Northern Illinois P-20 Network

Alignment of Standards for Advancing Student Opportunities in Dual Credit, AP, and Developmental Education Work Group

NOTES
September 30, 2014, 3:00 p.m.
Lowden Hall 304

Participants
Laurie Elish-Piper (NIU), Emmanuel Awuah (COD), Marilyn Bellert (NIU), Jay Brickman (H-BR High School), Joe Collins (COD), Kevin Furr (KC), Bill Marzano (WCC), Julie Schaid (ECC), Diana Sharp (MCC)

Update
Laurie Elish-Piper summarized directions from the CEOs meeting on September 3, which included an emphasis on regional-level activity in the work groups and the addition of developmental education to the responsibilities of this group. She requested assistance in recruiting developmental education specialists to join the group. Marilyn Bellert reported that the IBHE grant that has funded development of the Regional P-20 Network has been extended to June 30, 2015. Efforts are underway to bring in additional external funding for P-20 Network activities.

Review of Goal – 100% of students will graduate from high school with 12-15 college credits and/or a professional certificate
Several members of the group expressed concerns that this goal was unrealistic. The group agreed to consider a revision of this goal for presentation at the next CEOs meeting in February. Data for measuring the goal may not be available, a potential factor in revision.

Objectives, Tasks, and Next Steps
   a. College credits
      1) Kevin Fuss at Kishwaukee College will assist in a pilot project to collect data on college credits gained from dual credit, dual enrollment, and articulated credit.
      2) High schools will be asked to supply data on (a) % of students who enrolled in an AP course and took the exam and (b) % of students who scored 3 or higher (2011-2014)
   b. Professional certificates – High schools will be asked to supply % of students who graduated with a professional certificate in 2011, 2012, and 2013.
   c. Developmental education – The research question is - What % of students is ready for college courses in all three of these subjects – reading, writing, and math? Colleges will be asked these questions:
      1) What % of students was recommended for placement in developmental courses? OR What % of students did not need development coursework prior to enrolling in regular college courses?
2) What instrument(s) do you use to determine whether students need developmental courses in math, reading, and writing?

3) What are the cut scores that determine whether students need developmental courses in each subject area?

2. Analyze economic development and workforce data in order to identify current workplace shortages and emerging career areas across the northern Illinois region.

   We will inquire about whether the Center for Governmental Studies at NIU could provide this information. Participants requested the top 25 current and emerging needs by community college district and by region.

3. Develop a model to pilot delivery of high quality, high school courses for dual credit, Advanced Placement, and developmental education across district boundaries.

   The P-20 Center at NIU will start the research on this topic and report on October 22.

4. Research and develop a model process for aligning high school and college curricula in the core competency courses of quantitative literacy and written and oral communications and in developmental education.

   A graduate assistant at NIU is working on this research and will report on October 22. She will contact local community colleges about their processes for aligning developmental curricula and will also research models at the national level.

Future Meetings
- October 22, 2014, 1:00 p.m. – College of DuPage
- November 18, 2014, 1:00 p.m. – Tentatively, Waubonsee Community College