Alignment of Standards Work Group

December 21, 2015, 10:00 am – 12:00 pm
Northern Illinois University, Altgeld Hall, Room 212
Call in Number – 815.753.0010

Attendees: Emmanuel Awuah (COD), Marilyn Bellert (NIU), Jim Carlson (Seneca HS), Laurie Elish-Piper (NIU), Travis McGuire (Hinckley/Big Rock), Debbie Pixton (NIU), Medea Rambish (WCC – phone), Julie Schaid (ECC – phone), Diana Sharp (MCC – phone), Ross Truemper (Aurora and DuPage ROE)

Notes

Data Collection and Analysis

Developmental Education

- Data received from ICCB indicates that enrollment in developmental courses is trending downward, but remains high. A total of 19,224 students enrolled in developmental courses in 2013 at the ten colleges in the Regional P-20 Network.
  - Numbers may see a greater change in the next couple of years based on the implementation of senior year math courses and other models where developmental education is being pushed down into the high school.
  - Numbers reflect students enrolling in remedial courses, which is a smaller number than those identified as needing to take developmental coursework.
  - Numbers include all first-time entry students, not only first-time entry students straight from high school.

- The Illinois Report Card has a new “post-secondary remediation” metric, which shows for any high school in the state the percentage of those students enrolled in developmental courses at Illinois community colleges. Numbers do not include students enrolled in four year institutions or out-of-state institutions.
  - Contextual information: the percentage of students from each high school who attend an Illinois community college will be posted on illinoisreportcard.com during the first week of January.

- New Research Questions – What is the impact of developmental education courses?
  - After taking developmental courses in math and/or English, how do students perform in postsecondary studies in terms of subsequent credit?
course-taking, GPA, and persistence to graduation?

- If taken at the high school level?
- If taken at the community college?
- Number of hours of instruction at each level?

  - What individual supports are working for students taking developmental courses?

Presenting college credit from the high school – dual credit, AP, or IB

- Still working to collect this data from ISBE and IBHE; hope to have numbers in time for our January meeting
  - Number of students taking dual credit courses is not as large as the number of students who are qualified as measured by ACT’s College Readiness Benchmarks

- Top 5 Dual Credit Enrollments by College (ICCB data)
  - More enrollments in CTE than in academic courses in the region. This is different than at the state level, which shows 59% of dual credits students in transfer courses and 41% in CTE courses
  - Top 5 dual credit courses at the state level: English composition, general office, general math, Spanish, psychology

- Large increase in statewide enrollments in dual credit over five years from 76,000 in 2008 to 94,000 in 2013 (duplicated count)
  - More students taking multiple dual credit courses
  - Not a large increase in unduplicated number of enrollments

- State-wide dual credit research will survey superintendents, teachers, board members, and principals
  - Perceptions of AP vs dual credit
  - Teacher qualifications to teach dual credit; where are qualified teachers located and where are there shortages?
  - Incentives for teachers to become qualified and to teach dual credit

- **New Research Questions** – What is the impact of early college credit courses taken by high school students? (Separate questions for dual credit and AP courses)
  - After taking dual credit or AP courses in math and/or English, how do students perform in postsecondary studies in terms of subsequent credit course-taking, GPA, and persistence to graduation?
    - If taken at the high school level?
    - If taken at the community college?
    - Number of hours of instruction at each level?
What individual supports are working for students taking dual credit or AP courses?

Course creation teams – HR 477 Committee for Scaling of 12th grade catch up courses

- First proposal was controversial on many fronts. A new proposal is under development and will be shared our January meeting with Jon Furr of NIU’s Education Systems Center in attendance.
- Foundation funding is being sought for the course development teams.

Convene meetings of NIU, community colleges, and leading employers to review the emerging jobs reports and discuss the implications

- Working with college administrations
- Virtual meeting with Perkins Administrators – 1/15/2016 at 1pm
- Presentation to EFE Directors – 3/8/2016
- Some community colleges have already begun conversations with their CTE deans, dual credit faculty, and area employers.
- Consider connecting with Workforce Investment Boards
- Expand participation in the Higher Education Commission on the Future of the Workforce

- Triangulation of three data points in the Illinois Report Card
  - % of students college ready in four subject areas according to ACT
  - Post-secondary remediation rate
  - PARCC scores

Next Meeting – January 22, 1:30-3:30 pm

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 Marilyn Bellert ([mbellert@niu.edu](mailto:mbellert@niu.edu)).

Location and Parking
Altgeld Hall (aka the castle) is located along Castle Ave and a 5 minute walk from Visitors Parking. Free parking is available in the Visitors Lot south of the Holmes Student Center. Tell the attendant that you are attending a P-20 Network meeting, so that you are not charged.

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.