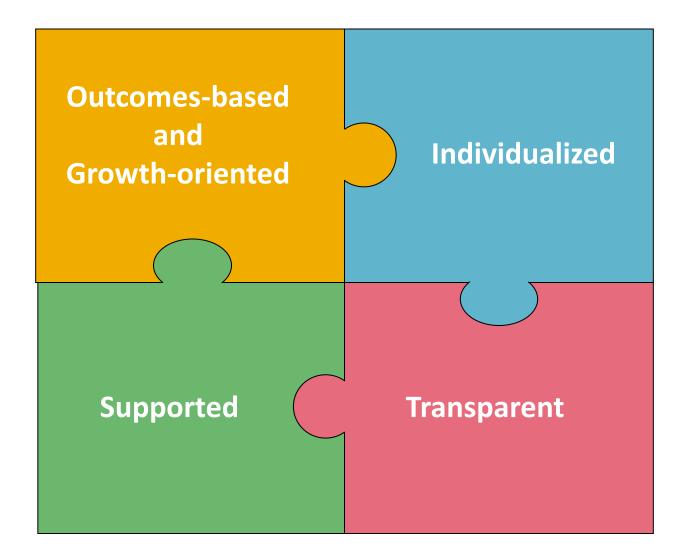
New Tenure Process

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
Teaching and Learning	Improving instructional	
Measuring Learning	effectiveness	Student Success
 Diversity, Inclusion, Respect and Student Support 	Meeting students' needs	
 Academic Citizenship, Shared Governance, and Leadership 	Meeting institutional needs	Institutional Lloalth
 Content Expertise and Lifelong Learning 	Building stronger faculty	Institutional Health



Tenure Process Overview – Semester Breakdown

Year 1

Year 2

Year 3

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Diagnostic	Diagnostic Formative		Formative	Summative	
 See Participate in TA (registration we Begin mentorsh 2 mentor observed 2 formal observed 2 formal observed 2 formal observed Attend departmention Attend departmention Portfolio submise Departmental ved decision on control See Participate in SS 2 formal observed 2 formal observed Develop Individed Service Plan (ILS) Develop teachine Complete the Security 	ek) p program rations (informal) ations (dept. chair and ent or other meetings sion ote and president ract renewal <u>mester 2</u> S (throughout semester) rations ations (faculty members) valized Learning &	 Semest Participate in men Observe teaching in member's classrood 2 formal observation administrator) Engage in profession according to ILSP Participate in departion or district committee through rest of profession on contract of the classrood Portfolio submission Departmental vote decision on contract of the classrood Participate in the rest of the classrood Participate in the rest of the classrood Participate in the rest of the classrood Semest Participate in the rest of the classrood 2 formal observation 2 formal observation Complete ILSP 	tor program in a faculty oms ons (dept. chair, onal development artment, campus, see (ongoing ocess) on e and president ct renewal er 4 mentor program in a faculty oms	 Design argumer continued learn for portfolio 2 formal observ and administrat Final Portfolio s Departmental v decision on ten 	or) ubmission ote and president ure contract <u>ester 6</u>

New Tenure Process

Background Overview Evaluation Results

Academic Affairs

August, 2014

Data Sources

Evaluation includes a variety of sources and perspectives





- 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*

External Evaluator Report



 Recommendations from External Evaluator from Valencia College

*Submitted by 4 colleges

18

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 noteable 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 theprocess 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						
X	There's an absence of strong administrator presence and training of administrators						
X	There's no plan to accomodate an increase in the number of tenure candidates,						
• •	especially since TAP leaders/dept chairs expressed heavy workload as is						

Q1 Q2 Q5

Q1

Legacy Tenure Survey vs.

Answered: 32 Skipped: 0

Semester 1 Survey of New Tenure-Track Faculty vs.

Answered: 36 Skipped: 1

Semester 2 Survey of New Tenure-Track Faculty

Q1

Answered: 30 Skipped: 0

		Strongly agr	ee 📃 Agree 📕	Disagree Strong	gly disagree
Participating in the tenure process improved	Legacy Tenure	16%	63%		19% <mark>3%</mark> 32
	Semester 1	33%		50%	14% 36
my teaching	Semester 2	50%	6	47%	3%
My time participating in	Legacy Tenure	13%	44%	34%	9% 32
the tenure process was well-	Semester 1	31%		53%	17% 36
spent/worthwhile	Semester 2	40%		53%	7% 30
I'm confident in my understanding	Legacy Tenure	22%	50%	1	9% 9% 32
of the tenure process & what	Semester 1	20%	60)%	20% 35
was expected of me	Semester 2	53	%	47%	0%

Student GPS

Pathways

Reinvention

August, 2014



City College's Student Guided Pathways to Success, or Student GPS, is a comprehensive system of guided <u>pathways</u> and <u>supports</u> 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 facultydesigned, semester-by-semester pathways





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.

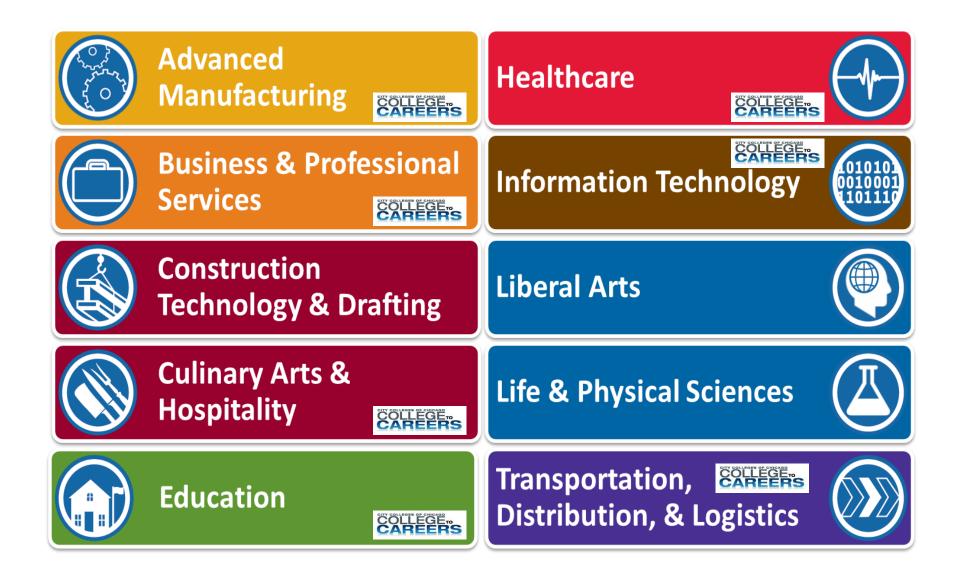
Students with education plans had fall-to-spring retention of at least 10 percentage points higher than those without.

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





Incoming students choose one of ten focus areas





Ic They then have conversations with advisors, using new tools, to have better goal-setting and planning conversations

MAKE AN INFORMED CHOICE

- A. Choose a focus area: Choose from ten broad categories of CCC offerings (e.g., Healthcare, Liberal Arts) consult with an advisor
- B. Get on a pathway: Learn about common firstyear courses in a focus area, career options and degree and certificate plans available

COMMIT TO COMPLETE

- C. Plan using a semester map: chart your CCC map using a sample course sequence in a given pathway
- D. Complete an education plan: Individualize the example plan to chart your own journey at CCC

A degree or cert center - either transfer to a for	your career and life inficate from CCC is your ticket to right after graduation, or after as a ry-per university. We have the rr ou have to make some choices a	a rewarding successful esources to get		Focus Area: Education Pathway: Music Teach		Degree Codes AS 0323		
Know What You Want The City Colleges of Ovicego offers well over 100 degree and on down your options, 1) choose one of our Ten Focus An you the right questions to hep you make your desiston. Once y with your College Advisor to 2) decide if you plan to trans you and your advisor can determine the degree or certificate p Advanced		Focus Area Ov Education Calling all active is mediators - these advances in the focus of the Advin, Science watching areas subjects like Advin, Science	educators are enjoy helping : Arryiew: sterners, idealists, savgiver, e happat when they are happ har mad half and after they are a part ingaster.	Alters to Bhangra, mosis is a universal language that is available to assistance block developing their universal induces and p scalar sectors and the sector of the sector of the sector of the pro-how to teach music and music appreciation to shadens of the amount of a forward endoge and provide appreciation to shadens of the music to a forward and the sector of the sector of the music teachers, means and music appreciations to shadens of the music teachers, means and music appreciations to shadens of the music teachers, means and the sector of the sector of the availability. If this pathways is followed as outlined, you will availability. If this pathways is followed as outlined, you will be able to the corresa, your character of transfer to a four-year univ as therease.	public there is a set of the set	et Communication Course at Humanities Course et Mathematies Course at Physical/Life Science Course at Physical/Life Science Course	The second secon	anter de la constante de la co
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	CITY COLLEG			of the American People (3) Into with Disabilities in School (3)	Social/Behavioral S Elective Elective	cience BO THIS - Mid-term advisor	Check-in with	

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

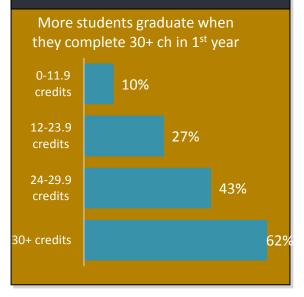


WHY? 15 credit-hours means greater likelihood of completion.

• 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



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

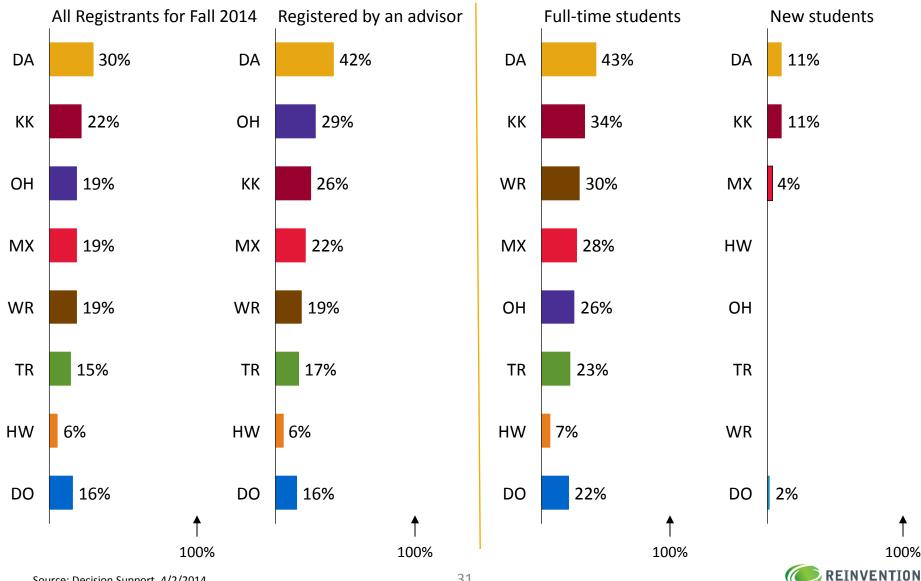
CCC-specific implications

- 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



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



Source: Decision Support, 4/2/2014

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

31%

26%

25%

25%

22%

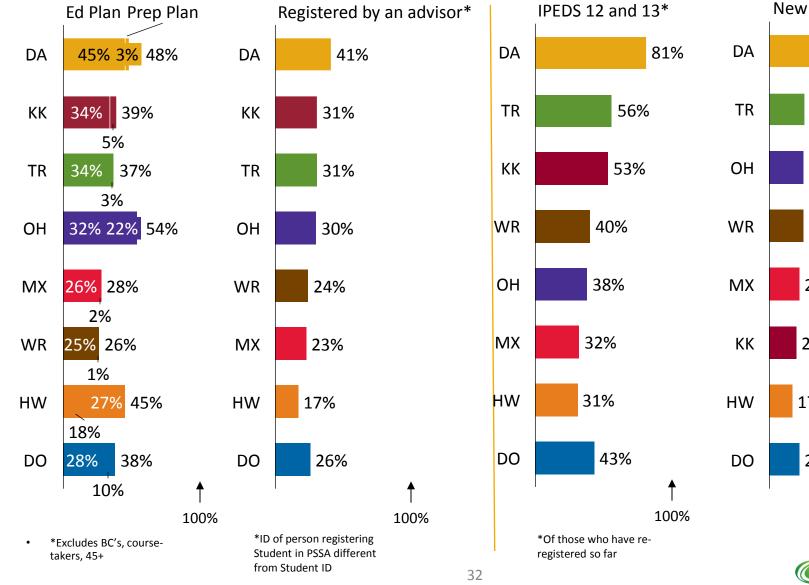
20%

17%

22%

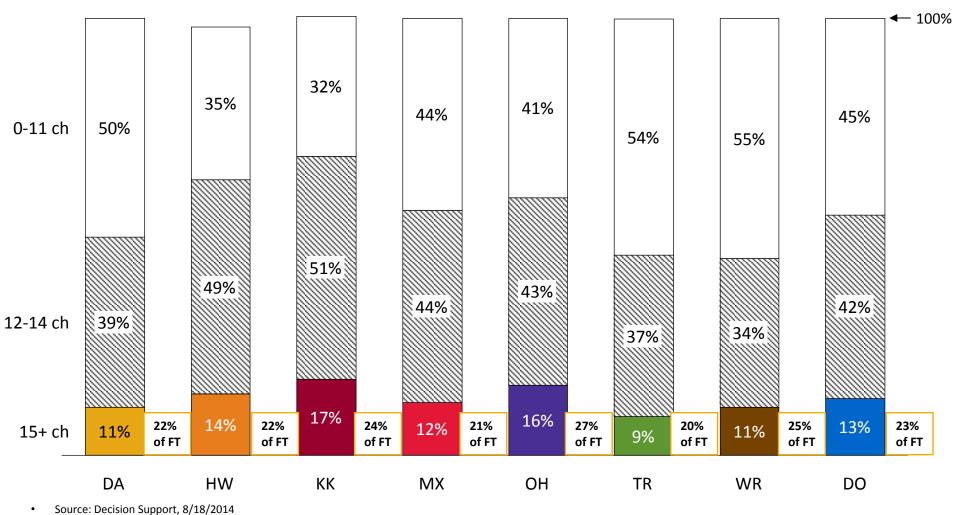
100%

REINVENTION



Source: Decision Support, 8/18/2014

20 15-to-Finish: Of our full-time students, 23% are 15 ch+; 54% of our students are full-time status



DRAFT - for discussion gurposes Thursday, September 04, 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	 What courses are needed, as dictated by the semester maps Which courses cross-cut multiple, popular semester maps 	 Descriptive Data Daily Total Enrollment and % Capacity Met One-year % change and total enrollment difference Actionable Data Projected Enrollment # of sections needed 	 With all students on education plans, we know what courses they want to take, all the way until completion
Implications for Scheduling Process	 Use course list and student declarations of program of study to gauge what to put on the schedule 	 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 	 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

