Board of Trustees:
Academic Sub-committee Meeting

Office of Strategy and Academic Governance

Thursday, February 18th, 2016

Today's Agenda

1 **Follow-up from last sub-committee meeting**
- ✔ Major enhancements made to SmartPlanner technology
- ✘ Enablement of enrollment into four-year pathways
- ✔ Initial forecasts of Fall '16 schedules based on student plan data
- ✔ Catalog one master syllabus for every active course
- ✔ Define syllabus template for use at all colleges
- ✘ 80% complete with P-SLO identification for each pathway/credential across all colleges
- ✔ Academic and Student policy overhaul proposal for March board
- ✔ Completed framework of criteria for evaluation of placement options

2 **Continuing focus on strategic priorities for FY2016:**
- Student GPS
  - How we are using data to identify at-risk students and intervene, just-in-time
- Learning and Assessment
- Policy
- Assessing incoming students

Other key points on agenda
- Kennedy-King College accreditation visit
- Update on child development program shifting to Truman as Center of Excellence

3 **Next steps**
- **Upcoming board items** Mar-May 2016
- **What to expect** at next sub-committee meeting

REINVENTION

We continue to make major enhancements to SmartPlanner technology

We are testing interface updates that we will put into production in early March
- Students can specify day of week and exact campus locations preferred
- Preferences combine with course-by-course plans to present optimal registration options
- We will use planner/preferences data to incorporate into course schedules

Screenshot of time/day preferences

| | Select All | Deselect All | | | | | | |

| Day and Time Preferences | | | | | | | | |
Periods (Class Start Time Ranges)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Any Time	☑	☐	☑	☐	☑	☑	☐
Early Morning 6:00 AM - 9:59 AM	☑	☐	☑	☐	☑	☑	☐
Mid-Morning 10:00 AM - 12:29 PM	☑	☐	☑	☐	☑	☑	☐
Early Afternoon 12:30 PM - 2:59 PM	☑	☐	☑	☐	☑	☑	☐
Late Afternoon 3:00 PM - 5:29 PM	☑	☐	☑	☐	☑	☑	☐
Evening 5:30 PM - 9:00 PM	☑	☐	☑	☐	☑	☑	☐

Next up in our Student Information System - Campus Solutions 9

Spring
- Finalize enhancements to student preferences

Summer
- Finalize second round of Planner upgrades – including showing tuition per semester and other attributes
- Upgrade Student Portal experience: retool to provide fewer clicks to key information, improve key areas, like Finances, with new functions

REINVENTION

We continue to make progress on the transfer partnerships front, and we will have the option to register for 2+2's before the Fall semester

Example 8-semester map to UIC in Biology

Recent accomplishments

- Eight STAR partners articulating all 2+2's – we have exactly 86 across STAR institutions and will have over 100 by next meeting
- 137 students and all partners at STAR event, 129 students expressing interest with four-years
- Colleges have had transfer touchpoints with 30 percent of SP16 completers thus far

Next Steps

- Five more STAR partners (March)
- All partners fully articulating 2+2's and providing full data for reverse transfer of credit (May)
- SmartPlanner accommodates 2+2 maps (June)

REINVENTION

Academic and student policy overhaul proposal on track for March Board

Policy Revision Goals
- ✓ Streamline, simplify and condense policies.
- ✓ Eliminate redundancy (between and within the *Academic Policy Manual* and *Student Policy Manual*).
- ✓ Update/create new policies and delete policies that are no longer needed - focus on correcting policies with errors, that are out of compliance and/or create barriers to student success.
- ✓ Separate procedures from policy.

Structural Changes to Policy Documents
- ✓ Consolidated the policy content from the *Academic Policy Manual* and *Student Policy Manual* and created a new *CCC Academic & Student Policies* document.
- ✓ Revised policy content to achieve the four goals, above.

- Your feed-back on the docu-ment ahead of March Board meeting

Highly Collaborative Process
- ✓ 14 policy owners and 18 co-contributors; each policy assigned and reviewed
- ✓ Academic & Student Policy SharePoint site, open to all CCC faculty and staff to view and comment
- ✓ District Faculty Council subcommittee provided feedback for incorporation
  - Council engaged in July, with monthly meetings leading-up to Jan. deadline
  - Union engaged in Fall, and received additional faculty feedback from Colleges
  - Asked for input and collaboration at DO-wide faculty development week and at all town halls

We are cataloging one master syllabus for every active course

2,066
Active Courses

Next Steps
1. Gather outstanding syllabi: OIT to pull from Bb and colleges search local archives to reduce outstanding count by 50%;
2. Begin quality review; input SLOs into central DB for analysis

Courses on pathways

1,945

Unduplicated catalogued syllabi

1,172

Outstanding

773

Quality Review

REINVENTION
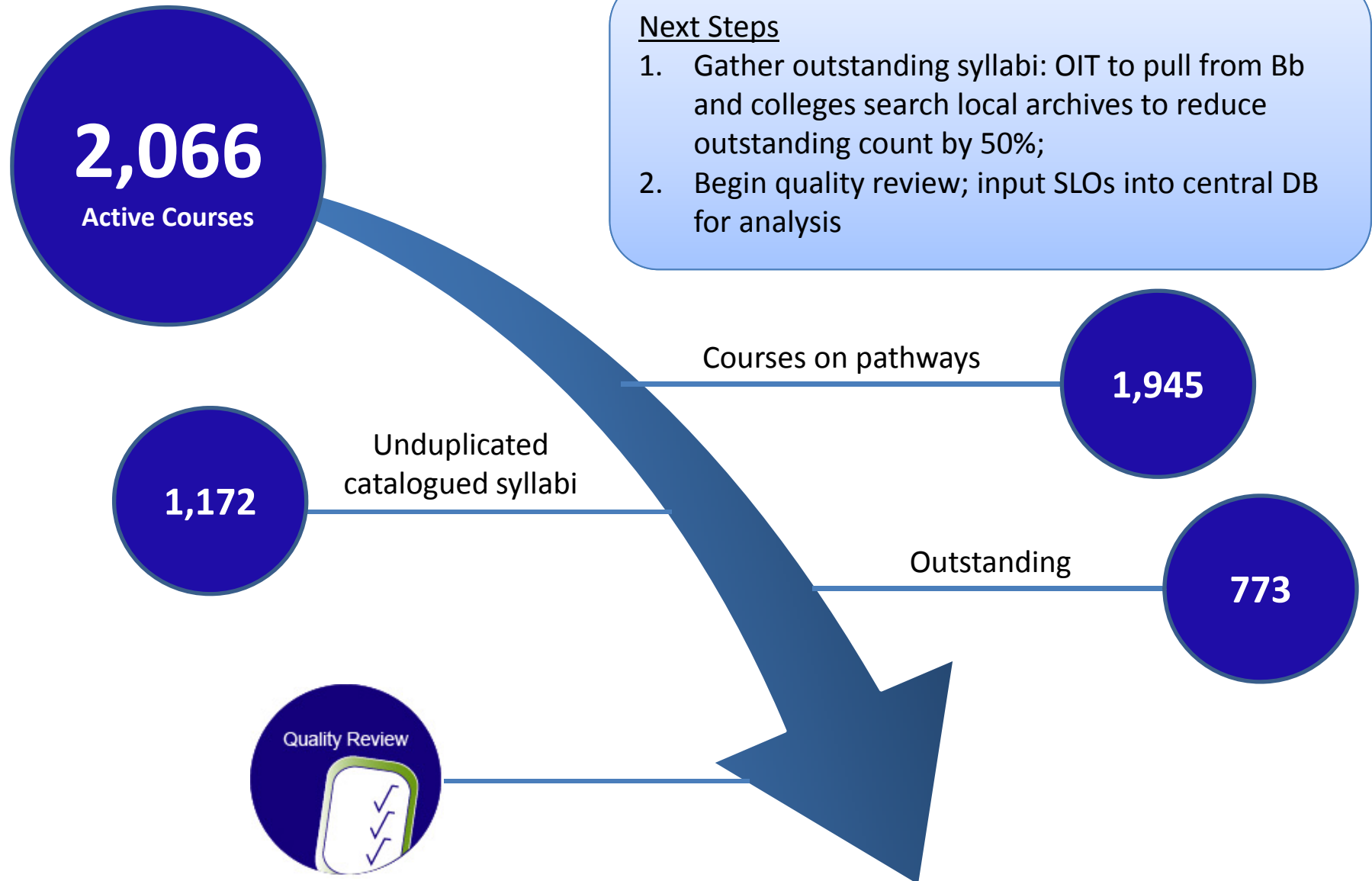
Quality review process for the cataloguing of master syllabi

Once outstanding syllabi are all matched, a quality review will commence. The quality review will entail:

1. Screening for duplicates
2. Identifying which of the duplicates will/should serve as the official master for the district
3. Review SLOs to determine level of quality and identify those courses in need of revision and updates
4. Document SLOs for courses in central database (CS9 is being considered for source, at present)
5. Check to ensure masters contain material consistent with the centralized template and take action where necessary for courses that may fall short
6. Document date of creation and last update to build in a cyclical review process for future quality reviews

REINVENTION

Collaborated with faculty curriculum committee in academic change process to establish a master syllabus template

Master Course Syllabus
(Insert College Name)
One of the City Colleges of Chicago
(Insert Academic Program or Department Name)
Semester/Academic Year (20__-20__)

Course Prefix and Number:

Course Title:

PCS Code:

IAI Code:

Semester Credit Hours:

Contact Hours:

Lecture Hours:

Lab Hours:

Method of Delivery (mark all that apply): Face to Face____ Online____ Hybrid____

Course Catalog Description:

Prerequisites:

Course Objectives:
1.
2.

Student Learning Outcomes:

Upon successful completion of the course, students will:
1.
2.

1

Goals
1. Improve student experience & consistency
2. Maximize faculty efficiency
3. Maintain compliance standards

Required catalog info and coding

Standardized outcomes/objectives

Inside
Topical outline template (tied to outcomes)
Suggested texts, materials, resources
Methods of assessment (formative/summative)
Suggested exit assessment/competencies
Grading scale

REINVENTION

COMPASS is going away, giving us a clean slate to find a superior solution for placement that best serves all of our students

Replacing COMPASS for Placement

Objective
- Find the best possible solution to reliably and accurately place students into the curriculum that best enables them to be successful

Approach
- Engage a team of faculty members (2 from each college) and administrators (1 from each college)
- Empower Team to…
  - Prepare an RFP to identify options, both external and internal
  - Develop criteria for evaluation of placement options (reliable, valid, accurate, cost-effective, etc.)
  - Apply criteria to evaluate all proposals
  - Prepare and present a recommendation for best option for the district
  - Act as college representatives and engage their colleagues in the work in progress

In parallel…
- a team of district-wide English faculty are developing an English placement to compete with solutions from external vendors

We are on track to meet the aggressive timeline in order to implement for use in placement for the Spring 2017 term

1 In the first phase of the project we have established the scope of the work and made significant progress towards completion:

  a Technical requirements: complete

  b Components of effective placement: team identified relevant criteria for evaluation for the RFP draft

  c Criteria for evaluation: team members working collaboratively to complete content for draft

2 Target for end of first phase is to have RFP content ready for Procurement by February 17

January - February	March - April	May - June	July - August
• Develop evaluation criteria – components of effective placement • **RFP to Procurement by mid-February**	• Solicit proposals • **Review proposals** • Presentations of selected bids	• Recommendation • Decision • **Board Approval**	• **Contract execution** • Implementation • Testing

REINVENTION

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  - How we are using data to identify at-risk students and intervene, just-in-time
- Learning and Assessment
- Policy
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Other key points on agenda
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REINVENTION

Tactics around using data to better support students are stronger from fostering a data-driven culture alongside systems surfacing more about our students then we have ever known before

Strategies of the five-year plan

Increase the relevance of the work a student does at CCC

- -

Reduce the time it takes for a student to complete at CCC

- -

Use data more effectively and deploy more resources to help students

- -

Ensure operational strength

1 We have data much earlier than ever before: driven by student behaviors, faculty outreach, and our data collection system – OpenBook.
- ✓ From the online bookstore, Akademos, we know whether students purchased books on time.
- ✓ Faculty use of our appointment-scheduling and early-alert tool, Grades First, lets advisors, tutors, and others know if a student needs support.
- ✓ From OpenBook, we know, before the semester starts, who registered for classes that they have taken before but either withdrew or failed.

2 Based on this information we can catalog distinct, precise profiles for students at-risk of class failure, stopping out, or registering for the wrong classes.

3 We associate these, today, with increasingly precise interventions. **EXAMPLES FOLLOW**

REINVENTION

This semester, we are implementing, documenting, and fully institutionalizing academic interventions for different risk profiles

Advisors, Directors of Academic Support Services, and others work from a calendar of interventions. These include, but are not limited students...

Segment	Data source	Intervention
registered late	OpenBook	Academic | advising outreach
purchased books late	Akademos	call campaign
course retakers	OpenBook	Academic outreach
academic standing hold	OpenBook	Academic | advising outreach
hold on aid disbursement	OpenBook	call campaign | advisement
withdraw from class 1st week	OpenBook	Call center campaign
withdraw from class (rest)	CS 9	Varies per reason
midterm C, D, F	OpenBook	Academic outreach
returners, still undecided	OpenBook	Advising outreach
stop-ins	OpenBook	Advising outreach
close to degree completion	OpenBook	Transfer and Career Services
Faculty early alerted	GradesFirst	Academic | advising outreach

Before semester starts

During semester

Coming up
- All presently implemented processes fully documented and trained
- Risk profile indices to help staff prioritize outreach
- Fully calendared communications to all students, in one place, across all segments.
- Add pathway-specific alerts to list, such as failure on milestone courses
- Work with faculty to better integrate all services

REINVENTION

This semester, child development program enrollment makes up 1.3% of district-wide enrollment

	DA 2.1%	HW .9%	KK 2.3%	MX 1.1%	OH 3.4%	TR 2.2%	WR 0.0%	District 1.3%
Total	4,345	8,920	2,934	4,502	2,324	4,682	8,008	35,716
Non-Child Dev Credit Enrollment	4,254	8,840	2,866	4,452	2,244	4,579	8,008	35,244
Child Dev Program Enrollment	91	80	68	50	80	103	0	472

Legend: Non-Child Dev Credit Enrollment; Child Dev Program Enrollment

% of total enrollment
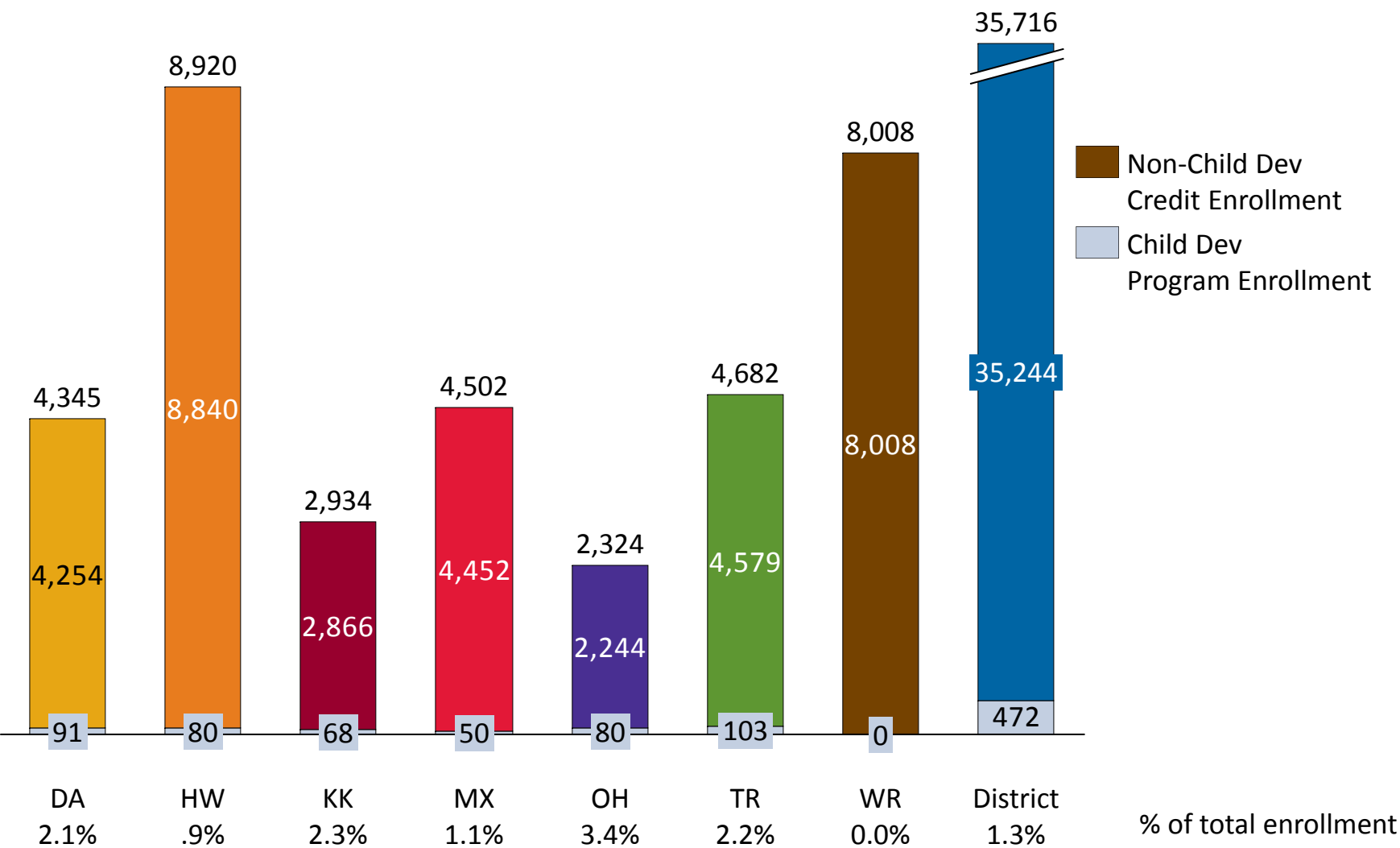
Most existing occupational Child Development programs were offered in 1 location with no specific transfer pathway

CURRENT STATE

Child Development Offerings	D A	H W	K K	M X	O H	T R	Total Colleges Offering
Bilingual Teacher Aid AAS (276)		x					1
Child Dev: Elementary Education AAS (280)		x					1
Child Dev: Elementary Education AC (284)		x					1
Child Dev: School-Age Childcare AAS (275)		x					1
Child Dev: Pre-School Education AAS (278)	x	x	x	x	x	x	6
Child Dev: Pre-School Education AC (282)	x	x	x	x	x	x	6
Child Dev: Pre-School Education BC (277)	x				x	x	3
Child Dev: Pre-School Ed. Infant/Toddler AC (286)		x					1
Family Child Care Business BC (831)	x					x	2
Total offerings per college	4	7	2	2	3	4	

FUTURE STATE: SPRING 2018

Child Development Offerings	D A	H W	K K	M X	O H	T R	Total Colleges Offering
Bilingual Teacher Aid AAS (276)							
Child Dev: Elementary Education AAS (280)							
Child Dev: Elementary Education AC (284)							
Child Dev: School-Age Childcare AAS (275)							
Child Dev: Pre-School Education AAS (278)						x	1
Child Dev: Pre-School Education AC (282)						x	1
Child Dev: Pre-School Education BC (277)						x	1
Child Dev: Pre-School Ed. Infant/Toddler AC (286)						x	1
Family Child Care Business BC (831)						x	1
Total offerings per college						5	

Transition to AA Transfer Pathways

REINVENTION

A new student entering the Child Development AAS pathway from KKC or MXC starting Fall 2016 can complete **94%** of their hours

	AT KKC or MXC	AT TRUMAN	OBSERVATION HOURS
Semester 1	• English 101 • Math or Science Course	• CD 107 (also offered online) • CD 120 (also offered online)	• 10 observation hours total required for 107 & 120, can be done close to home
Semester 2	• CD 101 • Social/Behavioral Science HD Course	• CD 149 (also offered online) • CD 262	• 18 observation hours total required for 101, 149, 262 can be done close to home
Semester 3	• Fine Arts/Humanities course	• CD 109 • CD 143 • CD 201	• 31 observation hours required for CD 109, 143 and 201, all can be done close to home
Semester 4	• CD 102 or other elective course • General Education course	• CD 258: pre-practicum • CD 142 or other elective course (also offered online)	• 30 observation hours required for 258, all can be done close to home
Semester 5	• 2 elective courses if students opt not to take CD 205 and/or CD 248	• CD 259: Practicum • CD 205 or other elective course • CD 248 or other elective course (also offered online)	• 250 student teaching hours required for 259, all can be done close to home. Meet at Truman once per week for seminar.
Total Hours	• **Up to 28 hours (+9 online)**	• **26 hours (if utilizing online)**	• **339 hours**

-This plan follows Pathway Map, which is a 5 semester plan. Students can complete in 4 semesters.
-Red indicates coursework that is recommended, but not required

Final Preparations for KKC's HLC Reaccreditation Visit are Underway

Assurance Argument: Loaded into assurance system ready for final review
Federal Compliance Report: Currently being loaded into assurance system with feedback an
Mock Site Visits : Mock site visits on February 5th and 11th

CCC's Executive Director of Compliance and Accreditation is conducting mock site visits to help KKC prepare for their upcoming reaccreditation visit. Formally feedback (e.g., Findings and Recommendations) is reported to the college within a week of each visit.

February 5, 2016 Mock Site-Visit – Preliminary Feedback and Observations

1. Executive management and staff are well prepared
2. Relevant examples and evidence were provided
3. Security staff needs more preparation
4. Operations Directors were good, but need to review and focus on HLC Criterion Five
5. Office of Instruction team was the most prepared
6. Student services team provided the best examples
7. Management and Directors understood and generally articulated the college mission
8. More focus on answering questions directly
9. Minimize distractions (laptop, phone use, interruptions)
10. All staff should review main mission elements

Reaccreditation efforts reveal areas of strength and opportunities

Overall Readiness for HLC Visit

Assurance Argument: Good / Challenge: planning, assessment, leadership turnover
Federal Compliance Report: Results of recent DOE audit could effect overall outcome
HLC Visit Preparation: Well prepared - mock visit will validate and illuminate areas for improvement

Areas of Strength

Criteria 1 (Mission)
- Good understanding of how KKC serves community

Criteria 2 (Integrity)
- Awareness of the Board process for approvals
- Unions and their role at CCC
- Tenure process

Criteria 3 (Teaching and Learning)
- PACC process and program planning
- Professional Development (PD)

Criteria 4 (Assessment and Evaluation)
- Assessment committee
- Program Review
- Course level assessment
- General Education SLO Assessment

Criteria 5 (Resources and Institutional Effectiveness)
- Generally programs are well funded
- Technology resources

Areas for Opportunity

Criteria 1 (Mission)
- Better knowledge of program-level missions

Criteria 2 (Integrity)
- Better communication surrounding

Criteria 3 (Teaching and Learning)
- Streamline process for procurement
- PD Evaluation and using data to inform new PD

Criteria 4 (Assessment and Evaluation)
- Program level assessment
- Program Review informing planning and budgets
- Assessment data informing planning and budgets

Criteria 5 (Resources and Institutional Effectiveness)
- Communication between various stakeholders
- Leadership turnover

KKC and CCC involved faculty throughout process – including two faculty development weeks to discuss accreditation, assessment, and program review. During mock site-visit process, they will play a critical role in interviews and feedback.

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REINVENTION

Upcoming board items: March – May 2016

March	April	May

Resolutions:
- Academic and student policy manual update

Contracts:

Resolutions:
- None

Contracts:

Resolutions:
- None

Contracts:
- Electronic Healthcare Information Database
- Athletic Training

REINVENTION

Wrap-up: what to expect at future sub-committee meetings

By next meeting, CCC has...

Student GPS
- ✓ SmartPlanner upgrade with enhanced interface, function – live for all Credit students
- ✓ Implemented training and documentation for all segment-based interventions, including any related to SmartPlanner
- ✓ Five more STAR partners, with full commitment on program articulation and data exchange for reverse transfer of credit

Learning and assessment
- ✓ Identify P-SLOs for 1 transfer pathway for each of the 10 focus areas
- ✓ Syllabus template approved, put into production across district
- ✓ Reduce outstanding master syllabi by 50% to 387

Policy revamp
- ✓ New policies implemented – early assessment of impact

Placement - how we help incoming students:
- ✓ RFP Issued and proposals in the process of being evaluated
- ✓ Internally developed English placement solution ready for proposal

REINVENTION

City Colleges of Chicago
Faculty and Student Demographics

CCC Ethnicity Report: Faculty and Students

- Student representation over last five years – Hispanic grew by 26% or 12 percentage points (28 to 40%) while blacks decreased 32% by same percentage (46 to 34%)
- CCC faculty and staff representation relatively unchanged in last 5 years
- CCC has 31% African American faculty representation (FT + PT); by far the largest percentage among Northern IL Community Colleges. Next highest is Triton at 7%
- CCC 3rd highest Hispanic faculty representation among Northern IL Community Colleges (8.1%) after Morton (11%) and Elgin (20%)
- Asian faculty representation highest among Northern IL Community Colleges at 11.4% – 75% greater than the student 6.4% Asian population.
- CCC recruitment efforts targeted at increasing Hispanic applicants through networks, associations and search firms, while assuring CCC hires most qualified workforce
- CCC hired Hispanics in 2015 at rate 1.5x greater than employment applicant pool – 19% hires, 13% applicant pool

CITY COLLEGES
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Education that Works

Student Demographic Trend – 2011 & 2015

Credit Student Ethnicity
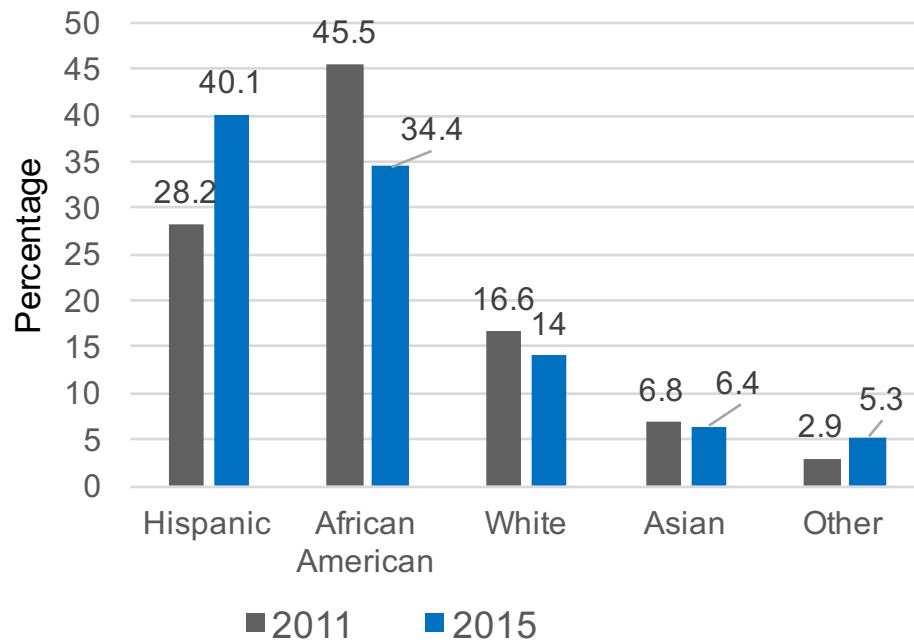
Adult Education Student Ethnicity

*Ethnicity as reported by student during enrollment
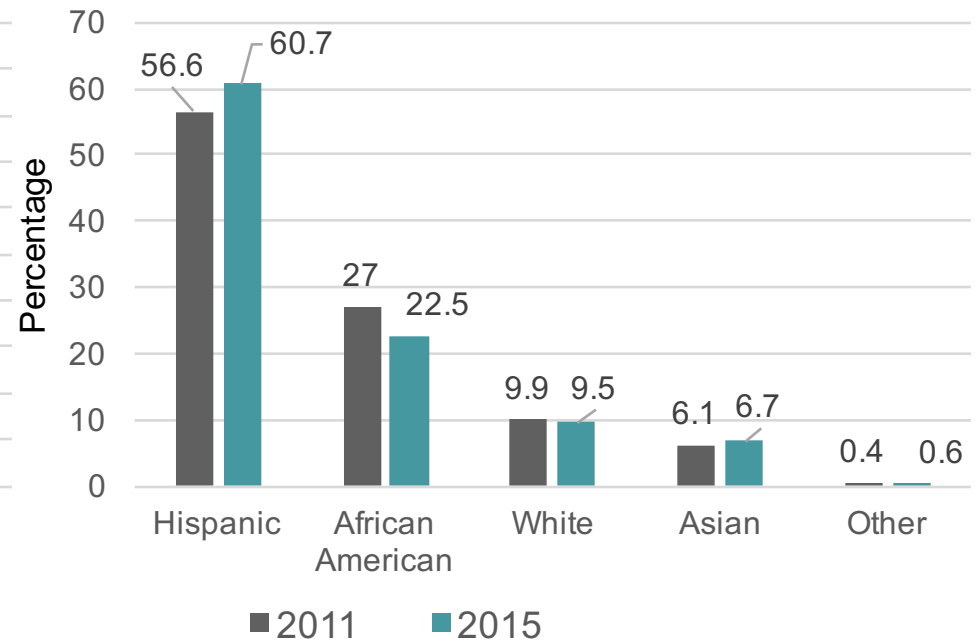
Faculty and Student Ethnicity by Location

Faculty Ethnicity - 2015

Ethnicity	DA	HW	KK	MX	OH	TR	WR	TOTAL
Hispanic	7.7%	7.8%	7.2%	5.7%	5.4%	8.7%	11.9%	8.1%
African American	27.8%	26.0%	63.9%	53.6%	69.4%	21.2%	10.3%	31.6%
White	49.0%	55.4%	25.7%	25.0%	16.2%	51.5%	67.0%	48.0%
Asian	13.4%	10.6%	5.8%	14.6%	9.0%	17.8%	10.6%	11.7%
Other	2.1%	0.2%	0.4%	1.1%	0%	0.8%	0.2%	1.6%

Credit Student Ethnicity - 2015

Ethnicity	DA	HW	KK	MX	OH	TR	WR	TOTAL
Hispanic	59%	42%	11%	33%	14%	30%	56%	40%
African American	25%	31%	80%	53%	71%	30%	9%	34%
White	11%	13%	3%	5%	5%	21%	23%	14%
Asian	1%	9%	1%	3%	5%	13%	7%	6%
Other	4%	5%	5%	6%	5%	6%	6%	6%

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Student Faculty Ethnicity Ratio- 2015

Ethnicity	Faculty	Student	Ratio
Hispanic	8.1%	40.1%	5:1
African American	31.6%	34.4%	1.1:1
White	48.0%	14.0%	0.3:1
Asian	11.7%	6.4%	0.56:1
Other	1.6%	5.1%	2.6:1

CCC Star Scholars – Spring 2016

Ethnicity	Enrolled	Percent
Hispanic	762	67.6%
African American	178	15.8%
White	87	7.7%
Asian	54	4.8%
Other	47	4.1%
TOTAL	1128	100.0%

CCC Summer Intern Program - 2015

Ethnicity	Employees	Percent
Hispanic	12	37.5%
African American	19	59.4%
White	1	3.1%
TOTAL	32	100.0%

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CCC Total Employee and All Faculty Ethnicity – 2015

Total CCC Employee Ethnicity

Other 2%
Asian 7%
African American 41%
Hispanic 15%
White 35%

Total Faculty Ethnicity

Other 2%
Asian 11%
African American 31%
Hispanic 8%
White 48%

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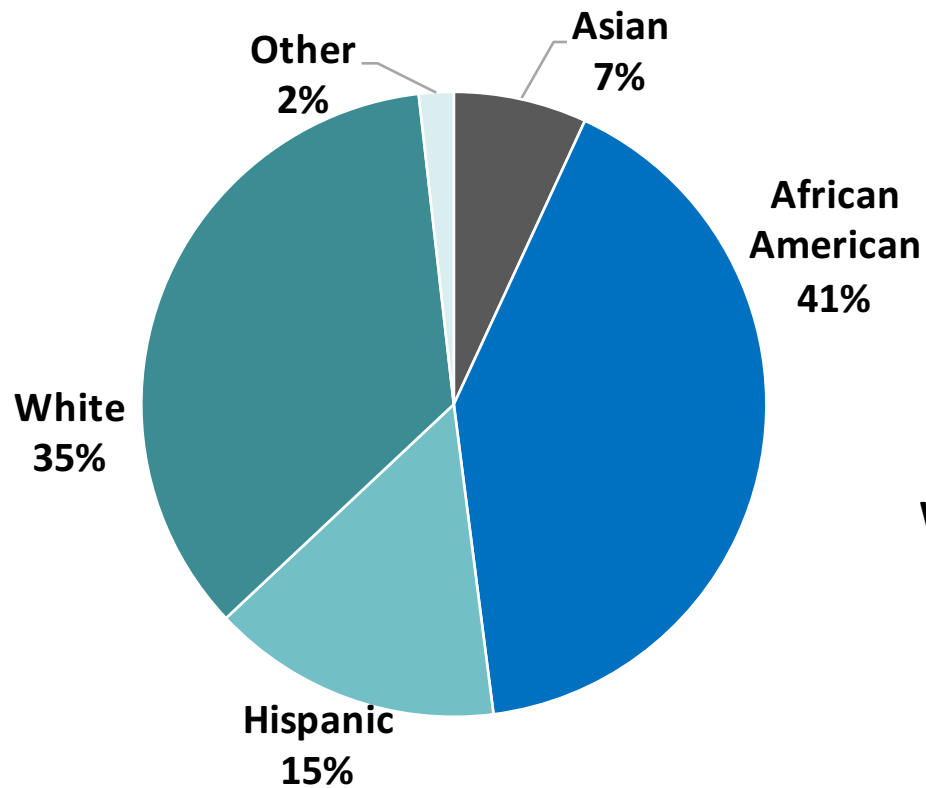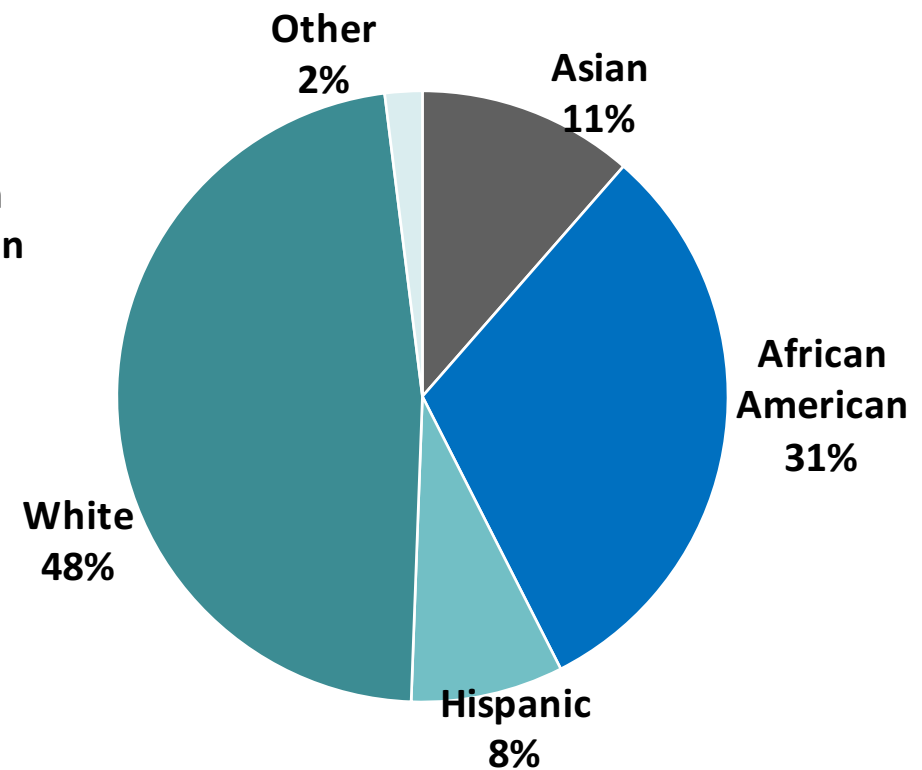
OPEN AND TRANSPARENT RECRUITMENT

- Jobs are posted on the City Colleges' employment site, external job boards and social media sites such as Indeed, Chronicle of Higher Education, LatinosinHigherEd, CareerBuilder, LinkedIn, Hispanic Latino Professional Association (HLPA), HigherEdJobs.com.
- Candidate resumes are screened by two sources – HR and Hiring Manager
- Candidates have multiple interviews and finalists are interviewed by President or Vice Chancellor
- Pre-employment process includes reference checks, drug screen and background check
- For college-based academic positions, college utilizes diverse search committee
- Engaged with local diversity search firms as part of our recruiting and sourcing strategy targeting diverse candidates for Senior positions.

CITY COLLEGES of CHICAGO
Education that Works

EMPLOYMENT APPLICANT TRACKING - 2015

Total Hires and
Total Applicants
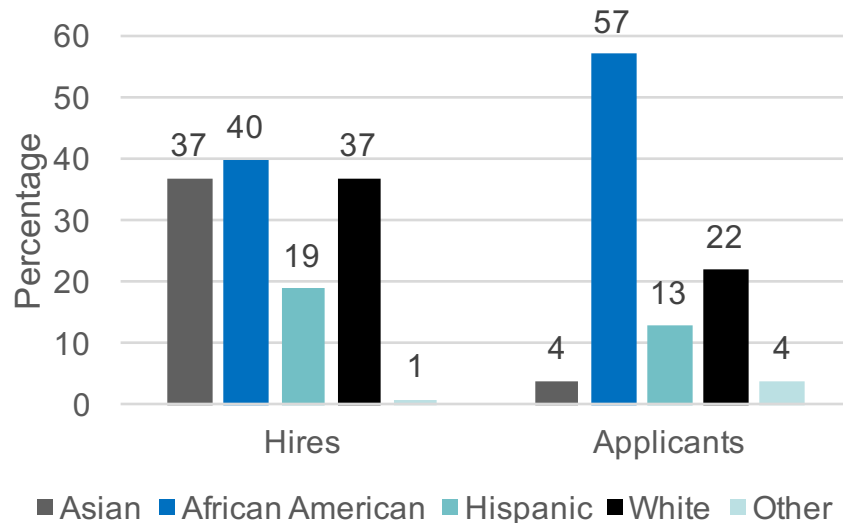
Faculty Hires and
Faculty Applicants
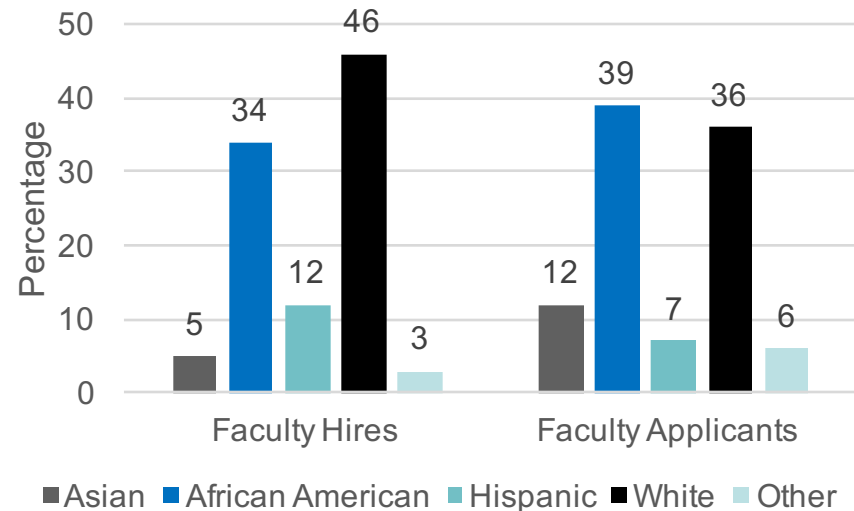
Illinois Community College Board (ICCB) Northern IL Colleges

	Hispanic Faculty	Asian Faculty	African American Faculty
Morton	11.29%	2.26%	5.85%
Elgin	20.26%	4.05%	5.06%
Triton	5.60%	3.41%	7.29%
Waubonsee	3.86%	4.34%	4.33%
Lake County	4.73%	5.50%	6.70%
Oakton	3.16%	10.53%	4.09%
DuPage	2.70%	7.43%	3.17%
Harper	2.39%	2.48%	2.03%
Moraine Valley	1.47%	2.10%	4.41%
CCC	8.07%	11.43%	31.09%

CITY COLLEGES of CHICAGO
Education that Works

CCC Ethnicity 5-Year Trend

All CCC Employees	2010 %	2011 %	2012 %	2013 %	2014 %	2015 %
WHITE	35.7%	35.6%	35.1%	35.8%	35.7%	35.2%
African American	43.5%	43.1%	43.3%	42.9%	42.4%	41.1%
HISPANIC	14.5%	14.6%	14.6%	14.1%	14.4%	15.0%
ASIAN	5.7%	6.0%	6.4%	6.6%	6.7%	6.9%
OTHER	0.7%	0.6%	0.5%	0.7%	0.9%	1.8%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

All Faculty	2010 %	2011 %	2012 %	2013 %	2014 %	2015 %
WHITE	49.1%	48.8%	47.9%	47.7%	47.6%	47.4%
AFRICAN AMERICAN	33.8%	33.3%	33.8%	33.4%	32.7%	31.1%
HISPANIC	7.3%	7.7%	7.6%	7.5%	7.8%	8.1%
ASIAN	9.1%	9.6%	10.2%	10.9%	11.2%	11.4%
OTHER	0.7%	0.5%	0.5%	0.6%	0.8%	2.0%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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