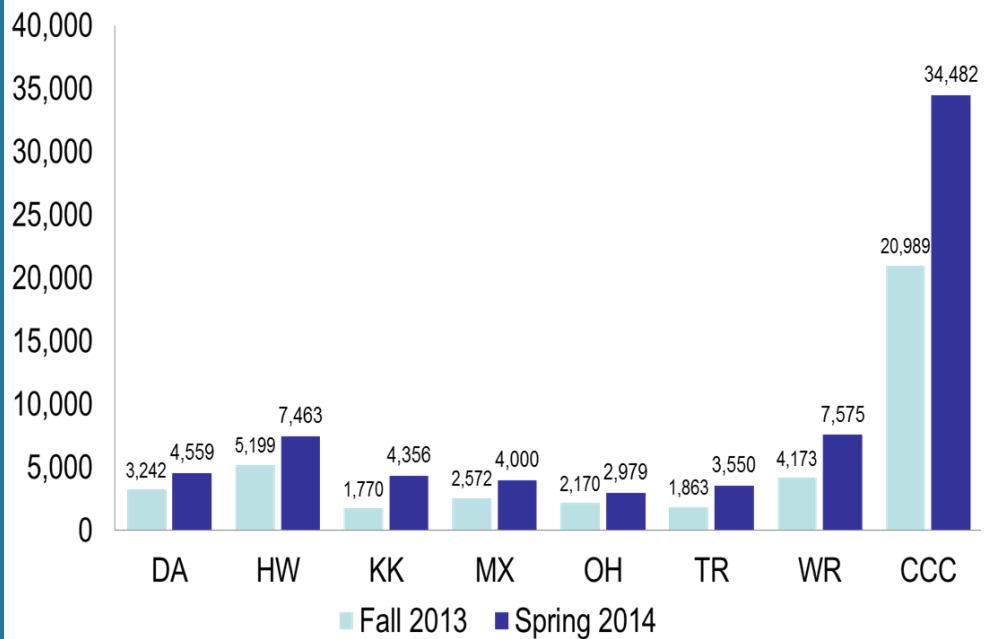




Student Progress Reports Submitted, Progress Report Campaign



CCC showed an increase of 64% in SP'14, compared to FA'13

Data pulled from GradesFirst reflect FA 2013 Campaign 9/16/2013 - 9/30/2013.
 SPR 2014 data reflects 2/4/2014 - 2/18/2014

GradesFirst Overview

GradesFirst is a web-based student performance monitoring system that was introduced to the City Colleges of Chicago in Fall 2012 to enhance and document student support services offered through advisors and tutors, as well as an early alert system to identify students at risk. GradesFirst provides early alerts for students who may be at risk academically, so that they may be contacted and provided resources at CCC to help them succeed and stay on track. GradesFirst serves as a platform for additional applications including:

- ◆ Generating reports on student progress, absence, and tutoring.
- ◆ A student attendance feature, which automatically notifies students of their marked absence.
- ◆ A communication tool between student, advisor, support staff, and faculty.
- ◆ An online scheduling of advising and tutoring appointments. As of now, the online tutoring scheduling at Wright is not available.

Research shows that strong personal

relationships with faculty, support staff, and administrators are key to institution wide increases in graduation rates and that approaching student success holistically means involving the entire campus community of support services. At about the third week of the spring and fall semesters, District Office sends out an invitation to faculty to participate in a Progress Report Campaign. The campaign window is two weeks. Faculty is encouraged to identify at risk students exhibiting inconsistent attendance, low quiz/test scores, missing assignments, and/or identified non-academic issues impacting classroom performance and academic progress. Once a student is identified as at risk, he or she is notified of their status through their CCC email. The student is encouraged to meet with their course professor and to set up an appointment with their college advisor. The email notification also contains information about the Wellness Center for additional support. The student's college advisor receives notice of the student flagging as at risk and reaches out to the student within 24-48 hours to set up for a meeting. Leading up to and

following up after the advisor's meeting with the student, GradesFirst provides a two-way communication tool between the advisor and the faculty to discuss the student's status and best approaches for intervention.

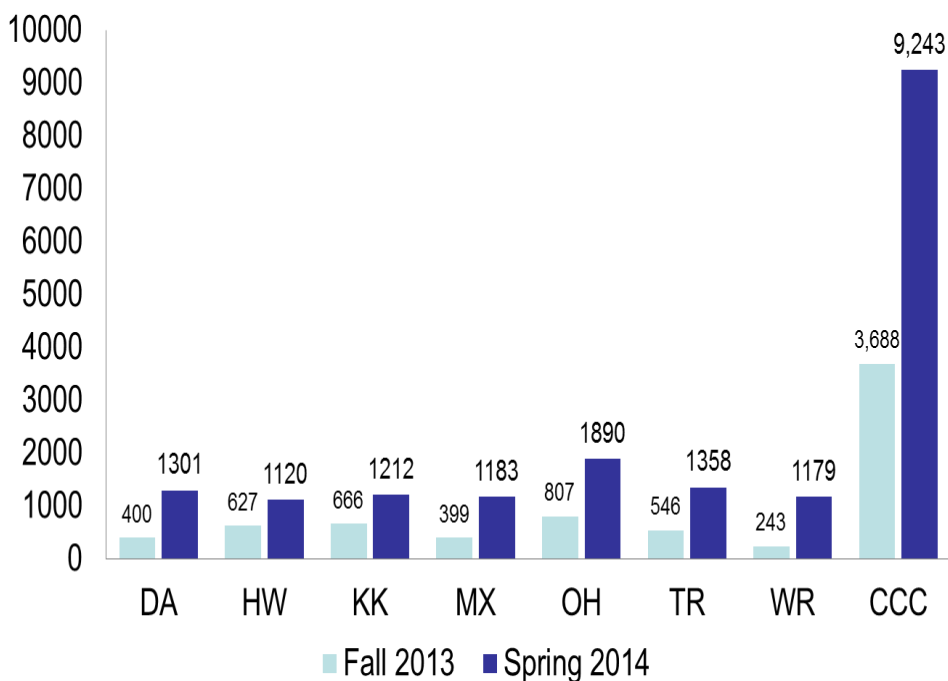
In order to increase the likelihood to succeed and to persist in their classes, it's critical for students to have a consistent attendance during the first weeks of a term. As part of its retention efforts, the City Colleges of Chicago launched an Attendance Campaign in Fall 2013 and Spring 2014. The goal of the two-week attendance protocol is to support students to return to class by the next scheduled meeting time. Students reported as being absent by their professors in GradesFirst receive a phone call from a Call Center Representative. The Representative provides them with information and referrals to student support services such as Academic Advising, Tutoring, the Wellness Center, Veteran Services, etc.

Findings from the latest executive report analysis show that:

(Continued on page 2)



Student Attendance Report Submitted, Attendance Campaign



CCC showed an increase of 150% in SP'14, compared to FA'13.

Data pulled from GradesFirst reflects FA Campaign 8/26/2013 to 9/9/2013.
SPR Campaign data reflects 1/13/2014 -1/27/2014

(Continued from page 1)

- ◆ Over the past three semesters (Fall 2012, Spring 2013 and Fall 2013), the GradesFirst system has generated progress reports to identify students at risk. The number of reports ranges from 35,000 in Fall 2012 to 25,000 in Fall 2013.
- ◆ The course success rates have increased for at-risk students over the past three semesters from 41% in Fall 2012 to 47% in Fall 2013. During the same period, the course success rates for not-at-risk students have remained constant at 81%.
- ◆ The percentage of at-risk students who met with an advisor increased from 32% in Fall 2012 to 44% in Fall 2013.
- ◆ During the past three semesters, at-risk students who met with an advisor consistently had higher course success rates than at-risk students who did not meet with an advisor (38% vs. 47% in Fall 2012 and 43% vs. 51% in Fall 2013).
- ◆ The major finding of this analysis indicates that at-risk students who met with an advisor considerably improved their course success rates.

Submitted by Darlene Attiah

Exam Wrappers

When students talk about how they perform on exams, I often hear that they make the same mistakes - like not allocating enough study time, changing answers, or spending 20 minutes on one multiple choice item - over and over again. How can we reach out to students and help them to develop better study habits/test-taking skills? How can we help students think critically about their test preparation and test-taking and use their ideas to improve performance on future exams?

Exam wrappers are a tool designed to help students develop metacognitive skills and improve performance on exams. They were presented in the June 3rd, 2013 edition of *Tomorrow's Professor*. The author, Marsha C. Lovett, recommends a three-step survey tool.

The first step asks students to reflect on how they prepared for the exam. I usually include "cues" to help guide students' thinking. How much time did they spend studying? Did they study alone or with a group? Did they read the assigned chapters and do all the homework? Did they ask questions in class or meet with me before the exam?

Step two asks students to think about their actual performance on the exam. What errors did they make? Were they

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 Maria Llopiz – Student Services
 Gabriel Schneider - Strategic Initiatives

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excessively nervous or stressed? What kind(s) of questions gave them the most trouble? Again, I usually give cues to avoid getting answers like, "I made stupid mistakes", which are not generally change-promoting.

Step three asks students to imagine what changes they could make to improve performance on future exams. Again, I have suggested tools like study groups, used by many successful students, in steps one and two. These suggestions encourage students to see that there may be more effective ways of preparing for and taking a test and promote positive change.

I use Blackboard surveys for exam wrappers. I post the survey immediately after the students receive their exam grades. They only take about 10 to 15 minutes to complete and are not graded. Exam wrappers are a quick and easy, but thought-provoking, tool that can help students succeed.

Submitted by Jean Burt

Assessment of Service Learning in the Social Service Department

The pilot project, "Assessment of Service Learning in the Social Service Department," was conducted in the fall semester 2013. "Service Learning combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service Learning programs involve students in activities that address local needs while developing their academic skill and commitment to their community." (American Association of Community Colleges)

The pilot placed thirty-four students, from four Gerontology and Nursing Home Administration courses, in seventeen community partner agencies that serve senior citizens. Each student completed twenty-hours volunteering within an agency of their choice. The pilot was assessed through four surveys: student pre and post; community partners, and faculty. The three target groups, students, community partners, and faculty, uniformly rated the Service Learning experience very highly.

Students highest ratings were for statements in which students were asked to reflect on how they were personally affected by the experience. One-hundred percent (100%) of the students "Agreed" with the statements, *a) my service made me feel good about myself*, *b) my service made me feel like a productive citizen*, and *c) I enjoyed serving the local community*. All students (100%) also agreed with the statement, "I learn best when I connect course content to real-life situations." One student commented, "I was very excited to learn that everything that I was being taught and learned in theory could be implemented in the real world."

Community partners, who supervised the students, were highly impressed with the quality of the students. Ninety-four percent (94%) of the supervisors "Agreed" with the statements, *a) the students were an asset to our organization*, *b) the students work has a positive impact on our efforts to meet community needs*, *c) the students work benefited our mission*, and *d) the students displayed a positive attitude*. One supervisor stated, "Thank you. This was a wonderful experience for us. I am impressed with the quality of your students."

Faculty were very supportive of Service Learning in higher education. One-

hundred percent (100%) of the faculty agreed with the statements, *a) using Service Learning was worth the effort*, *b) I will use Service Learning in future courses*, *c) service learning helps fulfill the college mission*, and *d) more courses should implement Service Learning*. A faculty member commented, "Service Learning is especially beneficial to students who have little or no related work experience in long-term care."

Submitted by Tim Andriano

How can teachers compete with social media? Engaging students in the modern classroom.

The smart-phone generation has entered the hallowed halls of higher education and the question has been asked, "Will education ever be the same again?" I say, no, it won't. It's going to be better than ever. This is the information age, the age of technology, the information superhighway. Whatever term we use to describe the amazing age in which we live, it is changing the way we teach. Most of all, it's changing the way in which we keep students engaged in active learning.

We have become a society that demands instant gratification via technological interaction. It has become an increased issue of how, exactly, to keep this generation engaged in classroom learning. How do we, as educators, continuously engage students who have technology at their fingertips, yet lack the incentive to learn? Societal values are skewed when the importance of social media exceeds that of math, science, literature, English grammar, law, physics and even computer science. We need to develop techniques to grasp the interest of the students, to realize the need to learn basics of life, to acquire the tools to advance the society of their generation.

The question arises "How do we as educators turn the focus from frivolity back to reason and enlightenment?"

As an educator, I am constantly bringing the real world into the classroom environment through the utilization of the computer lab and online computer data bases. This semester, the students in my Civil Litigation and Environmental Law classes researched laws, filling out court documents, wrote briefs, and composed letters to clients, navigating government data bases, researching toxic torts, researched Pesticide Law and the scientific data on a poison's effect on a body and the associated medical research on the long-

term effects of the particular poison. Most of all, the focus centered upon making the students think about not just the legal case that is put before them and how it affects the client but, ultimately, if it is an environmental law case, how it affects the planet as a whole. These hands-on experiences kept them engaged in learning the laws they were reading in books and studying in the classroom. Most importantly, it also gave them practical experience they could take with them into a law office as a paralegal.

The key to facilitating student learning is to engage the students in something to do in class to keep them active, busy, talking, thinking and most importantly, participating. To enhance this process, utilization of physical environments will help. Smart Rooms, robotic and science laboratories, workshops for painting, pottery, music, and mechanical and electrical projects are examples. Social celebrations such as "Earth Day" add pleasure to a learning experience. It has been said that soon, teachers will become obsolete and will be replaced by "Guides" who will tell students where to look on the Internet to find information they need to learn. I disagree with this concept, but as learning evolves, so must teaching. An instructor must utilize the new technology, move away from the old standard of "just read this and you'll learn all you need to know in life". As mentioned, the "Hands-On" approach which engages the student to participate in an active, guided focus that is part creative and part fun will be most effective in taking advantage of incredible technology that is now available to the human mind. A major beneficiary of the new technologies is the student who attends a Community College. The instructors take advantage of the wealth of knowledge available at the flick of a finger on a hand-held computer. Students are encouraged to utilize the available speed in researching data and participate in projects of practical value. The time necessary to accomplish a task is reduced to minutes and the hours are better utilized to enhance the education process. As the student ventures out into the world to either a career or to attend other institutions of higher learning, they will continue to remain active members of the educated community. A good representative of this modern learning process is a typical student who has attended Wilbur Wright Community College.

Submitted by Jane McNiven

Developing Critical Thinkers

Challenging Adults to Explore Alternative Ways to Thinking and Acting

Stephen D. Brookfield [Josey Bass Publishers, San Francisco]

"Books on critical thinking tend to be written for students in higher education, rather than for adults living at the nexus of complex and conflicting pressures. Critical thinking is seen as a process applicable chiefly to the college classroom, as something undergraduates do in order to perform well on tests of reasoning abilities or to write persuasive academic essays. [...] But the activities involved in thinking critically should not be restricted to the college classroom or to the undergraduate essay." [p. x]

Here are several aspects of critical thinking Brookfield brings to the fore: critical thinking is a process, not an outcome; critical thinking also has an emotional component; critical thinking challenges assumptions, critical thinking understands the connection between context and assumptions; critical thinking is about exploring alternatives and this leads to 'reflective skepticism.'

Thus, this book takes the goal of critical thinking beyond the classroom and into the larger arenas of the student's life: "in their relationships, in their workplace, as part of their political involvements and with regard to the mass media that influence their perceptions of the world." [p. x]

One of the best chapters is on how critical learning is about increasing civic engagement and political participation. So, for Brookfield, critical thinking really has very high stakes: on it depends the future of our democratic society. He almost goes so far as to say that critical thinking is tantamount with being reasonable and therefore human.

This book provides a very broad account of critical thinking: critical thinking is not merely a skill which one acquires in order to pass a test, but it is a fundamental, life changing attitude and perspective about all things: one's own life, relationships, politics, television, and media. Daring to disagree with others and with your previously held ideas is also part of the life-long pursuit of being a critical thinker.

As instructors we need to realize that "There is not a Holy Grail of facilitating

critical thinking and no one way to instructional enlightenment." [p. 233] Even the ones teaching critical thinking need to be critical thinkers and avoid using standardized models.

This is a very fun and useful book and it will help you see the excitement of 'critical thinking'

Submitted by Adrian Guiu

Summer Reading for Fall Book Clubs

The Center for Teaching and Learning is pleased to announce the Book Club lineup for Fall, 2014.

The series kicks off on Friday, August 15 (Faculty Development Week) with Sarah Schupack and Bill Marsh leading a discussion of *The Heart of Higher Education* by Parker Palmer and Arthur Zajonc. Book Clubs continue in September with a discussion of Claude Steele's fascinating study of 'stereotype threats,' *Whistling Vivaldi: How Stereotypes Affect Us and What We can Do*, followed by sessions on Paulo Freire's classic *Pedagogy of the Oppressed* in October and *Teaching to Transgress* by bell hooks in November.

Advance reading of the books is strongly recommended but not required, and all Book Club events take place in the new Center for Teaching and Learning facility (S243). Copies of all books are available (soon) in the CTL for short-term loan. A limited number of FREE copies will be offered to committed participants (act fast!).

CTL book clubs are open forums for the free exchange of ideas. As Palmer and Zajonc write in *The Heart of Higher Education*, "When we speak and listen truly and well with colleagues, we can begin to weave a new imagination for higher education out of our shared experiences...."

Come share your experiences and join the conversation!

Submitted by Bill Marsh

HLC Annual Conference

A group of ten administrators and faculty attended the 2014 Higher Learning Commission (HLC) annual conference held from April 10 through 14, 2014. Several key points of information were disseminated that will affect Wright

College directly. First, the accreditation cycle has changed. In the new eight-year span, the college is now in year three, instead of year two, and as a result, the college's updated Systems Portfolio must be submitted to the Higher Learning Commission for appraisal in 2015 instead of 2016.

The AQIP Systems Portfolio categories have changed as well. The nine categories used in the previous format will be reduced to six, and the general consensus is that the newer categories make more sense, are less redundant, and more streamlined. The original nine categories were: Helping Students Learn, Accomplishing other Distinctive Objectives, Understanding Students' and other Stakeholders' Needs, Valuing People, Leading and Communicating, Supporting Organizational Operations, Measuring Effectiveness, Planning Continuous Improvement, and Building Collaborative Relationships. The six new categories are: Helping Students Learn, Meeting Student and Other Key Stakeholder Needs, Valuing Employees, Planning and Leading, Knowledge Management and Resource Stewardship, and Quality Overview. The college will use current drafts of the portfolio that are being submitted by the category writing teams, and shift these into the new categories and revise as needed. The AQIP Steering Committee has already begun analyzing past and current categories to shift items appropriately.

Another new item from HLC is the Strategic Forum. An on-site option may be available, which could allow greater participation than the previous off-site conference. The HLC has developed a new student survey, which is now part of the reaffirmation process. Surveys will be distributed two to three months before the reaffirmation review.

Several federal compliance policy and procedure revisions were presented at the HLC Conference. One of these changes is that the HLC will review advertising and marketing for financial aid, and transparency related to the accreditation status of an institution and its programs, as well as institutional disclosures. HLC will look at how the institution maintains these disclosures related to grading and other academic policies.

In addition, credit hour verification policies will include procedures, and alignment between practice and written materials. The credit hour review will include both

(Continued on page 5)

(Continued from page 4)

the Carnegie approach and the “equivalent amount of work” approach; the “equivalent amount of work approach includes a review of course student learning outcomes (SLOs) and evidence of student achievement. A credit hour worksheet, in two parts, also must be completed as part of the Federal filing.

Another policy revision is that a college-wide data base of student complaints will have to be maintained and reviewed on a regular basis. Along with these revisions, beginning in 2015, institutions are now required to post student retention and persistence rates on their websites. The college will be reviewing current policies and procedures to ensure that Wright College is in compliance with these changes.

Submitted by Kevin Li

An Overview of Wright in Your Corner (WiYC)-Student Center

Wright in Your Corner-Student Center supports student retention in a variety of ways: co-curricular programming, English and Math tutoring, academic coaching and mentoring, and peer networking opportunities. WiYC’s mission is to: Empower, Inspire, and Engage Wright Students to Build Community by:

- Excelling Academically
- Exploring Careers
- Expanding Social Networks
Building Professional Networks

Wright in Your Corner assists students of all ability levels by supporting and improving academic skills. The Student Center provides a range of services, including tutoring, academic and career coaching, and a wide range of workshops. Specific services include: Tutoring-COMPASS test preparation and individual assistance in writing and mathematics. Coaching-Assistance with choosing degree and certificate programs, course selection, U.Select transfer plans, job search strategies, and resume building. Workshop topics include: Soft Skill Development, Advisor Meet, Interview Skills, Transfer Planning, and Stress Management.

The number of students served by the Wright in Your Corner-Student Center

During the Fall 2012 semester the WiYC

supported 471 students through math and English tutoring and workshops such as study skill strategies and career preparation seminars. During Spring 2013, WiYC saw a 12.5% increase in student visits with a total of 530 unduplicated visits. The WiYC Center saw a 35.0% increase in total visits in Spring 2013 with 2,441 student visits in Spring 2013 in comparison to 1,808 visits in Fall 2012. For Spring 2013, students visiting the Center had a 72.8% course success rate (A, B, C, and S Grades) and an 88.5% course retention rate.

Term-to-Term Retention

Of the students who visited the WiYC Center during the Fall 2012 semester 332 students out of the 471 visitors enrolled for the Spring 2013 term representing a 70.5% re-enrollment rate. Out of the 530 students who visited the WiYC Center during the Spring 2013 semester 334 of those students enrolled for the Fall 2013 semester, representing a 63.0% re-enrollment rate.

Spring 2014 (data may be duplicated)

124 Students used the center to study

18 Students used the center for academic coaching

121 Students have used the center to attend co-curricular events

Co-Curricular Programs (numbers are unduplicated for workshops)

Spring 2014

Peer Mentor Leadership Program (Currently recruiting students)

2/11/2014 Organizational Skills and Time Management (7 students)

2/11/2014 Anatomy and Physiology Study Skills Workshop (8 students)

2/11/2014 Academic Goal Setting Workshop (Sponsored by the Disability Access Center Workshop) (4 students)

1/30/14 Poetry Slam Event-Promoting College Engagement and Community Building (40 Students)

1/29/2014 Soft Skills Workshop-Building Professionalism (10 students)

1/23/2014 Research Experience for Undergraduates Application Workshop Partnership with Northwestern University (6 students)

1/21/14 Reading for Wisdom Workshop (8 students)

1/16/14 College Success Resource Boot

Camp (7 students)

1/15/14 College Success Resource Boot Camp (11 students)

Fall 2013

11/13/2013 Research Experience for Undergraduates Information Session (67 students)

12/12/2013 Soft Skills workshop-Professional Networking (7 students)

12/5/13 Poetry Slam-Building Community on Campus (44 students)

12/04/2013 Soft Skills Workshop (16 students)

11/21/2013 Soft Skills Workshop-Presentation Skills (6 students)

11/20/2013 Poetry Slam (55 students)

11/19/2013 Anatomy and Physiology Study Skill Workshop (8 students)

11/13/2013 Plagiarism Workshop (8 students)

10/31/2013 Math Club Event (36 students)

10/31/2013 PTK Scholarship Workshop (15 students)

10/28/2013 Great Books Event (24 students)

10/24/2013 Tutor Meet and Greet (8 students)

10/23/2013 Texting While Driving Film (30 students)

10/17/2013 Soft Skills Workshop (9 students)

10/10/2013 English 101 Podcast Event (36 students)

9/25/2013 College Success Boot Camp (Supporting Foundational Studies Students) (30 students)

9/17/2104 Writing Center Meet and Greet (12 students)

9/10/2013 Writing a Thesis Statement (8 students)

9/03/2013 Meet and Greet Your Assigned College Advisor (209 students)

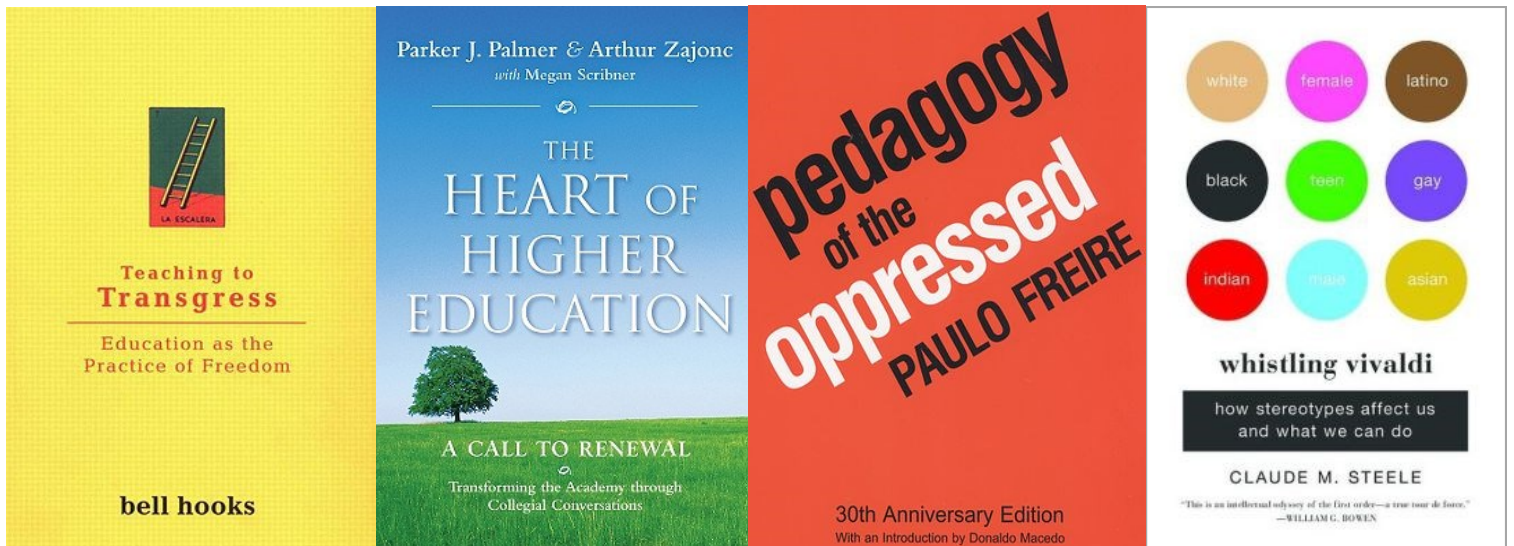
Submitted by Bradley Elwood



CITY COLLEGES of CHICAGO
Wilbur Wright
Education that Works

Center for Teaching and Learning

BOOK CLUBS



If you are interested in participating in the Fall 2014 CTL Book Club, there will be free books available to all faculty and staff in A-113, on a first-come, first-served basis.



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Rising tides lift all boats

CENTER *for* TEACHING AND LEARNING

CTL Mission Statement: The college envisions a faculty and staff-led approach to foster a sustainable culture of engagement, development, and lifelong learning among all stakeholders. The CTL will empower participants to excel in teaching, learning, and leading in a collaborative college environment.

**Thinking about attending a CTL Professional Development Session?
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Continuing Education!**

**All faculty and staff are welcome to attend
CTL sessions.**

***Be on the lookout for upcoming announcements
and flyers regarding Fall 2014 CTL sessions!***

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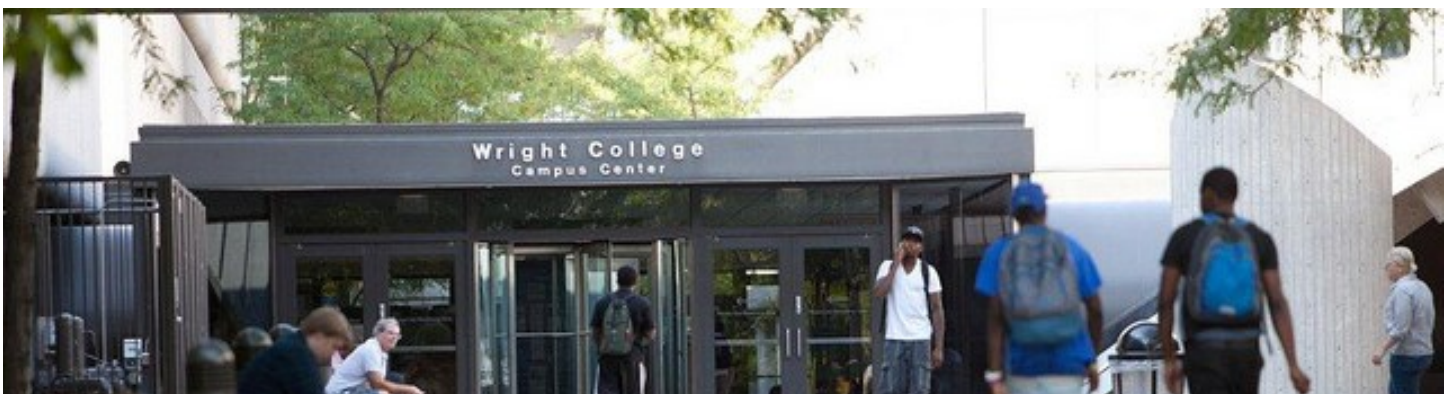
Innovative Educators



We are in the process of streamlining the information on all Wright College department webpages to ensure that these pages have a consistent layout and similar available information for students.

During the Fall 2014 semester, Larry Buonaguidi will work with the department chairperson(s) to update their department's webpage. If you are working during the Summer, you can start this process sooner by contacting Larry.

If you have questions or concerns, please reach out to Larry Buonaguidi at lbuonaguidi@ccc.edu or (773) 481-8250.



Have a *great* Summer, see you in the Fall!