

**PC/CAO/CSSO Joint Winter Meeting
Heartland College
January 28, 2016
Minutes**

High School Instructors Teaching College-Level Coursework—Jim Hull

New HLC requirements go into effect 9/1/17. HLC will utilize assumed practices for determining qualified faculty, which requires same minimal qualifications as on-campus faculty (masters degree or higher in discipline or subfield with 18 graduate hours). Peer review teams from HLC will review faculty qualifications.

Illinois Central College indicated that they are following the Illinois Dual Credit Quality Act and have experienced no issues.

The majority of the colleges represented already seem to be in compliance with no major issues.

There was discussion regarding a state-wide partnership with 4-year institutions to help instructors get necessary credentials if they are deficient. Currently, Governor's State offers a program for English. A partner is needed for math and science disciplines.

Concern was raised about out of state schools offering dual credit without proper credentials. If a college becomes aware of such a situation, Brian Durham of ICCB should be contacted. For a school to offer dual credit, they must secure operating authority in Illinois and follow the Dual Credit Quality Act.

Prior Learning Assessment—Judy Marwick

Harper College has a March 7 start date with subsequent dates for the CAEL portfolios. The cost is for a 3-credit hour course is \$299 and includes a Learning Counts course, which leads students through portfolio development. The portfolio utilizes the home college's syllabus. Credit is transcribed by CAEL and sent to the home college for acceptance as credit. Harper College receives credit as a non-credit course.

COMPASS Alternatives—Rick Pearce and Judy Marwick

There is considerable interest in moving to Accuplacer and in seeking a state consortium price. Some northern college assessment center directors have been working on consortium pricing with Accuplacer.

A request was made for all schools to accept testing scores from other schools and assume cut scores are valid. This would reduce the testing needs across the state.

Some colleges indicated that will not utilize Write Placer.

A request was made to share multiple measures tools that schools are using. The goal would be to reduce testing and the cost of testing. Additionally, it provides students with multiple methods to prove college readiness.

Judy Marwick provided a PowerPoint presentation on ALEKS.

Transfer Issues—Marcus Brown

With the AP legislation, IAI is working on how scores correlate to courses and elective, general education core curriculum, and major requirements.

ICCB has a special meeting on February 19, 2016 to discuss AP.

There is some uncertainty in how the new AS Model will impact the transfer process.

Regarding reverse transfer processes, the Finish Up Illinois effort involves a grant application to create regional reverse transfer partnerships to increase value and reduce effort.

Athletics—Sedgwick Harris

Discussion on multiple divisional levels was tabled in order to conduct additional data collection.

President Mike Elbe of John Wood was elected as representative to NJCAA and will attend the national meeting in March. He will see what other states are considering.

Pathways to Accreditation—Deborah Anderson

Open Pathways was discussed. Harper College stated that Open integrates AQIP principles without doing an AQIP.

Spoon River indicated that they much preferred open to the Standard Pathway, and felt that it is similar to a mid-year AQIP desk audit. The college received feedback within 3 months. They began work in earnest 1 year out and shared successes, challenges, and how they learned from challenges.

Other

There was a reminder of the Biennial Drug Alcohol Report due in December 2016.

A question was posed if any Illinois colleges were offering dual credit outside the state? Additionally, the question was posed as to why colleges from other states are allowed to offer dual credit in Illinois?

There was discussion that while the AS model has changed, the GECC has not changed. As a result, students will not complete the GECC by completing the new AS model.