

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Academic Affairs

The [Office of the Provost](#) oversees the academic enterprise at the College. The current Provost arrived in July 2014 and since then he has made significant changes in the structure of Academic Affairs and implemented [numerous initiatives](#). Chief among these were the creation of the Office of the Registrar's Office, reorganizing the College Advising Center, and led advancements in IT and Curriculum.

The College is organized into three schools, each led by a dean. The School of Fine and Performing Arts houses the departments of Art and Art History; Business and Entrepreneurship; Dance; Design, Fashion Studies; Music; Photography; and Theatre. The School of Liberal Arts and Sciences houses the departments of American Sign Language; English and Creative Writing; Humanities, History, and Social Sciences; and Science and Mathematics. The School of Media Arts houses the departments of Audio Arts and Acoustics; Cinema and Television Visual Arts; Communication; and Interactive Arts and Media. There is also a Dean in the Office of Graduate Studies.

Academic Programs

In the 2018-19 Academic Year, the College offers 95 [undergraduate major programs](#) (66 Bachelor of Arts degrees and 29 Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science degrees). There are 10 [graduate degree programs](#) (one Master of Arts, one Master of Arts Management, and 8 Master of Fine Arts degrees). The [census for Fall 2017 semester](#) counted 7,027 undergraduate students and 285 graduate students.

As of Fall 2017, the College also offered 58 [minor programs](#). Many minors were created as shortened versions of existing majors, such as Acting, Management, Marketing, American Sign Language, Public Relations, and Writing for Television. However, as a testament to the wide range of disciplines represented in the faculty and the curriculum, minors created from non-major programs included Women and Gender Studies, Teaching Artist, and Environmental Studies. Student enrollment in minors as a percentage of total enrollment has been increasing every year: In 2015, 16.5% of students had declared a minor; in 2016, 18.6% had declared a minor; in 2017, 19.4% of students had declared a minor.

Catalog

The [College Catalog](#) contains program descriptions, program learning outcomes, and program requirements for every program, undergraduate and graduate. The degree requirements section in the catalog is published via the College's Curriculog system, which manages all aspects of the curriculum revision process. Program outcomes are discussed in greater detail in 3.B.

Curriculum Development and Oversight Process

The [Curriculum and Academic Policy Review Manual](#) (the CPM) articulates the processes by which all curricular matters are initiated, reviewed and vetted, and approved. This document also identifies and defines the participants in the curriculum process: Full-Time Faculty, Part-Time Faculty, Department Curriculum Committees, School Curriculum Committees, Department Chairs, Registrar, Deans/Associate Deans, the Core Curriculum Committee, the Academic Affairs Committee, the Graduate Council, and the Provost.

Each department is required to have a Department Curriculum Committee (DCC), which is expected to [meet regularly](#). Quite often, the chair of each DCC is a member of the School Curriculum Committee (SCC), with the associate dean serving as ex officio and administrative officer for that body.

The CPM also defines and provides credit limits and distributions for Bachelor degrees (BA, BFA, BS, BMus) and Masters degrees (MA, MFA, MAM) and a more detailed document, [Degree Program Parameters](#), provides guidance for leveling, required and elective courses, and pre-requisites.

The curriculum approval process for a [new academic program](#) (Major, Minor) goes from faculty to review and approval by the Department Curriculum Committee and the Chair, then to the School Curriculum Committee and the School Dean. The new program proposal then goes to the Academic Affairs Committee of the Faculty Senate (if an undergraduate program) or to the Graduate Council (if a graduate program) for a vote, and then to the Faculty Senate, which votes and then recommends to the Provost. This entire process is very deliberate and inclusive and takes approximately ten months to complete.

Revisions of [program requirements](#) and [courses](#) and [proposals for new courses](#) go from the Department Curriculum Committees to the School Curriculum Committees and then to the Dean.

A number of College-wide policies guide the curriculum process. These include:

1. [Syllabus Template](#). This document identifies all of the sections that must be included in each course syllabus, including specific language for certain areas (Students with Disabilities, Attendance Policy, Counseling, Advising, etc...).
2. [Course Numbering and Level Guidelines](#). This document provides descriptors of course levels (from 100 to 600) and also provides numbering conventions for specific course types (Independent Projects, Practicums, etc...).
3. [Course Types](#). This is a comprehensive list of all course types (Lecture/Discussion, Workshop, Thesis). This document also contains the college's definition of a credit hour (the same as Federal definition).

Curriculog, an electronic curriculum development and management system, was implemented at the College in Fall 2017. Curriculog is used to manage all new program proposals, changes to existing program requirements, new course proposals, and changes to existing courses. The system is

customized to enforce the curriculum approval process that is laid out in the CPM. Each curricular process is guided through each step and routed to the appropriate individuals who are responsible for review and approval decisions.

Curriculum and the Strategic Plan

A significant piece of the Strategic Planning Process has centered on a comprehensive curriculum review, with a focus on two of the Plan's six goals: Student Success (Goal 1) and a 21st Century Curriculum (Goal 2). Towards these ends, in Fall 2016, each undergraduate major was required to complete a "Strategic Plan Streamlining Curriculum Summary." This form guided the department to review its majors to ensure the program requirements were relevant, appropriately leveled, provided for career preparation, removed unnecessary requirements, and that the department had the necessary resources to offer the programs. These also included updated four-year plans to facilitate paths to graduation, a two-year guide for transfer students, a curriculum matrix mapping program outcomes to required courses, and an outcome matrix mapping program outcomes to the newly developed Universal Learning Outcomes (ULOs).

Examples from three different majors are below:

Dance BA: [Strategic Plan Streamlining Curriculum Summary](#); [4-Year Plan](#); [Transfer Guide](#); [Program Outcomes/Course Matrix](#); [Program Outcomes/ULO Matrix](#)

Creative Writing - Poetry BA: [Strategic Plan Streamlining Curriculum Summary](#); [4-Year Plan](#); [Transfer Guide](#); [Program Outcomes/Course Matrix](#); [Program Outcomes/ULO Matrix](#)

Communication - Advertising BA: [Strategic Plan Streamlining Curriculum Summary](#); [4-Year Plan](#); [Transfer Guide](#); [Program Outcomes/Course Matrix](#); [Program Outcomes/ULO Matrix](#)

These were reviewed by the respective Deans and over the course of the 2016-17 and 2017-18 academic years, program changes evolved. Examples of the curricular changes include:

Business and Entrepreneurship reduced its Bachelor of Arts degrees from 10 to 3 (Arts Management, Music Business, and Marketing), in alignment with the department's largest areas of student interest and enrollment. This streamlining resulted in clearer curricular distinctions between programs, aiding student decision-making, and offering more focused and intentional degree requirements. Consulting with industry professionals, the department developed a series of concentrations in each major to better align the curriculum with current professional realities. This revision also substantially limits the number of major electives available to students, allowing the department to deliver a more efficient and focused course schedule.

Music completed a comprehensive revision of its undergraduate curriculum, eliminating five Bachelor of Arts concentrations and one Bachelor of Music major. Based on extensive feedback from current students, alumni, and industry professionals, the revised curriculum offers a single Bachelor of Arts in Music and two Bachelor of Music options (Composition & Production, and Contemporary, Urban, & Popular Music). The BA curriculum balances foundational study in contemporary musicianship, composition/songwriting, improvisation, and vocal/instrumental technique, aligning with the contemporary styles that are the focus of the BMus offerings. The revised curriculum provides considerably greater curricular clarity while optimizing efficiency – the freshman and sophomore Foundations courses will meet in part as a full cohort of 100-120 students.

Among its many curricular revisions, **Theatre** has combined its Bachelor of Arts majors in Theatre

Design and Theatre Technology into a single Bachelor of Arts in Theatre Design and Technology. This consolidation better prepares students for current professional realities by introducing them to a broader range of technical theatre disciplines – including set design, lighting, costuming, and sound design – while still allowing students to develop advanced skills and specialization in one of the narrow disciplines. This curricular revision improves departmental efficiency by bringing together students into a larger cohort with more shared coursework.

Sources

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- Advertising Four Year plan
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- Advertising_BA Program and ULO Matrix
- Bachelor Degree Credit Inventory Fall 2018 for Assurance Argument
- Change to Degree Requirements_ColumbiaCollegeChicago
- Change to Existing Course 2018
- Communication - Advertising Curricular Improvements
- Course Number and Level Guidelines
- Course Types Effective FA17
- CRWR_Poetry_BA Strategic Plan Curricular Improvements
- Curriculum and Academic Policy Review Manual.pdf
- Dance BA 4 YR Plan 16-17
- Dance BA Program and Course Matrix 16-17
- Dance BA Program and ULO Matrix
- Dance BA Strategic Plan Curricular Improvements V7 Dance BA
- Dance BA Transfer Plan 16-17
- DCC and SCC schedules AY 18-19
- Degree Program Parameters Fall16
- FA2017 Census Enrollment Report
- Graduate Programs Inventory 2018-19
- Minor Enrollment FA17
- Modernizing Normalizing and Professionalizing College for Strategic Plan Readiness
- New Course Proposal Form 2018
- New Program Proposal Form
- Poetry_BA 4-Year Plan
- Poetry_BA Program and Course Outcome Matrix
- Poetry_BA Program and ULO Matrix
- Poetry_BA Transfer Plan
- Provsost AcaAff Org Chart 2017-18
- Strategic Action Plan and Curricular Revision
- Syllabus Template_Aug2017

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Liberal Arts and Sciences Core Curriculum (LAS Core)

The Liberal Arts and Sciences Core Curriculum (LAS Core) has served as the College's general education program since 2005. It will be replaced by a new General Education Program beginning Fall 2019, the [Columbia Core Curriculum](#) (described below).

The LAS Core is a very [traditional distribution system](#), with 42 credits required for the BA, 36 for BFA and BMus, and 39 for BS degree seeking students. The LAS Core is divided into [four general rubrics and encompasses ten objectives](#).

Additional features of the LAS Core include:

- Students must complete a minimum of 6 LAS Core credits at the 2000-level or above.
- Students must complete at least 3 credits in a course designated [Global Awareness](#) and 3 credits in a course designated [U.S. Pluralism](#).
- Students must complete a course designated [Writing Intensive](#) (WI). (While this requirement is not specifically attached to the Core, and courses that are not designated for Core credit can be coded as WI, the College communicates this requirement alongside the Core, so it bears mention here.)

LAS Core Classes

Program in Writing and Rhetoric (PWR)

The College's Program in Writing and Rhetoric offers the foundational courses in first-year writing. [Writing and Rhetoric I](#) and [II](#) prepare students for the variety of reading and writing they will encounter as students, professionals, and citizens. Versions of these courses have been developed to

meet the needs of all students, including honors and international students.

Humanities, History, Literature, and Social Science Courses

The College offers very traditional survey courses to satisfy the Core requirements in Humanities, History, Literature, and Social Sciences. At the same time, less traditional courses are offered, and these often reflect the research interests of the faculty who have developed and teach them. [A list](#) of both traditional and more specialized courses from the Spring 2018 semester highlights this rich variety of offerings.

Science and Mathematics Courses

[Course offerings](#) in Science and in Mathematics follow a similar pattern: both traditional survey courses and more specialized ones are offered.

First Semester Experience ("Big Chicago")

The foundational experience in the general education program is the First Semester Experience course, aka "[Big Chicago](#)." These courses are designed to help students connect with the City of Chicago, work and learn with other students, and discover various disciplines by taking courses with leading scholars and practitioners in their fields.

Big Chicago was introduced in the Fall 2015 semester as an alternative to the First Year Seminar (FYS), a fairly traditional seminar course that developed from a Title III grant the College received in 2005. While the FYS had good intentions and goals (to connect students to the College, specifically with a full-time member of the faculty, a very small percentage of sections (less than 7% in Fall 2014) were taught by full-time faculty. In addition, managing and maintaining consistent delivery proved to be a challenge. While some students felt the course was beneficial, a large number of students [expressed their dissatisfaction](#) loudly and often. Thus, in the Spring of 2015, the Interim Dean of the School of Liberal Arts and Sciences led the "flipping" of FYS: from an intimate, seminar style course to a large lecture format that featured some of the College's most well-known faculty scholars.

Although individual courses have course-specific learning outcomes, all of the courses share the same [global learning outcomes](#). Students are encouraged to explore new ideas in the First Semester Experience course and, if possible, not select a course that appears to be connected to their designated major area of study. Each fall semester, fourteen to sixteen sections are offered, with class sizes ranging from 45 to 200 students.

The result has been a highly successful, engaging student experience. In-depth assessment during the program's first two years demonstrated that Big Chicago was achieving its goals. [In Fall 2015](#) (the program's first year) student surveys, focus groups, faculty surveys, and a panel assessment of student work revealed a high level of achievement of the program goals. This assessment was repeated (minus the focus groups) for [Fall 2016](#) and results reaffirmed the program's success.

The Honors Program

Throughout the 1990s and 2000s, the College debated the concept of creating an Honors Program. However, many faculty believed that an honors experience was antithetical to the College's mission and identity as an institution of access. Others noted that it was, in fact, appropriate, given the gradual [rise in academic preparation](#) of successive incoming freshmen classes. Throughout the 2000s, statistical modeling on retention from the Office of Institutional Effectiveness showed that highly

prepared students were leaving the College at a greater rate than the model predicted for this category of student. This led the College to commit to developing an Honors Program.

[The Honors Program](#) was developed as an enhanced feature of the LAS Core, as individual courses in the Core were developed and offered as Honors sections. The program launched with five pilot classes in the Spring 2010 semester and it has grown into a thriving academic program of challenge and rigor. Since the Honors Program is part of the LAS Core, students who take a 3-credit Honors History satisfy both three credits towards the History requirement in the Core and three credits towards the Honors requirement. Students who complete 15 credits in Honors classes and graduate with a cumulative GPA of 3.50 or higher are awarded the Honors distinction on their transcript and wear a special honors stole at commencement. Students are eligible to enroll in Honors courses in two ways. Incoming freshmen are invited to join the Honors Program based on their high school academic performance and thus can enroll in Honors sections of First Year Writing or First Year Experience courses. Any current student can also register for an Honors course with a cumulative GPA of 3.50 or greater.

Honors classes have an enrollment maximum of 16 students per section, and the distinctive nature of Honors classes is [articulated in each Honors syllabus](#). Additional features of the Honors Program include an [Annual Research Writing Award](#), Honors Student Housing on two floors of a residence center, and an Annual Honors Convocation for incoming Honors freshmen.

There have been multiple assessments of the Honors Program, beginning with an [evaluation of the five course pilot in the Spring 2010 semester](#). This included a narrative on the development of the Honors Program, student recruitment, a student survey, faculty comments on their experience, and samples of student work. There was an additional [comprehensive evaluation in Spring 2012](#) that focused on the first two years of the Program and included a focus on retention. A [summary document produced in the Fall of 2014](#) included student demographics and additional data on student retention. Finally, Institutional Effectiveness updates the retention figures ([data from Fall 2016](#)). The Honors Program has proven to be extremely successful: Students thrive in the highly engaged environment, faculty relish the opportunity to work with these students on a more intimate and collaborative basis, and retention of better prepared students (Academic Rank 5 and 6, the two highest categories) is consistently far higher for those students who take Honors classes versus those who do not.

Diverse Curriculum

[The list of courses from the 2017-18 catalog](#) that satisfy the Global Awareness and US Pluralism course requirements within the LAS Core easily demonstrates how diverse the College's offerings are. A short sample from the [Spring 2018 semester schedule](#) includes courses such as Black Arts and Visual Culture; Story in Fiction and Film: International; African History and Culture Since 1600; Gay, Lesbian, Bisexual, and Transgender History in the U.S.; The Chinese City in Literature, Art, and Media; Revolution and Jihad in the Middle East; Native American Literature; and Caribbean Art, Literature, and Music.

In addition, the Dean of Academic Diversity Equity and Inclusion (DEI) has been working closely with departments to more intentionally incorporate DEI components into both the new Columbia Core Curriculum (effective Fall 2019) and into the curriculum for all majors.

Strategic Plan Goal 3: Diversity, Equity, and Inclusion

[Goal 3 of the Strategic Plan](#) focuses on Diversity, Equity, and Inclusion (DEI). In July 2017, the President created a new position, Dean of Academic Diversity, Equity, & Inclusion and Special

Advisor to the President. This appointee was charged with leading the [College's Mission](#) for DEI by "dismantling ... structures of power and privilege ... within Columbia College Chicago by creating policies, programs, and opportunities that will ensure that diversity, equity, and inclusion thrive and are at the center of all we do."

In the 2017-18 AY, the Dean of Fine and Performing Arts created a [DEI Workgroup](#). The Workgroup was charged with providing a situation report that defined the DEI challenges for the school (and the college) and a plan for addressing these challenges. In order to assess current attitudes and perspectives on a range of DEI topics, SFPA full-time faculty were surveyed. Seventy-one percent of the faculty responded and emerging themes from the [results](#) included a need for greater diversity in faculty and the impact of race in the classroom. Moving forward, the plan for 2018-19 begins with a 90-120 minute workshop at the SFPA faculty retreat in August, and then small, department-specific mutual mentoring groups. The plans for years two and three are to incorporate more adjunct faculty in the conversations and ultimately lead to concrete curricular offerings.

At the department level, each department in SFPA also developed plans ([sample from Business and Entrepreneurship](#)) to achieve the following:

- Scaffold knowledge about DEI issues as it pertains to CCC and higher education
- Build common DEI understanding and vocabulary within the department
- Share DEI resources and strategies
- Embed DEI into the pedagogy and curriculum

A model for curricular revision based on concepts of DEI is the Dance Department and the curricular changes led by their new Chair in 2011. Their [Self-Study](#) (as part of their 2017-18 Program Review) narrates the transformation of their curriculum (p. 3) from a more traditional Dance program towards a curriculum that equalizes the role that West African dance technique and ballet technique play as foundational to the U.S. contemporary dancing body (or "American dancing body"). Simultaneously with this change, the Chair redirected discretionary funds to promote contemporary Africanist and Hip-Hop aesthetics in part-time faculty hires, programming, and guest artists. Finally, the department also looked with fresh eyes at established policies which, although intended to promote academic rigor and professionalism, were not serving students in a generous-enrollment institution.

The new Columbia Core Curriculum will have a requirement for students to complete a minimum of two 3-credit courses that fall under the Diversity, Equity, and Inclusion rubric. Faculty proposing courses to satisfy this requirement will need to include a completed [DEI Proposal Form](#). These courses must address "issues of power as part of the core focus and content of the course. Students will develop skills for responsive engagement with social structures related to power, privilege, and social equity..... Each DEI designated course examines structures of power and privilege as they relate to the respective discipline(s) being engaged."

DEI Cluster Hires

In academic year 17-18 the College launched its first targeted cluster hire for four new tenure-track faculty members in History, Theatre, Cinema and Television Arts, and Interactive Arts and Media. Each of these individuals was expected to bring expertise on race and issues of diversity into the classrooms of their respective disciplines. Alongside the Dean of Academic DEI and the College's DEI Committee, these individuals will also help enhance existing academic programs and establish new academic initiatives that examine anti-racism and introduce students to a wider range of theoretical and knowledge-based systems that feed their respective creative practices. As of June 2018, the College had hired an [historian for the History position](#) and has extended the search for the

other positions into the 2018-19 AY, as the College had attracted an extremely talented pool of candidates and, as a result, all of the finalists had other offers and accepted positions elsewhere. The three other searches continue in the 2018-19 AY. (The Interactive Arts and Media position will be re-designated for Fashion Studies.) The Theatre Department is also filling a DEI one-year scholar position for 2018-19; the holder will have expertise in 20th/21st-century African-American theatre.

The Columbia Core Curriculum (Effective Fall 2019)

Effective the 2019-20 AY, incoming first-year students will be under the new general education requirement, [The Columbia Core](#). (All prior Columbia students will be under the requirements of the LAS Core, which reflects their catalog years.) This new requirement will be 42 credits for all degree programs.

The Columbia Core consists of two parts: The *Columbia Experience* and *Essential Liberal Arts and Sciences*.

The *Columbia Experience* consists of three courses, totaling nine credits:

- "Big Chicago" (see above), given its success and its alignment with aspects of the Strategic Plan, has been integrated into the new Core.
- The "Creative World" courses (for second year and upper division for transfer students) use multidisciplinary and critical frameworks to enhance and apply student literacies (visual, auditory, and textual) and analytical skills to contemporary and historical materials, concepts, and processes foundational to creative endeavors. Each course builds meaningfully on the community engagement principles introduced in "Big Chicago" classes and includes an intentional focus on students' written and other communication competencies.
- In "Communication, Business, and Technology" courses (upper division), students are exposed to advanced analytical skills and techniques that allow them to define, articulate, and translate ideas, practices, and entrepreneurial aspirations to a variety of professional settings with a focus on collaboration and written and other communication competencies.

The *Essential Liberal Arts and Sciences* consists of the remaining 33 credits, with a similar distribution to the former LAS Core. Other features of the Columbia Core will include a requirement that students complete two courses designated as DEI and the completion of a minimum of 15 credits at the 2000-level or higher.

Another notable aspect of the Columbia Core is that it intentionally connects to the [Universal Learning Outcomes](#) developed as part of the Strategic Plan. For example, ULOs incorporated in Big Chicago classes are Collaboration, Communication, Community Engagement, Creativity, and Diversity and Global Fluency. Communication, Business and Technology courses address a total of six ULOs, including Career Readiness. Mathematics incorporates Communication and Critical and Analytical Thinking. [Appendix A](#) to the Core Proposal summarizes coverage of ULOs in the new Core.

Program Learning Outcomes

Every degree program has its program outcomes published in the [Course Catalog](#).

These outcomes articulate the range of skills, behaviors, and levels of achievement appropriate to their disciplines. These also include activities, such as collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to

changing environments. Representative Program Outcomes that speak to the above include:

The [Animation BA](#) includes the outcome that students will "demonstrate a comprehension of history, aesthetics and the analytical context of animation in cinema through written, oral and animated presentations."

The [Dance BA](#) includes the outcome that students will "recognize how dance practices circulate within systems of power and resistance."

The [Filmmaking BA](#) includes the outcome that students will "critically examine their own work and others in the context of cinema history, aesthetics, and cultural influences."

The [Game Design BA \(Game Development Concentration\)](#) includes the outcome that students will "integrate theory, analysis and production techniques in the creation of games for entertainment, learning, social connection and other purposes."

The [Music Business BA](#) includes the outcome that students will "evaluate trends, opportunities, and challenges within the music industry to anticipate future developments."

The [Graphic Design BFA](#) includes the outcome that students will "describe, analyze, and interpret visual communications within the social, historical and theoretical contexts."

The [Acting BFA](#) includes the outcome that students will "exhibit the ability to analyze texts for performance and research."

The [Contemporary, Urban, and Popular Music BMus](#) includes the outcome that students will "demonstrate an understanding of the characteristics, performance practices, and historical contexts of a diverse range of contemporary musical styles and genres."

The [Cinema/Directing MFA](#) includes the outcome that students will "adapt their understanding of the human experience into cinematic dramatic material."

Scholarship, Creative Work, and Discovery of Knowledge

Columbia's curriculum and extra-curricular programming offer students, faculty, staff, and the public myriad opportunities for engagement in the arts, culture, creative practice, and scholarship. A [summary document](#) from the academic departments identifies specific examples of this programming.

In the 2017-18 AY, the college's Department of Performance and Student Spaces (DEPS) produced 137 departmental events (Lectures, Readings, Panel Presentations), 223 student organization events, 16 individually-led student showcases/performances, for a total of 376 events. All events are staffed and run by Columbia student workers, providing them with essential hands-on experience in producing live events.

Sources

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- Academic Diversity, Equity, and Inclusion Web Site
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- Animation BA Program Outcomes

- Appendix A Colum Core - ULO Map
- Big Chicago Fall 2015 Assessment Report
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- Undoing Racism Program and Outcomes
- WRI Instructor Manual
- Writing Intensive Guidelines

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Full-Time Faculty

As articulated in the Tenure Document, there are two different classifications for full-time faculty, Professor and Professor of Instruction. The College has rank and Professors have one of three ranked positions: Full Professor, Associate Professor, and Assistant Professor. Professors of Instruction are divided into two different positions: Associate and Assistant Professors of Instruction.

As of the beginning of the 2017-18 AY, Columbia had 280 full-time faculty according to the following distribution:

- Full Professor: 35
- Associate Professor: 160
- Assistant Professor: 23
- Associate Professor of Instruction: 20
- Assistant Professor of Instruction: 38
- Practitioner-in-Residence: 4

In addition, in the Fall 2017 semester, a total of 709 individual adjunct faculty taught a total of 1,295 sections; in the Spring 2018 semester, 702 adjunct faculty taught a total of 1,409 sections.

The Faculty Manual guides faculty roles and responsibilities, college governance, hiring, faculty categories, workload, and classroom and college-wide academic policies.

The adjunct faculty have been unionized since the early 2000s. The [current Collective Bargaining Agreement](#) covers course assignments and reappointment, a ranking/tiering system based on accumulated teaching hours, evaluation, committee participation, and management rights.

Faculty Qualifications

One of the first initiatives of the incoming Provost (2014) was to establish the qualifications of the faculty. The [Provost sent an email](#) to all faculty on August 25, 2014, requesting current CVs by the end of the Fall 2014 semester. The Provost also ensured that the Center for Innovation in Teaching Excellence (which at the time was responsible for faculty development) provided workshops for CV writing. In addition, the Provost announced that a transcript inventory would be done, and all faculty would be notified if any of their transcripts were missing.

During the 2014-15 AY, much of this inventory was accomplished for full-time faculty. By the Spring of 2017, the College had updated documents for all full-time faculty and for a high majority of adjunct faculty.

During the 2017 calendar year, the College implemented a review of all faculty qualifications per the new Guidelines published by HLC ("Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices"), beginning with full-time faculty.

In the Spring 2017 semester, chairs and deans reviewed the academic transcripts and CVs for full-time faculty, to ensure these faculty were credentialed per the HLC guidelines. A total of 271 faculty were reviewed. It was determined by the department chairs and the respective deans that 205 (70%) had the appropriate credentials to teach in the areas they were teaching. The remaining 66 needed to make a Tested Experience case using the College's [Tested Experience](#) form. The review and approval went from Department Chair to School Dean to Provost.

During the Fall 2017 semester, this process was applied in an effort to review all adjunct faculty who would be on the Spring 2018 schedule. It was determined that a Tested Experience case needed to be made for 525 adjunct faculty: 263 in the SFPA, 42 in SLAS, 220 in SMA, and with ten arguments in the School of Graduate Studies. Of these, 509 were able to make Tested Experience cases approved by their Chair, Dean, and Provost; a total of 16 [were not](#) and were not offered classes in the Spring 2018 semester.

Full-Time Faculty Evaluation and Tenure

Evaluation of Full-Time Faculty is fully described in both the [Faculty Manual](#) and the [Statement of Policy on Academic Freedom, Faculty Status, and Due Process](#) (aka "The Tenure Document").

All faculty, regardless of position or rank, complete a [Faculty Annual Activity Report](#) ("FAAR") that articulates the faculty member's teaching, service, and creative and scholarly work for the year (these are due May 31 for the just-completed academic year).

All Professors of Instruction (title implemented in the 2017-18 AY, formerly categorized as "Lecturers") are evaluated in two areas: Teaching and Service. All are evaluated every year, beginning at the end of their 2nd year of appointment.

The College's tenure process is described in the [Columbia College Chicago Statement of Policy on Academic Freedom, Faculty Status, Tenure, and Due Process](#). In the normal progression, the Tenure-Track Period is six years of full-time, continuous employment. Prior to receiving tenure, Tenure-Track Faculty are evaluated at the beginning of their second, third, and fifth years at the College by the Department Chair, a Faculty Evaluator (selected from Department Tenured Faculty), the School

Dean, and the Provost. The Faculty Evaluator and the Department Chair independently review the Tenure-Track Faculty member's FAAR reports, teaching evaluations, and classroom observation reports and assess performance in each of the criteria in the Evaluation Areas for Tenured Appointments (Teaching and Teaching-Related Activity; Scholarly or Creative Endeavor; and Service to the College, Profession, and Community) and make recommendations regarding continuation of appointment. Evaluation then moves to the School Dean and then to the Provost for a final decision.

Comprehensive Three-Year Review

At the beginning of year four, Tenure-Track Faculty undergo a comprehensive three-year review in which they submit a [Three-Year Dossier](#) to the Department Chair and a Faculty Evaluator, who also interviews the Tenure-Track Faculty member. The Department Chair and Faculty Evaluator independently write reports, which are given to the School Dean, who prepares a report on the materials. These documents are then reviewed by the Provost who writes a report that is delivered to the Tenure-Track Faculty member, Department Chair, and School Dean, and is placed in the faculty member's file in the Office of Academic Personnel. If a decision is made to not renew a faculty member's tenure-track appointment, that faculty member may appeal that decision, following the process described in the [Statement of Policy on Academic Freedom, Faculty Status, Tenure, and Due Process](#).

Application and Granting of Tenure

The year before applying for tenure, applicants and Reviewing Faculty each provide to the Department Chair a list of five potential External Reviewers outside of Columbia. The Department Chair selects three to review and write a report on the applicant's scholarly and/or creative endeavor. In September of the application year, the applicant submits a Tenure Dossier, which includes a [Narrative Report](#); Future Plans; Evidence of Teaching and Teaching-Related Activity; Evidence of Scholarship or Creative Endeavor; and Evidence of Service to the College, Profession, and Community. The Dossier and External Reviewer reports are first reviewed by the Department Chair and Faculty Evaluator. Their independent reports, along with the Tenure Dossier, are reviewed by the School Dean, who writes a report to be sent to the All College Tenure (ACT) Committee (nine tenured faculty elected to serve two-year terms). Based on the Tenure Dossier, the ACT Committee prepares a written report. Finally, the Provost receives all materials and writes a decision that is delivered to the applicant, the Department Chair, and School Dean.

Additionally, each department has developed specific tenure guidelines that adhere to the types of creative and scholarly endeavors specific to their disciplines, and these serve as the primary criteria for which tenure will be granted. The following three examples provide department-specific tenure guidelines: [American Sign Language Tenure Criteria](#), [Audio Arts and Acoustics Tenure Criteria](#), [Theatre Tenure Criteria](#).

Post-Tenure Review

After receiving tenure, every third year, Tenured Faculty submit a current CV and Three-Year Activity Statement (a three-page self-assessment) that is reviewed by the Department Chair and then School Dean. Faculty judged as "Not meeting expectations" must submit a detailed three-year plan to improve performance in any identified area. Three years later, the faculty member submits another summary that is reviewed by the Department Chair and the Dean, who decide if the faculty member has rectified the problem areas. If it is judged that the faculty member has not, then that faculty member presents the case to the ACT Committee, which renders its judgement in a report to the Provost. If the Provost determines that the faculty member's performance falls below the standards of

Tenured Faculty, [the process of sanctions and dismissal may begin.](#)

Sabbaticals

The Faculty Senate also approved a fairly substantial [revision for faculty sabbaticals](#)– providing much needed clarity on the process and reaffirming the College’s support for eligible faculty. While the actual process had been disseminated (and stored in the College’s intranet as an individual document), it was not incorporated into the Faculty Manual; it is now. In addition, in the former process, the individual faculty member was required to keep track of eligibility and timetable. Now, the College keeps track in the Interfolio faculty database. In addition, the College notifies the faculty member when s/he is eligible and invites interested faculty to an information session and application workshop. Under the former process, a faculty member was able to defer a sabbatical for up to two years and, if done, the time between sabbaticals was not changed; so it was conceivable that a faculty member could have two sabbaticals in a four-year period. In the former application process, faculty proposals went first to the chair, then to the dean, then to the Sabbatical Committee, and then to the Provost. Now, the proposal goes to chair, dean, and committee concurrently. Each of these evaluates the strength of the proposal based on explicit criteria in [a rubric](#). The Provost can then make the final decision based on these evaluations. Finally, the College committed to financially supporting sabbaticals. Every year, a fixed dollar amount has been identified to support up to 10% of eligible faculty (based on a count in the 2017-18 AY).

Adjunct Faculty Evaluation

Evaluation of adjunct faculty is articulated in [Appendix IV](#) of the [Collective Bargaining Agreement \(CBA\)](#). The policy provides for a minimum of three formal evaluations of teaching performance: 1) Within the first two semesters of teaching; 2) Between 36 and 42 accumulated credits; 3) Once every 8 to 10 semesters thereafter. The College reserves the right to make exceptions to this schedule. For the first two scheduled evaluations, the Department Chair chooses at least three sources: 1) [Student Evaluations of Course and Teaching](#) (online, end-of-semester student survey); 2) Classroom Observation; 3) Review of teaching materials; 4) Student work samples; 5) Student self-assessment of success in achieving course learning outcomes.

Faculty Development

In the Office of the Provost, faculty development is supported by the Associate Provost for Faculty Research and Development (APFD), a tenured faculty member who serves a three-year term, and the Project Manager for Assessment, Accreditation, and Faculty Development Initiatives (PMFD), a full-time staff position. This organizational structure, created in Spring 2017, replaced the Center for Innovation in Teaching Excellence.

Faculty Development is supported through full-time and part-time faculty grants, ongoing workshops, a yearly conference, twice yearly New Faculty Orientation events, monthly showcases of faculty work, mentoring groups, and a [website](#) that provides pedagogical resources, targeted information, and announcements.

Faculty Development Grants

Full-time faculty may apply for grants up to \$4,500 to support creative and/or scholarly endeavors in their field. A committee of full-time faculty reviews applications during [Fall and Spring cycles](#) and makes recommendations to the Provost for a final decision. Faculty submit [a narrative proposal, timeline, and itemized budget](#) and, if awarded a grant, submit a [post-grant report](#). Grants have

supported purchasing equipment for video game development, transporting artwork among exhibits, travel to scholarly archives, [transcription fees](#), and film festival entry fees, among other endeavors. In Fall 2017, faculty requests totaled nearly \$42,000, with \$27,572.74 awarded. In Spring 2018, faculty requests totaled nearly \$140,000, with \$111,985.41 awarded.

From a separate budget, in accordance with Columbia's contract with P-Fac, part-time faculty may apply for grants up to \$2,000 to support professional development in creative and scholarly endeavors. Funds have provided for conference registration fees and travel, post-production costs on film, and travel for international workshops, among other projects. Applications, including project description, budget, and timeline, are reviewed at [six dates throughout the year](#). In Fall 2017, faculty requests totaled nearly \$30,000 with \$24,600 awarded. In Spring 2018, faculty requests totaled nearly \$140,000, with \$112,748.41 awarded.

Workshops: Pedagogy Workshop, Writer's Retreat, FAAR Workshop

Prior to the fall and spring semester, the APFD and PMFD facilitate an All-Day Pedagogy Workshop and a Writer's Retreat. The inaugural All-Day Pedagogy Workshop [January 2018](#) was focused on faculty's expressed interests in diversity, equity, and inclusion; adapting to changing student norms; and active learning strategies. Part-time faculty received a stipend for attendance. Three and Four-day Writer's Retreat are offered twice a year and provide up to 12 faculty (full- or part-time) a dedicated time and space to work on creative and scholarly projects, with the support of opening discussions, on-site feedback, coffee, snacks, and lunch.

Faculty Development Conference

The annual Faculty Development Conference, begun in [May 2017](#), is a multi-day event that features two-hour workshops and one-hour information sessions on pedagogical topics, as well as on creative and scholarly work and service. Most workshops and sessions are led by Columbia faculty and staff, with occasional support from outside consultants such as Canvas (LMS) trainers and Veteran's Affairs.

Full- and part-time faculty are invited to register for the free and open workshops and sessions, and part-time faculty receive stipends for attending select pedagogical workshops. The 2017 conference offered 12 workshops and six information sessions; 35 full-time faculty, 18 part-time faculty, and 7 staff members attended. The [2018 conference](#) featured 18 workshops and eight information sessions; 62 full-time faculty, 30 part-time faculty, and 12 staff attended the 2018 conference

New Faculty Orientation

Each August and January, new full- and part-time faculty are invited to attend a two-day [New Faculty Orientation](#) that includes training in the Canvas Learning Management System, an overview of the College's organizational and communication structures, library resources, academic services and student support services, discussions of pedagogy and practice, and a session for full-time faculty on the tenure process and mentoring programs. NFO now also coordinates with HR in full-time faculty onboarding. The orientation is facilitated by the APFD and PMFD and features presenters from across the College.

Faculty Showcases

To highlight the creative and scholarly work of faculty who have been supported by the College through sabbatical awards and faculty development grants and in response to faculty feedback

regarding a desire for more opportunities to share and experience one another's work, faculty are invited twice a semester to attend [Faculty Showcase](#) events in which faculty discuss their latest projects. In addition, an annual [Publication Celebration](#) displays the publication achievements of faculty who submit their work from the previous calendar year.

Mentoring Programs

During New Faculty Orientation, all new full-time faculty are placed into Mutual Mentoring groups with one another. The goals of these groups is to conduct classroom observations for each other, engage in discussions about student learning and pedagogy, and to share ideas regarding preparation of tenure and promotion dossiers.

As part of the [Academic Mentoring Initiative](#), immediately following formal hiring, chairs work with new faculty to select an associate or full professor who might be best situated to serve as a one-on-one mentor to the new full-time faculty to offer current and relevant advice and/or feedback regarding the new faculty member's teaching and teaching-related activity, creative and scholarly agenda, and service as they do the work of compiling evidence in support of their tenure at the college.

Faculty Development Portfolio Website

Created during Summer 2017, the [Faculty Development Portfolio](#) website is a site within Columbia's broader website that features information for faculty regarding student support services, grant information, information for consultations with the APFD and/or PMFD, information on upcoming faculty workshops and faculty showcase events, and other resources.

Instructor Access to Students

Per the [Faculty Manual](#), all faculty must schedule a minimum of four hours per week for student access. The [Syllabus Template](#) also requires faculty to list their office hours during the semester. Finally, the [CBA](#) with the part-time faculty articulates expectations that part-time faculty will be available to meet with students and that the College will provide sufficient meeting spaces for them.

Staff Qualifications and Development

Staff in [Student Financial Services](#) (SFS) hold a minimum of a bachelors degree and all managers are required to have at least three years experience working in student financial services. All SFS staff are required to participate in training and professional development. SFS staff attend national and regional conferences led by the Department of Education and others, and the College is an institutional member of both NACUBO and NASFAA and staff attend events sponsored by these two groups.

Advising Staff in the College Advising Center (CAC) must hold a [minimum of a BA](#), and of the 19 Advisors, 18 hold masters-level credentials and the other is working on his masters. The College is an institutional member of NACADA and follows its [standards and practices](#) and CAC staff attend national and regional convenings for professional development. The unit has \$4,250 budgeted to support staff development. In addition, the CAC has [internal development programming](#). Topics covered have included workshops on [Gender Inclusivity](#), [Professional Development](#), and [Creating an Advising Philosophy](#).

The Office of Student Affairs publishes an [Annual Report](#) of its units' activities and this document illustrates the depth and breadth of this Office's reach at the College. [Staff](#) hold appropriate degrees:

All positions at coordinator level and above must hold a masters degree or higher. All support staff must hold a bachelors degree. All staff providing mental health counseling are licensed in the State of Illinois. Staff attend national and regional conferences for professional engagement and development.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Library

Columbia's Library is housed on the first five floors of the 624 S. Michigan Ave. building and takes up 48,850 square feet of space. The Library is led by the Library Dean, [with a staff of 28 in the 2017-18 AY](#). (Note: the Library Dean retired effective July 1, 2018.) In 2017, the Library was recognized with an [Excellence in Academic Libraries Award](#) from the Association of College & Research Libraries. The Library houses more than 230,000 books and 400+ periodicals. Its collection also includes 22,211 films and 21,701 audio files. In addition, a significant number of video (78,323) and audio (160,033) files can be accessed online.

Each year, the Library publishes an Annual Report, and the two most recent from [2016-17](#) and [2015-16](#) serve as examples. These annual reports include data on Library resources, usage, support for academics and research, and initiatives. They also provide trend data traffic, circulation, and other activity.

Highlights from the 2016-17 Annual Report include:

- 63,695 physical items circulated and browsed by Columbia Community
- 17,835 items loaned to non-Columbia users
- 214,144 digital items accessed by Columbia Community

In the Library classroom, in classrooms around the campus, and via online [research guides](#), librarians offer instructional programming to support and guide students in all aspects of the research process, from brainstorming and searching to evaluating and citing sources. Library instruction is provided to classes across the curriculum and within all three schools. In 2016-17, a total of 225 instructional sessions were offered, attended by a total of 4,217 students. The Fashion Studies Program continues to rely on library instruction in support of its curriculum, and Photography restructured their curriculum and foundation classes to add a mandatory library component in an introductory level course. Business and Entrepreneurship continues to be a heavy user of library instruction with the [Entrepreneurship](#) and [Introduction to Management](#) courses scheduling sessions for all sections. This

programmatic approach within the B&E department has meant that students are familiar with the resources available to them at the beginning of their program and are utilizing them throughout their course of study. The English and Creative Writing Department is another major area of instruction. All Writing and Rhetoric II sections are targeted for information literacy instruction. Reference and Instruction Librarians were invited to participate in curriculum planning in the First Year Writing Program and have worked closely with faculty to revise library research instruction in line with changes to the curriculum. The Library also provided faculty with content to help introduce students to basic considerations regarding copyright and intellectual property.

The Library has created a total of 77 [Research Guides](#) on a range of disciplines and majors ([Advertising and Public Relations](#), [Art and Art History](#), and [History](#)); on various topics ([Black Lives Matter](#) and [Sustainable Design](#)); and on research fundamentals ([Avoiding Plagiarism](#), [Finding and Using Images](#), and [Database Tutorials](#)). The guides direct students and faculty to recommended subscription databases in their fields and highlight selected resources from the print and streaming collections as well as vetted resources from the internet. In addition, students have access to research assistance from librarians via SMS, chat, phone, email, and in-person, and may schedule in-depth research consultations with a librarian.

College Advising Center (CAC)

In 2005, the College received a Title III grant to improve retention, and one of the three focuses of this grant award was to create a new Faculty Advising Model. The introduction of the Jenzabar EMS in 2002 allowed students to register for classes online for the first time. However, many students had difficulty registering due to holds and/or course requirement issues. The College decided to deploy its full-time faculty as a resource to improve student progress to degree, retention, and address the extremely high ratio of students to college advisor (as high as 800:1 in some majors) in the College Advising Center (CAC).

The model presumed CAC staff would focus on first-year students and assumed that sophomores and above students would meet with a faculty advisor in their majors. While some departments were able to successfully implement this model, many others were not capable of doing so, due to the complexity of certain degree requirements or practical knowledge of the requirements of all of the programs within their departments. Therefore, a significant number of students were not being advised properly by faculty and, in fact, were actually being advised by departmental staff members (and not faculty) or by staff in the CAC. In addition, the model assumed that the CAC staff, by focusing on first-year students, would devote a high majority of their efforts to these students. However, data from Time Trade (the appointment scheduling software used by the CAC) showed that three years into this new model, CAC advisors were meeting all levels of students equally (approximately 25% freshmen, 25% sophomore, 25% junior, 25% senior). This new model was simply not working.

Beginning in the 2015-16 AY, the College completely revised the advising model, shifting to a professional case-management based model. The CAC was moved from reporting to the VP for Student Success to the Provost. Academic staff in some departments moved to the CAC to serve as advisors, increasing the number of advisors. [The CAC was also reorganized](#), from one director supervising 14 individual advisors to a structure with one Director, four Assistant Directors, each leading a team of four academic advisors, for a total of 20 advisors (increased from 14). Caseload ratios were reduced to approximately 400:1. The advising teams were also organized to align to general academic disciplines (the film/television team, the performing arts team, the visual/fine arts team, and the business/communication team) to allow for greater crossover. In addition, a new unit was created within the CAC, the Persistence Team. This unit of three focuses on working with the

Student Success Collaborative (see below) and other data systems to positively impact student success.

In an effort to improve retention (and as identified as part of Goal 1 in the Strategic Plan, "[Student Success](#)"), the College invested significant resources into the Educational Advisory Board's (EAB) Student Success Collaborative (SSC) in the 2014-15 AY. SSC software gives the College analytics to identify key success markers in majors; provides CAC staff with opportunities for caseload management in advising; identifies, monitors, and records follow-up with students who have been identified as "not meeting expectations" during Academic Progress Reporting (APR) in Weeks 6-7 of the semester; and provides insights into potential effective advising practices and strategies. Once fully implemented, the College expects to see significant improvement in student retention, as it can more strategically respond to and support students who may need assistance to reach their degrees. (In fact, the College's Quality Initiative in the Open Pathway focuses on increasing retention and graduation rates.)

In the Spring 2018 semester, the CAC administered a survey to undergraduate students. It was completed by more than 1,200 students (20% response rate) and the [results](#) showed that the majority of student interactions with CAC staff were positive and they found the CAC a valuable source of guidance at the College.

The Learning Studio

[The Learning Studio](#) is the central location of student tutoring and assistance at the College. The Learning Studio serves all students, faculty, and staff at the College and provides tutoring and learning support in many academic areas: writing, mathematics, science, accounting and finance, foreign languages, audio, and music theory. Students can schedule appointments online or drop in, as needed, to seek assistance. Detailed reports are created for each semester, and examples from the [Fall 2016 semester](#) and [Spring 2017 semester](#) are here. In addition, a [summary document](#) has also been created. In Fall 2016 semester a total of 1,200 students received assistance from the Learning Studio, and these 1,200 totaled 3,343 interactions. For the Spring 2017 semester, these figures were 780 and 2,312, respectively. The College's [syllabus template](#) contains descriptive language about the Learning Studio so all students are made aware of the opportunities for assistance provided by the Learning Studio.

The Learning Studio is a 4,880 square foot facility and is located on the first floor of the 33 E. Congress building. It has a full-time staff of three. As of the Fall 2017 term, tutoring responsibilities are fulfilled by ten adjunct faculty, five non-adjunct professionals, and approximately 25 students (mostly undergraduates).

After each tutoring session, the Tutor completes a [summary](#) of the visit, and this information becomes a record in the SSC. As such, it is visible to the students Advisor and other staff involved in retention efforts.

The Learning Studio also participates in directed outreach to students. In the Spring 18 semester, all students in the Writing and Rhetoric sequence received an [email](#), encouraging them to visit the Learning Studio. A similar means of targeted and proactive communication was sent to students in the following courses: Liberal Arts Mathematics; Music Theory I, II, and III; Accounting; and Finance. Again, targeted communication with specific student groups was facilitated by the SSC system.

In the Fall 2017 semester, students who visited the Learning Studio were provided with the opportunity to comment on their experience. A total of 81 students responded and the [results](#) were

overwhelmingly positive.

Beginning in the Spring 2018 semester, the Learning Studio implemented a pilot outreach process to students in courses where the LS typically experienced high demand around mid-term and final exams. Using the SSC system, [email messages](#) were sent to all students enrolled in six different courses, encouraging these students to make an appointment to visit the LS. This outreach directly [resulted](#) in 276 appointments, representing 10.5% of all students registered for these six courses.

Writing and Mathematics Placement

Incoming students are placed into College Writing and Mathematics courses based on their [scores on placement instruments](#). All incoming students who need to satisfy the College Writing requirement at the College take [The Write Class](#), an online, multiple measures placement instrument that incorporates students' own experience and perspectives along with test scores and high school GPA.

Incoming students who need to satisfy the Mathematics requirement are placed into the appropriate math course based on ACT or SAT math scores; in the rare instance where the College does not have mathematics scores for placement, students take the Accuplacer instrument.

Developmental Writing

Incoming students not placed into the traditional two course College Writing sequence (Writing and Rhetoric I and II) via the Write Class placement enroll in a two semester course that shares the same learning outcomes as Writing and Rhetoric I. In this [alternative course](#) a “stretch” approach is employed: the Writing and Rhetoric I curriculum is “stretched” across two semesters, and students stay with the same instructor and classmates over both semesters. This approach allows instructors to learn the needs of the individual students and work with them for a longer period of time, and it gives the students a chance to build and maintain a supportive community over the whole first year of college. Early analysis of this program change on student retention has been positive. The stretch courses replaced a pre-college developmental writing course, Introduction to College Writing (ICW).

The Fall-to-Fall retention rates for the last two ICW cohorts were 50% (Fall 2013) and 58% (Fall 14). The Fall-to-Fall retention rates for the first year of Stretch was 67% (Fall 2015). This is summarized in the Program in Writing and Rhetoric's [2016 Self Study](#). The Fall-to-Fall retention for the 2016 Stretch cohort was 59%. However, when [Institutional Research looked at the retention](#) of students who completed the two-semester Stretch sequence, the Fall-to-Fall retention for this group was 81% (Fall 15 cohort) and 77% (Fall 16 cohort). Therefore, the early indications are that the Stretch Program for students placed into developmental writing has had a positive impact on retention.

Developmental Mathematics

Basic Mathematics is the pre-college developmental mathematics course and data show that it is fairly successful in preparing student to succeed at the subsequent (college-level) mathematics course. [Students who completed](#) Basic Mathematics from Fall 2014 to Fall 2016 successfully completed their subsequent college-level mathematics requirement at a rate of 88.7%.

New Student Orientation and Registration

The College provides incoming students with the information they need to register for their courses prior to arriving at their New Student Orientation session before the start of the semester. A mini-course, the [New Student Registration Course](#), was created, and it covers the range of steps students must take in order to successfully register for courses.

The course features a series of videos on the following topics: Paying for College; Advising and Registration; First Semester Experience Courses ("Big Chicago"); Placement; and Transferring Credits. Additional videos directed at international students, incoming Honors students, and 2nd BA students are shown to these specific populations. Once this phase is complete, students are shown specific videos based on their intended majors, along with video informing them of the variety of minors at Columbia. Finally, they are shown videos that walk them through the online registration process. The student is then cleared to register 30 minutes later.

In order to best insure that students have registered appropriately, all schedules are then reviewed by either departmental staff or staff in the CAC. If a student does not appear to have registered correctly, the staff member makes a comment in the student's record and reaches out to the student to advise and make revisions. A report is generated daily, listing all incoming students, their registration status, and any follow-up needed. A [summary document](#) for Fall 2017 showed that 88.6% of all incoming students had registered prior to their in-person new student orientation session, with 61.8% of these students coming to orientation with an "approved" schedule.

General Purpose Classrooms

As of January 1, 2018 the College had 143 teaching spaces labeled "General Purpose Classrooms," 94 of which are centrally managed by IT Media Services. Departments across the College schedule these classrooms for their courses. Each of the IT managed spaces has the following equipment: instructor computer station with additional laptop connection; projector and screen or TV monitor; document camera; and speakers. On average between \$150,000 and \$200,000 is budgeted to support general purpose classrooms each year. Forty-five of the remaining 49 spaces have similar audio visual capabilities and are managed by individual academic departments. Four general purpose classrooms have no audio visual technology installed and are used for instruction not requiring technology and managed by individual academic departments.

Specialized Teaching Spaces

Given the institution's focus on Student Success and a 21st Century Curriculum, the College has invested in state-of-the-art facilities, equipment, and specialized teaching spaces. Most notable of these are the Media Production Center, a state-of-the-art media space, with production stages and a motion capture studio. The 1104 S. Wabash building mirrors the workspaces and equipment found in the film and television industries, so students can graduate with industry ready skills and experience. Greater detail on these spaces follows.

Cinema and Television Arts/Media Production Center (1600 S. State)

Cinema and Television Arts (1104 S. Wabash)

Science and Mathematics (623 S. Wabash)

Communication (Radio, Journalism), Cinema and Television Arts (Television Broadcasting), Audio Arts & Acoustics, the Columbia Chronicle (33 E. Congress)

Radio

Journalism

Audio Arts and Acoustics:

Music (1014 S. Michigan)

American Sign Language (33 E. Congress)

Dance (1306 S. Michigan)

Theatre – under construction

Photography (600 S. Michigan)

Interactive Arts and Media (918 S. Wabash)

The College offers two other unique programs, [Semester in LA](#) and [Study at the Second City](#).

Program in Writing and Rhetoric (PWR)

The effective use of research and information is covered in [Writing and Rhetoric II](#), where learning outcomes indicate that students should be able to:

- Synthesize sources into a project that represents the complexity of perspectives involve
- Understand fair use and intellectual property rights and use others' work ethically and legally

As part of this course, students represent other people's ideas, and sometimes their own images, sounds, and video. They learn to consider the ethical and legal implications for working with all kinds of sources.

PWR collaborated with the library to produce the Provost's Copyright & Intellectual Property resource site for all instructors, college-wide. This site has four sections: [Overview and Definitions](#); [What's at Stake](#); [Applications in the Classroom](#); and [Online Resources](#). This site provides an overview of important concepts, their pedagogical implications, and a list of resources for instructors. The PWR also provides regular professional development sessions for instructors so that they are prepared to help students achieve course outcomes. Every instructor of Writing and Rhetoric courses has attended a two-hour training session for Writing and Rhetoric I and II that included the topic of intellectual property, fair use, and copyright.

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- Semester in LA
- SP 17 Learning Studio Summary Data
- Spring 2018 Midterm Outreach from Learning Studio
- Study at Second City
- Sustainable Design
- Syllabus Template for Learning Studio Statement-4
- Syllabus Template for Learning Studio Statement-4 (page number 3)
- The Write Class FAQ
- WR LS Outreach Sample
- WRI Stretch A and B Summary
- Writing and Rhetoric Program (English) Review Self-Study 2016-17 AY
- Writing and Rhetoric Program (English) Review Self-Study 2016-17 AY (page number 13)

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

The Career Center

In its Strategic Plan ([Goal 1: Student Success](#)), the College "affirm[ed] that employment is a desired outcome of a Columbia education, and we recognize that we must teach our students practical skills that help them to navigate the real world. We must also provide the necessary support services to prepare them for employment and help them find employment upon graduation."

Thus, the College's Career Center was reimagined in 2016-17 AY to better serve students and their employability, both while they are enrolled as students and to serve their post-graduation needs. This began with the hire of the Associate Dean of Career Development and Industry Relations in Fall 2016.

Based on the College's Strategic Plan and the priorities of Student Affairs, the Career Center team developed a [mission statement and identified eight strategic priorities](#) to help guide the office's career development programs and engagement with professionals in the arts and media industries.

The Career Center is located on the first floor of the 618 S. Michigan Ave. building and covers 7,122 square feet. 18 full-time staff were employed at the Career Center (as of December 2017).

The Career Center's 2016-17 [Annual Report](#) summarizes the unit's efforts and achievements. Notable during the 2016-17 AY include:

1. 193 on-campus visits by industry professionals
2. 183 workshops, programs, and events for students
3. 3,419 individual student appointments
4. Six job and internship fairs (student attendance totaled 951)
5. 95 unique employer visits to Columbia's campus.
6. 361 resume reviews with peer coaches
7. 314 individual appointments with Columbia's graphic design majors providing creative resumes, web presence, business cards, and branding

The Career Center employs the Handshake system, used by more than 400 U.S. colleges and universities and also by more than 200,000 employers. Students use Handshake to book appointments, register for events, and apply for jobs and internships. Handshake is also a valuable tool for tracking logins, resume uploads, internships, and reach of the Career Center's social media. By the Spring 2017 semester, a total of 3,212 students, or 44.7% of enrolled students, had activated accounts in Handshake. Outreach to Alumni also had an impact as 660 Columbia alumni had activated accounts.

A total of 12,484 positions were posted in Handshake, with 55% of these full-time positions and 30% of these were internships.

The Career Center assessed the student experience with its services. In the Spring 2017 semester, a total of 1,130 exit surveys were completed by students and the results were overwhelmingly positive. 96% of students rated their appointments at the Career Center "excellent" or "very good," and 87% rated their experience at the front desk "excellent" or "very good." The Net Promotor Score in terms of students "recommending the Career Center to a friend" was 87, an outstanding number. The Career Center also sought feedback from employers visiting the campus job fair (on a scale of 0 to 7, with 7 being the most positive). The results (N=50)

Item	Score
1. How satisfied were you with the preparedness of job seekers?	5.6 / 7.0
2. How satisfied were you with the quantity of job seekers?	5.4 / 7.0
3. How satisfied were you with the qualifications of the job seekers?	5.5 / 7.0
4. Overall, how satisfied were you with your experience at the fair?	5.8 / 7.0

Student Employment

The Career Center is also the centralized location for all on-campus student employment (including Work Study). In 2016-17 AY, a total of 908 students in 1,522 unique positions were hired as employees of the College. As the sole office managing student employment, the Career Center plans to create a focused skills and professional building experience for all student employees.

Internships

Columbia had historically employed a very distributed system for identifying and overseeing internships. This changed in Summer 2016 as it became apparent that a centralized system would more optimally inventory, nurture, and manage internships. This centralized system also streamlined and standardized the process, providing for efficiencies in staffing, communicating with students, and reaching out to site sponsors. Finally, the former system was "major-based," and did not provide opportunities for, for example, a film major to seek an internship in Photography or Advertising. And while the College had a unit functioning as the "Portfolio Center," it did not serve as a multi-faceted unit for internships, career advising, and student employment.

Finally, the College believed a rethinking of internships was needed to ensure these experiences contributed an optimal amount to student learning and development. As noted in Goal 1 of the Strategic Plan (Student Success), "We will strengthen students' preparation for the world by expanding internship and practicum opportunities." In addition, the College embraced AAC&U's research on "[High-Impact Educational Practices](#)" that noted the value of internships. Thus, the goal to make these experiences available to as many students, in as many majors as possible.

The Career Center created [Employer's Guide for Internships](#). This document provides background to the types of internships (credit vs. non-credit, paid vs. non-paid, etc...), Employer expectations, student expectations, and other information specific to Columbia.

The College offers [three different internship courses](#): a three, one, or zero credit option. All three require a minimum of 75 hours spent working at the internship site. [The 3 credit course](#) is taught by a faculty member, carries a letter grade, has scheduled meeting sessions, an extensive online learning

component, and an evaluation by the employer. The one and zero credit options carry a minimum of 75 hours working at the site, a personal experience survey, and an evaluation by the employer. All three require the completion of an [Agreement Form](#), which articulates expectations for both the intern and the supervisor.

One of the Career Center's long-term goals is to increase student internships by 10% per year. In the Fall 2016, the first year of its existence, there were a total of 196 internships. In the Fall 2017, there were 251, a 28% increase.

Residence Life

The [Office of Residence Life](#) consists of a director, an associate director, six coordinators, four graduate assistants, and 37 resident advisors, each assigned to one of 2,200 students. In addition to serving as a resource and guided to students, R.A.s are required to lead [programming](#) in six categories, at least once per semester. Students live in one of four properties (642 S Clark, 731 S Plymouth, 525 S State, and 37 W Van Buren) and the [Residents Life Handbook](#) articulates policies and expectations for the students. Prior to the start of the Fall term, training is offered for [Graduate Assistants](#) and [Resident Assistants](#).

Office of Student Communications

The Office of Student Communications is responsible for managing communication and messaging to current students. The Office is staffed by three full-time staff and 8-12 paid student workers. While the staff manages the operations, it is the students who are responsible for a high percentage of copy, photography, videography, and postings on social media (primarily Instagram, Twitter, and Snapchat).

Every week, students receive an email "[In the Loop](#)," which contains information on a variety of topics, including student profiles, interviews with professionals, reviews of media (music, movies, TV), and student organizations. The content is also housed on the College's "In the Loop" [web page](#).

Another weekly email sent out to students is "[The Haps](#)." This email lists upcoming events at the College, including performances, lectures, workshops, and special programming at Columbia units like the Career Center.

Student Communications also sends targeted messages to specific groups (e.g., graduating students, veteran students, by major). These messages are sent via MailChimp and, as such, the Office can [maintain data](#) on how many students open these emails. These reports show a high percentage of students reading these messages, demonstrating a strong level of student engagement. The Office also works to maintain the Columbia College App and it [monitors usage](#) for this, as well. The App features content on the entire range of academic and extra-curricular life at the College: Scheduling and academic calendars, events, student organizations, Library, campus services, and a popular section titled "Work, eat, and chill." The App was introduced in 2015 and has approximately 2,000 active users.

Department of Exhibitions, Performance, and Student Spaces (DEPS)

The Department of Exhibitions, Performance and Student Spaces (DEPS) is responsible for managing, supporting, programming, and scheduling campus galleries and performance spaces. In addition, DEPS manages ShopColumbia, a gallery/art boutique that sells student, alumni, staff and faculty work. DEPS is staffed by seven full-time staff, fifteen paid student workers, and three interns.

In 2017-18, the operational (non-salaried) budget was \$36,000 and the unit generated an additional \$150,000 through fundraising. Operational budget for the 2018-19 AY has doubled to approximately \$72,000. While their primary focus is on supporting students by presenting their work and contributing to the cultural and academic environment at the College, DEPS's programming provides formal and informal training for students about the curation, exhibition, and performance staging processes. Its [Annual Report for 2017-18](#) provides a summary and documents the department's accomplishments.

DEPS manages three galleries (Glass Curtain in 1104 S. Wabash, the Arcade in 618 S. Michigan, C33 in 33 E. Congress) and shares one gallery with the Business and Entrepreneurship Department (Hokin Gallery in 623 S. Wabash). These galleries total 6,200 square feet of exhibition space. Over a typical academic year, the galleries host approximately 20 exhibitions. These galleries display work from students, faculty, alumni and international artists, with all of the exhibitions providing opportunities for student involvement and classroom partnerships. To present work in a gallery, artists complete a form ([Glass Curtain Gallery Proposal Form](#) serves as an example) and a panel of faculty, staff, and external colleagues reviews the proposals and accepts or rejects the request. The average acceptance rate is 50% for student and professional curators. There are strong [curricular tie-ins](#) with all of the exhibitions. Since students create proposals that go through the same process they do in the competitive art world, they learn much about this process. In addition, students also serve as curators and develop essential skills in this professional role.

There are three performance spaces in the DEPS portfolio: the Conaway Center (1104 S. Wabash), Haus (623 S. Wabash), and Stage Two (618 S. Michigan). In the 2017-18 AY, there were 137 departmental events (Lectures, Readings, Panel Presentations), 223 student organization events, 16 individually-led student showcases/performances, a total of 376 events. While these events are free for all Columbia students, they generated \$10,000 in revenue to the unit in the 2017-18 AY. All events are staffed and run by Columbia student workers, providing them with essential hands-on experience in producing live events.

ShopColumbia is located at 619 S. Wabash and it serves the Columbia College Chicago community by fostering the representation and sale of professional work and talent from multiple creative fields. As an extension of the classroom, the Shop supports students by providing a professional environment to hone the process of presenting, marketing, and selling work to the public. ShopColumbia was opened 2008 to provide students a commercial venue for showcasing and selling their work. Since opening, ShopColumbia has represented more than 1,200 emerging student, alumni, and faculty artists and generated over \$600,000 in revenue with \$350,000 paid to Shop artists. The process of selling items in ShopColumbia is competitive and an [online form](#) and submission of sample work are reviewed by the unit's Review Board (comprised of staff and faculty). Approximately 50% of submitted pieces are accepted for sale. New for Fall 2018, Columbia apparel will be designed by students and sold at ShopColumbia.

Sources

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- Campaigns Metrics MailChimp
- Career Center 2016-17 Annual Report
- Career Center Mission and Strategic Priorities
- CCC - Employer Guide for Internships
- CCC App Metrics
- CCC Strategic Plan 2015-2020
- CCC Strategic Plan 2015-2020 (page number 7)
- Community Development Manual 2018-19
- Community Development Manual 2018-19 (page number 10)
- DEPS 2017-18 Annual Report
- DEPS Curricular Ties
- GA Training Schedule Fall 2018
- GCG proposal submission form
- In the Loop 4-24-18
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- Internship Course Descriptions
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- RA Training Schedule Fall 2018 FINAL
- Residence Life Staff Manual 2018-2019
- ResLife Handbook 2018.2019 06.19.18
- ShopColumbia Submission Form
- Student and Employer Internship Agreement Form
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