

**ICCAO/ICCCSSO Joint Fall Meeting**  
**Heartland College**  
**November 18, 2015**

**Members Present:** Tracy Morris, Mike Trane, Janet Matheney, Steve Norton, Mark Grzybowski, Julia Waskosky, Stacy Ehmen, Jipaum Askew-Robinson, Delfina Darnes, Gregory D. Robinson, Travaris Harris, Denise Crews, Pamela Haney, Lynette Stokes, Marcus Brown, Tony Miksa, Bill Marzano, Janet Fontenot, Rick Pearce, Joe Bergman, Judy Marwick, Jill Lane, Deborah Anderson, Holly Norton, Jeff Stomper, Susan Batchelor, Greg Labyak, Michael Crawford, Keith McCoy, Laurel Klinkenberg, Vicki Artman, Dana Keating, Chad Flannery, Karen Weiss, Lori Ragland, Robert Conn, Jeff Cutchin, Jeff Newell, Mark Lanting, Julie Gibb, Jan Mandrell, Alan Pfeifer, Pam Lau, Chris Kuberski, Eileen Tepatti, Jean Kartje, Brian Durham, Normah Salleh-Barone, Songie Adebisi, Kelly Sinclair, Christina Carpenter, Nancy Patel, Amy Diaz, Tina Stovall, Sedgwick Harris, Juletta Patrick, Lesley Frederick, Lisa Price, Liz Garber, Karl Brooks, Mike Boyd

Tony Miksa and Marcus Brown – Introductions and Welcome

- I. ICCB Update – Brian Durham
  - a. AS Degree – The general education core remains intact and is not changed. Rather, there is a “course swap;” students can pick up the remainder of the general education courses they need to complete the GECC when they matriculate to a four year institution. This is described in a webinar which Brian Durham will share with both groups. Implementation will be based upon catalog year. Schools can create local procedures for switching catalog years; however, Brian Durham recommends using caution when utilizing this approach as the four year schools work to build capacity to accommodate students matriculating with the courses outlined in the new AS model.
- II. SARA Discussion – Tony Miksa
  - a. Jim Newell – Eight or nine colleges have completed SARA applications at this time. More are coming in. ILCCO Colleges planning to meet in December to discuss how to move forward with implementation of SARA on local campuses. Illinois Eastern and the City Colleges can apply for SARA as one institution under a single application. At a national level, SARA is gaining momentum; Kentucky and Wisconsin is considering membership.
- III. Update on PARCC Scores – Brian Durham
  - a. Not a lot of states remain engaged in the PARCC initiative; however, Illinois’ commitment to PARCC remains.
  - b. PARCC score of 4 or above indicates that a student is “on track” to be college ready. PARCC scores of 4 or above indicate that a student does not need to complete other placement tests or take developmental coursework. Individual institutions can determine what a PARCC score of a 3 indicates in terms of a students’ preparation for college level coursework.
  - c. Challenges remain related to how data from PARCC testing will be communicated to community colleges; work is ongoing to solve this problem.
  - d. PARCC is undergoing design changes since its last administration.
- IV. Implementation of AP Legislation – Brian Durham

- a. Legislation mandates that students receive credit for earning an AP score of 3 or higher. ICCB has committed to work with all the IAI panel to ensure that the panels incorporate AP into the IAI system; however, this process may take a long time. Individual institutions should be working to align courses with AP tests on their own campuses.
- V. Continuation of Conversation of Assessment – Marcus Brown initiated conversation regarding institutional strategy as a result of ACT’s decision to discontinue COMPASS.
  - a. Judy Marwick (Harper) discussed Harper’s decision to utilize ALEKS to serve as a placement mechanism for Math. Judy Marwick also urged the groups to consider organizing a consortium to obtain statewide pricing. Harper is continuing to examine ways to make placement decisions for English and Reading; this work is ongoing. Harper is already using multiple measures not limited to ACT and high school gpa. Judy provided more detail regarding the ALEKS product.
  - b. Keith McCoy (Daley) asked a question regarding ATB (Ability to Benefit) and how campuses can continue to offer an ATB test given the current testing products available. Discussion revealed various strategies.
  - c. Rick Pearce (Heartland) indicated that Heartland is temporarily using Accuplacer until they can develop a more robust process. Rick mentioned, too, that they will work out a partnership with another institution which can provide an ATB tests so that the college can have access to it in the rare event that it is necessary.
  - d. Question from Juletta Patrick (McHenry) – Accuplacer has a multiple measures option; is anyone using this feature of the testing system? Very little response. Some discussion of what this feature includes. Juletta described that this had been subject of a discussion at a recent presentation at Triton College.
  - e. Marcus Brown (Richland) asked for input regarding what colleges are planning to do after Accuplacer is implemented as a “stop gap” measure.
    - i. Waubensee exploring Pearson’s products for math
    - ii. Parkland engaged in a college wide conversation to understand and define college readiness.
  - f. Discussion ensued of a statewide pricing strategy for Accuplacer and a need to coordinate communication with Accuplacer and coordinate a statewide consortium. Rick Pearce (Heartland) volunteered to begin the conversation. Each school considering using Accuplacer in the near future should contact Rick Pearce and provide an estimate of how many individual tests will be given at the college. He will aggregate the data and move forward with engaging Accuplacer for a statewide pricing structure.
- VI. Title IX – Marcus Brown (Richland) initiated discussion regarding how colleges are dealing with policy related to Title IX compliance at our campuses.
  - a. Online training for students and for employees. McHenry has developed video training.
  - b. New mandates from the state require that training be available for students and employees.
  - c. Colleges need to have a confidential advisor who has completed 40 hours of training. Some schools are contracting this to an external partner.
  - d. Regional task forces are forming to help colleges coordinate approaches to these new requirements.

- e. Tracy Morris (ICC) – this is a compliance issue that CSSO’s are managing, and cooperation from faculty will be a vital part of efforts moving forward. It will be important for CAOs to work with CSSOs to ensure buy-in and cooperation from faculty.
  - f. Marcus Brown (Richland) – Have any colleges implemented training for faculty? Janet Fontenot indicated that SWIC has done so with a 1.5 hour training session. This was an expectations for FT faculty. Staff completed the training during regular work hours. Adjunct Faculty were given a stipend for completion. Completion will be a requirement of the performance evaluation process. Keith McCoy indicated that Daley has implemented training. Juletta Patrick indicated that McHenry College has contracted with a third party provider to deliver mandatory training to all employees. New employee orientation and faculty development day also includes a video which McHenry has created. Title IX also a topic covered in a first year college experience course. McHenry is mandating the training and enforcing this by limiting access to computer system until the student or employee completes the training.
- VII. Recommend Topics for Joint Meeting in January
- a. State of Athletics and Divisional Issues related to Athletics (i.e. graduated moves to different divisions). Preliminary discussion of athletic divisions.
- VIII. Other Items
- a. Email from Jerry Corcoran (IVCC) asking questions related to transfer issues.
    - i. Tracy Morris asked who has a mandatory college orientation/first year experience course. Further discussion ensued regarding the transferability of these courses. Most indicated that these courses transfer as elective credit only. These can be added to the school’s graduation requirement so that financial aid will pay for it even though it does not need to be added to the program (i.e. a part of the 60 credit hours in the degree plan).
    - ii. Discussion of various dual degree programs and other transfer articulation agreements.
  - b. Judy Marwick discussed Harper College’s pilot project with CAEL for Prior Learning Assessment. Judy invited all colleges who are interested in participating to contact her directly.

Adjournment