

**Illinois Community College Board  
Adult Education and Family Literacy  
Advisory Council Meeting  
Thursday, June 25<sup>th</sup>, 2020  
10:00 AM GoToMeeting Platform**

**MINUTES**

**Members Present**

Ginger Harner  
Bevan Gibson  
Marcia Luptak  
Matthew Beasland  
Jeff Davison  
Tawanna Nickens  
Tom Huber  
Adam Schauer  
Sarah Labadie  
Sue Barauski  
Kathi Lee  
Dirk Muffler  
Melissa Koke  
Shayla Grantham  
Liza Khalil  
Maggie Wolf

**Staff Present**

Dr. Kathy Olesen-Tracey  
Angela Gerberding  
Nora Rossman  
Nelson Aguiar  
Caitlyn Barnes  
Jane Black  
Todd Jorns

**Members Not Present**

Jim Flaherty  
Durant Freeman  
Ben Greer  
Felicia King  
Rich Stempinski  
Katie Neginskiy  
Joan Hornby  
Stephanie Douglass  
Lisa Jones  
Dawn Hughes  
Christina Warden

**Welcome & Updates**

*Advisory Council Chair, Ginger Harner*

- Ginger Harner and Dr. Kathy Olesen-Tracey expressed their gratitude to everyone for their excellent work in these difficult times.

**Review and Approval of the October 19, 2019 minutes**

Minutes Approved by Adam Schauer

Second by Kathi Lee

**Committee Reports**

**Retention Committee**

*Adam Schauer, Chair*

The original focus of the committee was on face-to-face instruction and retention, but with the Covid disruption we have shifted focus to the current environment and retention best practices in at-a-distance education.

Dropping out is a process, rather than a singular event. It is caused by a combination of factors

and teachers report seeing a slow decline in participation and work completion prior to the student dropping out.

- Well timed interventions at key points are necessary to re-engage and re-motivate students. Programs must identify these key points and provide necessary interventions to increase student retention.

In conversations amongst committee members, other program directors, and instructors using the discussion board on [www.excellenceinadulthoodeducation.com](http://www.excellenceinadulthoodeducation.com) some common themes were present:

- Building a sense of community and high interaction with faculty are known to increase retention. (students who were in face-to-face instruction with the instructor prior to going to full at-a-distance instruction, experienced higher retention).
- Smaller class sizes had higher retention.
- Students ease of access to tech support was crucial to success and retention.
- Having Student Success staff present in the Zoom rooms increased engagement and is a promising practice.
- Utilizing “super students”, highly engaged students, as peer support was a promising practice.
- Infusing “Time Management” training into instruction is a very promising practice.

Students:

- Quiet or shy students who did not engage in zoom meetings were first to drop. Students said they felt intimidated by the over-active students and were not comfortable having “strangers” see their house or living conditions.
- Many students expected equivalent levels of engagement as in a traditional classroom setting and were disappointed when this was not the case.

The committee is working on a single document that has two parts. The first is a tool that will assist programs in identifying retention issues and the second would be a best or promising practices FAQ page to address retention issues.

We need to define “retention”

The metrics that we are looking at for the assessment tool are:

- Filter From enrollment to NRS report – This would inform programs as to the health of the on-boarding process and the crucial first weeks of instruction.
- Filter from NRS reportable to 40 hours of instruction – This would inform retention of students who stayed in the program long enough to be counted on the NRS report but then dropped. Needed intervention points can be identified and services established.
- For ELA population, Filter from enrollment to test-out or program completion – This will identify special intervention needs for this student population.
- Identifying program average hours of attendance before dropping.

Our suggestion is that these become a dashboard available in Pentaho.

More descriptive student separation guidelines and procedures are needed. Possibly including a narrative and interventions provided to the student. Majority of students seem to be automatically separated from the program without a reason why. Without better data it is impossible to apply successful interventions.

## **Adult Learner Recruitment Committee (Marketing/Data & Analyzation)**

*Dirk Muffler, Chair*

### **Agenda Items:**

The Committee has been working on a few things including:

1. Identifying programmatic “deserts” for ISBE, ICCB, SOS programs
2. Completing a survey for distribution to Adult Ed and business partners seeking input on recruitment strategies, particularly those coming after COVID.
3. Reaching out to other states to seek out how they are reaching out to and recruiting students in this new environment.

### **Next Steps/Recommendations:**

1. Work together with ICCB and CAIT to further help us find out where ABE/ASE and ESL programming is on the rise/decline throughout the state.
2. Distribute survey to partners/constituents.
3. Begin working on report to the committee.

### **Next Meeting Date:**

Recruitment Subcommittee TBA

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### **Future “Town Hall” Meeting for Adult Educators**

*Dr. Kathy Olesen-Tracey, Senior Director for Adult Education and Literacy*

- Dr. Olesen-Tracey posited the idea of a ‘Town Hall’ meeting hosted by ICCB. At this meeting, Program Administrators would do all the talking and ICCB would do all of the listening.
- Program concerns, needs, questions would all be addressed.
- This would be an optional meeting and the Professional Development Network would guide what it looked like.
- Requested feedback from the Council.

### **Next Meeting**

Fall, FY21

### **Motion to Adjourn**

Approved by Dirk Muffler

Second by Jeff Davison

**Adjourned – 10:49 AM**