Illinois’ Proposal to Complete College America for Technical Assistance to Implement Guided Pathways to Success in STEM Careers

August 2013
Illinois Guided Pathways in STEM Careers

As a CCA Alliance State, Illinois proudly submits this proposal to CCA in response to the June 2013 Request for Proposals to implement the Guided Pathways to Success in STEM Careers. This proposal provides the narrative statements to address the six points identified in Appendix I of the proposal.

1) Membership and Expectations of the State’s GPS to STEM Careers Implementation Team

Harry J. Berman, executive director for the Illinois Board of Higher Education, is the state postsecondary system leader who has assembled a team with the authority and capacity to articulate degree production goals and program enhancements for STEM disciplines at the state and institutional levels. His team includes members selected for their leadership and their ability to push for reforms that will improve student achievement and increase college completions, especially in STEM disciplines, as shown below. He will continue to lead the team through the development of state and campus goals, the completion of program-level metrics, and the analysis of state labor markets.

Three campuses - the City Colleges of Chicago (CCC), the Southern Illinois University at Carbondale (SIU-C), and the University of Illinois at Chicago (UIC) - were selected to deploy Guided Pathways to Success systems in their associate’s and bachelor’s degree STEM programs. All three institutions are led by chancellors who are pushing for reforms to improve student achievement in STEM fields, and are prime candidates to maximize the in-depth technical assistance provided by this grant.

Office of the Governor Pat Quinn
Julie Smith, Deputy Chief of Staff

Julie Smith is Governor Quinn’s deputy chief of staff of education and his representative for education matters at the state and national level. She is knowledgeable and supportive of the P-20 policies for the state of Illinois. Smith understands the importance of college completion for a stronger economy in Illinois and the strengthening and broadening of the student pathways to college and career success is a proven strategy to increase the percentage of college educated adults in Illinois. Her support for the development of Guided Pathways to Success to STEM Careers will be instrumental.

Illinois General Assembly, House of Representatives
Rep. Robert W. Pritchard

Rep. Pritchard is chair of the General Assembly’s Education Caucus and a member of the House Appropriations-Higher Education Committee and the House Higher Education Committee. Rep. Pritchard is a strong ally of the Illinois Public Agenda for College and Career Success among his peers in the General Assembly. He sponsored state legislation to implement performance funding in higher education. He served as a commissioner for the Midwestern Higher Education Compact and continues to be a leader in education. Rep. Pritchard is interested in advocating for proven initiatives that will speed up the time to degree, reduce the cost of a college education, and graduate more students. He is an original and continuing CCA TEAM Illinois member.
Chancellor Hyman is leading the Reinvention initiative to drive greater degree attainment, job placement, and career advancement. Students must be prepared to move into higher education and have the skills for jobs in the 21st century. The four goals of Reinvention are:

- Increase the number of students earning college credentials of economic value
- Increase the rate of transfer to bachelor’s degree programs following CCC graduation
- Drastically improve outcomes for students needing remediation
- Increase number and share of ABE/GED/ESL student who advance to and succeed in college-level courses

CCC campus teams will include STEM faculty from across the seven community colleges that comprise the CCC. Through the Reinvention effort to engage faculty, advisors, administrators, and students on creating clear pathways to student completion – including the ability to advise to them – the colleges have an existing vehicle to engage STEM faculty in this work. CCC can gather STEM faculty for participation with agility and ensure collaboration at the number of hours required to complete the project.

Chancellor Cheng is leading the implementation of the Pathways to Excellence: A Strategic Plan, the result of two years of campus-wide effort by steering and at-large committees, which included representatives of faculty, staff, students, the SIU Alumni Association, the SIU Foundation, and the community. SIU-C’s first objective is to focus first and foremost on the academic needs of students. This includes guiding students to appropriate resources aligned to their academic preparation, goals and interests, strengths, and weaknesses, and improving the campus academic advising network. STEM disciplines at SIU-C include the Colleges of Medicine, Engineering, Science, and Agricultural Sciences.

The exact membership of the SIU implementation team will be determined as we move forward. Both chairs and faculty of STEM departments along with critical student service administrators will join industry partners on this implementation team.

Chancellor Allen-Meares is leading the campus-wide Student Success Planning initiative to improve undergraduate student success. The University of Illinois at Chicago has been engaged for over a year in a broad-based effort to provide a sophisticated infrastructure focused on all aspects of student success, for students of all disciplines. Of course, given that many of UIC’s students aspire to careers in health, natural sciences, and engineering, improving outcomes in the STEM fields is necessarily a key component of the plan. Eight key task forces involving over 200 faculty, staff, and students from all disciplines, including STEM, convened in February 2012, and will deliver initial recommendations to the Vice Chancellors of Academic Affairs and Student Affairs in Fall 2013. This landmark initiative demonstrates a willingness among STEM faculty to
participate in undergraduate initiatives that will support GPS.

The Student Success Planning initiative is a unique collaboration of Student Affairs and Academic Affairs. The leaders of a Steering Committee comprising the 16 co-chairs of all the task forces are included. Student Affairs staff are represented on all Student Success Plan task forces, and will be included in GPS initiatives.

The University of Illinois at Chicago is the lead organization for the Illinois Health Science STEM Learning Exchange and will coordinate a statewide network of businesses, employer associations, education partners, and other stakeholders through the Illinois Pathways (ILPathways/HealthScience). UIC has a full complement of health science colleges including: Medicine, Dentistry, Pharmacy, Nursing, Applied Health Sciences, Public Health, and Social Work. The university has a long history of planning and partnering with community partners.

Illinois Business Roundtable  
Jeff Mays, President

President Mays is leading the Illinois Business Roundtable (IBRT) and their Education Improvement Agenda (illinoisbusinessroundtable) to achieve world class education throughout Illinois that a unified business community will support and drive. In other words, IBRT wants to have every Illinois student meet or exceed nationally and internationally competitive learning standards. IBRT advocates the imperative to leverage business involvement and influence in a focused and coordinated manner to significantly improve the quality of teaching and learning across Illinois. This strategic and systematic approach can result in the necessary education improvements that will directly benefit students as well as businesses.

The IBRT was a member of the Illinois Public Agenda Task Force and continues to provide consultation on how education can meet the training needs of industry. The IBRT also advocates with industries on behalf of education. Jeff Mays is an original and continuing CCA TEAM Illinois member.

2) STEM-Related Industries and Workforce Needs

Illinois, much like the nation, is fundamentally rethinking its approach to supporting education and workforce talent pipelines. Recently, the State of Illinois and the Illinois Business Roundtable launched Illinois Pathways, a public-private initiative to support competitive talent pipelines aligned to the State’s economic and workforce objectives (ILPathways). Illinois Pathways is designed to support college and career readiness in targeted STEM clusters, including, but not limited to health science, information technology (IT), manufacturing, research & development (R&D) and agriculture. Illinois has a large and growing STEM employer base, many of which are headquartered throughout the state, including Boeing, Caterpillar, Archer Daniels Midland, Kraft and others.

By 2018, Illinois employers will offer over 319,000 jobs requiring education and training in STEM, increasing nearly 20 percent since 2008 (three percent above the national average). According to the Georgetown University Center on Education and the Workforce, 93 percent of those STEM occupations
will require some level of postsecondary education or training. Many of the STEM sectors are anticipated to experience shortages and even now make up a significant number of the unfilled positions and job postings throughout the state. This situation will be exacerbated further by ongoing challenges to increase college completion rates, particularly in STEM fields. To grow the economy and maintain its competitiveness, preparing students for STEM careers is critical.

The table below shows that the vast majority of Illinoisans (71.3%) are employed in one of the nine STEM cluster areas identified by Illinois.

STEM disciplines that are anticipated to see a significant increase in demand include engineering-related programs with applications in manufacturing and R&D (e.g. industrial engineers), computer-related programs with IT vertical applications across all industries (e.g. computer systems analysts), and healthcare related programs with applications in both R&D and clinical practice (e.g. medical and health services managers). IT related occupations alone will make up over half of all STEM-related occupations in the state.

As part of Illinois Pathways, middle school, high school, and postsecondary partners, will implement P-20 STEM pathways of study in cooperation with employers and workforce partners. These pathways provide opportunities for students to explore their academic and career interests through contextualized course sequences, work-based learning, and stackable credentialing, including industry and technical certificates. To support this effort Illinois recently launched innovative statewide public-private partnerships called STEM Learning Exchanges. These sector-based partnerships will be responsible for coordinating regional networks to aggregate curricular resources, assessment tools, professional development systems, work-based learning opportunities, problem-based learning challenges, and support performance evaluation across the P-20 and workforce system.

The STEM GPS will prove to be an invaluable tool that can leverage existing public-private partnerships and investments made as part of Race to the Top as well as other State and private sector investments. In addition, the STEM GPS will also be able to leverage the Illinois Shared Learning Environment, a cloud-based computing platform that will support personalization through the use of integrated student-level data and an application marketplace featuring STEM resources, partnerships and content.

Illinois will benefit immensely from the STEM GPS by designing, implementing, improving, and scaling up STEM pathways programs in postsecondary settings through access to national experts, technical assistance, and improved labor market information and skill requirements.
Colleges and Universities and Communications with STEM employers

City Colleges of Chicago’s College to Careers initiative is focused on six key industry sectors including Advanced Manufacturing, IT, and Healthcare, identified based on analysis of quantitative and qualitative data. Labor market projections for the Cook County region from Economic Modeling Specialists, Inc. (EMSI) are submitted to validation by employer partners to review projected openings, wages and education level. CCC is also interested in combining sources of real-time labor market data (CareerBuilder, Burning Glass) with the EMSI data to enhance this data analytic capacity.

CCC’s employer partners and program advisory councils are actively engaged with college faculty and administrators in development and review of curriculum by industry in order to ensure the relevance of the curriculum to employer skill needs, and CCC is currently in the process of overhauling curriculum in many key STEM areas, including IT.

Southern Illinois University – Carbondale departments and colleges have advisory boards which include industry professionals who provide critical input concerning industry demand. In addition to input from board members, SIU regularly conducts alumni and employer surveys. Finally, as an accredited institution, SIU has oversight from various professional societies.

University of Illinois at Chicago has 91 individual STEM majors across campus, 48 in the College of Engineering and 43 in the College of Liberal Arts and Sciences. To monitor the demand for STEM graduates and the quality of UIC graduates, the College of Engineering relies on an industry advisory board composed of corporate executives, who meet with the dean twice a year to discuss the labor market and industry needs. The College of Liberal Arts has an alumni board that fulfills this same purpose. Many departments designate career service representatives to coordinate relationships with STEM employers, reporting on progress of graduates and seeking feedback about industry needs. The campus is supported by a sophisticated Office of Career Services, which organizes site visits, on-campus recruiting, and at least eight campus job fairs. Local and regional STEM employers have ample opportunities to consult with university administration as well as students at these events. The office estimates that 170 STEM employers recruited students from UIC during the last academic year.

3) State and Campus Capacity to Increase STEM Graduates.

State policies and practices that are significant candidates for change

- The Illinois Public Agenda for College and Career Success is the blueprint for higher education to achieve One Illinois where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and the future. This requires changing status quo at the state and campus levels.
- Illinois has adopted the Goal of 60 x 2025 to increase the number of adults with a college completion to improve the lives for all residents and to create a stronger economy by meeting the needs of the workforce. This will require changing the focus to completions, not enrollments.
- Illinois is adopting the Common Core Standards in math and English. This will require changing the assessment of mathematic preparedness to be in line with the Common Core.
Campus level policies and procedures for change

In June 2013, the Board of the City Colleges of Chicago approved the updated and clarified policies that previously affected progress for students in all fields, including STEM. This clarification has now highlighted some STEM courses using the same course master syllabi but counting differently at different City Colleges for the same degree. It is anticipated that those differences will be resolved, allowing for more completion.

CCC is developing Technology STEM pathways with five Chicago Public Schools. Within the next academic year, it is anticipated that CCC will need to offer a broader range of dual credit in the technology fields so that high school students have a chance to complete many requirements for an associate degree while in high school.

CCC has received a National Science Foundation Grant to establish an initiative to increase the number of graduates in STEM fields at CCC. The “Stem Scholars” program will provide direct scholarship aid to financially-needy, high achieving students who are pursuing STEM degrees. Program participants will receive scholarship assistance, a laptop, and academic enrichment activities facilitated by CCC faculty. Additionally, funds will be used to pay the tuition for a STEM class at the college where the student intends to transfer.

There are GPS initiatives already in place at Southern Illinois University and technology is being implemented on the campus to initiate several others.

- The entire SIU campus has moved to the 120 credit hour standard for a bachelor’s degree, thus streamlining the course requirements for all majors, including STEM degrees.

- An "Early Warning/Intervention Platform" (EWIP) is already in place in critical gateway mathematics courses that are essential for STEM degrees. Using information from placement exams and feedback from SIU’s on-line course content and homework system, metrics are generated throughout the semester and shared with critical College staff and advising units to continually inform students of their progress in class. This system is now in the early stages of being implemented campus-wide with integrated software platforms to provide a complete picture of a student’s real-time performance structure to advisors and support staff.

In addition to the above initiatives, the SIU campus has created STEM cohort classes during the critical first two years of academic work for a STEM major. By restricting enrollment in certain gateway courses to STEM majors, the cohort learning community is encouraged to build peer networks during degree progress increasing the chances for success. This approach also provides a platform for our faculty to promote specific STEM major opportunities, including undergraduate research opportunities and registered student organization involvement.

The GPS in STEM initiative will be naturally embedded under the on-going University of Illinois at Chicago’s Student Success Plan, which provides an extensive list of areas of improvement that the eight task forces will consider specifically within the areas listed in this question. There are four areas of concern in the Student Success Plan:

- Develop an infrastructure of data analysis to better understand which factors indicate or contribute to student success;
Illinois GPS in STEM Careers

- Target first-year curriculum so that student choices are limited to what is most likely to lead to success in the shortest amount of college time and courses are organized in “blocks” or groups of classes;
- Provide resources to support new faculty and a new center to develop a culture of student-centered teaching; and
- Each undergraduate college has advising protocols plus campus resources to support students such as the new Undergraduate Success Center.

In addition, the Student Success Plan calls for a number of other initiatives such as: (1) progress toward a more coordinated campus-wide but college-based model of intrusive, holistic cohort advising; (2) initiation of file sharing system to allow different groups of advisors to access information about student meetings; (3) implementation of early major and career advising/exploration; (4) introduction of special advising services for underprepared first-year students; and (5) expansion of current Early Alerts program to all first-year courses.

Commitment and capacity to undertake the tasks necessary to successfully implement

Placing students onto guided pathways, and placing organizational emphasis on those that have the most relevance from four-year- and employer-perspectives, is top priority. City Colleges of Chicago has executive sponsorship from the Chancellor, and the Presidents and Provost are directing College and Academic leadership to strengthen pathways, particularly in STEM careers. The Faculty Council president is onboard with this effort, and, at each campus, a team of dedicated faculty, advisors, deans and students are working to solidify the structure and ensure the relevance of all CCC academic pathways, including STEM. To this end, CCC has faculty and other support built-in from the vantage points of 1) project methodology 2) cultural buy-in to pathways 3) cultural buy-in and project execution towards career-relevant pathways in STEM.

There are GPS initiatives already in place at Southern Illinois University – Carbondale. SIU-C has moved to the 120 credit hour standard for all bachelor's degree programs; streamlined course requirements for all majors; started implementation of the Early Warning/Intervention Platform (EWIP); created STEM cohort classes for the first two years; and restricted enrollment in certain gateway courses to STEM majors.

University of Illinois at Chicago is already involved in a sustained effort to improve student success. Membership in each of the eight task forces associated with this effort is available publicly at studentsuccess, and includes faculty, staff, and students, cross-cutting across academic and student affairs. The Faculty Engagement Task Force in particular comprises mostly faculty members, many from the STEM disciplines including a Co-Chair, from Physics. The First-Year Curriculum Committee is similar, with a Chemistry faculty member as a Co-Chair. Importantly, the Student Success Plan is a unique collaboration between Academic Affairs and Student Affairs; the Task Force Steering Committee is co-chaired by Vice Provost for Undergraduate Affairs and Dean of the Honors College and Associate Vice Chancellor for Student Affairs and Dean of Students.
Anticipated membership of campus teams, the anticipated roles, and inclusion of employer representation

Each City Colleges of Chicago campus will have a team of a project manager, faculty, student services staff, students, external stakeholders and campus leadership.

- Each campus will have a dedicated project manager – the Director of Strategic Initiatives – to develop the work plans and manage their execution.
- Faculty involved on STEM pathways work will be able to dedicate between 10-20 hours per week on the project, depending on resources required. These individuals will lead on curriculum development and curriculum collaboration and will be adept in involving faculty from across all campuses as well as in leading employer partners in translating skills to student outcomes. Bringing four-year partners into the curriculum meetings with employer partners will likely be essential in order to ensure articulation for any STEM routes that involve transferring from the City Colleges of Chicago to a University prior to moving to a career.
- A Dean or Associate Dean of Instruction, as well as other campus- and District-based administration in the Workforce and Economic Development and Academic Affairs departments, will be involved to assist faculty in curricular development and collaboration. This will require co-locating for part of the week, beyond working meetings, to get the project done.
- Students will test the viability of ideas and plans throughout and serve to convene focus groups and surveys to assess the demand for programs and the usability of pathways-related materials, including for advising purposes.
- Student services staff will be intimately involved in bringing the STEM pathways to life. As part of the team, an advisor will likely need to be dedicated half to full-time to assist with curriculum development logistics, attend meetings on curricular development and, most importantly, to develop the advising materials required to bring the STEM pathways to life.
- External stakeholders will be looped in frequently to help translate skills to competencies so the degree programs that improve reflect learning required to launch a career, including if it involves transfer to a four-year institution along the way. CCC will create a program review board to meet with regularly and have representatives from each partner attend multiple meetings and provide input into curricular development.
- College leaders – primarily the President and Vice President – will provide ownership and sponsorship on all project deliverables, rolling these up, in turn, to the District leadership of the Vice Chancellor of Strategy, Research and Engagement, the Provost and the Chancellor.

Both chairs and faculty of STEM departments at Southern Illinois University - Carbondale along with critical student service administrators will join industry partners on this implementation team although the exact membership is still to be determined. It is anticipated that the members of the Strategic Planning Steering Committee and the Lens Committees will continue to play key roles.

The existing University of Illinois at Chicago Task Force teams will be integral to the GPS initiative as described above. Their recommendations will be considered by the Undergraduate Policy Council, composed of all undergraduate college deans, including those of Liberal Arts and Sciences and Engineering, home to all UIC STEM majors, and the Dean of the Honors College, where many such students have a second, supportive home. This group actually created the Student Success Plan and charged the Task Forces described above, after
a charge by Chancellor Allen-Meares to improve student success at UIC.

If Illinois receives the CCA award, a more specific GPS Task Force will be created to include members of each of the groups mentioned in this proposal along with key industry personnel. These individuals would be identified in consultation with colleagues in the STEM disciplines as well as the Director of Career Services.

Implementation timeline based on CCA Services provided

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<th>Year 1</th>
<th>State Level</th>
<th>Campus Level</th>
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| Sept. 2013 to August 2014 | • Develop state STEM completion goals that align with performance funding metrics  
• Attend GPS to STEM Careers Completion Academy  
• Analyze state STEM labor markets  
• Compare with industry employment projections to 2020 for Illinois  
• Submit detailed state implementation plan (3/2014) | • Develop campus STEM completion goals that align with state goals  
• Attend GPS to STEM Careers Completion Academy  
• Analyze local STEM labor markets  
• Submit detailed campus implementation plan (2/2014) |

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<th>Year 2</th>
<th>State Level</th>
<th>Campus Level</th>
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| Sept. 2014 to March 2015 | • Attend In-State Institutes  
• Implement state plan  
• Receive on-going technical assistance  
• Submit final report (3/2015) | • Attend In-State Institutes  
• Implement campus plans  
• Receive on-going technical assistance  
• Submit final report (2/2015) |

4) Current Implementation of Game Changer Policies.

Illinois has several state initiatives to address the “Goal of 60 x 2025.”

Illinois aligned public financing for postsecondary education by adopting performance funding metrics based on progress and completion for awarding a portion of state appropriations to higher education institutions. Illinois performance metrics reward the performance of public institutions in advancing the success of students who are academically or financially at-risk, first generation students, low-income students, or students traditionally underrepresented in higher education. The metrics also recognize and account for the differentiated missions of institutions of higher education, focus on the fundamental goal of increasing completion, recognize the unique and broad mission of public community colleges, and maintain the quality of degrees, certificates, courses, and programs. An additional 40 percent weighted “premium” is included in the public university model for subcategories such as the number of students at each school who are identified as low-income, adult, Hispanic, black/non-Hispanic, and those who graduate in STEM.

Other examples include:
• Adopting new, more rigorous K-12 Common Core Standards in English language arts and mathematics;
• Developing model mathematics curriculum guidelines aligned to the Common Core;
Illinois is implementing policies and practices at the campus level to increase degree completion.

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<th>Remedial education embedded into college-level courses</th>
<th>CCC has introduced co-requisite pairings for Math courses at several colleges and plans to scale these up in the coming year, including to English. This allows students to move straight to the college-level math course while taking special topics in remedial math concurrently, thereby not burning as many credit hours.</th>
<th>SIU-C’s critical gateway course, College Algebra, has a new model that includes remediation will be implemented for borderline STEM students.</th>
<th>UIC has a robust First-Year Writing Program and Math Department, each offering remedial pre-100-level courses. Many are offered as a part of a 5-week, tuition-free, pre-first-year summer bridge program (“Summer College”) that features offerings aimed at obviating the need for remedial coursework during the academic year.</th>
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<td>Credit caps on degree programs</td>
<td>CCC sees an opportunity to review the policies and practices concerning programs that have graduation requirements in excess of the minimum credits required by the Illinois Community College Board.</td>
<td>SIU campus has implemented the 120 hour credit cap for all degrees on campus.</td>
<td>UIC’s STEM majors within the College of Liberal Arts and Sciences are capped at 120 hours. UIC’s engineering programs are not capped because of unavoidable accrediting requirements.</td>
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<td>Structured academic programs that utilize block scheduling</td>
<td>CCC hosts learning communities of new students blocked into many of the same courses their first semester. CCC does this for some colleges and is looking to scale up drastically based</td>
<td>SIU has created STEM cohort classes during the critical first two years of academic work for a STEM major. By restricting enrollment in certain gateway courses to STEM majors, the cohort learning</td>
<td>UIC has planned to implement block scheduling capabilities; Student Success Plan task forces and faculty are discussing what courses should be included and how to make this happen within current network/computer/</td>
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<td><strong>Illinois GPS in STEM Careers</strong></td>
<td><strong>upon the semester-by-semester pathways that College teams are building.</strong></td>
<td><strong>community is encouraged to build peer networks during degree progress increasing the chances for success.</strong></td>
<td><strong>software capabilities.</strong></td>
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<td><strong>Student and institutional incentives to encourage full-time enrollment</strong></td>
<td>On average, CCC degree completers enroll for nearly 20 percent more credit hours than do their non-completing counterparts. CCC has pushed advisors in student services training sessions to advise students towards full-time enrollment, having shared this and other data with them. CCC has created default, semester-by-semester pathways of current academic programs.</td>
<td>Approximately 65.7 percent of the SIUC students are enrolled full time (12 credit hours per semester).</td>
<td>UIC advisors are in the best position to encourage full-time enrollment, which is technically a minimum of 12 hours. UIC’s Student Success Plan, however, calls for aggressive advising to ensure that students take 15 credit hours, as is called for in the GPS initiative.</td>
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<td><strong>Articulated degree maps</strong></td>
<td>CCC has distilled the course catalog into student-facing, student-friendly semester-by-semester default pathways, using articulation agreements with popular transfer institutions to allow students to better visualize what courses they must take to complete a degree and attain junior status at a four-year destination.</td>
<td>SIU-C’s Transfer Student Services website provides transfer course equivalency information to identify courses from select institutions that will transfer into SIUC. SIU-C’s Counselors’ Advisement Catalog provides sample curriculum with the courses to take each fall and spring semester to complete a degree program.</td>
<td>The College of Engineering and the College of Liberal Arts &amp; Sciences have maps for every major. Advisors review these maps with students.</td>
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<td><strong>Technology-enhanced student advising systems</strong></td>
<td>CCC implemented a district-wide student support system in AY 2012-2013, GradesFirst, that maintains records of student support. CCC faculty submit “just-in-time” progress reports; academic advisors follow-up by contacting students. CCC faculty can maintain attendance, which</td>
<td>When SIU-C’s &quot;Early Warning/Intervention Platform&quot; (EWIP) system is fully integrated across campus, just-in-time advising will be put in place for all STEM majors. This technology-enhanced system will be a combination of automatically generated electronic messaging</td>
<td>UIC has a dedicated website for advising (advising.uic.edu). UIC has an Early Alert program for first-year courses. The &quot;my.UIC&quot; portal allows technology to assist both students and advisors in degree articulation, and currently acts as an online &quot;one-stop&quot; for resources</td>
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generates email messages whenever students are marked absent. CCC manages academic advisor appointments, maintains copies of emails, texts and documented educational plans that are easily accessed by students and advisors. CCC manages tutoring offices throughout the district. The integrated system facilitates the recording of tutoring reports, which are accessible by faculty. (emails, texts, etc) to students, along with person-to-person advising requirements for students in critical STEM gateway courses. The EWIP advising system will provide the type of extensive data-driven student performance picture that is required to optimize student’s chances for success.

needed for advising on degree completion. UIC has purchased the Educational Advisory Board’s Student Success Collaborative product, which analyzes years of historical data about former students’ success in certain majors as a function of what courses they took and what their grades were, and using these data in a prospective manner to create predictive models that can be used by academic advisors to consider a particular students’ match for a particular major given his or her specific history of courses and grades.

5) State’s use of metrics.

As of July 23, 2013, all of the metrics at the state and campus levels from Illinois have been submitted through the SHEEO/CCA metrics collection website and approved by CCA. The Board of Higher Education uses the CCA metrics for the performance funding of higher education. Metrics are used for the sub-group category of number of adult graduates age 25 and over. The Board is looking to use CCA’s breakout of part-time students in the next iteration of performance funding for fiscal year 2015, when the Board will include transfer students time-to-degree. In addition, the Board intends to incorporate data for students transferring in with fewer than 30 credit hours, 31-59 credit hours, and 60 or more credit hours.

6) Benchmarks and Evaluation.

Within 15 days of receiving the grant award, the team members will meet to “kick off” the grant program and learn more about the availability of services provided by CCA. The team will then provide updates on the status of projects since the submission of the grant proposal. Key benchmarks and evaluations will be discussed.

Within the first 30 days, a project timeline will be developed by the state postsecondary system leader incorporating the team input from the “kick off” meeting. The team will review and approve key benchmarks for the duration of the grant period, how success will be evaluated and sustained, and the proposed best practices.