REINVENTION

Board of Trustees:
Academic Sub-committee Meeting

Office of Strategy and Academic Governance

Thursday, September 22, 2016

**CITY COLLEGES
of CHICAGO**
Education that Works

Today's Agenda

1 **Follow-up from last sub-committee meeting**
- ✔ 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
- ✔ 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)
- ✔ November policy update on track for district wide review faculty, students, staff 8/15
- ✘ Draft playbooks created for priority procedures
- ✔ Board approval of math and English placement solutions received
- ✔ Placement solution implementation project underway with August completion target

2 **Continuing focus on strategic priorities:**
- Academic quality: learning and assessment; faculty development
- Policy: review of proposed changes for November update
- Assessing incoming students: within overhaul of new student experience
- Student GPS: drafted comprehensive advising training materials and began sharing with advising staff for feedback/co-authorship – will extend to most staff.

Other key points on agenda
- Student success: Preliminary FY16 completion overview; improved SAP process

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

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

	P-SLO workflow presented to college	ID current state of defining and collecting	Project plan with deliverables and timeline	Key people to advance work identified	Professional develop. & training
DA	Completed Spring 2016	Completed Spring 2016	Throughout Fall 2016	VP, Assessment Committee, Dean of Instruction	Internal
HW				VP, Assessment Committee	Internal
KK				VP, Assessment Committee	Internal/DO
MX				VP, Assessment Committee, Accreditation Mgr.	Consultant
OH				VP, Assessment Committee	Internal/DO
TR				VP, Assessment Committee	Internal
WR				VP, Assessment Committee	Internal

incomplete in-progress complete

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

| 2,066 active courses | 1,945 **c**ourses on pathways | 92% syllabi found and catalogued | 8% listed as active, not taught |

Findings:

Concern	Next step
We have courses listed as "active" in our records but have never been taught	By 10/31/16, update CS9 records to inactive for courses not taught within 4 years.
Multiple master syllabi exist for same courses taught at different colleges	By 12/31/16, where duplication exists, make single master determination with college admin and faculty collaboration. Identify which syllabi are on file with ICCB.
Master syllabi identified that look like instructor syllabi	Enter C-SLOs into CS9 by college for all syllabi- determine gaps and overlaps.
Some masters are 20+ years old	Throughout Fall semester, flag and present to disciplines at their regular meetings for follow-up.
Colleges keep their own master archives in addition to the "official" DO archive	By 10/31/16, develop storage and maintenance process in collaboration with colleges.

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2016-17 Faculty Development Week (FDW)
Theme: Tapping into Our Own, Tapping into Our Talents

Objectives:
- Highlight the many talents and accomplishments of faculty
- Present a variety of programming options relevant to excellent teaching and learning practices
- Provide an environment that is engaging and hands-on

Monday - District Event

- 521 Full-time faculty
- 63 Sessions
- 34 Discipline Meetings
- 1 All-Day Drop-In Bb Clinic
- 6 Technology Vendors
- U of C and Pulitzer Center Partnerships

Tuesday – Thursday College Events

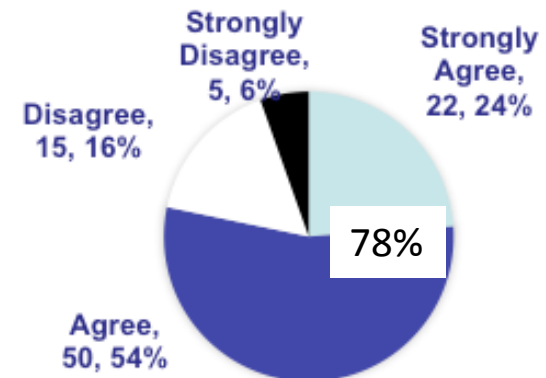|	
DA	19 sessions
HW	76 sessions
KK	50 sessions
MX	38 sessions
OH	19 sessions
TR	35 sessions
WR	32 sessions

Over 300 Professional Development Sessions

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FDW 2016 met the expectations of 95% of the participants. 88% acquired new knowledge and 78% learned something they plan to implement immediately

Q5: Provided new knowledge and/or skills

Attendee Response

How well did FDW 2016 (8/15/16) meet your expectations? Was it...?

- A lot better than expected
- Better than expected
- About what I expected
- Worse than expected
- A lot worse than expected

46%
95%

N=93

■ 2016
■ 2015

Strongly Disagree, 5, 5%
Disagree, 6, 7%
Strongly Agree, 21, 23%
88%
Agree, 60, 65%
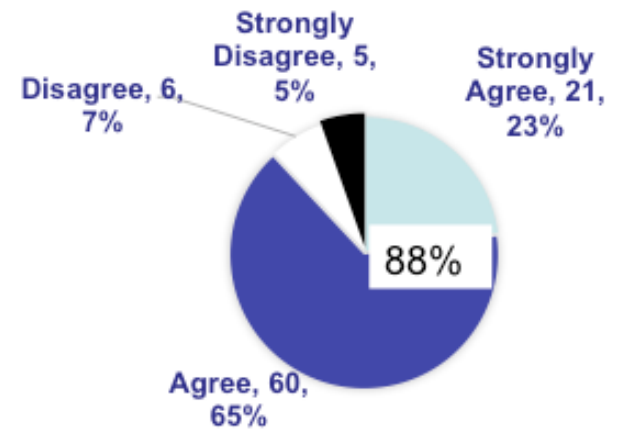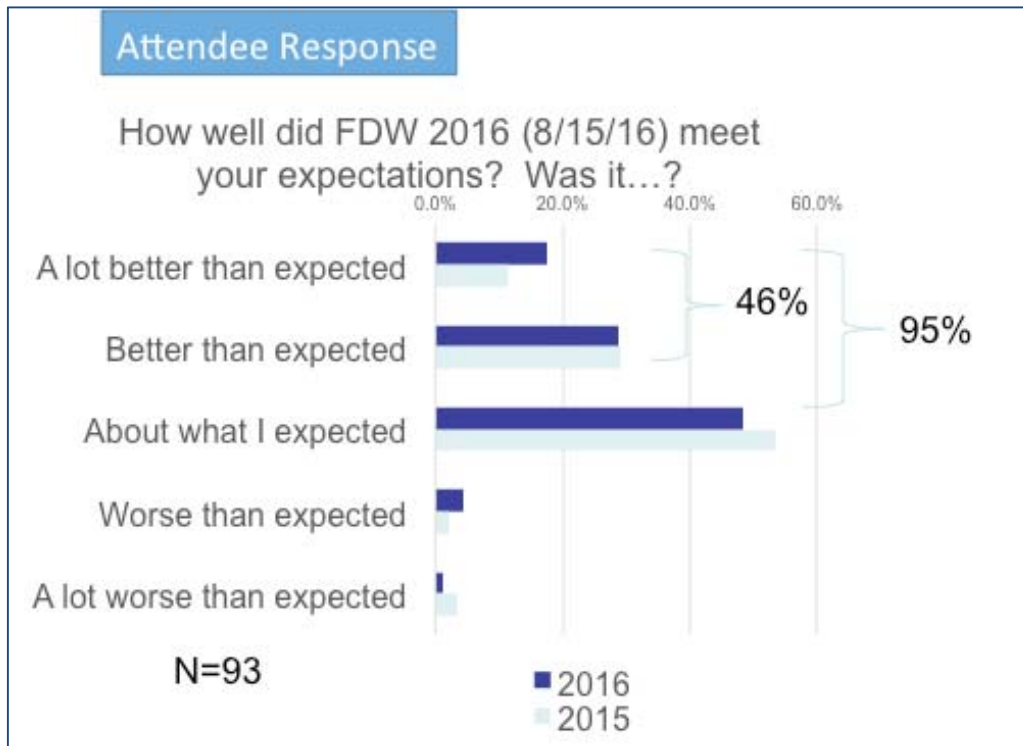
Q6: I learned something I plan to implement immediately

Strongly Disagree, 5, 6%
Disagree, 15, 16%
Strongly Agree, 22, 24%
78%
Agree, 50, 54%

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City Colleges of Chicago supports faculty teaching and learning excellence via numerous higher education community partnerships

Today's Highlight - University of Chicago's International Areas Centers and the Pulitzer Center

Summer Institute

Multi-day professional development workshop focused on applying interdisciplinary perspectives to some of the world's greatest problems:

- 2015: Inequality: Conditions, Consequences, Solutions
- 2016: Global Issues in Local Contexts: Turning International Journalism into Teachable Lessons

THE UNIVERSITY OF CHICAGO

ROOSEVELT UNIVERSITY

Faculty Leadership in Teaching (FLinT)

Faculty/Administrators 46%

367 reached

Students 54%

THE UNIVERSITY OF CHICAGO
CENTER FOR EAST ASIAN STUDIES

Proposal Writing Workshop

Pulitzer Center

A innovative award-winning non-profit journalism organization dedicated to supporting independent international journalism.

- Public presentations focused on sharing ideas and available resources to support educational curriculum.
- Access to Pulitzer Center journalist for class visits
- 2015-16: Classroom and college presentations
- 2016-17: Classroom and college presentations and student travel
- 2017-18: Classroom and college presentations and student travel

NSF

CEERES

CLAS UCHICAGO

NIU

Postsecondary Literacy Certificate Program

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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

Nov 2016 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: 6/24/16 & 8/22/16
- ✓ District wide review period: 8/15/16-9/4/16

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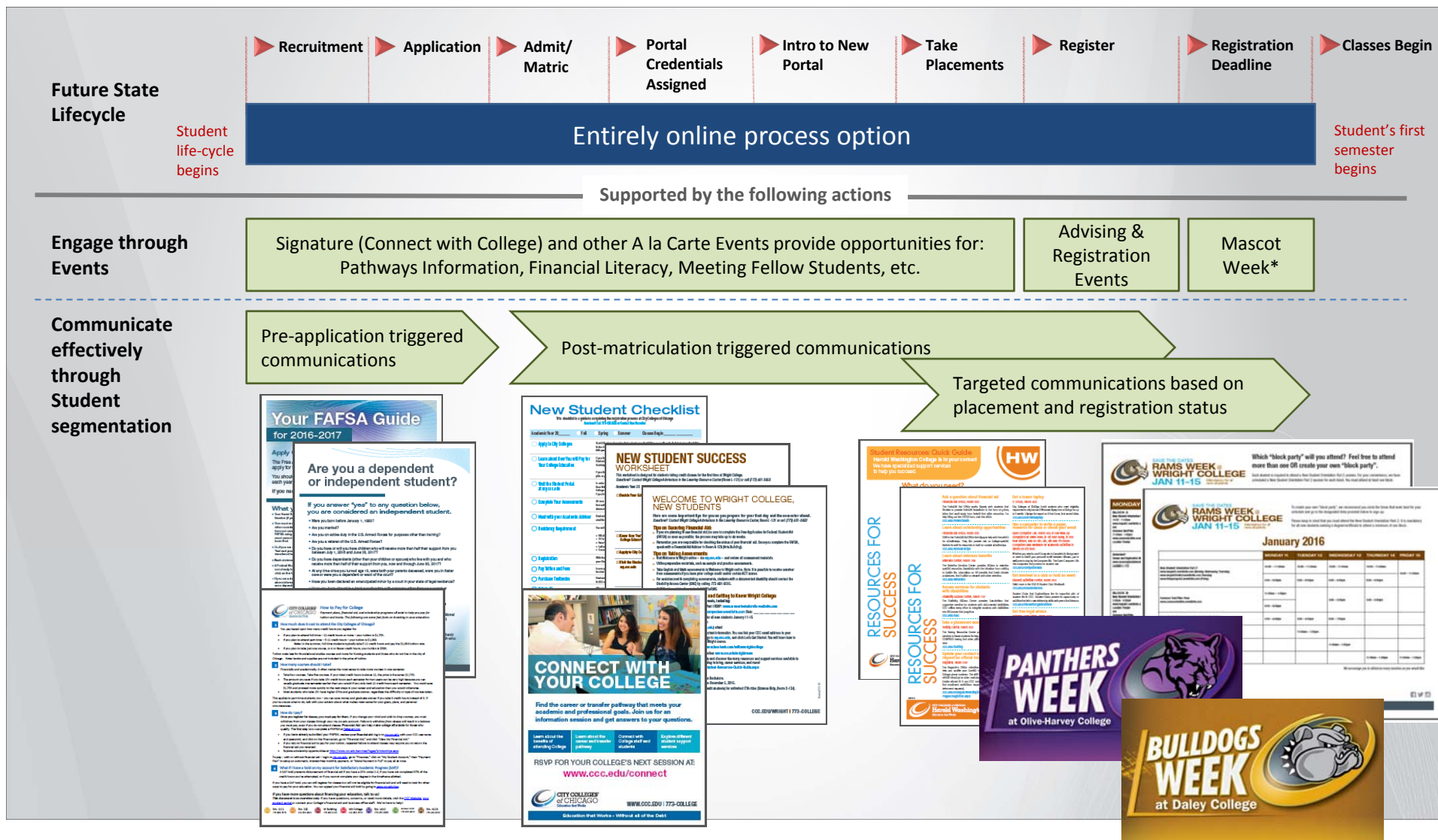
Nov 2016 substantive policy changes – new, updates & deletions

Policy Title	Change/Rationale
New policy	
Section 5.10 **Course Directives**	Consolidated course directive content from Section 5.02 Graduation Requirements for Degrees and Section 5.03 Certificate Completion Requirements.
Section 10.34 **Sabbatical Leave**	Provides a sabbatical leave for selected tenured faculty; addresses an "action item" from 2015 Sabbatical Audit.
Updates to existing policy	
Section 2.01 **Admissions – Credit Students**	Academically dismissed students apply (rather than appeal) for readmission.
Section 2.03 **Admissions – Adult Ed Students**	Adult Ed students must apply to CCC (via the CCC online application or in person).
Section 2.04 **Assessment & Placement – Credit Students**	ACT & SAT test scores valid for a period of 4 years (from 2 years) – align with practice.
Section 3.08 **Grade Designations**	Introduces Sat/Unsat grading for selected courses; included in CUM-GPA.
Section 3.10 **Graduation Grade Point Average**	Excludes Sat/Unsat grades from the GRAD-GPA calculation.
Section 3.11 **Cumulative Grade Point Average**	Includes Sat/Unsat grades in the CUM-GPA calculation.
Section 3.15 **Midterm Grades**	Midterm grades are not recorded for short duration classes, 14 calendar days or less.
Section 3.17 **Repeating Courses**	PPD courses may be repeated without limitation.
Section 5.02 **Graduation Requirements for Degrees**	Added a reference to Sat/Unsat grading; removed and consolidated course directive content into a new Section 5.10 Course Directives policy.
Section 5.03 **Certificate Completion Requirements**	Added a reference to Sat/Unsat grading; removed and consolidated course directive content into a new Section 5.10 Course Directives policy.
Section 6.01 **Residency**	Broadened proof of residency options: any valid foreign Consular ID card or an official CPS transcript (with stipulations)
Section 6.05 **Tuition Chargeback**	Provides for cooperative or joint agreements where students may be offered in district tuition at an external community college. Also provides certain limitations.
Section 6.14 **Federal Financial Aid Eligibility**	Provides additional ways for a student to establish eligibility for federal financial aid.

REINVENTION

Nov 2016 substantive policy changes – new, updates & deletions

Policy Title	Change/Rationale
Updates to existing policy (continued)	
Section 6.15 Return of Title IV Funds	Updated for DOE compliance. Removed percentage equation detail.
Section 6.16 Satisfactory Academic Progress	SAP reset is available (not "may be") for students who change academic programs or complete a program and begin another.
Section 7.03 Academic Standards and Veterans	Clarifies that students receiving veterans benefits are not subject to SAP. However, their financial aid is subject to SAP if they are receiving financial aid.
Section 7.05 Early College Program	Updated for HLC compliance. Clarifies that there is a 29 credit hour dual credit lifetime limit.
Section 8.05 Educational Records – Challenge of the Contents	Removed any time limitation to comply with federal FERPA regulations. Clarified that there is a time limit for final grade or finding of academic dishonesty appeals.
Section 8.17 Academic Integrity and Dishonesty	Issuing an academic dishonesty withdrawal (ADH, which appears on the transcript) now requires Vice President approval.
Section 8.35 Student Misconduct	Removes requirement to transcript Districtwide Expulsion and/or Degree or Certificate Revocation (not recommended by a majority AACRAO survey, not on current CCC transcript).
Section 10.13 Extra Work Compensation	Replaced outdated/duplicative Local 1600 MOU with a hyperlink to the new Local 1600 MOU, effective July 1, 2016.
Section 10.23 Contract Renewal and the Issuance of Tenure	Clarifies that while changes to the tenure process will be undertaken collaboratively with district faculty council, but changes do not require mutual agreement.
Section 10.25 Faculty (Credit, Early College & Foundational Studies) and Adult Educator Credential Review	Provides a means to credential certain faculty members based upon relevant qualifications or experience with Vice President approval.
Section 10.30 Instructor Processes	Updated to reflect Sat/Unsat grading basis for certain courses.
Policy deletions	
Section 4.09 Associate in Applied Science (A.A.S.) Degree in Nursing	Not needed since the program is covered by Section 4.05 Associate in Applied Science (AAS) Degree.
Section 10.11 Overtime Assignments for Faculty at Other City Colleges	Policy consolidated into Section 10.07 Assignment of Faculty from Other City Colleges.

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Online placement is just a piece of our Student Experience efforts to better engage students and ensure their success

	Recruitment	Application	Admit/ Matric	Portal Credentials Assigned	Intro to New Portal	Take Placements	Register	Registration Deadline	Classes Begin

Future State Lifecycle

Student life-cycle begins

Entirely online process option

Student's first semester begins

Supported by the following actions

Engage through Events

Signature (Connect with College) and other A la Carte Events provide opportunities for: Pathways Information, Financial Literacy, Meeting Fellow Students, etc.

Advising & Registration Events

Mascot Week*

Communicate effectively through Student segmentation

Pre-application triggered communications

Post-matriculation triggered communications

Targeted communications based on placement and registration status

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New students will be guided through online processes by a student portal view designed specifically for them

REINVENTION

The heart of the New Student View is the home page. From here, students are guided to complete activities

The Home Page

Interactive slider, with welcome video from chancellor.

Student will receive checkmark when video is watched.

Guided messaging based on where a student is in the process:
- Placement
- Register
- Payment

Student will receive checkmark when they complete section.

Personal greeting with targeted FAFSA reminders.

Dynamic Countdown – # of days left until term begins.

Progress meter, indicating how many tasks a student has completed.

College-specific mascot week content, based on student's home campus. Will also include a countdown to event date.

Student will receive checkmark after they click on the pagelet

College-specific engagement content, based on student's home campus, with links determined by college.

Student will receive checkmark when links are clicked.

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Placement will be online, via the New Student Portal view, by the beginning of November to support Spring 2017 Registration

ACT will no longer offer COMPASS as a product beyond November 2016. CCC has selected new online placement assessments that will be available in November, in time for Spring 2017 registration.

English Placement

Reading to Write

Developed by

Hosted Online by

Math Placement

ALEKS PPL

A Product of

REINVENTION

"Reading to Write" is being developed by CCC English faculty and will be accessible online and scored by faculty online

The assessment will be hosted online by McCann Associates, supporting student testing and faculty scoring

The assessment is comprised of:
a. Short reading passage (~350 words)
b. 5 multiple choice questions related to the reading
c. Prompt to write a 5 paragraph essay related to the reading
d. Explanation of CCC placement options and prompt for a self-placement short answer
e. 4 background questions (3 short answer and 1 multiple choice)

CCC faculty will read and score students' essays within a turnaround timeframe to ensure a streamlined registration experience for the student. Faculty will be sent automatic notifications that they have tests that need reading/scoring and they will be able to do so remotely.

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With ALEKS, students can improve their math placement through use of the learning module and retest options

- ALEKS PPL is an adaptive, diagnostic test of no more than 30 open ended questions

- After first attempt a student is given a targeted learning plan based on the student's placement attempt and revised by subsequent learning progress

- The pie chart provides clarity on where the student needs the most help

- The student can study and retest up to 4 additional times to improve placement

From our ALEKS PPL pilot we observed that 84% of the students who took the placement more than once improved at least one placement level

ALEKS®

Calculator

Placement Assessment 1

Placement Assessment 1 - 01/22/2015

Placement Result: 31%

Placement Pie
(97 of 314 topics)

Trigonometry (0 of 29)

Exponentials and Logarithms (0 of 20)

Radicals and Rational Exponents (0 of 20)

Rational Expressions and Functions (1 of 23)

Quadratic and Polynomial Functions (0 of 21)

Integer Exponents and Factoring (8 of 30)

Relations and Functions (0 of 22)

Whole Numbers, Fractio and Decimals (36 of 37

Percents, Proportio and Geometry (11 of

Signed Numbers, Lir and Inequalities

Lines and Systems of Linear Equations (8 of

This is your ALEKS Placement Pie.

The pie and its slices represent core topic areas that you need to know for success in your courses.

Continue

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CCC exceeds FY16 Degrees target and surpassed 5,000 degrees
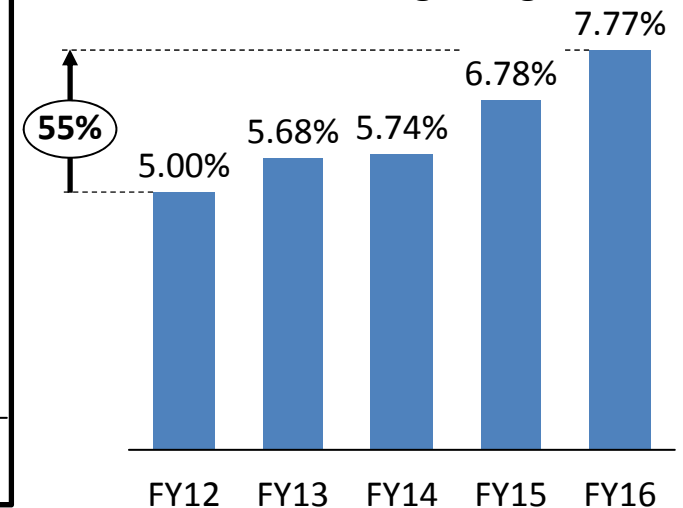
FY16 Awarded Degrees

◆ Target, FY 2016
▮ Awarded degrees
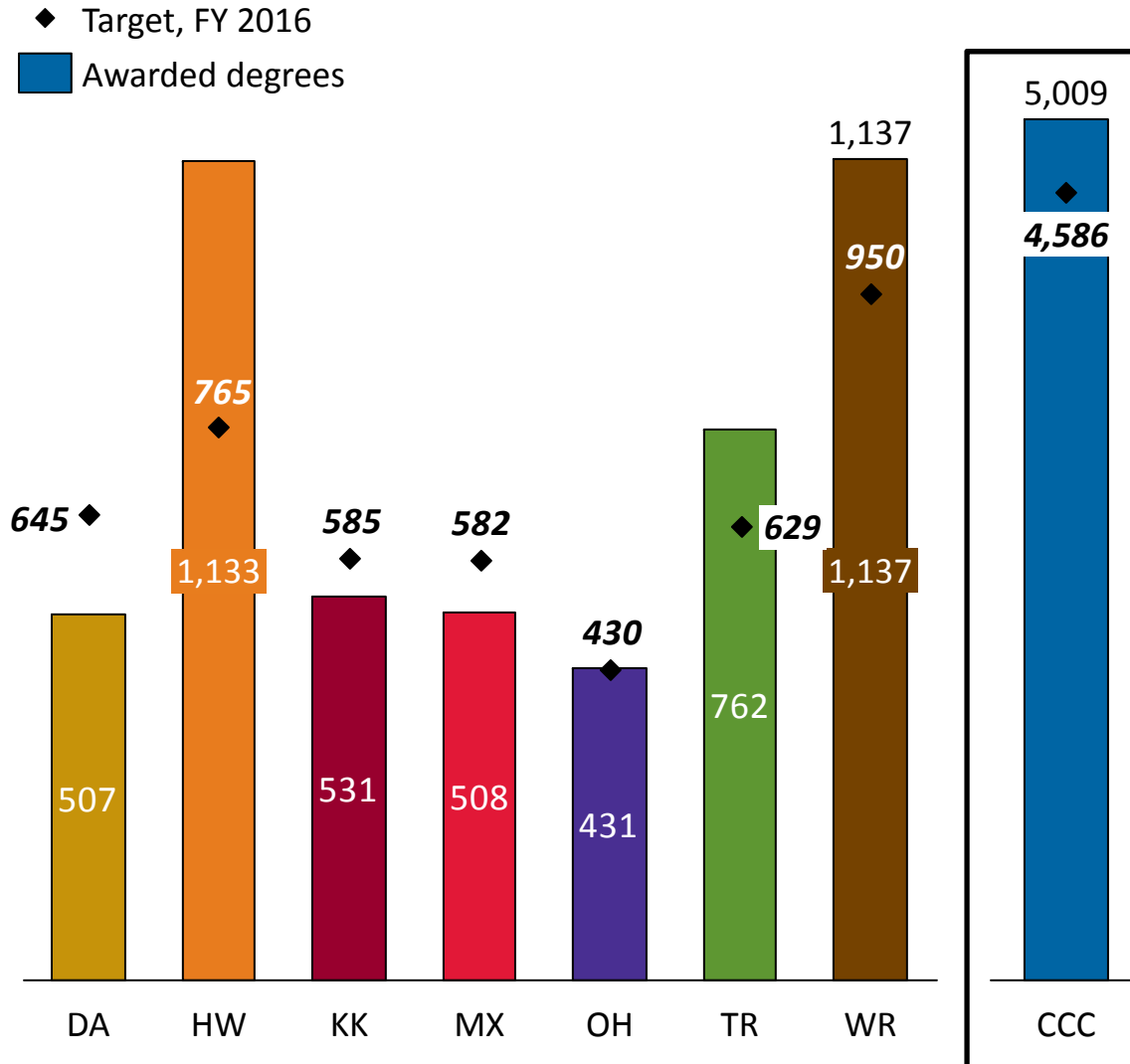
Takeaways

- In FY16, CCC awarded 5,009 degrees– the most FY degrees awarded in CCC's recent history.
- Although KK missed their degree target, 10% of enrolled students earned a degree in FY16 - the highest rate in the district.

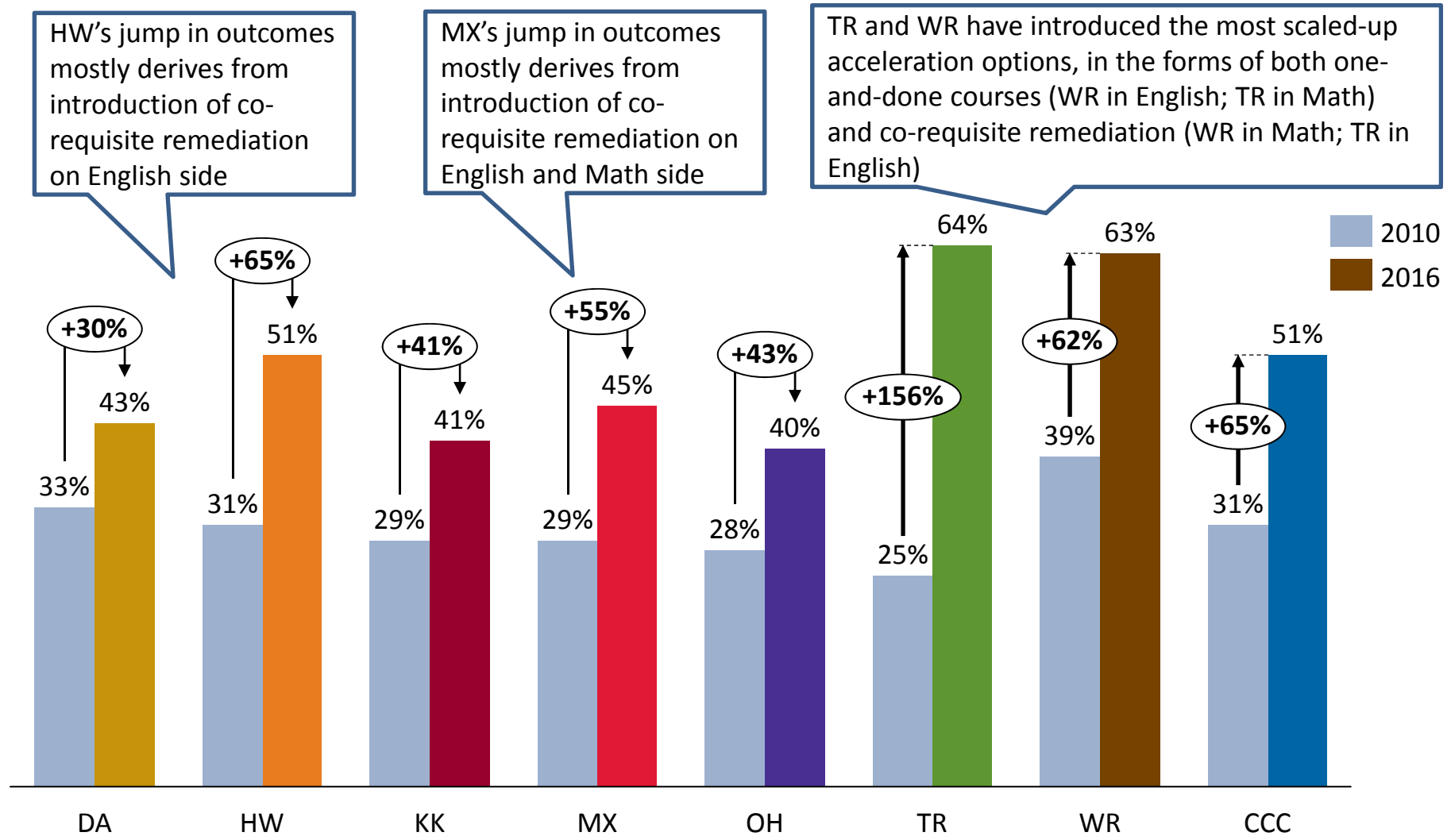**CCC Overall - Percent of enrolled students earning a degree**

Source: Openbook, Enterprise Reports, Completion Reports, Award = AA, AGS, AS, AES, AFA, AAT, AAS, Academic Years 2015-2016, accessed 7/7/2016

REINVENTION

Since the start of Reinvention, we dramatically improved outcomes for students requiring remediation

Transitions out of developmental education within first-year (fall-to-fall) – compare FY2010 vs. FY2016

HW's jump in outcomes mostly derives from introduction of co-requisite remediation on English side

MX's jump in outcomes mostly derives from introduction of co-requisite remediation on English and Math side

TR and WR have introduced the most scaled-up acceleration options, in the forms of both one-and-done courses (WR in English; TR in Math) and co-requisite remediation (WR in Math; TR in English)

	2010
	2016

+30% **+65%** **+41%** **+55%** **+43%** **+156%** **+62%** **+65%**

64% 63%

51% 43% 41% 45% 40% 51%

33% 31% 29% 29% 28% 25% 39% 31%

DA HW KK MX OH TR WR CCC

REINVENTION

We improved processes and education around financial aid standards and appeals

SAP appeal approval rate

SAP appeal review turnaround time
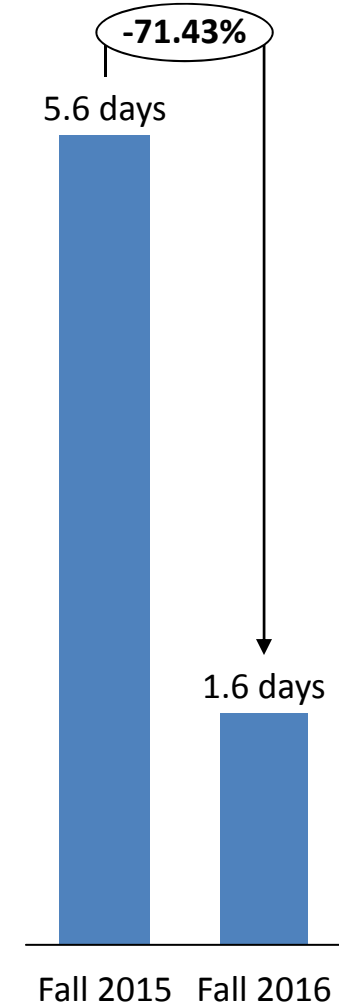
Satisfactory Academic Progress (SAP)

The DoE requires students maintain satisfactory academic progress (SAP) standards through maintaining a GPA of 2.0 or higher, passing at least two-thirds of all classes, and completing a credential within 150 percent of the length of the program of study

- Of the students with a financial aid hold due to failure to meet SAP standards, 42% appealed their financial aid hold this Fall.

- We have dramatically increased our SAP approval rate and our turnaround time through better outreach to students and through better management of SAP operations.

SAP appeal approval rate:
- Fall 2015: 28.7%
- Fall 2016: 42.9%
- +49.48%

SAP appeal review turnaround time:
- Fall 2015: 5.6 days
- Fall 2016: 1.6 days
- -71.43%

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Anticipated upcoming board items: Oct-Dec 2016

Oct	Nov	Dec

Resolutions:
- FT Faculty Contract Renewals

Contracts/Spending Authority:
- Renew contract for McGraw Hill (ALEKS math placement solution)

Resolutions:
- Academic and Student Policy updates

Contracts/Spending Authority:
- Library system

Resolutions:
- TBD

Contracts/Spending Authority:
- TBD

REINVENTION

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

By next meeting (November 17, 2016), CCC has...

Student GPS
- ✓ 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

Learning and assessment
- ✓ 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

Policy revamp
- ✓ Begun implementation of updated Academic & Student Policies
  - ✓ New Satisfactory/Unsatisfactory grading basis implemented
- ✓ Timeline released for March 2017 update

Placement - how we help incoming students:
- ✓ New placement solution ready for testing at end of September and on track for November launch

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