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COMMUNITY COLLEGE DISTRICT NO. 508
AUGUST 4, 2016



Board of Trustees: Academic Sub-committee Meeting

Office of Strategy and Academic Governance

Friday, June 10th, 2016



Today's Agenda

- ✓ Complete or on-track
- ✗ Behind timeline

1

Follow-up from last sub-committee meeting

- ✓ Planner upgrade with enhanced interface, function – live for all Credit students
- ✓ Implement training for all segment-based interventions, including related to Planner
- ✓ Enablement of enrollment into four-year pathways
- ✓ 5 more STAR partners, with full commitment on program articulation and data exchange
- ✓ 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
- ✓ New policies implemented – early assessment of impact
- ✓ Student placement RFP responses evaluated, vendor presentations conducted
- ✓ Internally developed English placement solution ready for proposal

2

Continuing focus on strategic priorities for FY2016:

- Student GPS
- Assessing incoming students

Other key points on agenda

- KK HLC reaccreditation visit completed April 4-5
- One Stop Shops: improving student services

3

Next steps

- **Upcoming board items** July-Oct 2016
- **What to expect** at next sub-committee meeting

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Appendix – FY16 strategic priorities for follow up at next meeting

- Academic quality: learning and assessment
- Policy

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We make continued progress on advising practice and technology

Recap from last meeting

- On the cusp of improving registration process by ensuring **all students specify preferences** for time of day, day of week, and location for classes
- Using this data to **surface registration options** for students and to drive scheduling for future semesters

Pathways

- **Provided overview of different student segments** to whom we provide precise interventions (e.g., course retakers, students with financial aid issues, etc).
- **Provided overview of data sources**, fluency in data among different staff groups, use of common calendar

Supports

What is new since

- ✓ **Went live with promised technical changes**
- ✓ **Registered students according to them**
- ✓ Detailed many student experience **changes to Student Portal** that went live in May
- ✓ Introduced **improved satisfactory academic progress Web form** for students who need to appeal a financial aid disbursement hold
- ✓ **Still making progress** according to timeline on major changes to Planner, including incorporation of 2+2 pathways and visualization of financial planning
- ✓ **Began full documentation and training on all advising processes**
- ✓ Developed per-focus-area **advising guides**, including for milestone courses
- ✓ **Executed academic standing interventions**, including tying self-reported academic performance problems to student services
- ✓ Closing in on **meeting targets** for developmental education transition, completion, and transfer post-completion

We continue to build our STAR partners roster and deepen the partnerships to benefit all students, not just those in the STAR cohort



Present Partners

- Columbia College
- DePaul University
- Dominican – **NEW!**
- Governors State

- Illinois Institute of Technology
- Loyola University
- National Louis University
- North Park University
- Northeastern Illinois University
- Northwestern University – **NEW!**
- Robert Morris University – **NEW!**
- Roosevelt University
- School of the Art Institute of Chicago
- University of Chicago
- University of Illinois at Chicago

Interested in STAR partnership

- Concordia University
- Illinois State University
- Kendall College
- Northern Illinois University
- St. Xavier University

What we work out for STAR students

- | | |
|---|---|
| <ul style="list-style-type: none"> • Financial support • Admissions support | <ul style="list-style-type: none"> • Mentorship • Resource access |
|---|---|

What we work out for all students

- **2+2 agreements** – Since last time, we grew the number of majors we support at these popular destinations by 16%, aiming for unprecedented transfers at junior status post-completion
- **Data exchange agreements** – STAR partners agree to sign-off on participation in reverse transfer of credit and working towards full systems integration via NSC

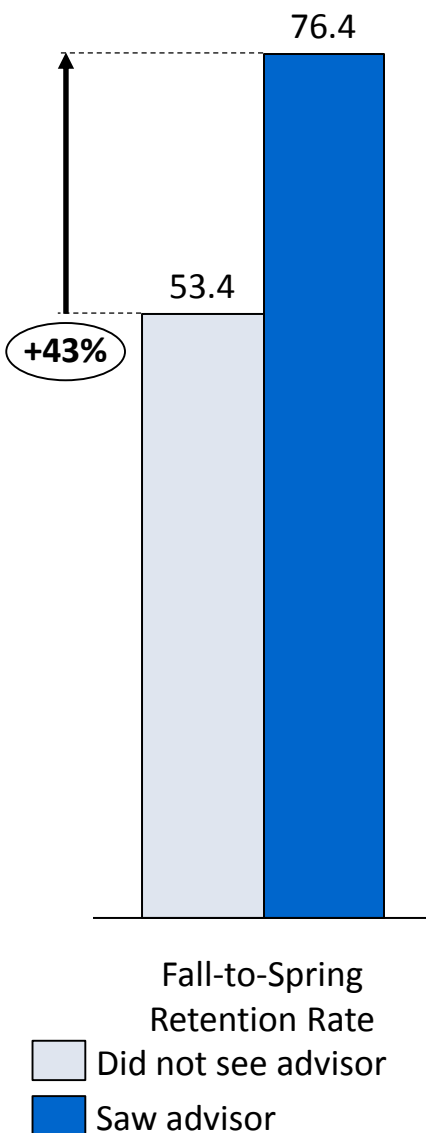
We move forward with each of these Universities, even if the STAR component is not in place yet. For example...



- Participates in reverse transfer data exchange

- By Fall, we will be advising students to 2+2 agreements at NIU, including in vocationally leaning focus areas – such as advanced manufacturing, construction technology, and transportation, distribution and logistics

Among other initiatives to improve retention, we are improving advising practice and scale



DRAFT - for discussion purposes

In addition to helping secure financial aid, we need to get more students to advising

- Advisors saw 45% of students this Fall, compared to 36% last Fall, **up 25%**.
- Students who see an advisor were retained this year at **76%**

Lessons for Spring-to-Fall Retention Efforts

- ✓ Keep increasing number of students seeing advisors, and more precisely help those on SAP warning as a segment
- ✓ Find ways to better help students finance their education – part-time or full-time
- ✓ Expand STAR program (94% retention)
- ✓ Scale all tactics used in cohort management
- ✓ Complete financial aid colocation and operations optimizations projects through one-stop shop, like at Malcolm X College

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

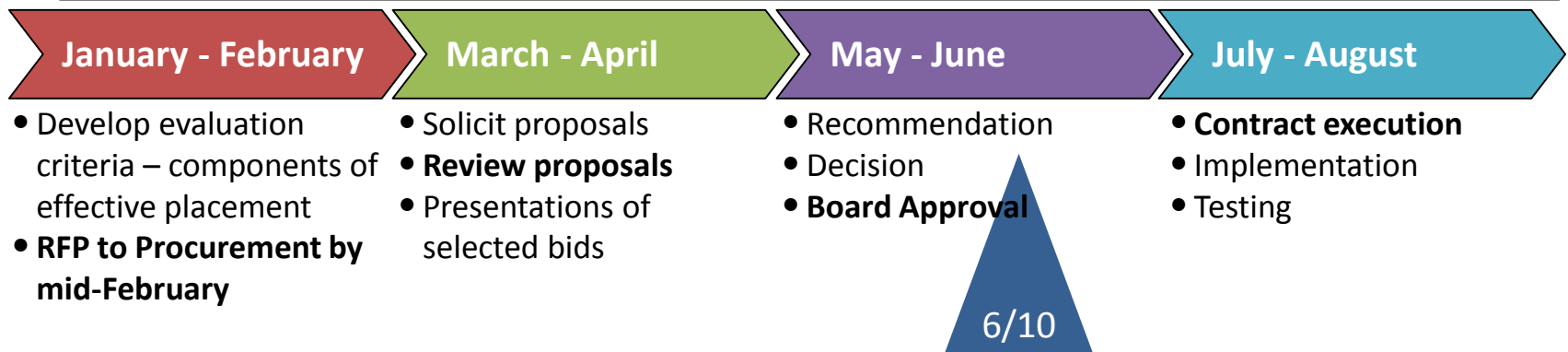
- Engage a team of faculty members (2 from each college) and administrators (1 from each college)
- Empower Team to...
 - Prepare an RFP to identify options, both external and internal
 - Develop criteria for evaluation of placement options (reliable, valid, accurate, cost-effective, etc.)
 - Apply criteria 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 established the scope of the work and completed work on the RFP for placement solutions in math and English
- 2 Phase two involved review and scoring of vendor proposals and presentations from vendors of interest
- 3 Phase three involved preparing formal recommendation for review by CCC Leadership and eventual presentation to the Board of Trustees in June
- 4 **Phase four, just underway, involves work required to complete platform contract and implement math and English placement solutions for Spring registration**



The committee chose the solutions that they determine will best serve CCC students and we are moving forward with their recommendations

The members of the evaluation team evaluated all proposals for Placement Solutions (English and math) and a Placement Platform (to deliver CCC English solution) and recommended:

- **Reading to Write – CCC English** (English placement)
- **McCann Platform** (English placement platform)
- **ALEKS PPL/McGraw Hill** (Math placement)

English Placement

'Reading to Write'

- CCC-developed test
- Short reading prompt
- Faculty scored essay
- Multiple Choice Reading Comprehension
- Self-Placement
- Several short answer questions
- A few background questions

McCann Platform

- Provides platform for students to test online
- Allows us to provide all custom test content
- Allows for faculty scoring of essays
- Provides robust work flow that meets all requirements

Math Placement

ALEKS PPL/McGraw Hill

- Adaptive, diagnostic test
- Open ended questions – 30 at most
- After first attempt, student is given targeted learning module
- Students can study and retest up to 5 times, improving their placement

Overview of Kennedy-King HLC Reaccreditation Visit – April 4-5, 2016

HLC Peer Reviewers:

- **Jim Simpson** (Chair): Professor - Maricopa Community Colleges - Scottsdale Community College
- **Dave Nixon**: Siena Heights University; Community College President Emeritus – Monroe County (Iowa)
- **Doug Murray**: Dean - New Mexico Military Institute
- **Johnesa Hodge**: Vice Chancellor Institutional Effectiveness – Wayne County Community College District

Format of Interviews

- Total of 20 interview sessions which were held in three formats:
 - Large group sessions - included all 4 reviewers meeting with large groups of interviewees such as the steering committee, the president’s core team (4 sessions)
 - Smaller sessions - included 2-reviewers meeting with faculty and staff groups, criterion sub-committees and department chairs (15 sessions)
 - President’s Meeting - included all 4 reviews meeting with the president (1 session)

Interviewees – Individuals and Groups

- | | |
|-------------------------|------------------------------|
| • President | BOT Chair |
| • Steering Committee | Criterion Sub-Committees |
| • Faculty & Staff | Department Chairs |
| • President’s Core Team | Strategic Planning Committee |

Other Meetings and Reviews

- | | |
|-----------------------|-----------------------|
| • Campus Tour | Resource Room |
| • Lunch with Students | Physical Site Reviews |

Topical Areas Reviewed by HLC

Federal Compliance

- Credit/contact hours
- Student complaints
- Transfer policies
- Student ID verification
- Title IV
- Public information
- Student outcomes data
- Special accreditation

Assurance Argument

- Shared governance
- Assessment
- Credential review
- Strategic Planning
- Budget & Finance

Physical Sites Reviewed

- Main Campus
- Dawson Technical Institute
- Sikia Restaurant

One Stop Shops: Improving Student Services

Welcome to Q-Flow® 5.9



Completion timeline of September 2016

One Stop Shop:

A **One Stop Shop** is a singular location where multiple services are offered; i.e., students can get all they need in just "one stop". CCC is working towards the business model offering students the convenience of having multiple needs met in one location, instead of having to walk to various offices to attain related services. Q-Nomy will also be introduced in the One Stop Shops and other office locations.

Departments:

Current services in the One Stop Shop include registration, admissions, academic advisement, financial assistance and portal assistance for credit students. Phase two could include additional student services such as Transfer Centers, Veterans, etc.

Q-Nomy:

Q-Flow is a computerized system for managing the flow of students and supports reception and check-in, student routing and queuing, service documentation, content management, monitoring, real time alerts, historical analysis and reports. It also offers tools for staff optimization, personalized information and advertising, print on demand, and digital signage.

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Upcoming board items: May – July 2016

July

Resolutions:

- New programs: Manuf BCs

Contracts/Spending Authority:

- Renew spending authority for library resources (books, periodicals)

August

Resolutions:**Contracts/Spending Authority:**

October

Resolutions:

- Chargeback agreement – Triton (diagnostic medical sonography)

Contracts/Spending Authority:

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

By next meeting (July 2016), CCC has...

Student GPS

- ✓ More enhancements to Planner and Portal live for all Credit students
- ✓ Implement recommendations for scaling practices for managing specific cohorts of students, including through advising re-organization and extending reach
- ✓ Implement recommendations for increasing financial aid usage
- ✓ Exceed completion, transfer post-completion, developmental education targets

Learning and assessment

- ✓ Colleges commit to percentage of P-SLO identification, DO will provide training
- ✓ Review 10% of collected masters against evaluation rubric; compile findings
- ✓ Collect remaining outstanding master syllabi to ensure all masters are on file (n=331)

Policy revamp

- ✓ November policy update on track for district wide review faculty, students, staff 8/15
- ✓ Draft playbooks created for priority procedures

Placement - how we help incoming students:

- ✓ Board approval of math and English placement solutions received
- ✓ Placement solution implementation project underway with August completion target

Appendix

In order to improve academic quality at the program level, we are focused on program level student learning outcomes (P-SLOs)

Current status: we identified program-level SLOs for one pathway in each focus area

FOCUS AREA		PATHWAY
Advanced Manufacturing	>	Manufacturing Tech: CNC
Business and Professional Services	>	Accounting
Construction Technology	>	Construction Management
Culinary Arts and Hospitality	>	Baking & Pastry
Education	>	Child Development: Preschool
Healthcare	>	Pharmacy Technology
Human Sciences (Liberal Arts)	>	Digital Multimedia Design
Information Technology	>	Networking Systems & Technology
Natural Sciences	>	Biology
TDL	>	Automotive Technology

In order to improve academic quality at the program level, we are focused on program level student learning outcomes (P-SLOs)

We have developed a workflow to identify and refine P-SLOs



PROGRAM LEARNING OUTCOMES

Culinary Arts > Baking & Pastry

Last saved 4/5/2016 9:48 AM by Keith Werosh

Core Courses

COURSE NUM	COURSE TITLE
BP 765	Intro to Baking
BP 766	Baking Safety and Sanitation
BP 767	Baking Techniques
BP 768	Pastry Techniques
BP 769	Cookies and Tarts
BP 770	Basic and Classical Cakes
BP 771	Special Occasion Cakes
BP 772	Individual Pastries
BP 773	Confectionery Arts
ENG 101	Composition I
BP 774	Hearth Breads and Rolls
BP 775	Specialty Breads and Rolls
BP 776	Advanced Baking Principles
BIO 107	Nutrition/Consumer Education
BP 777	Chocolate and Confections
BP 778	Contemporary Desserts

Credentials Offered

- AAS
- AC
- BC

Key Themes

1. Sanitation
2. Functions of ingredients
3. Breads/Dough
4. Mixing methods
5. Cake production
6. Decorative elements
7. Pastry
8. Equipment and production
9. Regional/ethnic specialties
10. Baking chemistry
11. Fillings

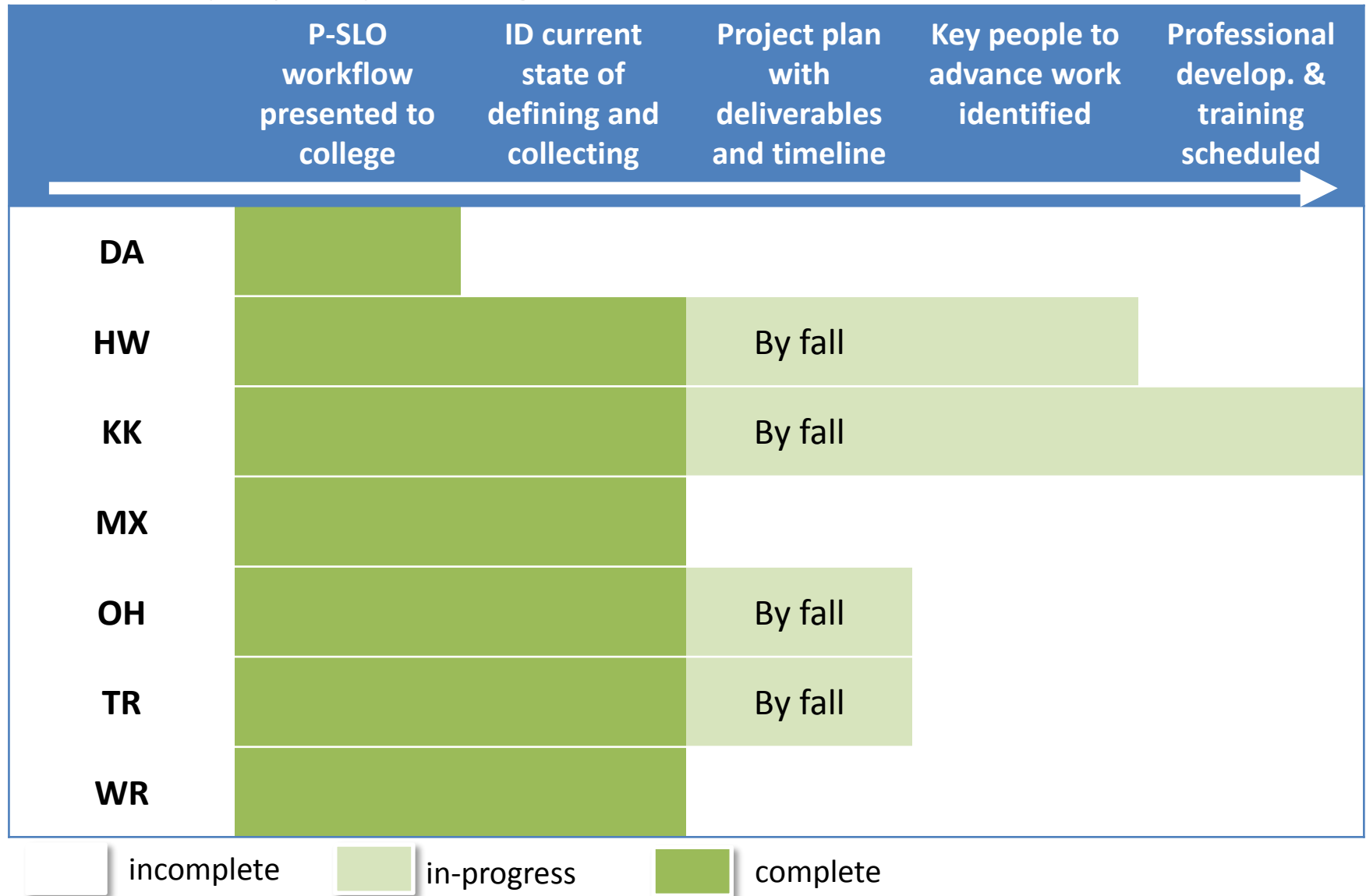
Suggested Program Student Learning Outcomes

Theme	Outcome
1	Demonstrate current food sanitation procedures
2, 4, 8, 10	Explain and apply baking/pastry terms and procedures appropriately
3, 5, 6, 7, 9, 11	Produce an array of bakery and pastry products
2, 4, 10	Demonstrate an understanding of bakery and pastry foundations
7, 9	Differentiate between the many types of classical confections

Workflow Process:

1. Collect master syllabi for core courses
2. Harvest course SLOs from all required courses
3. Identify key themes from SLOs
4. Draft P-SLOs based on key themes ensuring all themes are represented

Most colleges have completed initial identification of P-SLOs and are focused on project planning



To build a foundation for consistent academic quality, we are cataloging one master syllabus for every active course

2,066: Active Courses

1,945: Courses on Pathways

1,614: Collected Unduplicated Masters



331: Outstanding Masters

(GOAL MET: 51% reduction in outstanding syllabi since last meeting)

Next Steps

1. Collect remaining masters from colleges, possibly ICCB, faculty...
2. Review 10% for quality using evaluation rubric
3. Train colleges on use of quality rubric and importance of overall quality control for master and course syllabi
4. Report results across district

Master syllabus template and new evaluation rubric now available to help ensure academic quality and consistency across the district

Syllabus Evaluation Rubric



College: ☐ DA ☐ HW ☐ KK ☐ MX ☐ OH ☐ TR ☐ WR

Semester: ☐ Fall ☐ Spring ☐ Summer Year: _____

Course reviewed: _____ Date: _____

Reviewer: _____

Status (circle one): ☒ Approved to publish ☐ Requires revision (see comments)

All items are required except recommended additions shaded in green at the end of this table.

	Meets ✓	Does not Meet ✗
College name		
Department name		
Course number		
IAI number, if approved		
Faculty name		
Contact information <small>CCC email address, phone number, office location, office hours (seven for full-time faculty plus one for each overtime course and one for each class for adjunct faculty)</small>		
Current semester and date		
Course Information <small>Title and number, PeopleSoft 5-digit code, credit hours, meeting times, location and section, length of term (e.g. 16 weeks/8 weeks)</small>		
Catalog description of the course		
Course Objectives and Course Outcomes <small>Objectives are what the teacher intends to provide through instruction. Outcomes are what the student will do to demonstrate they have met the objectives. Academic Policy 2.21C and 2.30 E</small>		

Office of Strategy and Academic Governance

1

- 27 point checklist
- Required and optional elements
- Sets standard of quality
- Establishes level of accountability
- Standardizes the review and approval workflow

Goals

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

Academic and student policy new policies from March Board approval implemented – early assessment of impact

Overall feedback on March policy update is positive on new streamlined structure, clarity and ease of use; FC4 policy committee will continue for future update cycles.

Key policy changes implemented promote student success and improve records management:

Policy change:

- Revised: Academic Standing
- New: No previously conferred credential or subordinate degrees
- New: Preferred (first) name
- New: Academic dishonesty withdrawal and voluntary medical withdrawal

Progress and impact:

- New procedures and systems changes implemented, advisors trained
- CS9 customizations prevent students declaring an already conferred credential or conferring subordinate degree
- Form and process for students to designate a preferred first name (available through Student Services, Registrar)
- CS9 configured to implement new withdrawals, appear on student transcript

Academic & Student policy proposals on track for November Board

Goals

- ✓ Review all current policy – determine updates and/or new policy needs
- ✓ Review all procedures (not board approved) – ensure clarity & that all policies have procedures
- ✓ Ensure policies & procedures are backed by business process

Policy

- ✓ Carryover from March
 - TAP (tenure) process updates – SSS credits (2 vs 4) and changes to TAP (*policy update*)
 - Early Alert – requires faculty participation twice per class (*new policy*)
- ✓ New November cycle policy proposals (so far)
 - Grade access – provides 24/7 student access to all grades (*new policy*)
 - Consortium agreement – HLC approved (*policy update*)

Policy Milestones

May 17	Kickoff Nov. policy cycle	FC4 policy committee will meet in June, July, August
June 17	Owners submit policy and procedures draft language (Policy SP site)	
June 20 – July 8	Review, update draft content; revise, update policy and related documents	
July 11 – Aug 12	OSAG review, updates; prepare final review draft documents	
Aug 15 – 26	Final policy review – district wide (coincides with first faculty day)	
Aug 29 – Sept 9	Update, incorporate feedback	
Sept 12 – 19	Final updates, prepare/review board documents	
Sept 20	Submit approved draft board documents to the board office	
Nov 3	Board Meeting	