Board of Trustees: Academic Sub-committee Meeting

Office of Strategy and Academic Governance

Friday, June 10th, 2016
Today’s Agenda

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

3. **Other key points on agenda**
   - KK HLC reaccreditation visit completed April 4-5
   - One Stop Shops: improving student services

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

**Appendix** – FY16 strategic priorities for follow up at next meeting
- Academic quality: learning and assessment
- Policy
**Today’s Agenda**

<table>
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Other key points on agenda

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

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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

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

Pathways

- Provided overview of different student segments to whom we provide precise interventions (e.g., course retakers, students with financial aid issues, etc).

Supports

- Provided overview of data sources, fluency in data among different staff groups, use of common calendar
- 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

**What we work out for STAR students**
- Financial support
- Admissions support
- 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...

- 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

**Interested in STAR partnership**
- Concordia University
- Illinois State University
- Kendall College
- Northern Illinois University
- St. Xavier University

Friday, July 22, 2016
DRAFT - for discussion purposes
Among other initiatives to improve retention, we are improving advising practice and scale.

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.
Assessing incoming students

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
Assessing incoming students

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

January - February
- Develop evaluation criteria – components of effective placement
- RFP to Procurement by mid-February

March - April
- Solicit proposals
- Review proposals
- Presentations of selected bids

May - June
- Recommendation
- Decision
- Board Approval

July - August
- Contract execution
- Implementation
- Testing

DRAFT - for discussion purposes
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

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

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
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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5. **Appendix – FY16 strategic priorities for follow up at next meeting**
   - Academic quality: learning and assessment
   - Policy

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✓ Complete or on-track
✗ Behind timeline
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:**
- Chargeback agreement – Triton (diagnostic medical sonography)

**Contracts/Spending Authority:**
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
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.

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

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.

<table>
<thead>
<tr>
<th>College</th>
<th>P-SLO workflow presented to college</th>
<th>ID current state of defining and collecting</th>
<th>Project plan with deliverables and timeline</th>
<th>Key people to advance work identified</th>
<th>Professional develop. &amp; training scheduled</th>
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Legend:
- **incomplete**
- **in-progress**
- **complete**

Academic Quality: Learning & Assessment

By fall
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

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

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

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