



Illinois Community College Faculty Association

EXECUTIVE BOARD MEETING

Friday, October 19, 2018 5:00 – 8:30 pm

Embassy Suite and Conference Center of East Peoria, 100 Conference Center Dr., Peoria, IL 61611

Members Present: Kristen Campbell, Tracey Hoy, Krista Winters, Jacob Winters, Allan Levandowski, Steve DePasquale, Carla Presnell, Linda Hefferin and Hong Fei

- I. Jake Winters: Motion to convene, all seconded.
- II. Introduction of new members and welcome our special guest Bert, exchange faculty from Holland.
- III. ICCB Updates by Emily Buhnerkempe:
 1. New from the state legislature: Post-Secondary & workforce Readiness Act - The Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE) are jointly committed to increasing the number of Illinois high school graduates placing into college-level math instruction without the need for remediation. Our three agencies have jointly agreed upon the competencies, performance indicators, and policies set forth in this document, which were first approved in February 2018 by the Statewide Panel for Transitional Math established pursuant to the PWR Act. These competencies, performance indicators, and policies will guide the local partnerships between high schools and colleges necessary for the successful implementation of transitional math instruction. As the transitional math project moves into the next stages of implementation, our agencies are creating instructional resources with Illinois high school teachers and postsecondary faculty, establishing a course portability approval process, and developing a plan for statewide implementation. We encourage high schools and colleges to continue collaborating on this important and exciting work. ISBE, ICCB, and IBHE will also continue our collaborative efforts. Together, we can contribute to an education system that supports more students to successfully transition from high school into postsecondary education and beyond. Teacher Qualifications. The District will ensure that all teachers of transitional math courses are certified to teach high school math. However, if the transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community college math instructor can vary from those in a traditional course and must be addressed in the Course Documentation.

Math Co-requisite: Under Illinois' traditional model, only 23 percent of remedial math students were completing gateway math courses within one academic year (June 2017). Similarly, for first time, full time students that number is 25 percent. Traditional remediation consumes time and money, and often does not accelerate students into college-level courses, increase retention, and lead to college completion.

Through the states completion agenda, the ICCB has committed to the goal of ensuring that 60% of all adults have a college or career credential by 2025. One way to accomplish this goal is through

co-requisite courses. The Illinois Community College Board (ICCB) has committed to scaling co-requisite courses statewide.

Co-Requisite Pilot Project Description:

The primary focus of this technical assistance grant is to begin collecting baseline data across math and English co-requisite and pathway remedial programs. Second, it is to implement co-requisite and pathway remedial programs in community college and university Math and English departments. The ultimate goal is to scale across all public institutions in both disciplines.

State Commitment to Scale:

The ICCB and the IBHE have committed to using data gathered to advance an agenda of scale that impacts the vast majority of students deemed underprepared for college-level work by fall of 2017 or spring of 2018. Through the project, IBHE and ICCB plan to produce Illinois data on co-requisite and pathway remedial programs in the spring of 2018. At this time, IBHE and ICCB will work to scale this work, by doubling the number of institutions offering co-requisite and pathways remedial programs in the state, which will ultimately reduce the time-to-completion rates of students entering postsecondary education.

Recommendations of the Illinois Community College Chief Academic Officers (ICCAO) & Illinois Community College Chief Student Services Officers (ICCCSSO) on Placement Methods and Scores. On June 1, 2018, the Illinois Council of Community College Presidents approved a common placement framework for the 48 Illinois Community Colleges. This framework operates under the following assumptions:

- a. The document recommends that colleges use multiple measures for placement. At this point, it is not a mandate, but a system wide agreement. Many more steps are required to reach full implementation and complete consistency.
- b. The recommendation suggests a list of valid measures to choose from, including the scores on those measures.
- c. The recommendation charges the ICCB with doing further research about the validity of those measures.
- d. The recommendation charges the ICCB with putting together a working group to go over implementation issues. This working group must come from a cross-section of stakeholders in the Illinois community college system.
- e. The document demonstrates that the Illinois Community College system is aware of disparities in placement across the state and is actively working to correct those disparities in a collaborative manner.
- f. The ICCB has supported this effort, has been involved in high-level conversations about this work, and has worked to balance local control issues with the need for more statewide consistency on this issue.

2. The road map of implementation. Implementation work group is formed including faculty, admin, and advising. Suggest ICCFA being included in the implementing group. Jake suggested John (workshop leader) as keynote speaker of next year.

3. Transitional math and portability: The current courses must go through portability check so that students can bring their credit hours wherever they go. Must set up an approval process with a portability panel that comply with IAI panel. Work out things like what schools must submit etc.

There are links to competency and transitional math curriculum agreement template - <http://bit.ly/TMcomps> and <http://bit.ly/TMmoutemplate>.

4. Transitional English – Early next year, expect an implementation map as well.
5. Dual credit presentation described work by ISU faculty in helping students, taking example of working with autism is highly recommended. Dual Credit Quality Act amended: Original Act was enacted in 2017. Amendments passed both houses in June 2018. The governor will sign it into effectiveness in January 2019. Have some time to work through implementation questions. 1). Dual Credit Mandate: If high school request it, the community college must provide the dual credit courses in gen-ed areas. Students must go to the dual credit before taking at out of state colleges. The teacher qualification for dual credit includes a master degree in any area, or at least 9 credit hours of graduate work towards the degree plus professional development plan of completion within 3 years. Originally, it was a master degree in the given area or 18 hours graduate work. But sometimes, it's difficulty to hire necessary staff base on the criteria. ICCB will have a dual credit committee by June 2019. A Model Partnership Agreement will be used as a remedy to local partnership agreement that cannot be reached in 180 days. Tracey asked what the four year colleges think about such courses. Emily says that it's not clear. Steve expressed worry that concerns if we will have these courses and turning out not transferrable. Tracey is concerned if there are resource to help faculty implementing all 3 areas – dual credit, transitional math, and co-requisite.

IV. ICCB Report by Kristen:

1. One year implementation of the legislation and amendments – before it becomes mandate, implementing with short work groups like boot camp structure.
2. Uniform course numbers.
3. More service to the prison system.

V. Linda moved to approve the minutes. Everyone seconded.

VI. Committees and Liaisons: Krista is in IAI and always have fought hard for the community colleges. Steve is on five working groups, including the dual credit work group, IAI, and one using social media to benefit higher education.

VI. President's Report by Jake:

1. Krista inherited the southern district but without a contact list. She worked out 14 contacts but not complete. Will get the list of presidents and CEOs.
2. Candidates for officers to be finally approved by the delegate: Jake is the president, Kristen is the administrative VP, Krista stays as VP for membership and delegate. Steve agrees to be replacing Krista as the VP of membership and delegate. Kristen agrees to be the treasurer after Tracey.
3. Tracey moved to change the by-law to include adjunct faculty members to the ranks of officers.
4. Fei will make ballots for the delegate to vote on the EC decisions.
5. November 4 will be the deadline for nominating awards. There is a lack of criteria for the Leo Welch Award. Reiterated that it is not appropriate to nominate a fellow EC member.

VII. Treasurer's Report by Tracey:

Finance looks good. Will send letters to the presidents for due. New website for the dues will show what's owed and what's paid. Paid out grants and will have to pay the conference and the scholarships.

- VIII. Report of Scholarship committee by Krista: Scholarship winners and their presidents were contacted. Some presidents will accompany their students.
- IX. Conference Coordinator Linda led a discussion concerning various nut-and-bolt issues of the conference. It was a great success. For the first time, we had to turn away presenters. We had record numbers of sponsors and vendors. Registration numbers exceeded 150.
- X. Adjourned.