GradesFirst: Faculty Guide
GradesFirst Faculty Guide

1. GradesFirst Overview
2. Professor Home Page and Dual Roles
3. Record My Attendance
4. Independent or Ad Hoc Progress Reports and Messaging Advisors
5. Early Alert Progress Report Campaign
6. Send and Track Messages
GradesFirst Overview

GradesFirst is designed as a **Retention and Communication Tool**

**Students** use GradesFirst to make appointments with their Advisor as well as tutoring appointments

**College Advisors**: appointments; advising reports; and caseload management

**Tutors**: appointments and creation of tutoring reports to track student progress

**Faculty** use GradesFirst to take attendance, submit progress reports for their students, communicate with their students, and track communications

- **43% increase** in faculty participation in submitting progress reports
  
  (437 Fall 2013 / 624 Fall 2014)

- **47% increase** in the number of students marked at risk throughout the term who made an advising appointment compared to the previous year
  
  (N= 3,720 Fall 2013 / N=5,475 Fall 2014)
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Professor Home Page Features

From this page, CCC Faculty can access the following:

1. See course(s) being taught (Class Listing) for the current term.
2. Submit a Progress Report (separate from the District-Wide Progress Report Campaign; see next slide for more details.)
3. Faculty can track student attendance and recognize absence patterns through Record My Attendance.
4. View and manage threads of in My Conversations or Conversations Tab.
5. Faculty can view the following types of GradesFirst Reports: Progress Reports; Student Information Reports; Tutor Reports; Absence & Enrollment Reports; see SLIDE 26 for more details on GradesFirst Reports.
6. Faculty can see a list of all students enrolled in their course(s) in alphabetical order, and Send a Message.
Students in Your Classes

1. From Home Page, Scroll Down to Students in Your Classes.

Students enrolled in all your courses will be listed alphabetically.
Dual Role – Advisor and Instructor

Click on the “Courses Tab” to toggle back and forth between the Advisor and Professor Role.
Dual Role – Tutor and Professor

Click on the folder to toggle back and forth between the Tutor and Professor Role
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It is critical for students to attend their classes at the start of the term, as their attendance increases the likelihood they will successfully persist and complete their classes.

The Attendance campaign is a district wide initiative that begins within the first week of class for the 16 week, 12 week, and each 8 week session.

An announcement will be sent from district leadership to the Colleges with instructions.

During this time, the Call Center at the district office reaches out to all students who are marked absent by their professor in GradesFirst for any of their courses, within 48 hours!

There has been a 122% increase in faculty participation in recording attendance (N=314 Fall 2013 / N=696 Fall 2014)
1. From Home Page: Click on **Record My Attendance**.
2. Choose Course
3. Choose a Date

Select a date that corresponds to when the class meets.
Record My Attendance

Faculty can record absences, students who are tardy, or excused absences for X amount of students and click on the “Mark Remaining Present” button to fill out the remaining attendance log.

4. Record Attendance:
   Present; Absent; Tardy; or Excused

5. Click on Toggle Pattern / Comment
   5.1. View Attendance Pattern
   5.2. Add Optional Comments

4. Add Progress Report(s) by Clicking Identify At-Risk

5. Click on Save Attendance

6. E-mail Automatically Generated and Sent to the Student

Identify attendance patterns based on recent class days or input comments. Once comments are submitted, you will see the icon displayed below. Students will not see attendance comments and is intended to help faculty record the reasons as to why the student was absent, tardy, or excused from class. Additionally, this information can be exported to MS Excel.
A class attendance checker has reported that you missed a class. While marking attendance in GradesFirst, you were marked as absent. Details are included below:

Name of Student: 
Student Name
Class: 
ECO231-22181 Principles of Economics II
R 3:30p-5:45p
Not Specified
Date Missed:
07/31/2012
Is Excused:
No excuse provided as of 07/31/2012
Hello Professor Name

**Course Attendance**

1. Click on **To Excel** to Export Attendance Log into MS Excel
   1.1. Dialog Box Opens, Choose Open or Save File
2. Manipulate, Save, or Print Attendance Log

Any comments recorded can be seen by clicking the green arrow in the upper left hand corner of the active cell.

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**Record My Attendance – MS Excel Export**
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Independent Progress Reports in GradesFirst (Not CCC Early Alert - Progress Report Campaign Initiative)

1. From the Home Page, Click on Prog Reports.

<table>
<thead>
<tr>
<th>Class Listing</th>
<th>Time</th>
<th>Room</th>
<th>Prog Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO231-22180 Principles of Economics II</td>
<td>T 7:00p-9:00p</td>
<td>Not Specified</td>
<td>Prog Reports</td>
</tr>
<tr>
<td>AVN410-22576 Air Traffic Control</td>
<td>M 6:00p-8:55p</td>
<td>Not Specified</td>
<td>Log Reports</td>
</tr>
<tr>
<td>ECO230-22179 Principles of Economics I</td>
<td>R 7:00p-9:00p</td>
<td>Not Specified</td>
<td>Prog Reports</td>
</tr>
<tr>
<td>ECO231-22181 Principles of Economics II</td>
<td>R 8:00-9:45p</td>
<td>Not Specified</td>
<td>Prog Reports</td>
</tr>
<tr>
<td>GEO315-25210 Meteorology</td>
<td></td>
<td></td>
<td>Prog Reports</td>
</tr>
<tr>
<td>PHE180-22920 Lifetime Wellness</td>
<td></td>
<td></td>
<td>Prog Reports</td>
</tr>
</tbody>
</table>
Independent Progress Reports in GradesFirst (Not CCC Early Alert - Progress Report Campaign Initiative)

2. Check Student’s Name
3. Click on Create a New Progress Report
4. Record At-Risk Status, Absences, Current Grade, and Reasons the Student is At-Risk.
5. Click Submit Report.
6. Both Students and Advisors receive e-mail notification of the submitted Progress Reports.
   6.1. Students will not see the comment box in their e-mail notification, but will see comments in GradesFirst.

No comments are expected for students that are not at risk.
Messaging an Advisor

From your home page, click the box next to the student. Then click “Message Advisors”. The above box will pop up, which will send an email to the Advisor(s). Only ONE student may be selected.
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What is an Early Alert-Progress Report Campaign?

Early Alert - Progress Report Campaign

- The Early Alert – Progress Report Campaign is an initiative designed to allow faculty to identify which students are having difficulties in their course(s) or who may need extra help to improve academic performance.

- The goal of the Early Alert – Progress Report Campaign is to help students succeed.

- GradesFirst is the tool that will be used by faculty to alert both advisors and students that students are at risk of failing their class.

The Early Alert - Progress Report Campaign will be initiated through a centralized District Office e-mail and this is an example of what the e-mail will look like. The campaign is also coordinated by our Call Center, Advising and Tutoring units.

(See next slides to learn more about the campaign and how to submit an Early Alert – Progress Report.)
Click on the e-mail link to submit Early Alert - Progress Reports.

1. Click on the “Click to Begin Entering Student Feedback” link.

Faculty will be redirected to a secure online environment by clicking on the link.

*Note: Faculty do not have to login into their GradesFirst account to access this progress report.*
Fill out the Early Alert – Progress Report

2. Input At-Risk Status: Yes or No.
3. Input Absences.
4. Select Current Grade.
5. Provide the advisor additional Comments.
6. Click on either “Submit marked students (but I’m not done)” or “Submit unmarked students as not At-Risk (I’m all done).”
7. Both Students and Advisors receive e-mail notification of the submitted Early Alert – Progress Reports.

7.1 Students will not see the comment box in their e-mail notification, but will see comments in GradesFirst.

No comments are expected for students that are not at risk.

Nothing on the Early Alert – Progress Report is required, so faculty can fill out as much or little as needed. However, this information gives the advisor insight on the student’s academic progress which can help the advisor recommend resources that support student success. Once submitted, both the advisor and student will receive e-mail and GradesFirst notifications. In GradesFirst, both the advisor and student will be able to identify the reasons as to why the student is at risk of failing their course(s).
You have been marked at risk.
You have been marked at risk in one of the classes you are enrolled in for this term.

Class:
ECO231 - 22180 - Principles of Economics II

Current Absences in this Class:
3

Evaluated by:
Cynthia Harter on 07/31/2012 02:03 PM

Special Instructions from City Colleges of Chicago:
You have been identified as at-risk for one or more of your courses. Please consult with your instructor to determine methods for improvement.

Your Advisors:
GradesFirst Support, Linda Huertas, Daniel Dutchak, Audrey Berns
What does the student see in their GradesFirst account?

### Progress Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Professor</th>
<th>Comment</th>
<th>At Risk?</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/31/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td>Sherry doesn’t understand t...</td>
<td>Yes</td>
<td>Detail</td>
</tr>
<tr>
<td>05/04/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td>Sherry has syllabus shock. S...</td>
<td>Yes</td>
<td>Detail</td>
</tr>
<tr>
<td>05/04/2012</td>
<td>CIS212 Intro to Computer Info Systems</td>
<td>Theodore Randles</td>
<td></td>
<td>No</td>
<td>Detail</td>
</tr>
<tr>
<td>03/27/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td>Sherry is lost. She isn’t g...</td>
<td>Yes</td>
<td>Detail</td>
</tr>
<tr>
<td>03/27/2012</td>
<td>HIS204W Historical Inquiry</td>
<td>Todd Hartch</td>
<td></td>
<td>No</td>
<td>Detail</td>
</tr>
<tr>
<td>03/26/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td></td>
<td>No</td>
<td>Detail</td>
</tr>
<tr>
<td>03/01/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td>Sherry doesn’t understand t...</td>
<td>Yes</td>
<td>Detail</td>
</tr>
<tr>
<td>02/24/2012</td>
<td>PHI130 Beginning Ethics</td>
<td>Michael Austin</td>
<td></td>
<td>No</td>
<td>Detail</td>
</tr>
<tr>
<td>02/10/2012</td>
<td>EDF203 Schooling &amp; Society</td>
<td>Richard Day</td>
<td></td>
<td>Yes</td>
<td>Detail</td>
</tr>
</tbody>
</table>

### Tutor Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Report Filed On</th>
<th>Follow-Up</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/20/2012 04:00 PM</td>
<td>04/24/2012</td>
<td>Worked on Equations</td>
<td>Details</td>
</tr>
</tbody>
</table>

### Notes About Student

<table>
<thead>
<tr>
<th>Date</th>
<th>Created By</th>
<th>Note</th>
<th>Complete?</th>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/19/2012</td>
<td>Larry Batts</td>
<td>Felician Schedule Forms for 2012/2013 turned in</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>03/06/2012</td>
<td>Larry Batts</td>
<td>ROTC Form</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
What does the student’s advisor see in their GradesFirst account?

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Professor</th>
<th>Comment</th>
<th>At Risk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/27/2012</td>
<td>HIS204W Historical Inquiry:_________</td>
<td>Todd Hartch</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>03/26/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>03/05/2012</td>
<td>GEO210 Intro to Physical Geography</td>
<td>Glenn Campbell</td>
<td>Fred sleeps in class every ...</td>
<td>Yes</td>
</tr>
<tr>
<td>02/24/2012</td>
<td>PHI130 Beginning Ethics</td>
<td>Michael Austin</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>02/10/2012</td>
<td>EDF203 Schooling &amp; Society</td>
<td>Richard Day</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Advisor Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Report Filed On</th>
<th>Course</th>
<th>Follow-Up</th>
<th>Summary</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/12/2012 10:15 AM</td>
<td>04/12/2012</td>
<td>Talked about struggle in Chem...</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tutor Reports**

This student has not received any tutor reports for the current term.

**Notes About Student**

<table>
<thead>
<tr>
<th>Date</th>
<th>Created By</th>
<th>Note</th>
<th>Complete?</th>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04/2012</td>
<td>Larry Batts</td>
<td>NIU Academic Advising Plan</td>
<td>--</td>
<td>edit</td>
</tr>
<tr>
<td>05/04/2012</td>
<td>Larry Batts</td>
<td>Miami Graduation Survey</td>
<td>--</td>
<td>edit</td>
</tr>
</tbody>
</table>
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Send Messages

1. Check Student Name(s).
2. Click **Send a Message**.
3. Input **Subject** and **Message**.
4. **Attach Files** (optional).
1. From Home Page, Click Conversations Tab.
2. Search by Users.

Check “View Unread Only” to easily identify any unread messages.
## Spring 2015 Attendance and Progress Report Campaign Dates

### Spring 2015 Attendance Campaign Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Term Start Date</th>
<th>Campaign Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Eight Week</td>
<td>1/12/15</td>
<td>Monday, January 12 – Sunday January 18</td>
</tr>
<tr>
<td>16 Week</td>
<td>1/12/15</td>
<td>Monday, January 12 - Sunday, January 25</td>
</tr>
<tr>
<td>12 Week</td>
<td>2/9/15</td>
<td>Monday, February 9 - Wednesday, February 18</td>
</tr>
<tr>
<td>2nd Eight Week</td>
<td>3/9/15</td>
<td>Monday, March 9 - Sunday, March 15</td>
</tr>
</tbody>
</table>

### Spring 2015 Progress Report Campaign Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Term Start Date</th>
<th>Campaign Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Eight Week</td>
<td>1/12/15</td>
<td>Monday, January 26 – Sunday, February 1</td>
</tr>
<tr>
<td>16 Week</td>
<td>1/12/15</td>
<td>Monday, January 26 – Sunday, February 8</td>
</tr>
<tr>
<td>12 Week</td>
<td>2/9/15</td>
<td>Monday, February 23 – Wednesday, March 4</td>
</tr>
<tr>
<td>2nd Eight Week</td>
<td>3/9/15</td>
<td>Monday, March 16 - Sunday, March 22</td>
</tr>
</tbody>
</table>
# GradesFirst Faculty Trainers

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>Katrinka Lally</td>
<td><a href="mailto:klally@ccc.edu">klally@ccc.edu</a></td>
</tr>
<tr>
<td>HW</td>
<td>Thomas Higgins</td>
<td><a href="mailto:tbhiggins@ccc.edu">tbhiggins@ccc.edu</a></td>
</tr>
<tr>
<td>KK</td>
<td>Celeste Mcgill</td>
<td><a href="mailto:cmcgill@ccc.edu">cmcgill@ccc.edu</a></td>
</tr>
<tr>
<td>MX</td>
<td>Billy Cunningham II</td>
<td><a href="mailto:bcunningham@ccc.edu">bcunningham@ccc.edu</a></td>
</tr>
<tr>
<td>OH</td>
<td>Ioana Sancira</td>
<td><a href="mailto:isancira@ccc.edu">isancira@ccc.edu</a></td>
</tr>
<tr>
<td>TR</td>
<td>Charles Abrams</td>
<td><a href="mailto:cabrams@ccc.edu">cabrams@ccc.edu</a></td>
</tr>
<tr>
<td>WR</td>
<td>Darlene Attiah</td>
<td><a href="mailto:dattiah@ccc.edu">dattiah@ccc.edu</a></td>
</tr>
</tbody>
</table>

Faculty GradesFirst Guides

[http://www.ccc.edu/menu/Pages/Grades-First.aspx](http://www.ccc.edu/menu/Pages/Grades-First.aspx)
1. From Home Page, Click Reports Tab.