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COMMUNITY COLLEGE DISTRICT NO. 508
AUGUST 3, 2017**



Board of Trustees: Academic Sub-committee Meeting

Office of Strategy and Academic Governance

Wednesday, February 22, 2017



Today's Agenda

- ✓ Complete or on-track
- ✗ Behind timeline

1 Follow-up from last sub-committee meeting

- ✗ Completed initial knowledge base implementation for all advising training material content and full training plan, sharing with Call Center and other staff as a basis for further documentation and training
- ✓ P-SLO project outlines for each college with defined steps that include project owner, deliverables, timelines and related professional development
- ✓ SLO's for 100 courses uploaded into CS9
- ✓ Begun implementation of updated Academic & Student Policies
- ✓ New Satisfactory/Unsatisfactory grading basis implemented
- ✓ Timeline released for March 2017 Academic & Student Policy update
- ✓ New placement solution implemented November 4th 2016

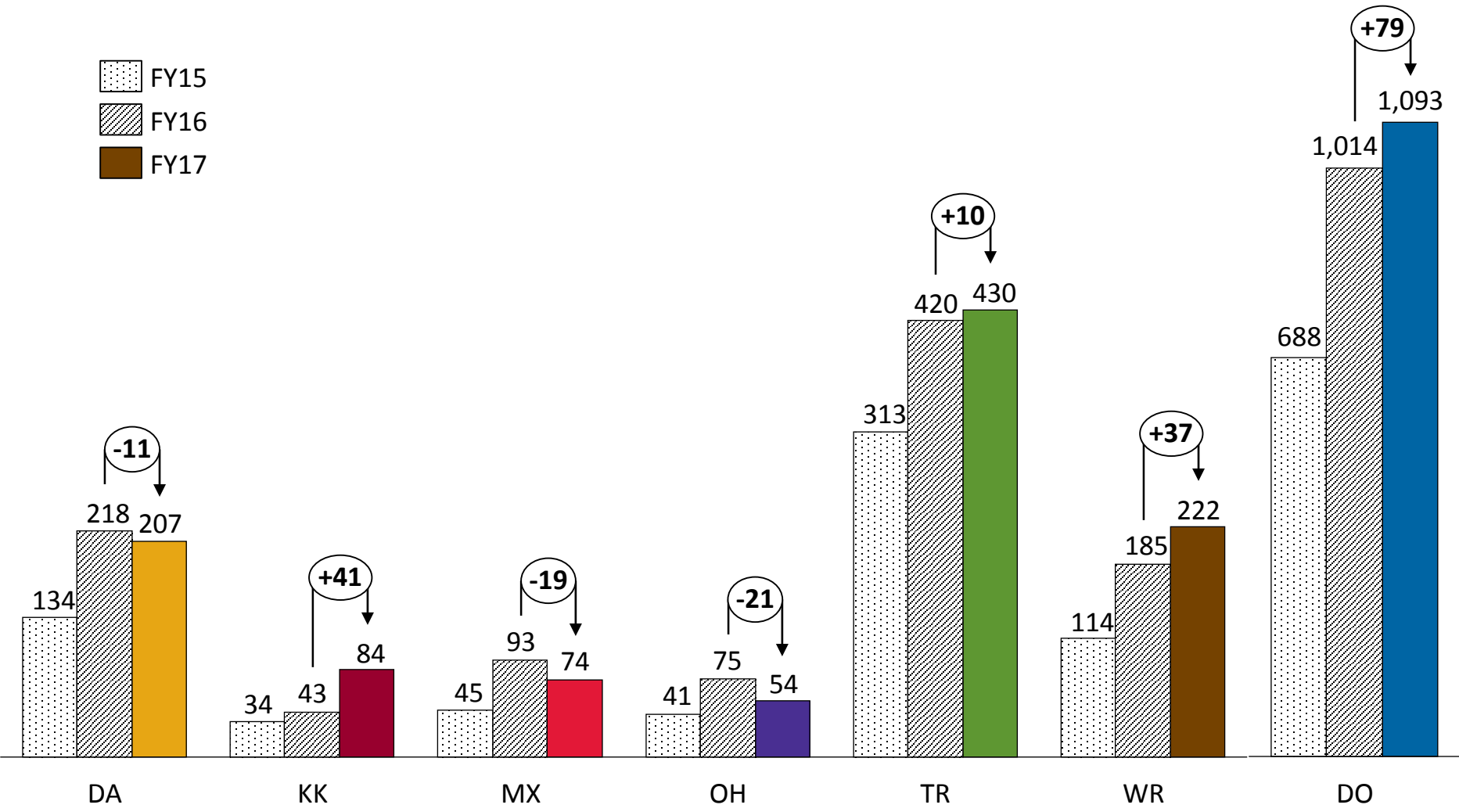
2 Continuing focus on strategic priorities:

- Adult Education: enrollment, level gains and academic quality
- Academic quality: learning and assessment
 - College credit
 - Learning Management System (LMS)
- Policy: review of proposed changes for March update
- Assessing incoming students: within overhaul of new student experience
- Student GPS: focus on advisor training and consistency

3 Next steps

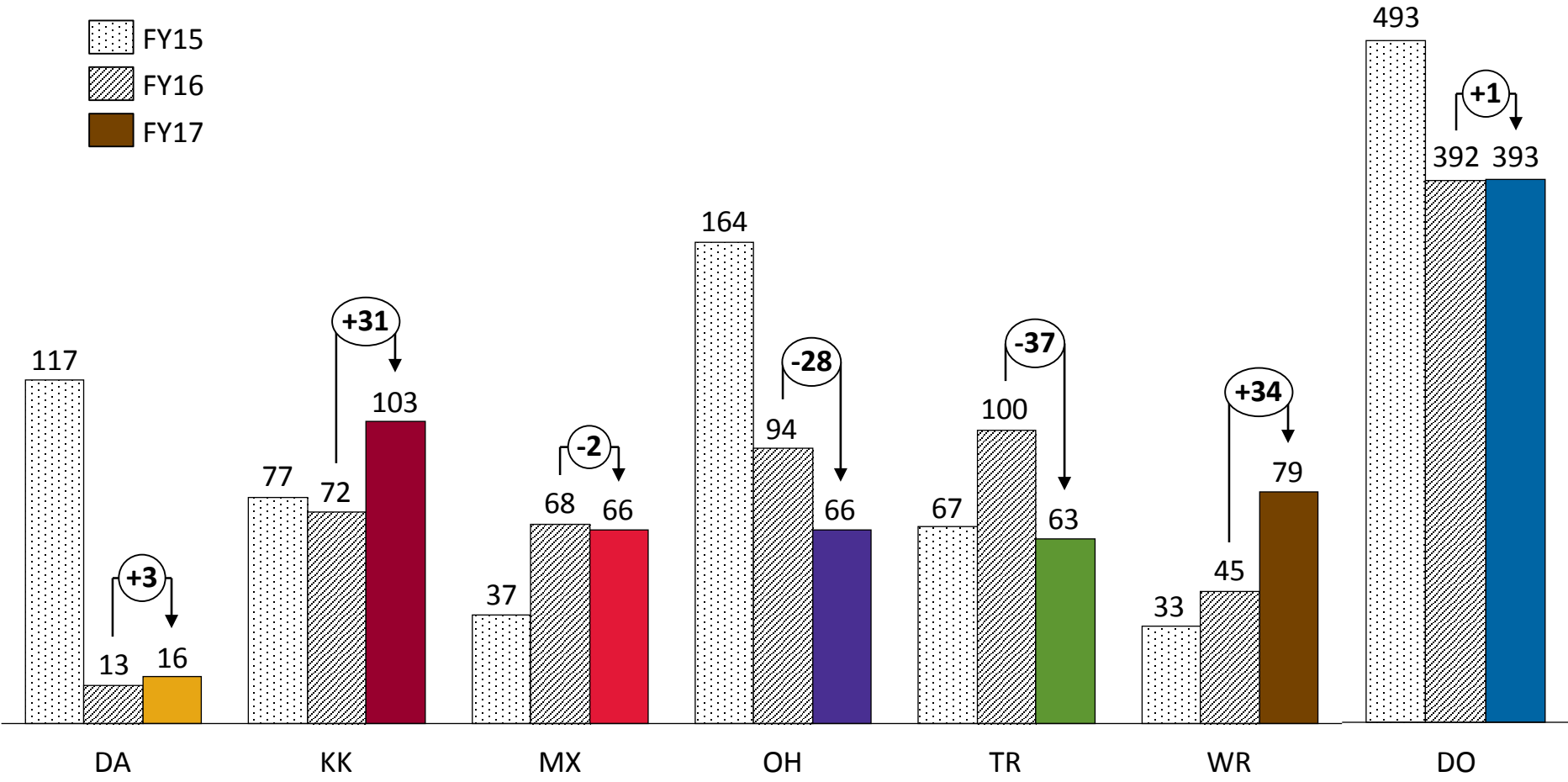
- **Upcoming board items** Mar-May 2016
- **What to expect** at next sub-committee meeting

Gateway enrollment in FY17 has increased 7% since FY16

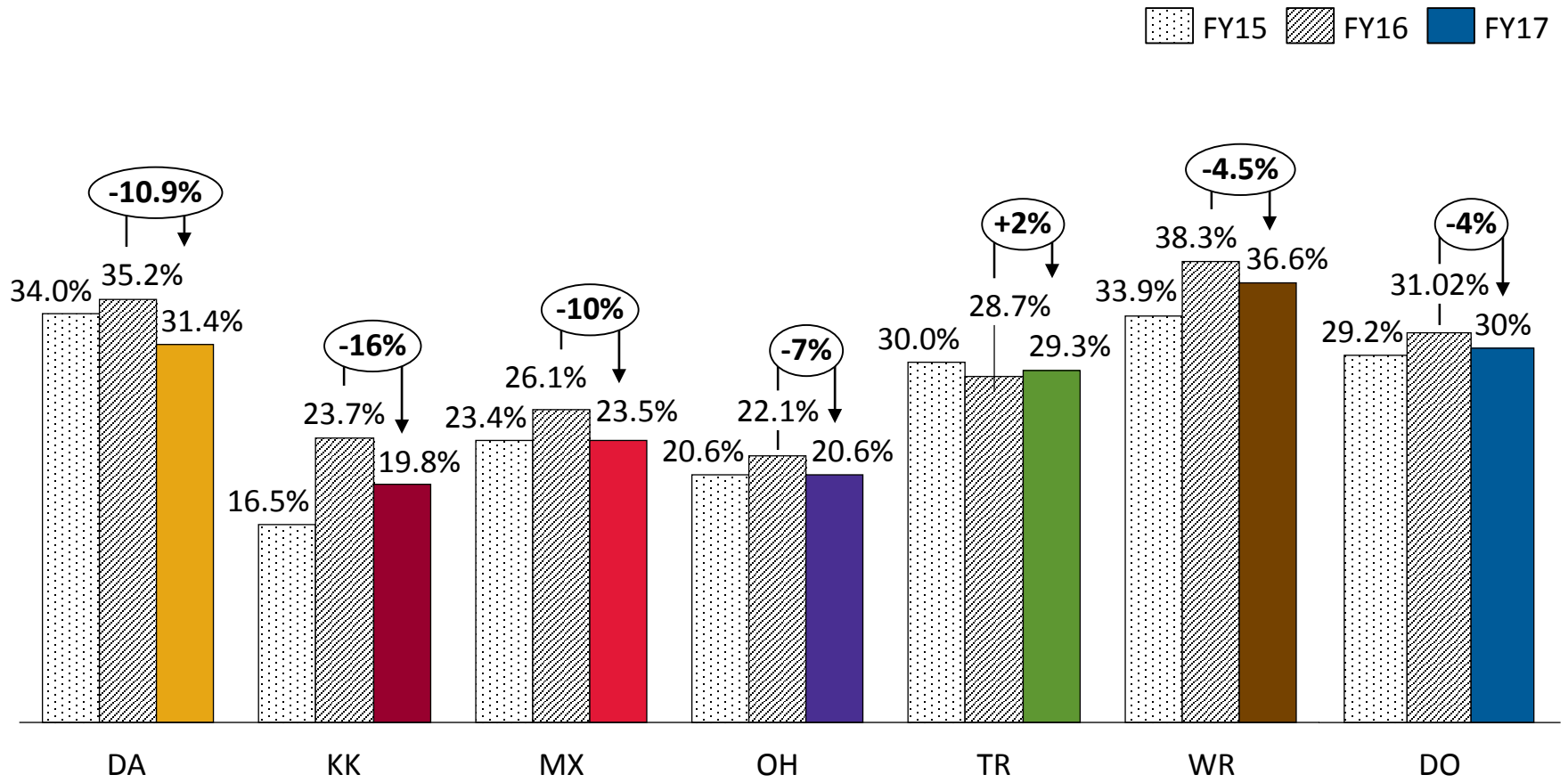


Overall enrollment in bridges is on par with FY16

- new IT bridges at Wright, Humboldt Park, and Daley
- decline in enrollment in the TDL (OH) and manufacturing (DA) bridges



We need to increase FY17 level gains by at least 1.02% to break even with FY16



In FY18-FY19 we will adopt WIOA* protocol for our materials across the six major areas of Adult Education at all of our locations

In Adult Education, we offer classes in six major areas:

1. English as a Second Language
2. Adult Basic and Secondary Education
 - a. Language arts (includes Social Studies and Science)
 - b. Math
3. Computer literacy
4. Civics and Citizenship
5. Career Bridges (Healthcare, TDL, Culinary/Hospitality, Early Childhood Education, IT)
6. Career Foundations

Continuously improving Adult Educator pedagogy through:

1. Professional Development
2. Regular evaluation and feedback
3. Consistent usage of materials tied to student learning outcomes

In FY18-19 we will adopt WIOA protocol for our materials which means we must:

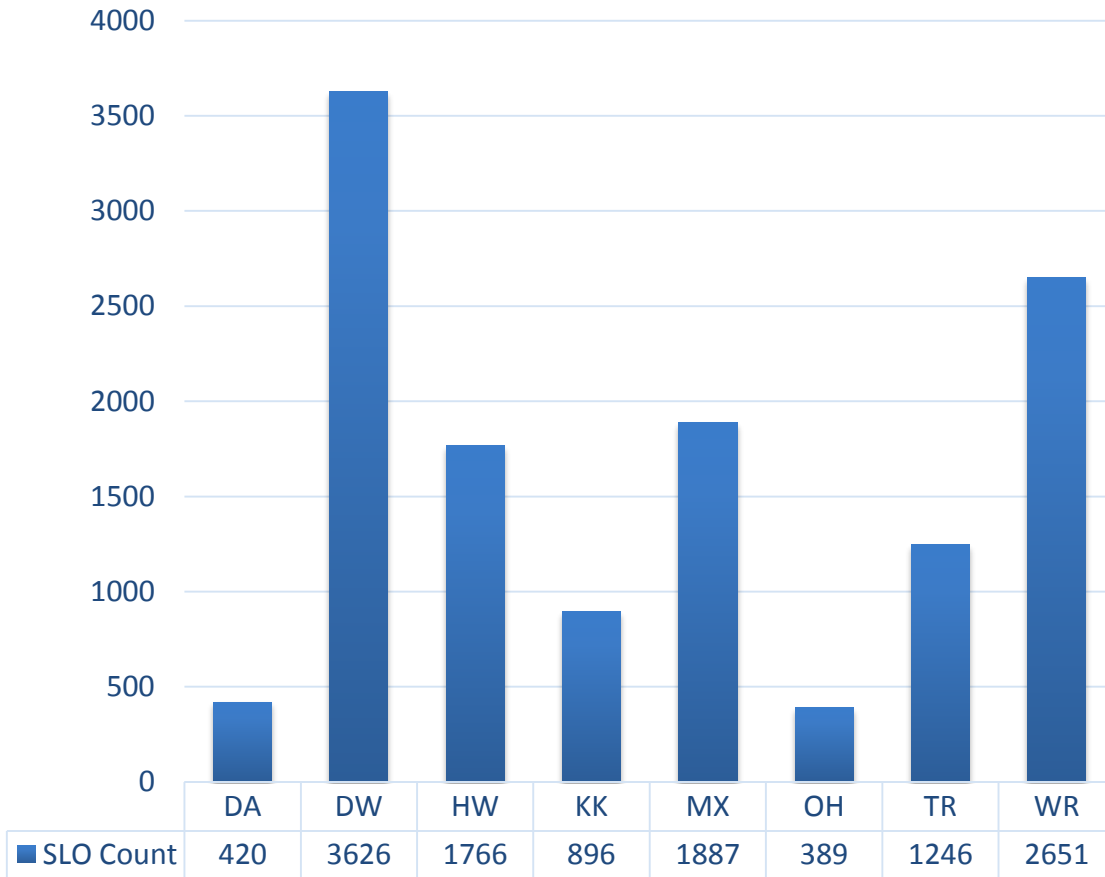
1. Create curricula frameworks with rigorous content standards that:
 1. Specify what adult learners should be able to know and do in each level
 2. Take into consideration state adopted academic standards
 3. Integrate career awareness into all classes
 4. Boost computer literacy and math skills
2. Make material usage consistent across all colleges, satellites, and offsite locations

Each college is approaching the assessment work differently but working together to share best practices and advance progress

College updates on assessment planning and HLC accreditation milestones

DA	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation 2021-2022 • Spring 2017: scheduled to administer assessment instrument and analyze results for two general education learning outcomes (3-4), implementation of process for recommended changes and evaluation for two different general education outcomes (1-2).
HW	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation October 1-2, 2018 • Every discipline has an “assessment liaison” (online included), program-level assessment is priority for spring 2017. Unit level assessment in Biology using a common assignment for multiple sections conducted- work of 96 students evaluated.
KK	<ul style="list-style-type: none"> • Open pathway assurance review, 2019-2020; Reaffirmation of HLC accreditation 2025-2026 • Co-curricular assessment is major focus with identification of department mission and writing learning outcomes, administration presented at Chicago Area Assessment Group (CAAG) as well as other colleges. Faculty “assessment liaisons” also named this semester.
MX	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation March 12-13, 2018 • Prep for next year’s comprehensive HLC reaffirmation of accreditation visit underway; includes potential restructure of assessment committee, working on collecting evidence resulting from assessment professional development conducted in 2016.
OH	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation 2020-2021 • Focus on College to Careers (C2C) assessment planning, identification of revised student learning outcomes (SLOs) and operationalizing process. District Office will provide support to OH throughout the spring semester to ensure process is in place to begin collecting evidence.
TR	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation 2020-2021 • New assessment committee chair named. Working toward completion of a year-long assessment project focusing on AA/AS pathways, learning outcomes and evidence of student learning in alignment with college mission.
WR	<ul style="list-style-type: none"> • Reaffirmation of HLC accreditation 2019-2020 • Received positive feedback from HLC on systems portfolio work submitted in late 2016. 2017 goals focus on benchmarking and mechanisms to ensure consistent assessment quality and positive culture-building.

More than 12,000 student learning outcomes were collected from syllabi and entered into the student information system



n=12,881
 "DW" refers to "Districtwide"- syllabi containing no specific college identifiers.

Background: why this work is needed

- Multiple sections of singular courses across the colleges
- Students take courses at different colleges for convenience and flexibility
- Courses accepted for transfer credit at 4-year colleges must adhere to minimum quality standards

Initial findings suggest need for alignment

- Initial review suggests a number of courses are offered with different student learning outcomes across the district
- Isolating student learning outcomes from active courses provides unique opportunity to identify outcome gaps and overlaps
- Data collected from this project will inform targeted conversations with faculty about educational quality

Next step:

- Review data to determine top 10 misaligned course SLOs across the colleges

Learning Management System (LMS) RFP is currently open

What is the value of an LMS?

- Extends student engagement beyond physical classroom
- Eases administrative burden on faculty and administrators
- Facilitates the delivery of online and hybrid courses
- Anywhere, anytime access to course content and grades
- Data can be leveraged for assessment and student success

Usage snapshot: February 14, 2017

17,220 Logins

42,075 Active Users

12,838 Assessments

Current cost (Blackboard):

\$656,745.67 per year

Why conduct an RFP?

- No significant appraisal of our current system, Blackboard, since selection in 2000
- Opportunity to select a new product that better aligns with student and faculty needs
- RFP process is an opportunity to reset expectations and faculty ownership of LMS tool
- Many new companies and technologies in the current marketplace, some of which may be more innovative or cost-effective

LMS RFP project goals

- Research LMS market and future trends in education technology
- Learn what CCC faculty and students want from an LMS
- Conduct a transparent and inclusive selection process
- Ensure we are getting the best value for our spend
- Smooth migration to new vendor (if required)

LMS RFP project process and next steps

- RFP released 1/6/2017 after faculty survey, faculty/student focus groups, faculty demos, best practices research
- Proposals due 3/6/2017
- Recommendation to board: July 2017

Recap: Four key goals guide Academic and Student policy revision

1. **Streamline, simplify and condense** policies.
2. **Eliminate redundancy** between and within the *Academic Policy Manual & Student Policy Manual*.
3. **Update/create new policies** and delete policies that are no longer needed - focus on correcting policies:
 - Barriers to student success
 - Compliance
 - Errors, clarifications
4. **Separate procedures** (not board approved) from policy (board approved) to create more nimble and responsive operations.
 - Policy: states “what” is the policy
 - Procedure: “how” or “what steps” are to be followed






Mar 2017 Revision Goals – on track


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



Faculty input throughout

- ✓ FC4 policy committee: Jan 2017
- ✓ Districtwide review period:
1/9/2017 – 1/20/2017




March 2017 substantive policy changes – new, updates & deletions


Policy Title	Change/Rationale
New policy	
 Section 3.19 Deceased Student	Provides that upon death verification, the deceased student record is updated and CCC indebtedness is forgiven, and/or financial aid is evaluated and resolved.
 Section 6.17 Monetary Assistance Program (MAP) Grant	Provides that MAP Grants are issued by the State of IL and deposited in student accounts.
 Section 8.40 Student Conduct Complaint	Provides that any student or member of the faculty, staff, or administration may file a student conduct complaint with the Dean of Student Services.
 Section 10.34 Use of Self-Authored Texts in the Classroom	Provides that self-authored texts may be used in the classroom under certain circumstances with VP approval, but faculty authors may not benefit financially
Updates to existing policy	
Section 2.06 Assessment & Placement – Adult Education Students	Minor updates to student requirements to complete an outcome plan upon registration.
Section 2.07 Transfer Credit	Defines an official transcript.
Section 2.10 Credit by Standardized Examination/Testing	Provides that, beginning Fall 2017 term, IB college credit will be issued for students who score 4 or higher on individual subject exams, per IL State law.
 Section 3.04 Concurrent Enrollment	Clarifies consortium agreements for financial aid students enrolled concurrently at two colleges.
Section 3.07 Class Attendance – Adult Education	Provides that Adult Educators must enter attendance within 3 days of each class via the faculty portal.
Section 3.08 Grade Designations Section 3.13 Non-Grade Designations Section 7.05 Early College Program	Added a definition of Statistical (STAT) Date in the Glossary of Terms with cross references from the listed policies.
Section 3.13 Non-Grade Designations	Made alphabetical. Clarified that following a no-show withdrawal (NSW) and reinstatement (RNS), students may withdrawal (WTH). However, students may not be RNS following an academic dishonesty withdrawal (ADH), an administrative removal from college (ADR), a student-initiated withdrawal (WTH), or a voluntary medical withdrawal (VMW). Also, substituted learning management system (LMS) for Blackboard in policy language.
Section 3.14 Adult Education Program Enrollment Exclusions	Adult Ed students who are unable to complete a course or coursework must officially withdraw from class.



 These items (1 new, 4 revised, 1 deleted) are a package of policy actions resulting from Deans of Student Svcs, OGC, OSAG collaboration.

 Items of interest to faculty.  Finance items.

March 2017 substantive policy changes – new, updates & deletions







Policy Title	Change/Rationale
Updates to existing policy (continued)	
Section 3.18 Scholastic Honors, paragraph (e) National Adult Education Honor Society	Clarified and updated “Constitution” (exam) to “Illinois Constitution.”
 Section 4.01 Guidelines for Degree Programs and Certificate Programs	Updated HD requirement for certain AAS degrees. Effective Spring 2018, Communications Technology, Electrical Construction Technology, Mortuary Science, and Surgical Technology must meet the HD requirement.
Section 5.01 Student Program Status & Governing Academic Catalog	Renames, reorganizes and broadens policy to include home college; clarifies changes to academic programs/plans, requirement terms and effective dates. Defines Home College in the Glossary of Terms.
Section 5.06 Graduation College	Provides that in certain circumstances a Graduation College is selected for the student.
Section 5.09 Adult Education Graduation Requirements	Clarifies that Adult Ed students must earn a high school equivalency degree and pass the Illinois (not U.S.) Constitution exam to graduate.
 Section 6.03 Non-Refundable Other Charges	Adds loaner laptop computer, scientific calculators, and audio-visual (A/V) equipment to the list of other charges.
 Section 6.05 Tuition Chargeback	Students may only receive tuition chargeback assistance for courses approved for the term. No chargeback assistance for course substitutions not approved by CCC.
Section 6.16 Satisfactory Academic Progress	Provides that Sat/Unsat grades are excluded from the SAP qualitative evaluation. Also SAP resets are always available for students who complete a program and begin another.
Section 8.16 Right to Assemble or Organize	Provides that CCC students are free to exercise their constitutional right to assemble on CCC property, but may not infringe on the rights of others or disrupt the educational process or CCC operations.
Section 8.18 Standards of Conduct	Defines a “student” and “visitor.” Minor updates to misconduct to include social media.


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DRAFT - for discussion purposes

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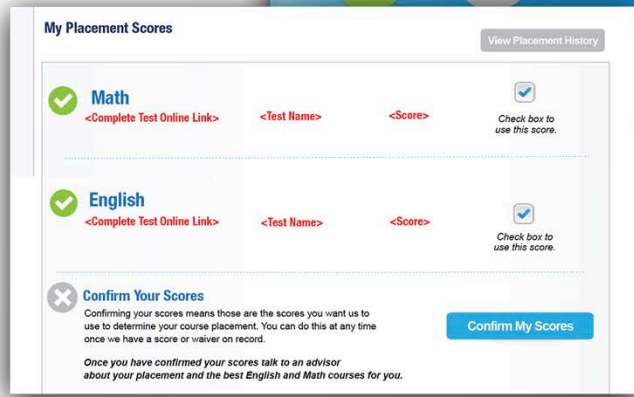
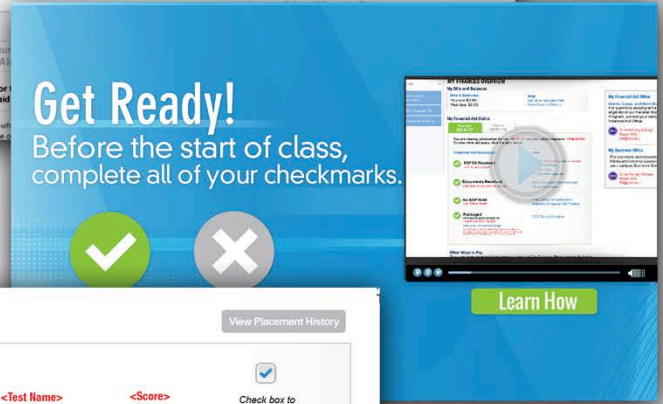
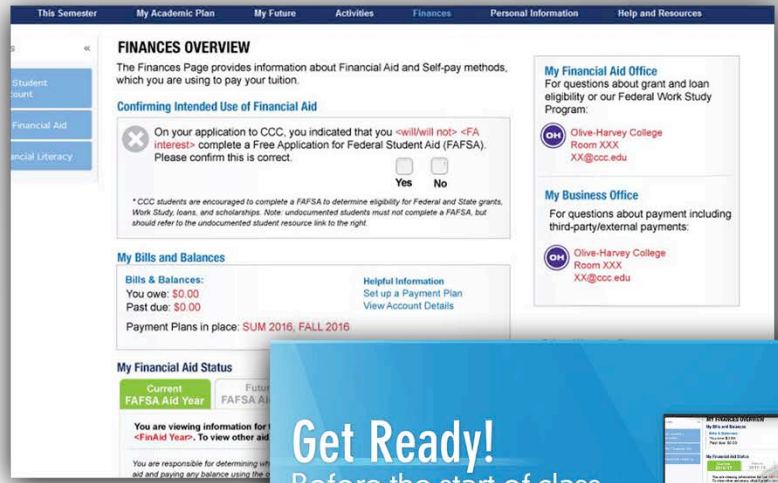
Policy Title	Change/Rationale
Updates to existing policy (continued)	
 Section 8.21 Disciplinary Hearings	Provides for administrative review and interim suspension (replaces previous Informal Hearings), updates policy for Formal Disciplinary Hearings.
 Section 8.22 Appeal of Discipline	Provides for conditions of appeal, appeal process and outcome, and petition for readmission.
 Section 8.30 Infectious Diseases	CCC will not discriminate against nor disclose those with a communicable disease in accordance with federal and state laws.
Section 8.35 Student Misconduct Sanctions	Renamed (formerly Student Misconduct). Provides for districtwide suspensions.
 Section 10.20 Full-time Faculty Teaching Online Learning and College Success Courses	Provides that full-time faculty may teach 1 course or up to 3 credit hours of College Success per term, whichever is greater. Also, provides that courses taught for stipend will be prorated if fewer than 3 credit hours are taught.
 Section 10.21 Guidelines for Non-Instructional Employees to Teach	Provides that full-time faculty may teach 1 course or up to 3 credit hours of College Success per term, whichever is greater.
Policy deletions	
 Section 8.20 Mediation	Not needed since mediation is included in Administrative Review procedures.

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The New Student portal live on November 4th, 2016 and 4,888 students completed activities in preparation for Spring enrollment

my.CCC.edu New Student View



Placement assessments moved online as key New Student portal activities required for students to prepare for enrollment

English Placement

Reading to Write

Developed by



Hosted Online by



- 3,867 students have submitted a test
- 45% placed into either co-req or college – can complete English in one semester
- 25% placed into ARC or IntComm100 – can complete English in two semesters
- English faculty are scoring tests within guaranteed timeframe and working on improvements to RTW test

Math Placement

ALEKS PPL



A Product of



- 4,361 students have completed at least one attempt of ALEKS
- 25% have completed more than one attempt
- 50% placed into either co-req or college and could complete their math credit in one semester

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

Anticipated upcoming board items: Mar 2017 - May 2017

Mar

Resolutions:

- Academic and Student Policy updates

Contracts/Spending Authority:

- N/A

Apr

Resolutions:

- N/A

Contracts/Spending Authority:

- Transportation (coach bus) contracts for athletics teams, college tours, student events
- Blackboard renewal

May

Resolutions:

- N/A

Contracts/Spending Authority:

- N/A

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

By May, CCC has...

Student GPS

- ✓ Ensured consistency across advisors/campuses in advising conversations

Learning and assessment

- ✓ Identified top 10 courses with most misaligned SLOs from across the district
- ✓ Implemented process to ensure all new and modified course SLOs are recorded in CS9

Policy revamp

- ✓ Implemented March policy updates, including new student discipline, IB credit review
- ✓ Drafted key policies for November 2017 update, including update to Prior Learning Assessment to expand access

Placement - how we help incoming students

- ✓ Eliminated the use of ACT and SAT scores for remedial placement
- ✓ Improved remedial placement will be achieved through these students using the new CCC placement tools

Enhanced admissions process

- ✓ Developed plan to increase effectiveness through integrating our website, application and portal into a single seamless experience for students