

# **ILLINOIS COMMUNITY COLLEGE BOARD**

## **2016 PROGRAM REVIEW**

---

### **RICHARD J. DALEY COLLEGE ONE OF THE CITY COLLEGES OF CHICAGO**



**DR. JOSE M. AYBAR,  
PRESIDENT**

---

**JULY 2016**

# Program Review Contact Information

**Name:** Keith M. McCoy, Ph.D.

**Title:** Vice President of Academic and Student Affairs

**Email Address:** kmccoy@ccc.edu

**Phone:** 773-838-7516

**Fax:** 773-838-7985

**College:** Richard J. Daley

**District:** 508

**Mailing:** 7500 South Pulaski Road  
Chicago, Illinois 60652

**Contributors:**

- *Craules, Helena*, Associate Dean of Instruction
- *Crawford, Michael*, Dean of Instruction
- *Johnson, Jean*, Dean of Continuing Education
- *McCoy, Keith*, Vice President of Academic and Student Affairs
- *Shechter, Benli*, Professor & Chair of Humanities, Social & Behavioral Science, and Foreign Language Department
- *Sullivan, Erin*, Director of Athletics
- *Terrell-Hearns, Joy*, Professor & Chair of Child Development
- *Vena, Angela*, Director of Activities
- *Washington, Crystal*, Executive Director of Business Services

## Table of Contents

Basic Certificate in Computer Numeric Control Technician (01.0608) .....	4
A.A.S. in Child Development - Pre-school Education (19.0709).....	6
Advanced Certificate in Child Development - Pre-school Education (19.0709) .....	9
Basic Certificate in Child Development - Pre-school Education (19.0709) .....	11
A.A.S. Degree in Manufacturing Technology (47.0303).....	13
Advanced Certificate in Manufacturing Technology (47.0303) .....	16
Advanced Certificate in Industrial Maintenance (47.0303) .....	17
Basic Certificate in Pharmacy Technician (51.0805).....	18
Basic Certificate in Management/Marketing (52.1401) .....	19
Basic Certificate in Real Estate Broker Licensure (52.1501) .....	20
Social & Behavioral Sciences.....	21
Transfer Functions and Programs including AA, AS, AES, AGS Degree Programs .....	25
Business Services.....	29
Athletics .....	31
Student Activities .....	35
Appendix – CCC Transfer & Articulation .....	38

## Basic Certificate in Computer Numeric Control Technician (01.0608)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

##### Program Identification Information

<b>CIP Code: 48.0503</b>
--------------------------

<b>Career Cluster</b> Manufacturing
--

<b>Career Pathway</b> Production
-------------------------------------

<b>Program of Study</b> Machine Shop Technology/Assistant
--

<b>Community College Program Title:</b> Basic Certificate in Computer Numeric Control Technician	<b>Degree Type</b> 30-Certificate
---	--------------------------------------

##### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

**Improvements & Rationale for Action**

The Basic Certificate program in Computer Numeric Control Technician was initially offered through the college’s Continuing Education Department. However, since 2015, this program has since been replaced with the newer 16-credit-hour program, Basic Certificate in Computer Numeric Control (CNC) Machining. This new program is being offered in the college credit division. Currently, this program is one of many within Daley’s Advanced Manufacturing Department which employs two full-time instructors.

As can be seen from Table 1 below, enrollment in this program has been steady since 2013. We expect this enrollment to continue and grow with the new certificate program.

**Table 1. FY11 - FY15 Enrollment and Awards**

	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Enrollment</b>	-	-	15	19	21
<b>Program Awards</b>	-	-	27	28	-

*Source: OpenBook – Enrollment by Declared Degree and Program & Awarded Degrees & Certificates Reports*

The new basic certificate program, like the one being discontinued, is a fully-developed program of study for high school students. Daley currently offers dual enrollment opportunities for high school students interested in the new program.

Indices to evaluate cost effectiveness are unavailable.

## A.A.S. in Child Development - Pre-school Education (19.0709)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 19.0709</b>
--------------------------

<b>Career Cluster</b> Human Services
---

<b>Career Pathway</b> Early Childhood Development and Services
---

<b>Program of Study</b> Child Care Provider/Assistant
--

<b>Community College Program Title:</b> Basic Certificate in Child Development – Pre-school Education	<b>Degree Type</b> 03-A.A.S.
---	---------------------------------

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

***All Child Development programs at City Colleges of Chicago (CCC) are being transitioned to Truman College, with the last enrollment into the A.A.S. program expected to occur in fall 2015. Thus, this program is expected to be closed by fall 2018.***

### Improvements & Rationale for Action

The Child Development program at Richard J. Daley College is part of the Department of Applied Sciences, which includes: Criminal Justice, Business and Child Development. The program is currently accredited by the National Association for the Education of Young Children (NAEYC). The mission of the Child Development Program is to provide affordable, developmentally appropriate, quality education that empowers our students to become ethical, productive, and prosperous participants in children's education and care. Currently the program is staffed by three full-time faculty and has access to a number of adjunct faculty, if necessary.

The A.A.S. degree program in Child Development – Pre-school Education is the study of child development theory and practice for students who intend to work as a teacher or teacher assistant in a public or private pre-school program, child-care center or nursery school. Ten courses comprise the concentration in child development for students to learn the needed skills to work effectively in the field with young children, their families and the communities.

According to the U.S. Bureau of Labor Statistics (BLS), between 2012 and 2022, employment for preschool teachers is projected to grow by 17%, which is faster than the average growth for all occupations in this same time frame ([www.bls.gov](http://www.bls.gov)). Hence, there is a demand for the training provided within the degree program. The degree requires the completion of 62 credit hours, including a practicum where students are required to demonstrate experiential learning within a professional setting.

In order to retain NAEYC accreditation, Daley's Child Development program must show evidence that its students completing the program meet the following standards:

- Standard 1: Promoting child development and learning
- Standard 2: Building family and community relationships
- Standard 3: Observing, documenting, and assessing to support young children and families
- Standard 4: Using developmentally effective approaches to connect with children and families
- Standard 5: Using content knowledge to build meaningful curriculum
- Standard 6: Becoming a professional

In 2014, the program's accreditation was reaffirmed by NAEYC, pending the following conditions:

1. Revise key assessments (student instructions and rubrics) for all standards to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards.
2. Revise all rubrics so they provide qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess.

As a result of the findings from the NAEYC team visit, Daley was required to address the above conditions with the first annual report (following the reaffirmation visit) but meet the conditions in the second annual report. Daley just submitted its second annual report to NAEYC and is awaiting feedback.

From Table 1 below, it can be seen that enrollment, between FY11 and FY15, peaked in FY14 but declined about 18% in FY15. The number of students who enrolled in the A.A.S. program for Child Development – Pre-school Education during FY16 is 151. This connotes a decreasing trend in program enrollment which mirrors the declining headcount in Child Development courses. In fact, course enrollment was the highest in FY2011. This is consistent with state trends in similar programs. This may explain why degree completion is highest in 2014 (i.e., three years from a student beginning in 2011).

**Table 1. FY11 - FY15 Enrollment and Awards**

	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Program Enrollment (Unduplicated)</b>	125	143	178	191	177
<b>Course Enrollment (Duplicated)</b>	655	600	568	477	400
<b>Program Awards</b>	35	39	27	41	37

Source: OpenBook – Enrollment by Declared Degree, Enrollment by Class, and Program & Awarded Degrees & Certificates Reports

From Table 2 below, results over a three-year period, between 2011 and 2013, indicate that, of the 83.3% of respondents who are employed, 73.7% have jobs related to the A.A.S. in Child Development – Pre-school Education program at Daley. Considering the current employment market, this seems to be a reasonable proportion of students employed in their field of study. Other survey results provide support for the quality of the program. Approximately, 88.2% of students were satisfied with the program's courses and 88.9% were satisfied with the overall services at Daley.

**Table 2. 2011 - 2013 Graduate Survey Results (N=97) – Averaged over 3 Years**

Item	Outcome
Employed or Pursued Additional Education after CCC	95.7%
Pursued Additional Education after CCC	52.2%
Employed	83.3%
Employed in Job Related to Program	73.7%
Very Satisfied with Job	84.2%
Satisfied with Program Courses	88.2%
Satisfied with College Services	88.9%

Source: Office of Decision Support – FY11-FY13 Three-year Summary of GFS by Program Report

The program has its challenges. One such challenge is utilizing the child care facility on campus more to ensure current and future students have access to working with young children. At Daley College, students would be able to fulfill course requirements and apply the knowledge they have learned to real-life experiences by working with young children. Other challenges are securing child care centers in communities, where Daley College students are completing their service learning hours, that are licensed and following the mandates of the Department of Children and Family Services (DCFS).

The program also struggles with recruiting male students for the program. This is a critical part of child care; as it is essential children have positive male role models as they do female role models. According to Georgetown University Center on Education and the Workforce, "women are heavily concentrated in the field of education". It also states, the field of Early Childhood Education has the highest concentration of women, 97% and 3 % males.

Another major challenge is the high number of high school graduates entering college underprepared. Over 90% of incoming students at Daley College place into remedial or developmental education courses. Child Development instructors struggle with providing learning opportunities that meet the needs of students with wide varying abilities.

High school students can enroll in the program's courses for dual enrollment. The degree program does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As documented above, the program does lead to a degree that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

## Advanced Certificate in Child Development - Pre-school Education (19.0709)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

##### Program Identification Information

<b>CIP Code: 19.0709</b>	
<b>Career Cluster</b> Human Services	
<b>Career Pathway</b> Early Childhood Development and Services	
<b>Program of Study</b> Child Care Provider/Assistant	
<b>Community College Program Title:</b> Advanced Certificate in Child Development – Pre-school Education	<b>Degree Type</b> 20-Certificate

##### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

***All Child Development programs at City Colleges of Chicago (CCC) are being transitioned to Truman College, with the last enrollment into the A.A.S. program expected to occur in fall 2015. Thus, this program is expected to be closed by fall 2018.***

### Improvements & Rationale for Action

The Advanced Certificate program in Child Development – Pre-school Education is a 32-credit-hour program that prepares students to become a childcare worker or teacher assistant. The program staff has been described previously within the report for the A.A.S. in Child Development – Pre-school Education.

From Table 1 below, it can be seen that enrollment was low to non-existent between FY11 and FY15. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. This would correspond to the A.A.S. degree in Child Development – Pre-school Education. However, some students do receive for the Advanced Certificate, while pursuing the A.A.S. degree. As demonstrated in Table 1, certificate completers was more consistent between 2012 and 2014. This could be a factor of advising. That is, advisors may not be urging students to work toward the Advanced Certificate, as they are pursuing the A.A.S.

**Table 1. FY11 - FY15 Enrollment and Awards**

	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Program Enrollment (Unduplicated)</b>	1	-	-	2	-
<b>Program Awards</b>	15	35	31	33	18

Source: OpenBook – Enrollment by Declared Degree and Program & Awarded Degrees & Certificates Reports

From Table 2 below, results over a three-year period, between 2011 and 2013, indicate that, of the 83.3% of respondents who are employed, 100.0% have jobs related to the Advanced Certificate in Child Development – Pre-school Education program at Daley. Considering that these students are considered incumbent workers, it makes sense that they would seek stackable credentials, like a certificate, as they pursue their A.A.S. degree. Other survey results provide support for the quality of the program. Approximately, 93.3% of students were satisfied with the program's courses and 90.6% were satisfied with the overall services at Daley.

**Table 2. 2011 - 2013 Graduate Survey Results (N=21) – Averaged over 3 Years**

Item	Outcome
Employed or Pursued Additional Education after CCC	100.0%
Pursued Additional Education after CCC	50.0%
Employed	83.3%
Employed in Job Related to Program	100.0%
Very Satisfied with Job	80.0%
Satisfied with Program Courses	93.3%
Satisfied with College Services	90.6%

Source: Office of Decision Support – FY11-FY13 Three-year Summary of GFS by Program Report

High school students can enroll in the program's courses for dual enrollment. The degree program does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As documented above, the program does lead to a degree that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

## Basic Certificate in Child Development - Pre-school Education (19.0709)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 19.0709</b>	
<b>Career Cluster</b> Human Services	
<b>Career Pathway</b> Early Childhood Development and Services	
<b>Program of Study</b> Child Care Provider/Assistant	
<b>Community College Program Title:</b> Basic Certificate in Child Development – Pre-school Education	<b>Degree Type</b> 30-Certificate

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

***All Child Development programs at City Colleges of Chicago (CCC) are being transitioned to Truman College, with the last enrollment into the A.A.S. program expected to occur in fall 2015. Thus, this program is expected to be closed by fall 2018.***

### Improvements & Rationale for Action

The Basic Certificate program in Child Development – Pre-school Education is a 10-credit-hour program that prepares students to become an entry-level childcare worker or teacher assistant. Based on the need to train more childcare workers, Daley College created a credential that students could use for immediate employment. In fall 2012, Daley College developed and was approved to offer a 10-hour basic certificate in Pre-school Education that will allow students to earn a credential that could lead to employment as a childcare worker. The program staff has been described previously within the report for the A.A.S. in Child Development – Pre-school Education.

From Table 1 below, it can be seen that enrollment was low to non-existent between FY11 and FY15. This is primarily due to the registration system used. Students are typically programmed according to the highest completion award expected. This would correspond to the A.A.S. degree in Child Development – Pre-school Education. However, some students do receive the Basic Certificate, while pursuing the A.A.S. degree. As demonstrated in Table 1, there has been a consistent increase in Basic Certificate completers. There appears to be an increasing interest in pursuing this certificate. This could be due to the ability to secure employment in childcare facilities, upon completion of this short-term program.

**Table 1. FY11 - FY15 Enrollment and Awards**

	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Program Enrollment (Unduplicated)</b>	-	-	-	-	9
<b>Program Awards</b>	9	35	44	71	166

*Source: OpenBook – Enrollment by Declared Degree and Program & Awarded Degrees & Certificates Reports*

Unfortunately, data on students being employed with only the Basic Certificate in Child Development – Pre-school Education does not yet exist. This could be a result of students, despite being able to secure employment at a childcare facility, not working in the field because they are still pursuing their A.A.S. degrees. The three courses completed to earn the certificate are typically first-semester or first-year courses.

High school students can enroll in the program's courses for dual enrollment. The degree program does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As documented above, the program does lead to a degree that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

## A.A.S. Degree in Manufacturing Technology (47.0303)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 47.0303</b>
--------------------------

<b>Career Cluster</b> Manufacturing Career
---

<b>Career Pathway</b> Maintenance, Installation and Repair
---

<b>Program of Study</b> Industrial Mechanics and Maintenance Technology
--

<b>Community College Program Title:</b> Associate of Applied Science Degree in Manufacturing Technology	<b>Degree Type</b> 03-A.A.S.
--	---------------------------------

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

### Improvements & Rationale for Action

The Manufacturing Technology program at Richard J. Daley College was named by Mayor Rahm Emanuel and Chancellor Cheryl Hyman as the focus area for CCC. The program is currently accredited by the National Institute of Metalworking Skills (NIMS). Daley College prepares highly skilled technicians in computer-integrated manufacturing, robotics and factory automation by helping students to:

- Learn computer-aided design, CNC programming, and 3-D printing, in our state-of-the-art computer lab;
- Program, set up and operate computerized machine tools to produce parts to tolerances measured in millionths of an inch;
- Learn the fundamentals of robotics, electricity, and electronics.
- Learn to setup and repair the high-tech machines that make complex medical instruments, aircraft, locomotives, wind turbines, and the "smart electrical grid"; and
- Be a part of the manufacturing renaissance in Chicago as America is re-tooled for "green" renewable energy and other emerging technologies.

Students can currently concentrate their studies in one of four areas, while pursuing the A.A.S. in Manufacturing Technology Degree, including: (1) computer numeric controls (CNC), (2) factory automation, (3) operations management, and (4) process technology. Process technology, along with welding, will be developed into its own A.A.S. program in the near future. Students have the ability to earn a number of industry credentials while pursuing their degree. These certifications include: NIMS, Manufacturing Skill Standards Certification (MSSC), and American Welding Society. Currently the program is staffed by two full-time faculty and has access to a number of adjunct faculty, if necessary.

According to the U.S. Bureau of Labor Statistics (BLS), between 2014 and 2024, employment for machinists and tool die makers is projected to grow by 6%, which is as fast as the average growth for all occupations in this same time frame ([www.bls.gov](http://www.bls.gov)). Employment for Industrial Machinery Mechanics, Machinery Maintenance Workers, and Millwrights is expected to grow by 16%, which is faster than the average national growth of all occupations. Further, it is expected, with the greying of the manufacturing workforce, there will be an expected large number of retirees and future need for new workers. Hence, there is a demand for the training provided within the degree program. The degree requires the completion of 62 credit hours.

From Table 1 below, it can be seen that enrollment, between FY11 and FY15 has been increasing continuously. The enrollment of students within the A.A.S. program in Manufacturing Technology has significantly increased between FY11 and FY15. The increase in both program and course enrollment is largely due to the revamping of the curriculum and partnership with industry to train incumbent workers. The number of students who enrolled in the A.A.S. program for Manufacturing Technology during FY16 is 117. The number of degree completers remain small. This is primarily because the program can accommodate a smaller numbers of students because the labs and machinery can only accommodate a small number of students. The maximum class size for a manufacturing course is generally 15. Another reason for the small completion of the A.A.S. degree is that there are several on- and off-ramps that allow students to earn certificates and go to work. We expect many of these students to return to pursue the A.A.S. degree, as they seek higher salaries or positions within manufacturing companies.

**Table 1. FY11 - FY15 Enrollment and Awards**

	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Program Enrollment (Unduplicated)</b>	8	12	25	70	99
<b>Course Enrollment (Duplicated)</b>	86	160	269	400	515
<b>Program Awards</b>	-	2	1	3	1

*Source: OpenBook – Enrollment by Declared Degree, Enrollment by Class, and Program & Awarded Degrees & Certificates Reports*

Unfortunately, follow-up data on graduates from the A.A.S. in Manufacturing Technology is not yet available. This is probably due to the small numbers of graduates produced, even over a three-year period for which data is collected and reported. It is hoped that this will be possible within the next few years.

A major challenge for the program is locating sufficient and qualified instructors, who can teach in the program. Daley College has implemented a recruiting and training program aimed at enlisting instructors directly from industry and then training them on andragogical techniques and best practices on teaching and learning in higher education. Lastly, because of the limited number of students who can be instructed in the lab on equipment, the capacity to grow future enrollment is greatly handicapped.

High school students can enroll in the program's courses for dual enrollment. The degree program does include academic and CTE courses in a coordinated, non-duplicative progression of courses. As documented above, the program does lead to a degree that can be used for employment.

Indices to evaluate cost effectiveness are unavailable.

## Advanced Certificate in Manufacturing Technology (47.0303)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 47.0303</b>
--------------------------

<b>Career Cluster</b> Manufacturing Career
---

<b>Career Pathway</b> Maintenance, Installation and Repair
---

<b>Program of Study</b> Industrial Mechanics and Maintenance Technology
--

<b>Community College Program Title:</b> Advanced Certificate in Manufacturing Technology	<b>Degree Type</b> 20-Certificate
---	--------------------------------------

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

#### Improvements & Rationale for Action

This program is in the process of being sunset. There are no students enrolled in this program.

## Advanced Certificate in Industrial Maintenance (47.0303)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

##### Program Identification Information

<b>CIP Code: 47.0303</b>
--------------------------

<b>Career Cluster</b> Manufacturing Career
---

<b>Career Pathway</b> Maintenance, Installation and Repair
---

<b>Program of Study</b> Industrial Mechanics and Maintenance Technology
--

<b>Community College Program Title:</b> Advanced Certificate in Manufacturing Technology	<b>Degree Type</b> 20-Certificate
---	--------------------------------------

##### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

##### Improvements & Rationale for Action

This program has been sunset.

## Basic Certificate in Pharmacy Technician (51.0805)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 51.0805</b>
--------------------------

<b>Career Cluster</b> Health Science Career
--

<b>Career Pathway</b> Therapeutic Services
---

<b>Program of Study</b> Pharmacy Technician/Assistant
--

<b>Community College Program Title:</b> Basic Certificate in Pharmacy Technician	<b>Degree Type</b> 30-Certificate
---	--------------------------------------

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

#### Improvements & Rationale for Action

This program has been sunset.

## Basic Certificate in Management/Marketing (52.1401)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

#### Program Identification Information

<b>CIP Code: 52.1401</b>
--------------------------

<b>Career Cluster</b> Marketing Sales and Service Career
---

<b>Career Pathway</b> Management and Entrepreneurship
--

<b>Program of Study</b> Marketing/Marketing Management, General
--

<b>Community College Program Title:</b> Basic Certificate in Management/Marketing	<b>Degree Type</b> 30-Certificate
--	--------------------------------------

#### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

***This program is expected to be sunset spring 2018. There will be no students enrolled in this program and summer 2018.***

#### Improvements & Rationale for Action

This evaluation of the Basic Certificate in Management/Marketing program was accidentally provided with Daley's 2013 ICCB Program Review. Because the program is being sunset, no further evaluation information will be presented at this time.

## Basic Certificate in Real Estate Broker Licensure (52.1501)

### SUMMARY REPORT OF REVIEW RESULTS

#### CAREER & TECH ED PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

##### Program Identification Information

<b>CIP Code: 52.1501</b>
--------------------------

<b>Career Cluster</b> Marketing Sales and Service Career
---

<b>Career Pathway</b> Professional Sales and Marketing
---

<b>Program of Study</b> Real Estate
--

<b>Community College Program Title:</b> Basic Certificate in Real Estate Broker Licensure	<b>Degree Type</b> 30-Certificate
--	--------------------------------------

##### Action

- Continued with minor improvements
- Significantly modified
- Discontinued/Eliminated
- Placed on inactive status
- Scheduled for further review
- Other, please specify:

##### Improvements & Rationale for Action

This program has been sunset.

## Social & Behavioral Sciences

### SUMMARY REPORT OF REVIEW RESULTS

#### ACADEMIC DISCIPLINES REVIEWED IN ACADEMIC YEAR 2016

<b>Discipline Area</b>	Social & Behavioral Sciences
------------------------	------------------------------

At Daley, Social and behavioral science courses are housed in the Humanities, Social & Behavioral Science, and Foreign Language Department. It is a highly diverse department that includes the following disciplines: art, economics, fine arts, foreign languages, and geography, history, political science, psychology, social science, and sociology. The department provides a wide variety of general education courses required to complete the Associate in Arts, Associate in Science, and Associate in Applied Science Degrees. It also provides many of the core courses needed to meet the general education requirements at most four-year institutions.

#### Department

Currently, Daley College's Humanities, Social & Behavioral Science, and Foreign Language Department has seven full-time and 32 part-time faculty members. The department is also staffed by two clerical support staff, one full-time and one part-time. Social and behavioral courses are led by four full-time faculty, which includes one history instructor (tenure-track), two political science, social science and sociology instructors (tenured), and one psychology instructor (tenured).

#### Mission & Core Competencies

In sharing the vision and the mission of Richard J. Daley College, the social and behavioral science courses offered in the Humanities, Social & Behavioral Science, and Foreign Language Department seek to create student awareness through humanistic sensibility and development of individual and critical thinking through the visual arts, psychology, social science and literature. The department also provides students with an appropriate physical space, including a culturally diverse and intellectual environment for the study and creation of art.

Social and behavioral science course outcomes are aligned with Daley's core competencies. The goal is to help students succeed in:

1. Communicating effectively: Through research and the delivery of presentations in each field of study, students become aware of the importance of written and spoken communication skills.
2. Thinking analytically, critically, and creatively: In each field of study, students are required to analyze current and historical events; evaluate various positions; critique works of art, music, and points of view; and to think outside the box to propose solutions to challenges and problems impacting their own lives, the broader community, and the world. Our courses often provide common ground for exploration into other fields within the department.
3. Appreciating diversity: Art and humanities courses expose students to both historical and current customs that increase their cultural awareness in the U.S. and globally. Students are encouraged to participate in cultural events within the college, their communities, and throughout the city.
4. Reasoning quantitatively: Students are exposed to quantitative data within each field of study. Within the visual arts, basic mathematical content is presented through measurement and geometric imagery.
5. Using technology effectively: Daley's courses often expose and help students develop computer skills. These include the ability to effectively utilize presentations, spreadsheets, and word-processing software, used at four-year institutions and in the workforce.
6. Valuing ethics: Courses throughout the department help students become aware of the importance of ethics and decision making. Special emphasis is placed on these topics especially within the Humanities and Philosophy fields.

**General Education & IAI Approved Majors Courses:**

The department offers several courses in social and behavioral sciences that transfer to four-year institutions. Most courses can be categorized as those meeting general education requirements. The Associate of Arts and Associate of Science degrees require a minimum of 9 and 6 credit hours in Social or Behavioral Sciences, respectively. The number of credit hours required by the Associate in Applied Science degree varies by program.

Table 1 below lists the general education courses offered by the department.

**Table 1. General Education Courses offered.**

Discipline	Course Number	IAI-approved
Economics	201	X
	202	X
History	111	X
	112	X
	141	X
	142	X
	215	X
	247	X
Political Science	200	X
	201	X
	203	X
	204	X
	207	X
Psychology	201	X
	207	X
	211	X
	213	X
Social Science	101	X
	102	X
Sociology	201	X
	207	X
	211	X
	213	X

All course syllabi are standardized by equivalent courses for consistency in teaching, including common student learning outcomes. All syllabi are housed on the college's intranet. Each instructor is required to upload his/her syllabus into the Blackboard Learning Management System by the first day of each term, accessible by both students and guests.

**Course Scheduling**

Course scheduling is monitored by the Vice President of Academic & Student Affairs, in collaboration with the Department Chair. Course offerings are scheduled and monitored in order to maximize enrollment and offer students the best chance for completion of their intended program. See recent course offerings in Table 2 below. Most courses are offered during the fall and spring semesters. Courses with smaller enrollments, such as Studio Art may be offered once per year.

**Table 2: Course Offerings Fall 2015 & Spring 2016**

Fall 2015	Spring 2016
<b>ECONOMICS</b> — 201, 202	<b>ECONOMICS</b> — 201, 202
<b>HISTORY</b> — 111, 141, 142, 215, 247	<b>HISTORY</b> — 141, 142, 215, 247
<b>POLITICAL SCIENCE</b> — 201, 204	<b>POLITICAL SCIENCE</b> — 200, 201, 203
<b>PSYCHOLOGY</b> — 201, 207, 211	<b>PSYCHOLOGY</b> — 201, 207, 211, 213
<b>SOCIAL SCIENCE</b> — 101, 102	<b>SOCIAL SCIENCE</b> — 101
<b>SOCIOLOGY</b> — 201, 205, 207	<b>SOCIOLOGY</b> — 201, 203, 207

**Course Enrollments**

Tables 3 and 4 below provide the total student enrollments in Social and Behavioral Science courses between FY11 and FY15.

**Table 3: FY11 - FY15 Social & Behavioral Sciences Unduplicated Enrollment by Course & Term**

Course	FY11	FY12	FY13	FY14	FY15
ECONOMICS 201	72	73	65	95	231
ECONOMICS 202	65	27	39	65	50
HISTORY 111	145	109	106	38	0
HISTORY 112	100	37	38	0	37
HISTORY 141	66	109	103	158	134
HISTORY 142	71	150	114	153	128
HISTORY 215	0	71	126	160	183
HISTORY 247	0	76	148	140	88
POLITICAL SCIENCE 200	0	0	0	0	0
POLITICAL SCIENCE 201	172	222	158	259	255
POLITICAL SCIENCE 203	0	0	0	0	20
POLITICAL SCIENCE 204	0	22	89	34	17
POLITICAL SCIENCE 207	0	0	0	18	11
PSYCHOLOGY 201	385	346	495	605	678
PSYCHOLOGY 207	86	51	90	75	98
PSYCHOLOGY 211	67	65	64	71	74
PSYCHOLOGY 213	79	23	34	0	30
SOCIAL SCIENCE 101	364	286	265	253	205
SOCIAL SCIENCE 102	101	124	186	107	40
SOCIOLOGY 201	204	147	184	243	266
SOCIOLOGY 203	43	36	155	164	158
SOCIOLOGY 205	20	37	32	0	21
SOCIOLOGY 207	33	227	219	209	233

Source: OpenBook Enrollment by Course

**Table 4: FY11 - FY15 Unduplicated Enrollment in Social & Behavioral Sciences by Discipline**

<b>Discipline</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>
ECONOMICS	137	100	104	160	281
HISTORY	382	552	635	649	570
POLITICAL SCIENCE	172	244	247	311	303
PSYCHOLOGY	617	485	683	751	880
SOCIAL SCIENCE	465	410	451	360	245
SOCIOLOGY	300	447	590	616	678
<b>TOTAL</b>	<b>2073</b>	<b>2238</b>	<b>2710</b>	<b>2847</b>	<b>2957</b>

Source: *OpenBook Enrollment by Course*

As seen from Table 4 above, enrollment in courses within social and behavioral science disciplines has generally increased since FY11. For example, between FY11 and FY15, enrollment in Economics by 105%; History by 49%; Political Science by 76%; Psychology by 43%; Sociology by 126%; however, enrollment in Social Science decreased by 47%.

As a percent of total enrollment, enrollment numbers vary. Most disciplines show slight increases, with one marked increased and one marked decline. For example, economics increased from 7% in FY11 to 10% in FY15; history increased from 18% in FY11 to 19% in FY15; political science increased from 8% in FY11 to 10% in FY15; psychology remained fixed at 30%; social science decreased from 22% in FY11 to 8% in FY15; and sociology increased from 15% in FY11 to 23% in FY15.

#### **Improvements & Rationale for Action**

Assessment of student learning is in its infancy in the department. During fall 2012 Semester, the Humanities, Social & Behavioral Science, and Foreign Languages Department began developing and piloting course level assessments in social and behavioral science disciplines. Both full- and part-time faculty are engaged in this endeavor. The courses that are being assessed over the two year cycle (2015 – 2017) are History 215, Psychology 201, Social Science 101, and Social Science 102. Currently, enrollment in these courses represent 23% of the total enrollment in all social and behavioral science disciplines.

## Transfer Functions and Programs including AA, AS, AES, AGS Degree Programs

### SUMMARY REPORT OF REVIEW RESULTS

#### CROSS-DISCIPLINARY PROGRAMS REVIEWED IN ACADEMIC YEAR 2016

<b>Cross-Disciplinary Program</b>	Transfer Functions and Programs including the AA, AS, AES, AGS degree programs
-----------------------------------	--

#### **Transfer Defined**

Richard J. Daley College defines “transfer” functions as those that assist degree-seeking students in transferring to a four-year institution. Transfer programs are those associate degree programs that can be used by students to transfer into programs at four-year institutions. These include the following degrees offered at Daley: Associates in Arts (A.A.), Associates in Science (A.S.) and Associates in Engineering Sciences (A.E.S.). While the Associate in General Studies (A.G.S.) is typically not considered a transfer program, based on how it is defined by ICCB, it could be used by a student and advisor to craft a unique degree plan that can be wholly articulated to a particular four-year institution’s baccalaureate program. The same is true for some Associate in Applied Science (A.A.S.) programs.

#### **Transfer Functions**

Transfer functions are performed in two areas at the college, (1) Academic Affairs and (2) Student Services. For Academic Affairs, transfer functions are fulfilled in three areas: (1) academic programs, (2) articulations, and (3) academic policies. For Student Services, these functions are primarily carried out by the Director of Transfer Center.

#### Academic Programs

As stated above, the college provides five types of academic degree programs: A.A., A.A.S., A.E.S., A.G.S., and A.S. Each one of these programs can be used by students to transfer into baccalaureate programs.

Although CCC and Daley attempt to identify a student’s degree program, much work is still needed to accurately identify a student’s intent. That is, new students to CCC are defaulted into a degree program, regardless of their intent to complete the program. Some students may intend to transfer to another institution of higher learning before completing their Daley degree program. Others may only be taking courses for personal enrichment with no intent to complete a degree program at all. Without being able to disaggregate this information, enrollment data by declared degree program will continue to be skewed. However, unduplicated enrollment by a student’s declared degree program at Daley, between FY11 and FY15, is shown in Table 1 below.

**Table 1. FY11 - FY15 Unduplicated Enrollment by Declared Program**

Program	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Traditional Transfer Programs</b>					
A.A.	1,752	1,641	1,623	2,903	2,760
A.E.S.	18	27	39	87	99
A.S.	392	311	253	575	618
<b>Subtotal</b>	<b>2,162</b>	<b>1,979</b>	<b>1,915</b>	<b>3,565</b>	<b>3,477</b>
A.G.S.	4,291	4,650	4,644	2,179	1,798
A.A.S.	1,095	1,249	1,497	1,514	1,297
<b>Total</b>	<b>7,548</b>	<b>7,878</b>	<b>8,056</b>	<b>7,258</b>	<b>6,572</b>

Source: OpenBook – Enrollment by Declared Degree

While it appears from Table 1 that enrollment in traditional transfer programs (A.A., A.E.S., and A.S.) has increased between FY11 and FY15, prior to FY13, new students were defaulted into the A.G.S. program. Thus, as this practice has waned, enrollments into A.G.S. programs decreased while enrollment into traditional transfer programs has increased.

Regarding completion of degree programs, there are two ways to view completers: (1) degree completers by fiscal year and (2) degree completers by the Integrated Postsecondary Educational Data System (IPEDS) cohort year. Table 3 provides a summary of degree completers between FY11 and FY15.

**Table 2. FY11 - FY15 Degree Completion by Program**

Program	Fiscal Year				
	2011	2012	2013	2014	2015
<b>Traditional Transfer Programs</b>					
A.A.	89	137	163	184	317
A.E.S.	1	2	14	4	8
A.S.	4	3	9	11	35
<b>Subtotal</b>	<b>94</b>	<b>142</b>	<b>186</b>	<b>199</b>	<b>360</b>
A.G.S.	7	26	29	43	94
A.A.S.	193	296	270	215	168
<b>Total</b>	<b>294</b>	<b>464</b>	<b>485</b>	<b>457</b>	<b>622</b>

Source: Decision Support – Fiscal Year 2015: Statistical Digest

Daley completion of traditional transfer programs have increased significantly by 283% between FY11 and FY15. While not yet over 100 completers, there has also been a large increase of 124% in the number of students earning an A.G.S.

**Table 3. IPEDS 2011 - 2013 Degree Completion by Program**

Program	IPEDS Cohort Year					
	2011		2012		2013**	
	N=471		N=513		N=462	
<i>Traditional Transfer Programs</i>	# of Completers*	% of N	# of Completers*	% of N	# of Completers*	% of N
A.A.	20	4.2%	38	7.4%	45	9.7%
A.E.S.	1	0.2%	-	-	-	-
A.S.	2	0.4%	8	1.6%	6	1.3%
<b>Subtotal</b>	<b>23</b>	<b>4.9%</b>	<b>46</b>	<b>9.0%</b>	<b>51</b>	<b>11.0%</b>
A.G.S.	4	0.8%	3	0.6%	4	0.9%
A.A.S.	8	1.7%	7	1.4%	7	1.5%
<b>Total</b>	<b>35</b>	<b>7.4%</b>	<b>56</b>	<b>10.9%</b>	<b>62</b>	<b>13.4%</b>

Source: OpenBook – Student Navigator

\*This database does not include certificate completers. As a result the number and % of completers is understated.

\*\*Completions for the IPEDS 2013 were counted as of spring 2016. Counts will be finalized after summer 2016.

Based on Table 3, there is clearly an increasing trend among the IPEDS rate for between 2011 and 2013 cohorts. This appears attributable to an increase in completions of traditional transfer programs for IPEDS students. Conversely, IPEDS student completion of A.G.S. and A.A.S. programs have been relatively stable. Similar to results in Table 2, more students are completing traditional transfer programs. This is pretty consistent with historical completion results.

#### Articulations

Students can transfer course credits or entire degree credits, depending on the articulation route chosen. Per the ICCB Administrative Rules (2008), college courses may be transferable as a baccalaureate course if it is: (1) approved as a part of the state compact, Illinois Articulation Initiative (IAI), within the general education or major panels; (2) part of an articulation agreement; or (3) part of a transfer “equivalency” document (i.e., transfer guide). Documentation for articulation agreements or transfer guides can be maintained in three ways:

- at least three Illinois public universities; or
- at least three baccalaureate degree-granting institutions to which a majority (51%) of the college’s students transfer; or
- one or more baccalaureate degree-granting institutions to which a majority (51%) of the college’s students, majoring in the field for which the course is required, transfer. (p.42)

Daley actively participates in IAI and also maintains course articulation agreements (ICCB Form 20s) with at least three four-year institutions for each non-IAI course. These documents are kept in the Office of Instruction. Daley staff and administration has also documented transfer equivalency of a course by using a combination of course articulation agreements or transfer guides for at least three four-year institutions. Transfer guides can be generated by any person using the online Transferology site ([www.transferology.com](http://www.transferology.com)).

#### Academic Policies

Transfer functions can be influenced by academic policies. Some academic policies that can affect a student’s ability to complete a degree program and, consequently, transfer include:

- Program requirements
- Prerequisite course substitution
- Academic standing
- Credit by assessment

The above policies can be found online in the CCC Academic & Student Policy Manual. While these policies refer mostly to program completion, students are recommended to seek counsel from an academic advisor when attempting to use these policies also for transfer purposes.

Director of Transfer Center

Daley maintains a Transfer Resource Center that is managed by the Director of Transfer Center. The center is located directly within the Office of Student Services in Room 1111. As listed from Daley's website, students can seek assistance from the Director of Transfer for:

- One-on-one transfer advising
- Assistance with researching scholarships
- Campus tours
- Scheduling four-year college representatives to visit Daley
- Transfer fairs
- Assistance completing college applications
- Information about application fee waivers
- Transfer resources

The goal of the center is to help students create a plan for seamless transition to four-year institutions.

**Improvements & Rationale for Action**

In 2015, the Illinois General Assembly passed the "Student Transfer Achievement" Act (Public Act: 99-0316), which requires guaranteed admission into a state university at junior status for a student completing a A.A. or A.S. with at least a 2.0 (out of 4.0) grade point average. Additionally, ICCB approved the modification of the A.S. degree, which Illinois community colleges were required to implement by fall 2016. Thus, in spring 2016, Daley administrators successfully submitted approval for revisions to the A.A. and A.S. programs, on behalf of the entire CCC district. The credit hour requirements for both the A.A. and A.S. were reduced to 60 hours from 62 and 64 hours, respectively. Moreover, the A.S. degree was revised to conform to the state-mandated change, where there was a reduction from nine credit hours to six in general education for composition or speech, humanities or fine arts, and social or behavioral science requirements. Simultaneously, the credit hour requirements for general education increased for mathematics and science. A student's specific A.S. course requirements will depend on the four-year institution and program into which they desire to transfer. Daley administration plans to pursue, in the future, the reduction of the A.E.S. degree requirements from 64 to 60 hours as well.

## Business Services

### SUMMARY REPORT OF REVIEW RESULTS

#### STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2016

<b>Student &amp; Academic Support Services Area</b>	Business Services
---	-------------------

At Richard J. Daley College, the Office of Business Services (OBS) is committed to protecting the assets of the college by ensuring policies and procedures are adhered to, while maintaining the financial integrity of the institution. In collaboration with the City Colleges of Chicago (CCC), OBS is dedicated to effectively partnering with internal and external customers (i.e., faculty, students, staff and business partners) in providing quality, courteous and timely services, as well as continuously improving accounting and financial services for the campus.

#### Responsibilities & Activities

OBS's primary responsibilities include: accounts payable, accounts receivable, budget control, cash management, payroll, purchasing, and interpreting and communicating business policy and procedures. OBS has full-service business offices at both the main campus and our additional location, Arturo Velasquez Institute.

#### Department Outcomes

OBS takes pride in providing exemplary and supportive services to the institutional, instructional, and student functions of the college that assists students in reaching their educational goals. Tasks are accomplished by a professional and dedicated staff through adherence to, and in compliance with, sound business practices, policies and procedures, and regulatory agencies' requirements. The department outcomes are measured to ensure that CCC resources are safeguarded. Some of these outcomes are provided in Table 1 below.

**Table 1. Office of Business Services 2012-2015 Outcomes**

Outcomes	Year			
	2012	2013	2014	2015
Number of purchase orders processed	463	473	736	730
Number of payment requests processed	2,666	2,470	2,461	2,370
Payroll processed for employees	797	823	701	751
Total budget managed	\$34.1 mil	\$31.2 mil	\$30.1 mil	\$31.0 mil

#### New Initiatives

Over the past few years, OBS has experienced several cash management and system upgrades that have tremendously improved our efficiency regarding student account receivables, time and attendance, and financial transactions. These upgrades are described in Table 2.

**Table 2. Calendar of OBS System Upgrades**

<b>November 2013</b>
Implemented Time & Attendance System > Recording of time and attendance electronically. With this new system, CCC is able to align its workforce to meet its business goals, control labor costs, and improve workforce productivity and satisfaction.
<b>December 2013</b>
Upgraded Financial System > Changed the workflow to electronic approvals for purchases and grants management; provided electronic employee self-service options for travel
<b>March 2015</b>
Upgraded Student System > Improved student self-service options; improved electronic communication between business office and students; developed more effective refund processing; centralized 3 <sup>rd</sup> party billing for higher efficiency
<b>April 2015</b>
Enhanced Tuition Payment Management System > Provided flexible, real-time payment plan solutions that will electronically recalculate student accounts as enrollment changes occur
<b>July 2015</b>
Eliminated in-office credit card transactions > Increased Payment Card Industry (PCI) compliance

**Challenges**

OBS experienced challenges with implementing the new student system within a small timeframe for training and execution. Staff were required to quickly learn the new system upgrades, while simultaneously providing excellent customer service to students and other business partners. Additionally, the department encountered long periods when various student system transactions could not be performed, due to continuous testing and review of systematic improvements. These challenges created delinquent student accounts that could not be properly adjusted until the next term. OBS also experienced insufficient staffing because of the current state budget crisis.

**Improvements & Rationale for Action**

Currently, OBS has staff who are charged with specific financial functions. The department has utilized cross-training to enhance the skills and abilities of staff, as well as improve the continuity of business functionalities during any staff absences. OBS has documented a manual of standard operating procedures, which details the specific duties and responsibilities of all of major financial services at the college. This manual is aligned with CCC policies.

## Athletics

### SUMMARY REPORT OF REVIEW RESULTS

#### STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2016

<b>Student &amp; Academic Support Services Area</b>	Athletics
---	-----------

#### Overview

Richard J. Daley College Athletics Department provides intercollegiate and intramural sporting opportunities for students. The Athletics Department offers faculty, staff, and students the use of two fitness centers, a swimming pool, and a gymnasium. Athletics encompasses the health and wellness of the college community, along with offering athletic competitions for varsity athletes against other two-year colleges through the National Junior College Athletic Association (NJCAA). The short-term goal of the department is to cater to the health and wellness of the college community, including providing extra-curricular services. A long-term goal of the department is to offer a plethora of opportunities that assist student athletes in obtaining degrees, succeeding in competition, and transferring to four-year institutions, where they may continue participating in sports.

Connecting students to the college increases engagement and the likelihood that students will persist and complete their degrees. Employers often deem extra-curricular activities to be as important as grades. Student athletes learn social skills, team-building skills, interpersonal skills, and work ethic. At Daley, coaches help instill these life skills, along with the fundamentals of the sport coached. The department staff work with athletes to communicate with their teammates, opponents, officials, coaches, opposing coaches, and fans. Student athletes are held to a high standard.

#### Services

The Athletics Department provides a variety of services. These include:

- Varsity Sports – 4 currently offered
- Intramurals – 4 sports offered at this time
- Running Club
- Fitness Center
- Open Gym
- Nutritionists
- Athletic Trainer
- Open Swim
- Swimming Lessons
- Fitness Interns

#### Program Goals

The goals of the Athletics Department are to:

1. Provide student-athletes with opportunities to engage in the extra-curricular benefits of Daley and show pride in their college through sports. Daley currently offers men's basketball, women's basketball, men's soccer, and women's soccer. Teams compete through NJCAA tournaments. The mission of the NJCAA is to foster a national program of athletic participation within an environment that supports equitable opportunities consistent with the educational objectives of member colleges.
2. Assist student athletes in achieving academic success. Student athletes must maintain at least a 2.0 GPA and enroll in a minimum of 12 credit hours each semester, in order to participate in athletics, per NJCAA requirements. Additionally, the Athletics Department staff guide student athletes toward graduation and four-year transfer, in order to help them pursue their educational

and athletic goals. Coaches help monitor the success of student athletes in and out of the classroom. Providing study tables, tutoring, and regular meetings with advisors often result in student athletes being able to achieve their associate degree and transfer to a four-year school.

3. Offer health and wellness programs for the Daley community. Daley provides a variety of healthy lifestyle options for its community. The fitness center is staffed over 30 hours per week between Monday and Friday and is available to faculty, staff, and students. Beginning fall 2014, Daley's additional location, Arturo Velazquez Institute (AVI), opened its fitness center. The fitness centers are equipped with cardio equipment, weight machines, and free weights. There is on site an athletic trainer, who can assist with fitness and wellness questions. Intramurals are also offered as extra-curricular options for faculty, staff, and students. Currently, Intramurals are offered only during the spring, due to gym availability. In spring 2015, the Daley College Running Club began and is comprised of new and seasoned runners. For those interested in running, courses are mapped out and range from one to five miles. Other wellness opportunities provided include dance, workout programs, and nutrition workshops.
4. Promote the health and safety benefits of learning to swim for Daley faculty, staff, students and community. As of spring 2015, the Athletics Department began overseeing aquatics at Daley. It was formerly overseen by Continuing Education. However, due to safety concerns, and Assistant Director of Aquatics was hired to oversee management of the aquatics program. The aquatics program offers free open swim to the college community at 16 hours per week and provides swim lessons to children and adults. The aquatics program works in conjunction with the American Red Cross "Learn to Swim" program.

#### **Department of Athletics Criteria for Use of Services**

To use offerings provided by the Athletics Department, the following criteria must be followed:

- Student-Athletes must
  - Be enrolled full-time each semester in which they play a sport
  - Achieve a minimum of 2.0 cumulative GPA
  - Maintain, at full-time status, 12 credit hours each semester with a 2.0 GPA **or** complete the last semester with full-time status and a 2.0 GPA.
  - Sustain academic progress (i.e., minimum of 24 earned credit hours in order to participate in a second sports season)
- Intramural participants must
  - Be an enrolled student or employed staff or faculty during the semester in which intramurals occur
  - Register on IMLeagues and complete the waiver from the website
  - Follow the rules and expectations of sportsmanship
- Fitness Center and Open Gym participants must
  - Be an enrolled student or employed staff or faculty during the semester
  - Sign and have on file a waiver in the Office of Personal and Professional Development
  - Abide by all rules for the Fitness Center and Open Gym
- Open Swim participants must
  - Be an enrolled student or employed staff or faculty during the semester
  - Sign and have on file a waiver in the Office of Personal and Professional Development
  - Abide by all rules of the swimming pool
  - Fill out the health history paperwork, prior to entering the pool
- Running Club participants must
  - Be an enrolled student or employed staff or faculty during the semester
  - Follow safety protocol when participating in runs off-campus

#### **Department of Athletics Data Findings**

##### 2014-2015 Outcomes

- GPA and Academic Honors
  - Fall GPA for all student athletes was 2.72
  - Spring GPA for all student athletes was 2.52

- Full academic year GPA for all student athletes was 2.62
- Women's Soccer Team achieved a GPA above 3.0 for both semesters
- 20 student athletes ended the fall semester with a GPA above 3.0. Three earned a GPA of 4.0
- 15 student athletes ended the spring semester with a GPA above 3.0
- Danny Auz, from the men's soccer team, received the NJCAA Academic Student-Athlete Award. Five male soccer players were presented with this award during the previous academic year.
- Retention Rate
  - 82% of student athletes returned to school from fall to spring
  - 100% of male and female basketball players returned
- Graduation
  - 11 student athletes graduated in spring or summer 2015
- Transfer Information
  - Five basketball players, (2 men and 3 women), transferred to four-year institutions
- Aquatics
  - 171 persons enrolled during the spring I session
  - 236 persons enrolled during the spring II session
  - 247 persons enrolled during the summer session
- Intramurals
  - Five sports offered, including Men's Basketball, Women's Basketball, Coed Dodgeball, Coed Indoor Soccer, and Coed Volleyball. All sports ran except women's basketball, due to lack of interest.
  - 96 unduplicated participants competed
- Fitness Center
  - AVI Fitness Center opened in fall 2014
  - Equipped both the Daley and AVI fitness centers with additional equipment
  - Tally system began in March 2015. As a result, nearly 600 people visited the Daley College Fitness Center between March 1 and May 10, 2015
- Running Club
  - Created Running Club in spring 2015
    - 19 members joined
- Health and Wellness Opportunities
  - Dance Clinic was offered and 14 people attended
  - Nutrition students from Benedictine University presented on healthy lifestyle and food choices
  - Fitness intern from Robert Morris University offered two fitness classes per week to faculty and staff, as well as off-season conditioning for students interested in agility and weight training
  - Open Gym is offered three times per week for students to play basketball
    - 25-40 student attended each day

2015-2016 Outcomes

- GPA and Academic Honors
  - Fall GPA for all student athletes was 2.59
  - Fall GPA for Women's Soccer Team was above 3.21
  - 21 student athletes earned a fall GPA above 3.0
- Retention Rate
  - 80% of student athletes returned to school from fall to spring
- Graduation
  - 11 student athletes are on track to graduate spring or summer 2016
- Transfer Information
  - 14 student athletes are likely to transfer to four-year institutions in fall 2016. Many are considering playing their sport at the four-year school
- Aquatics
  - 171 persons enrolled during the spring I session
  - 260 persons enrolled during the fall I session

- 276 persons enrolled during the fall II session
- 244 persons enrolled during the spring I session
- Accomplishments
  - Increased the number of staff with Water Safety Instructor (WSI) certification
  - Partnered with the American Red Cross to host aquatic certification courses for the public, at least once per year, at Daley
  - Increased the number of participants taking swim lessons during spring I session by 43%
- Intramurals
  - Five sports offered, including Men's Basketball, Women's Basketball, Coed Dodgeball, Coed Indoor Soccer, and Kickball. All sports will likely run except women's basketball, due to low interest.
- Fitness Center
  - AVI Fitness Center hours in fall 2015 were not ideal and the center was only open three days per week
    - During open hours, nearly 400 participants visited the AVI fitness center
  - Daley's fitness center averages over 130 participants per week
- Running Club
  - Continued Running Club in fall 2015
    - Approximately 25 members
- Health and Wellness Opportunities
  - Faculty/Staff Fitness Program
    - Six-week program to promote healthy lifestyle
    - Workout program with team-based motivation
  - Athletic Trainer led classes to educate Daley community on weightlifting basics, cardio equipment usage, and basic stretching techniques
  - Open Gym was offered twice per week for students to play basketball
    - 40 to 50 student attend each week

### **Improvements & Rationale for Action**

The Athletics Department future plans include:

- Working with Facilities and utilize Astra scheduling to offer intramurals in the fall semester to allow for all-year activities;
- Using technology such as the swipe system in Open Gym and the Fitness Center to track usage;
- Working with coaches to recruit student athletes, who are better prepared for the rigors of classroom and sport expectations;
- Continuing to work on comprehensive spreadsheets that better track student completion data;
- Working with coaches to develop a comprehensive and aggressive athlete recruiting plan;
- Offering more summer swim lessons, including piloting a two-week intensive swim course for preschool, Level-1, and Level-2 students in between scheduled six-week sessions;
- Bolstering the Daley College Running Club and trying to get student leaders active in the organization of runs; and
- Surveying participants in order to improve or expand services or programs.

## Student Activities

### SUMMARY REPORT OF REVIEW RESULTS

#### STUDENT & ACADEMIC SUPPORT SERVICES REVIEWED IN ACADEMIC YEAR 2016

<b>Student &amp; Academic Support Services Area</b>	Student Activities
---	--------------------

#### Mission

The Office of Student Activities (OSA) at Richard J. Daley College is committed to enhancing the co-curricular learning experience, by encouraging students to participate in leadership opportunities, fostering active and responsible clubs & organizations, and embracing a diverse program calendar that celebrates Daley's rich multicultural heritage.

#### Overview

OSA is expected to support the Student Government Association (SGA) and other student organizations, including helping students to expand student clubs and providing a robust programming calendar that promotes student development and co-curricular experiences. OSA is key to creating a robust campus life and ensuring that students remain engaged in their academic pursuits. Involvement in clubs and organizations allows students to build and enhance abilities related to soft skills, budget management, communication, conflict resolution, and event planning. Through diverse on- or off-campus activities, students gain exposure to different points of view, new ideas, theories and practices that often challenge traditional paradigms. OSA supports students as they process these often life-changing moments.

#### Background

Between November 2010 and December 2012, there was no Director of Student Activities to manage OSA. Consequently, students complained about inconsistent practices, lost paperwork and a lack of advocacy for their concerns. After a Director of Student Activities was in place, SGA and student organizations were able to receive assistance with the purchasing process and gain a liaison with the Business Office. The Director was able to create a comprehensive event planning process, including robust budget management and approval practices. As a result of a focus group with the Provost, a district-wide SGA constitution and standardized practices were instituted. OSA was also gained more oversight of club activities, in regards to liability and risk management.

Prior to spring 2013, the office spaces in the Student Activities Center were underutilized. The center transitioned from three office spaces for eight clubs to offering two multipurpose workspaces and one conference room that can be reserved by any club or organization. Consequently, waste and operational inefficiencies have been reduced. For example, SGA is now responsible for ordering office and event supplies that are shared by all clubs.

#### Services

OSA provides the following services:

1. Provide comprehensive development of student organizations.
  - This objective is met with monthly opportunities for members to participate in conferences, workshops and presentations on leadership and organizational development.
    - Events and workshops include CCC district-wide leadership summit (once per semester), intense summer training program for SGA executive board, monthly president's council meetings, ICCB-SAC Meetings, student organization training, financial workshop, Lead365 conference, and ASACC annual conference.
2. Implement a full range of student activities, services, and programs that enhance the co-curricular experience and quality of college life.
  - This objective is met by offering a diverse array of events and programs including:

- Civic: Constitution Day, Voter Registration, food drive, bottled water drive, Veteran's Day, Open Forum;
  - Social: Club and Department Fair, Daley College Carnival, Welcome Week, Game Nights, GradFest;
  - Cultural: Hispanic Heritage Month lecture series, cultural performances, Black History Month discussion series, Cinco de Mayo;
  - Academic Support: midterm and finals week study jam, tutoring sessions, group study sessions, Convocation; and
  - Personal Growth: World AIDS Day, Men's Empowerment Conference, Women's Empowerment Conference, Earth Day, Healthy Ways to Relieve Stress Seminar.
  - Created a campus-wide activities committee to assist in the development of a comprehensive activities calendar and to provide oversight for any campus activity.
3. Promote student involvement in SGA, clubs, organizations, and college or district initiatives.
- This objective is met by distribution of marketing materials, dissemination of email announcements, regulation of event flyers and promotion.
    - A brochure informs students about the basics of forming a club and the Director meets with interested students regularly to discuss the benefits of forming a club or joining one that already exists.
    - Student clubs and organizations are required to participate in Open Houses, Welcome Week activities, Club Fairs, and hold recruitment tables or meetings to generate interest.
    - Student involvement is recognized annually at an awards banquet where new and seasoned leaders, advisors, faculty and staff support, and clubs are honored for their hard work, dedication, and commitment.
4. Oversight of direct activity planning, goal development, financial management, and publicity of all clubs and organizations.
- This objective is met through one-on-one meetings, advisor assistance, workshops, and efficient event planning.
    - Workshops are held each semester by OSA and SGA that address policies and procedures, how to recruit, how to plan an event, and a financial workshop.
    - There is also a president's council that meets monthly to assist clubs in co-sponsoring and calendar planning.
    - Streamlining of flyer/publicity through student activities assures for timely posting of materials.
5. Ensure proper staffing and maintenance of the Student Activities Center, including support resources that are available to all clubs and organizations.
- This objective is met because the center is properly staffed and operates with consistent hours.
  - Offer three conference-style meeting rooms for reservation by student clubs for meetings, working sessions, or group study. Additionally, the main area can be used for an event space since facilities can sometimes be limited.
6. Oversee the distribution of the CTA Ventra/U-Pass.
- This objective is met in a number of ways throughout the year including publicizing term processing dates prior to the end of the preceding term. All qualified students are verified, photographed, and provided temporary means of transportation, until their permanent card arrives.
    - Program services are supported daily throughout the term for students, who require assistance with activation, deactivation, or replacement.

## **OSA Data Findings**

### Spring 2015:

- 2,030 visits logged to the Student Activities Center
- 11 active student organizations
- Of respondents surveyed, 75% visited center between 1 to 5 times per week
- Of respondents surveyed, about 57% rated their overall experience a 4 or higher

Fall 2015:

- 2,637 visits logged to the Student Activities Center
- 8 active student organizations
- Of the respondents surveyed, 90% visited the center between 1 to 5 times per week
- Of the respondents surveyed, about 53% rated their overall experience a 4 or higher

Spring 2016 to date (March 1, 2016):

- 960 visits logged to the Student Activities Center
- 9 active student organizations

**Improvements & Rationale for Action**

OSA found that the implementation and use of GradesFirst and the ID card scanner in spring 2015 was a major improvement in record keeping and attendance to the Student Activities Center. Also, the enactment of the campus-wide activities committee assisted in reducing duplication of efforts, producing greater awareness from campus constituents, and creating a comprehensive calendar of events.

OSA found that some of the department's strengths include:

- The individualized attention that club and organization leaders receive from campus administrators, faculty, and staff.
- The ability to track attendance and utilization of the Student Activities Center and use that information to send satisfaction surveys to patrons.
- The strong partnerships OSA has created with faculty and campus departments in order to serve student organizations and the campus community.

On the other hand, OSA found that some of the department's opportunities for growth include:

- Increasing the use of scanning technology to capture participant information from events and utilize this information to assess co-curricular outcomes and gauge participant satisfaction.
- Soliciting campus awareness and needs regarding clubs and organizations and event offerings.
- Providing a tracking method for club and organization leadership satisfaction and training needs.

OSA future plans include:

- Increasing the use of Audio/visual equipment that enhances student experiences for presentations or other event productions.
- Continuing to use GradesFirst and the ID Card Scanner to track attendance.
- Using of technology like Blackboard and GradesFirst to communicate with students, regarding events and SGA elections.
- Surveying student leaders about their experience in clubs and organizations each semester to enhance offerings.
- Providing workshops for students each month regarding forming a club, leadership skills, or organizational skills.
- Implementing a longitudinal programming calendar that coincides with the academic calendar (including summer term).
- Increasing accountability for those students selected to attend conferences, by requiring facilitated workshops upon return in order for them to share information with the general student body.
- Continue to work with the District Director of Student Affairs to institute uniformed practices

## Appendix – CCC Transfer & Articulation

### ICCB Program Review of Transfer Programs

#### District Office of Transfer and Articulation Addendum

Prepared by Anne O. Brennan, Executive Director Transfer & Articulation

The following information applies to the Transfer Programs at all seven City Colleges of Chicago: Daley College, Harold Washington College, Kennedy King College, Malcolm X College, Olive Harvey College, Truman College, and Wilbur Wright College.

#### Transfer Partnerships and Articulation at the District Level

Community College District 508, City Colleges of Chicago, under the direction of Cheryl Hyman as Chancellor, has reinvented the approach to Transfer and Articulation in a number of ways. One dramatic change was the decision to enter into transfer partnerships as a district, rather than making agreements with individual City Colleges. That change was instituted in 2011, when college-level articulation agreements were redeveloped into district-wide agreements and dormant partnerships were retired.

Making agreements at the district level takes advantage of CCC's shared course numbering system, the shared transcript, and shared articulations for both courses transferring into City Colleges, and courses transferring out of City Colleges.

The second major change in regards to Transfer and Articulation has been to create positions at each college and at the District level, a Transfer leadership team, which communicates weekly by phone and monthly in person to discuss performance metrics, to coordinate transfer programs and services, and to share practices and resources as appropriate.

The members of the district-wide Transfer Team are:

Anne Brennan	District Office: Executive Director Transfer & Articulation
Freddy Estrada	District Office: District Director Student Transfer Systems
Shelley Lemons	District Office: District Director Transfer Programs & Services
Aneesa Saleh	Daley College: Director Transfer Center
Ellen Goldberg	Harold Washington College: Director Transfer Center
Kenyon Douglass	Kennedy King College: Director Transfer Center
Natalia Zuniga	Malcolm X College: Director Transfer Center
Tyanna McCann	Olive Harvey College: Director Transfer Center
Chanel Bishop	Truman College: Director Transfer Center
Susan Calabrese	Wright College: Director Transfer Center

This team has been tracking many interactions had with students that are aimed at improving transfer rates. These interactions are termed "Transfer Touches" and include but are not limited to: Campus Visits/College Trips, Transfer Fairs/ Expos, Information Sessions for Four-Year Schools, Workshops Appointments/ Walk Ins, Tracking Student Awards/ Honors, College Success Seminar Presentations, and Admissions Representatives Individual Appointments with Students.

The following shows the percentage of Spring and Summer potential degree completers that received at least one “Transfer Touch by the end of Spring 2016:

aley College	55%
Harold Washington College	71%
Kennedy King College	60%
Malcolm X College	43%
Olive Harvey College	65%
Truman College	56%
Wright College	58%
CCC total:	60%

Additionally, the Transfer Team is tracking transcript requests, considered the strongest indicator of desire to transfer, in relation to Transfer Touches to see if there are types of interactions that have more effect on transferring than others.

#### Rate of Transfer

The Transfer Directors manage activities to reach the strategic goal of improving the rate of transfer for degree-completers. Below are reports on the percentage of degree-completers who have transferred within two years of graduation from CCC. (Source: Decision Support, District Office, June 1, 2016.) This is the over-arching metric in the five-year strategic plan for transfer rates. The goal is to raise the rate across the district to 55%.

<b>Home College</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>	<b>FY15 Preliminary</b>
CCC	41%	47%	48%	49%	49%
Daley	38%	46%	46%	37%	38%
Harold Washington	52%	62%	59%	61%	60%
Kennedy-King	41%	52%	54%	53%	52%
Malcolm X	34%	35%	38%	41%	38%
Olive Harvey	43%	53%	53%	61%	59%
Truman	38%	37%	39%	43%	46%
Wright	43%	48%	49%	49%	49%

#### Transfer Partnerships:

There are many variations of transfer partnerships. City Colleges is involved with colleges or universities in many articulated partnerships, from the Illinois Articulation Initiative to Dual Degree Programs, to Pathway Partnerships, to Star Scholar Partnerships. The chart below indicates the types of Transfer Partnerships that CCC has with colleges and universities. City Colleges are currently involved with 75 colleges and universities across the countries in at least one transfer partnership or agreement and is in multiple partnerships or agreements with 17 Illinois colleges.

In-depth descriptions of partnerships are can be found on the District Transfer website:

<http://www.ccc.edu/departments/Pages/Transfer-Resources.aspx>

## List of Transfer Partnerships:

<b>Institution</b>	<b>Special Partnership</b>	<b>Pathway Partner</b>	<b>Reverse Transfer</b>	<b>IAI Member</b>
American Intercontinental University	None	No	No	Yes
American University	Chicago Scholars	No	No	No
Arizona State University	Guaranteed Admission	No	Yes	Yes
Argosy University	None	No	No	Yes
Aurora University	None	No	No	Yes
Blackburn College	None	No	No	Yes
Boston University	Chicago Scholars/Transfer Honors	No	No	No
Bradley University	Chicago Scholars/Transfer Honors	No	No	Yes
Case Western University	Chicago Scholars/Transfer Honors	No	No	No
Chicago State University	Compact Agreement	No	No	Yes
Claremont McKenna College	Chicago Scholars/Transfer Honors	No	No	No
Columbia College	Star Scholars	Yes	Yes	Yes
DePaul University	Chicago Scholars/Transfer Honors			
DePaul University	Dual Admission Partnership Program (DAPP)	Yes	Yes	Yes
DePaul University	Pathway Partner			
DePaul University	SNL Bridge			
DePaul University	Star Scholars			
DeVry University-Illinois	None	No	No	Yes
Dominican University	Chicago Scholars/Transfer Honors			
Dominican University	Guaranteed Admission	Yes	Yes	Yes
Dominican University	Star Scholars			
Eastern Illinois University	Compact Agreement	No	Yes	Yes
East-West University	None	No	No	Yes
Ellis College of NYIT	None	No	No	Yes
Elmhurst College	Chicago Scholars/Transfer Honors	No	No	Yes
Eureka College	None	No	No	Yes
Fisk University	Transfer Admission Guarantee (TAG)	No	No	No
Governors State University	Dual Degree Program (DDP)	Yes	Yes	Yes
Governors State University	Pathway Partner			
Governors State University	Star Scholars			
Harvey Mudd College	Chicago Scholars/Transfer Honors	No	No	No
Holy Cross College	Chicago Scholars/Transfer Honors	No	No	No

<b>Institution</b>	<b>Special Partnership</b>	<b>Pathway Partner</b>	<b>Reverse Transfer</b>	<b>IAI Member</b>
Illinois College	None	No	No	Yes
Illinois Institute of Art	None	No	No	Yes
Illinois Institute of Technology	Chicago Scholars/Transfer Honors			
Illinois Institute of Technology	Pathway Partner			
Illinois Institute of Technology	Presidential Scholars	Yes	Yes	Yes
Illinois Institute of Technology	Star Scholars			
Illinois State University	Chicago Scholars/Transfer Honors	No	No	Yes
Illinois State University	Compact Agreement	No	Yes	Yes
Illinois Technical Institute (ITT)	None	No	No	Yes
Judson University	None	No	No	Yes
Knox College	None	No	No	Yes
Lafayette College	Chicago Scholars/Transfer Honors	No	No	No
Lake Forest College	None	No	No	Yes
Lakeview College of Nursing	None	No	No	Yes
Lincoln Christian University	None	No	No	Yes
Loyola University	Chicago Scholars/Transfer Honors			
Loyola University	Pathway Partner			
Loyola University	Star Scholars			
MacMurray College	None	No	No	Yes
McKendree University	None	No	No	Yes
Midstate College	None	No	No	Yes
Milikin University	None	No	No	Yes
Milwaukee School of Engineering	Chicago Scholars/Transfer Honors	No	No	No
National Louis University	None	Yes	No	Yes
National Louis University	Pathway Partner			
National Louis University	Star Scholars			
North Central College	Chicago Scholars/Transfer Honors	No	No	Yes
North Park University	Chicago Scholars/Transfer Honors	No	No	Yes
North Park University	Star Scholars			
Northeastern Illinois University	Compact Agreement			
Northeastern Illinois University	Dual and Guaranteed Partnership			
Northeastern Illinois University	Math Science & Technology for Quality Education (MSTQE)	Yes	No	Yes
Northeastern Illinois University	Star Scholars			

<b>Institution</b>	<b>Special Partnership</b>	<b>Pathway Partner</b>	<b>Reverse Transfer</b>	<b>IAI Member</b>
Northern Illinois University	Chicago Scholars/Transfer Honors			
Northern Illinois University	Compact Agreement	No	Yes	Yes
Northwestern Business College	None	No	No	Yes
Northwestern University	Star Scholars	No	No	No
Quincy University	None	No	No	Yes
Resurrection University	RN-BSN Partnership	No	No	Yes
Robert Morris University	Pathway Partner	Yes	No	Yes
Robert Morris University	Star Scholars			
Rockford University	None	No	No	Yes
Roosevelt University	Chicago Scholars/Transfer Honors			
Roosevelt University	Dual Degree Partnership (DDP)	Yes	Yes	Yes
Roosevelt University	Pathway Partner			
Roosevelt University	Star Scholars			
Saint Francis Medical Center	None	No	No	Yes
School of the Art Institute of Chicago	Pathway Partner	Yes	No	No
School of the Art Institute of Chicago	Star Scholars			
Shimer College	Dual Enrollment Program	No	No	No
Simmons College	Chicago Scholars/Transfer Honors	No	No	No
Southern Illinois University-Edwardsville	Compact Agreement	No	No	Yes
Southern Illinois University-Carbondale	Compact Agreement	No	No	Yes
St. Augustine College	None	No	No	Yes
St. Olaf College	Chicago Scholars/Transfer Honors	No	No	No
The Culinary Institute of America	Chicago Scholars/Transfer Honors	No	No	No
Trinity Christian College	None	No	No	Yes
Trinity International University	None	No	No	Yes
Tulane University	Chicago Scholars/Transfer Honors	No	No	No
University of Arizona	Chicago Scholars/Transfer Honors	No	No	No
University of Chicago	Star Scholars	No	No	No
University of Illinois at Chicago	Chicago Scholars/Transfer Honors			
University of Illinois at Chicago	Guaranteed Admission Transfer (GAT)	Yes	Yes	Yes
University of Illinois at Chicago	Pathway Partner			

<b>Institution</b>	<b>Special Partnership</b>	<b>Pathway Partner</b>	<b>Reverse Transfer</b>	<b>IAI Member</b>
University of Illinois at Chicago	Star Scholars			
University of Illinois at Chicago	STEM GAT			
University of Illinois at Springfield	Compact Agreement	No	No	Yes
University of Illinois at Urbana-Champaign	Engineering Pathways	No	No	Yes
University of Southern California	Chicago Scholars/Transfer Honors	No	No	No
University of St. Francis	None	No	No	Yes
University of Wisconsin-Madison	Chicago Scholars/Transfer Honors	No	No	No
Villanova University	Chicago Scholars/Transfer Honors	No	No	No
Wake Forest University	Chicago Scholars/Transfer Honors	No	No	No
Western Illinois University	Compact Agreement	No	No	Yes

#### Illinois Articulation Initiative (IAI) Curriculum Approvals

City Colleges actively participates in the ongoing work of gaining and maintaining IAI approvals for the curriculum. The numbers below represent the number of courses at each college that have IAI approvals as of Spring 2016.

#### General Education Courses Approved:

DA	HW	KK	MX	OH	TR	WR	Total
82	107	83	83	61	96	118	630

#### Major Courses Approved:

DA	HW	KK	MX	OH	TR	WR	Total
29	30	23	20	21	34	38	195