Alignment of Standards Work Group

November 16, 2015, 1:30-3:30 pm
Northern Illinois University, Lowden Hall, Room 304
Call in Number – 815.753.0010

Attendees: Marilyn Bellert (NIU), Jim Carlson (SHS), Laurie Elish-Piper (NIU), Danielle Hauser (D211), Adriane Hutchinson (MCC - phone), Travis McGuire (HBR 429), Libby Roeger (ECC), Shelly Barkley (SVCC), Julie Schaid (ECC – phone), Diana Sharp (MCC – phone), Ross Truemper (Aurora)

Notes

• Collect, analyze, and share data on high school graduates who present college credit at postsecondary registration and students who qualify for developmental education in math and language arts.
  o Working with ICCB to determine what data is available. Scheduled to have more information by Thanksgiving.
  o Starting in December, the Illinois Report Card will display postsecondary remediation data for graduates of each high school.
  o Concerns primarily revolve around the inconsistencies in student evaluation, data collection, the times at which students present prior learning for credit, and the predictive validity of current measures of college readiness.

• Present proposal for course creation teams to the HR 477 committee for scaling of 12th grade catch-up courses.
  o The proposal has been presented and funding is being sought to create the course development teams.

• Assess highest priority needs for dual credit courses and instructors as a basis for creating accelerated coursework to train dual credit instructors.
  o Conversations are currently under way to coordinate data collection efforts with ISU, the Illinois P-20 Council, IBHE, ICCB, and ISBE.
  o Data collection will include qualitative and quantitative components to address students who have demonstrated a readiness for dual credit, perceptions about dual credit and other speed up college options, and incentives for educators to become qualified to teach dual credit courses.
  o Our component will focus on the quantitative measures and consider
    ▪ What is the demand for dual credit? (How many students are qualified to take it?)
- Where is the existing capacity to teach dual credit? (Where do teachers already meet the standards?)
- What IAI approved courses can serve as models?

- Convene meetings of NIU, community colleges, and leading employers to review the emerging jobs reports and discuss the implications
  - Follow up with administrators to see if action has already been taken on these reports.
  - See if we can get on the agenda for the next EFE directors meeting to share and discuss the reports.
  - Connect with advisors of Perkins programs at postsecondary institutions to share the reports with them and see how they would like to proceed in sharing the information with area employers.

- Next Meeting – December 21, 10 am – noon, NIU Altgeld Hall Room 212

**Meeting materials**
Documents related to this topic are posted online at [www.niu.edu/p20network](http://www.niu.edu/p20network). Click on the Resources tab and then on the Alignment of Standards Work Group under Meetings and Materials. Feel free to send links to other documents that you recommend for this group to Debbie Pixton (dpixton@niu.edu).

**2015-16 Objectives and Deliverables**
- Collect, analyze, and share data on high school graduates who present college credit at postsecondary registration and students who qualify for developmental education in math and language arts.
  - February 2016 – Present data collected and recommendations.
- Present proposal for course creation teams to the HR 477 committee for scaling of 12th grade catch-up courses.
  - February 2016 – Report progress on implementation of the proposal.
  - September 2016 – Report on schedule for course development, approval, and delivery.
- Assess highest priority needs for dual credit courses and instructors as a basis for creating accelerated coursework to train dual credit instructors.
  - February 2016 – Share highest priority needs for dual credit courses and plans for next steps based on those needs.
- Convene meetings of NIU, community colleges, and leading employers to review the emerging jobs reports and discuss the implications
February 2016 – Report on community conversations about the validity and usefulness of the reports and potential changes in academic programs to meet needs identified in the reports.