FEDERATION OF HIGHER EDUCATION FACULTY AND PROFESSIONALS
AFT-IFT / AFL-CIO

ECCFA
ELGIN COMMUNITY COLLEGE
FACULTY ASSOCIATION

SENATE MEETING AGENDA
APRIL 16, 2014
3:00 PM – 5:00 PM, ROOM C-120

Call to Order at   – Luis Martinez President

ROLL CALL:
LAUREN ANDERKO, RICK BONNOM, MICHELE BRYNELSEN, JESSICA CARPENTER, MARY ELFRING, SUE FORD, CINDY HUTMAN, DAN KOCHER, DAVID LAWRENCE, CHRISTINA MARROCCO, LUIS MARTINEZ, LORETTA MCCALLISTER, GARY NORDEN, PATRICIA O'BRIEN, MARY O'SULLIVAN, JOEL PECK, WARREN PETO, ROGER RAMEY, DAVID REICH HOWARD RUSSO, ELEANOR SWANSON, KIMBERLY TARVER, SCOTT VASZILY, CASSANDRA WATSON

ABSENT:

RECOGNITION OF VISITORS & GUESTS

REPORTS – Written Reports submitted are included at the end of the agenda.

SECRETARY'S REPORT: KIM TARVER- APPROVAL OF MINUTES OF APRIL 2, 2014 MEETING

TREASURER'S REPORT: GARY NORDEN

PRESIDENT'S REPORT: LUIS MARTINEZ

1ST VICE PRESIDENT'S REPORT: HOWARD RUSSO

2ND VICE PRESIDENT'S REPORT: SUE FORD

3RD VICE PRESIDENT'S REPORT: CASSANDRA WATSON

COMMITTEE REPORTS - (refer to reports submitted included on the agenda)

Elections and Committees

1. Howard Russo made a motion to nominate Carrie Casper, UA1, to serve on the Elections Committee. Luis Martinez sent the motion via email voting tool.
2. Phil Garber requesting 4 faculty representatives to serve as members of the ECC Accreditation Team for next year (2014-15) and the year after (2015-16). He is specifically requesting 2 of the reps being from Health Professions Division and Sustainability, Safety & Career Technologies division. Kimberly Tarver and Chalyce Deterding have been informally serving, representing transfer and career areas. They are both willing to continue serving with ECCFA approval. ACTION: Identify 4 members to serve on the accreditation team or approve Kimberly Tarver and Chalyce Deterding to continue and identify 2 additional members to serve.

OLD BUSINESS

NEW BUSINESS

1. **ICCFA Community College Faculty Association:** You are invited to submit a proposal for presentation at the 2014 *Teaching and Learning Excellence Conference* sponsored by the Illinois Community College Faculty Association (ICCFA) and the Illinois Community College Board (ICCB) and its advisory groups. Proposals may be submitted for presentations, panel-discussions, or hands-on computer sessions. Proposals are due June 1, 2014. The conference will be held October 23-24, 2014. More information is available from Kimberly Tarver or at www.iccfa.org

2. **IFT-AFT Great Lakes Union Leadership Institute:** June 16-20, 2014 at Lakelawn Resort in Delavan WI. All faculty are invited to submit an application to the ECCFA. The ECCFA will sponsor a select number of members. Applications must be received no later than May 12, 2014 for approval at the final ECCFA Senate meeting. For details, visit https://www.ift-aft.org/professional-development/union-leadership-institute/great-lakes

DIVISION ISSUES

ADJOURNMENT

NEXT MEETING: April 30, 2014

ECCFA Important Dates
April 30, 2014, ECCFA Senate Meeting, Library C-120, 3:00-5:00 PM
May 14, 2014, ECCFA Senate Meeting, Library C-120, 3:00-5:00 PM
May 15, 2014, Semester Ends
May 16, 2014 ESL/GED Graduation
May 17, 2014, Commencement

COMMITTEE REPORTS

ECCFA Scholarship Committee (Beverly Augustine)

1. Last years' committee members, Marilyn Binda, Clarke Hallpike, and Jason Kane, have agreed to serve this year.

2. Fewer complete applications have been received this year because of the confusion about whether ECCFA was, indeed, awarding scholarships now that it has an endowed fund.

3. The deadline for applying, extended to April 18, is fast approaching. Any qualifying student, one with a 3.0 GPA at time of application and who graduated in December 2013 or who will graduate in May or August 2014 should be encouraged to apply.

Learning Community Annual Committee Report – April 11, 2014 (Colleen Stribling)

Course Offerings/Procedures

Over the past academic year, the committee offered 20 learning community pairings: 12 in the fall semester and 8 in the spring semester. Approximately three hundred students participated in learning community classes this year.

One of the challenges facing the committee is expanding the number of combinations offered to students, including a greater variety in the types of combinations offered, and recruiting more faculty members to participate in the program. Proposals for new combinations are collected nearly a year in advance of the pairing (December 1st for fall combinations and May 1st for spring combinations). A committee goal this year was to streamline the paperwork for proposals and reflections for partnerships. A combined document for participants has been completed and will be rolled out for the fall.

The committee is currently collecting proposals for spring 2015. Interested faculty should contact Colleen Stribling for more information.

Professional Development

Over the year, the committee provided a number of professional development opportunities for the ECC community in the form of CETL workshops and faculty retreats.

CETL

9/5/13 & 9/6/13	Learning Communities: Fostering engaged and collaborative classrooms
10/23/13	ECCommunity of Practice: Engaging students in critical thinking?
4/29/14	Building Learning Community Success with Service Learning: The Story of Spartan Consulting

Meetings/Retreats

1/24/14	Learning Community Program Faculty Retreat
3/12/14	ECCommunity of Practice: (Re) Integrating

Scholarship

Faculty learning community partners have presented at the following conferences over the past year.

National Learning Community Conference in Corpus Christi, TX (November 7-9)

Smooth Sailing: Easing the Transition to College for English Language Learners
- Colleen Stribling, ESL faculty
- Alison Douglas, ENG faculty
- Sara Baker, ENG faculty
- Marilee Halpin, ESL faculty

Building Learning Community Success with Service Learning: The Story of Spartan Consulting

- John Karnatz, SPH faculty
- Alison Douglas, ENG faculty

2013 Adult Education Conference – Northern Region in Bloomingdale, IL (November 22)

Bridging the Gap: Transitioning Adult ELLs to College-level Writing

- Colleen Stribling, ESL faculty
- Alison Douglas, ENG faculty

For a listing of current Learning Community pairings, see www.elgin.edu/learningcommunity.

Illinois Board of Higher Education, Faculty Advisory Council (Dawn Munson)

The meeting was held at the College of Lake County on April 1, 2014. Discussion was had regarding the implications of the rollout of the Common Core Standards. Discussion was also had about the PARCC assessment. It is current being field tested and will be administered in spring 2015 in grades 3-11. Workshops are being set up around the state to cover the test, program descriptors and setting campus policies.

Discussion was had on what question to propose to the Illinois Board of Higher Education.

A Joint Statement from the Illinois Board of Higher Education and Illinois Community College Board: Supporting PARCC Assessments for placement was handed out.

Input on the revised proposal regarding FAC position on alternative teacher licensing programs. Also, the consequences for education majors who don't pass the licensing exam were discussed as well as the timing of the exams. It was noted that alternative licensing program graduates also have to pass the exam. The FAC proposal calls on the IBHE and ISBE to delay the edTPA implementation for two years.

The following statement was approved:

The Faculty Advisory Council (FAC) to the Illinois Board of Higher Education calls to the Board's attention their concerns regarding recent IBHE and ISBE decisions affecting our colleagues in educator preparation programs across Illinois institutions:

1. The IBHE's decision at the February meeting to approve the application to operate a two-year, non-degree alternative educator licensure program in Illinois from the nonprofit entity, The New Teacher Project-Chicago Teaching Fellows, surprised many FAC members—since there are no evaluation and criteria for reviewing such proposals in statute. What concerns us most about this decision as it sets up, as our FAC colleague Marie Donovan noted in her public comment at the meeting and letter to you, a situation of 'The Two Illinois'—one in which institutions such as those we represent on our

Council are held to high standards, and considerable evidence demonstrating ability to meet those standards, in our applications to operate new programs; yet the other institution types, because they are non-degree and nonprofit, are approved by default, due to a legislative loophole.

To remedy this situation, before other programs of this type submit proposals to the IBHE for approval, we offer to work with the Board staff on a draft statute and to identify, as well as contact (if appropriate), potential legislative sponsors.

MOOC's at ECC (Cindy Hutman)
Recommendations from the MOOC Exploration Work Group

COMMITTEE
- Jeanne Anderson
- Jessica Carpenter
- Heather Collins
- Mary Crowe
- Glenn Earl
- Cindy Hutman
- Ann King
- Keith Lewis
- Barbara Liebrecht
- Tim Moore
- Colleen Nyland
- Jorge Phillips
- Nicole Scherger
- Stacey Shah
- Marcy Thompson
- Kim Wagner
- Sharon Wilson
- Christian Zehelein

- Tim Kaar
- Eric Long

Purpose

The purpose of the work group is to evaluate the possibility of an Elgin Community College Massively Open Online Course (MOOC), including recommendations on constraints, and purpose of MOOCs at the college, and a platform of delivery. In addition, the work group examined ECC college procedures to determine necessary changes to award college credit to enrolled students for MOOCs taken outside the college.

DEFINITION

Through discussion and research, the group defined a MOOC as an online course that contains the following attributes:
- The course is offered free of charge;
- The course is a non-credit offering;
- The course is specifically designed as an open course for large numbers of students, leveraging technology to create an accessible and engaging environment
- Targeting residents of District 509 and students of ECC to provide content geared toward supporting individual success at the college;
- Enrollment open to anyone interested in the content.

It was noted throughout discussions that the design of MOOCs and their relationship to flipping classrooms, enhancing traditional instruction and providing supplemental instruction is already implemented in different classes at ECC, but access to this content is specifically through courses for which students are registered, not open enrollment.

Articles that informed our discussions can be found at:

http://ecclibrary.elgin.edu/MOOCexplorationgroup

CONSIDERATIONS

The work group reviewed various issues related to MOOCs and issues surrounding an ECC implementation.
1. Where will the MOOC be housed? Who will oversee/supervise the MOOC
    a. Continuing Ed
    b. Academic Department
    c. Academic Support/Student Services
2. What is the focus of the courses to be developed?
    a. Address the specific needs of our students, and residents of our district
    b. Large scale benefit is provided
3. Would MOOCs offered by ECC be for credit or non-credit?
4. What are the instructional design implications of an open enrollment, large enrollment class?
5. Which platform would ECC use to implement a MOOC?
    a. Desire2Learn (Recommended)
    b. Canvas (used by McHenry)
    c. Coursera (Requires a partnership)
    d. EdX (Requires a partnership)
    e. Udacity (Requires a partnership)
    f. UniversityNow
6. From where will funding come for development of the course?

In order to fully explore the infrastructure needed to support an ECC MOOC, the work group recommends a pilot focusing on Financial Literacy. This supports the work being done by Financial Aid. In addition, since the content of the Financial Literacy workshop is already owned by the college, it would avoid specific issues related to content ownership.

After Financial Literacy, the work group recommends topics that would support student preparation for placement testing, working with the Summer Bridge and other Student Success Initiatives. This would be developed in conjunction with Tutoring and Academic Support. During the initial offering of the pilot, additional research should be done to determine specific content that might be of interest to ECC students and District 509. This should be done in conjunction with the First Year Experience Task Force, which would have related information.

It was noted that if a faculty member creates content for a future project that there would be contractual issues that would need to be addressed.

The work group recognized issues of developing a new format of an online course, and left the timeline for development to be determined by the content experts (financial aid) and the technical support staff (distance learning). Based on other experiences, and barring unforeseen circumstances, it was estimated that an implementation may be feasible by mid-fall 2014, or spring 2015.

The work group also noted the importance of maintaining the content to ensure it is current, especially with content related to legal and regulatory issues.

The work group recommends that ECC implement the D2L Open Courses platform for the pilot course to determine its feasibility as a platform for delivery. This platform has the added benefit that it is based on the D2L Learning Environment, which we already use on campus. The familiarity with the system will reduce a major obstacle in implanting the new mode of delivery.

Once the course is developed, the work group (or sub-group thereof) will serve as beta testers and assist in usability and course design testing.

The work group also reviewed the current processes and procedures related to recognizing and awarding credit for taking a MOOC external to ECC. The language of the forms and procedures were significantly ambiguous to include MOOCs, if students were interested in pursuing credit.

Students taking MOOCs external to ECC and wishing to receive credit or proficiency for their experience should pursue that through the existing procedure articulated in Administrative Procedure 1.101: Student Credit for Learning Experiences other than Formal Instruction.

The MOOC Exploration work group would reconvene upon completion of the pilot, to assess the pilot and recommend "next steps" for ECC and MOOCs.

CONSIDERATIONS FOR DEVELOPMENT

Based on its research, the work group also recommends the following issues be specifically addressed in the development of the class:

- Because non-credit students are not usually included in licenses for services offered on campus, specific attention should be paid to referring participants to services they would have either through the Internet, or locally from their public library or other community resource centers.

- The terms and conditions of content usage and ownership as spelled out in the licensing agreement with the MOOC platform need to be clearly communicated to the students.
- As with all course development, copyright ownerships and compliance issues must be addressed, including those related to the platform licensing.
- Student privacy considerations need to be addressed.

Sick Bank (Dan Kernler)

We have awarded 108 days from the Sick Bank during the 2013-2014 academic year. The Bank currently has a balance of 231.5 days.

Student Retention Taskforce, part of the SSI infrastructure (Patrick Gordon)

The taskforce has reviewed a number of programs related to retention. It is currently evaluating recommendations for strategies that can be piloted to assess their potential impact on retention.

Embracing Student Support and Resources. (Dr. Sharon Baker, co-chair of the Student Retention Taskforce from 4/13 – 12/13 and as the co-lead of the Embracing Student Support and Resources since the beginning of 2014. Below is the report submitted in December that summarizes the efforts of the three taskforces that fall under Embracing Student Support Resources.)

Embracing Student Support & Resources
2013 Fall Mid-year Report

Executive Summary
Co-Chair: Dr. Linda Hefferin through August 2013
Co-Chair: Dr. Jennifer McClure

Current Taskforces
African American & Latino Student Achievement
Co-Chair: Dr. DeSean Coleman
Co-Chair: Kimberly Tarver, resigned
Co-Chair: Erica Romero

Student Retention
Co-Chair: Dr. Sharon Baker
Co-Chair: Amy Perrin

Student Transition
Co-Chair: Dr. Julie Schaid
Co-Chair: Christian Zehelein

All taskforces have been actively meeting through this semester. Several meetings also occurred during the 2013 summer semester. Teams have focused on gathering information on current activities and analyzing data to identify gaps in service to students.

The following reports were prepared by the Taskforce co-chairs to highlight their activities thus far and to identify plans for the 2014 semester. Where possible, taskforces included projected expenses.

I am personally very excited to see the progress these taskforces have made this semester.

African American & Latino Taskforce Mid-Year Report

Co-Chairs: Dr. DeSean E. Coleman & Erica Romero

Taskforce Members: Pete Almeida, Linda Campos-Moreira, Dana Carreon-Glinsey, Cristina Castro, Jackie Espinosa, Trevell Eddins, Tammy Few, Hernandez Hicks, Libby Roeger, David Rudden, Marlen Ruiz, Jamie Shaw, Susan Timm, Leticia Trevino-Flores, Arturo Vazquez

First Meeting: April 16, 2013

Frequency of Meetings for Taskforce at Large: Monthly, typically on Thursdays, 11 am - Noon
OUR PURPOSE

Recommend ways to:

- Improve success milestones among students with the greatest achievement gaps (Strategic Plan Objective 2.3)
- Improved placement processes to assist and support various student populations (Strategic Plan Objective 2.4)
- Increase partnerships and programs that encourage interactions with people from diverse backgrounds and cultures (Strategic Plan Objective 3.3)
- Make optimal use of student success data to inform future programs and services (Strategic Plan Objective 4.2)

New Initiatives

Prevention:

Proposed Initiative: New Student Welcome Reception for African American & Latino Students

Description: An additional programed reception to celebrate new students' arrival to the college campus and an introduction to College life and key College staff members (prospective mentors). The reception would also allow the new students the opportunity to meet current/returning student peers to develop a new networking system (members of BSA & OLAS) at Elgin Community College.

Theme/Slogan: ECCperience the Network

Chair: Dr. DeSean E. Coleman
Sub-Committee Members: Cristina Castro, Trevell Eddins, Hernandez Hicks, Erica Romero

Meeting Frequency: Weekly, Mondays, 2:30 pm – 3:30 pm

Proposed Initiative Start Date: Fall 2014

Summary of Progress to Date: The committee is about 75% complete with the Initiative Work Plan. The committee's next steps are to finalize the budget, identify a marketing plan, meet with the data rangers, research findings, and interviewing stakeholders, which include: Student Life, BSA, OLAS.

Proposed Budget for FY15: $8,000

Intervention:

Proposed New Initiative: College 101 Classes for African American & Latino Students

Description: Establish homogenous College 101 sections for African American and Latino students with faculty and student peer leaders of the same ethnic/race background as the targeted populations. These sections will address issues that pertain specifically to these groups by bringing in cultural aspects of their life into the college 101 syllabus over a 12 week period for 1 credit semester hour. Additionally, these College 101 sections will incorporate elements of the Academy for College Excellence (ACE) training program. These courses will guide new students in learning effective strategies and identifying resources that will help them succeed in college while addressing issues that pertain specifically to their cultural experiences.

Note: These homogenous College 101 sections will be open to new first-time college students interested in the culture based approach.

Chair: Linda Campos-Moreira
Sub-Committee Members: Dana Carreon-Glinsey, DeSean E. Coleman, Libby Roeger, David Rudden, Marlen Ruiz, Arturo Vasquez

Meeting Frequency: Weekly, Thursdays, 10:45 am – 12 pm

Proposed Initiative Start Date: Fall 2014

Summary of Progress to Date: Committee has made significant progress in completing their Initiative Work Plan. The next steps are to meet with the data rangers to review and finalize their list of expected outcomes.

Proposed Budget for FY15: $15,500

Retention:

Proposed New Initiative: African American & Latino Student Center or Office

Description: The Center or Office would provide an environment of transformative education that provides support, thought-provoking educational experiences, and participatory learning opportunities to increase retention and graduation for African American and Latino(a) students. The Center would promote and develop a stronger campus environment and local community by recognizing, respecting and valuing individual differences as they relate to age, color, ethnicity, gender identity or expression, genetic information, educational background, income, marital status, military/veteran status, national origin, physical or mental disability, political beliefs, sex, sexual orientation, or any other status to ensure individuals are not excluded from opportunities because of such differences.

Chair: Erica Romero
Sub-Committee Members: Pete Almeida, DeSean E. Coleman, Jackie Espinosa, Tammy Few, Hernandez Hicks, Jamie Shaw, Leticia Trevino-Flores

Meeting Frequency: Weekly, Mondays at 1 pm – 2 pm

Proposed Initiative Start Date: Fall 2014 but is contingent upon grant funding*

Summary: The committee is continuing to make progress towards completing the Initiative Work Plan. Our next steps are to visit local community colleges and universities with centers, meet with the data rangers, and meet with key stakeholders.

Proposed Budget for FY15: $250,000*

Other Major Actions/Tasks:
Conferences
Student Services Matrix
Webinar (Learning Community for Men of Color)

Concerns:
Faculty & Student Involvement in the Taskforce/Sub-Committees
Taskforce trust in the support and execution of the above referenced new proposed initiatives. This includes the buy-in from other student support departments.

Student Success Infrastructure –

Student Retention Taskforce Summary

The Student Retention Taskforce has met monthly since April 2013. The priorities during that time period have focused on:

1. Establishing subcommittees with roles, responsibilities, and goals
2. Summarizing the current retention efforts at ECC
3. Reviewing ECC retention data (i.e., CCSSE, Annual Student Success Report, and IPEDS) to identify student achievement gaps
4. Monitoring new initiative updates and progress
5. Researching successful retention efforts at other institutions

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With regard to Goal 1 - establish subcommittees with roles, responsibilities, and goals - the committee created the following purpose statement with roles and responsibilities.

Team Name: Embracing Student Support/Resources
Team Co-leaders: TBD & Jennifer McClure
<u>Student Retention Taskforce</u>
Taskforce Leaders: Amy Perrin & Sharon Baker

Recommends ways to…

- build a comprehensive approach to student advising (e.g., engage multiple units of the college in advising students and identify students' educational and career goals and reassess regularly)
- develop coherent and intentional student pathways toward completion (e.g., explore prescribed plans at entry and/or plans with longer horizons; hybrid and online courses; and learning communities)
- improve success milestones among students with the greatest achievement gaps

  Strategic Plan Objectives that most directly relate to this taskforce are: Objectives 1.5, 2.2 and 2.3

<u>**New Initiative Sub-Committee**</u>

- attend new initiative committee meetings and events
- attend monthly Student Retention Taskforce meetings
- report new initiative updates and progress to taskforce
- review and summarize strategies to improve student retention
- request data from Taskforce Data Ranger as needed

- identify innovative ideas to maximize the institution's role in student retention
- recommend new initiative ideas and strategies to departments that are involved in student retention

ECC Retention Efforts Sub-Committee

- attend sub-committee meetings and events
- request data from Taskforce Data Ranger as needed
- review and recommend strategies to improve current student retention efforts
- attend monthly Student Retention Taskforce meetings
- report sub-committee updates and progress to taskforce

External Retention Efforts Sub-Committee

- attend sub-committee meetings and events
- research and summarize successful retention efforts at other institutions
- report sub-committee updates and progress to taskforce
- request data from Taskforce Data Ranger as needed
- identify and recommend innovative ideas to maximize the institution's role in student retention

Data Analysis Sub-Committee

- attend sub-committee meetings and events
- report sub-committee updates to taskforce
- report sub-committee updates and progress to taskforce
- request additional data from Taskforce Data Ranger as needed
- incorporate and expand the use of data in our decision making process regarding student retention
- organize and summarize student retention data in a way that is user-friendly and easily assessable to the committee members
- build on our current data analysis to better serve our retention efforts
- establish, review and recommend strategies to improve student retention
- identify innovative ideas to maximize the institution's role in student retention

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With regard to **Goal 2** – summarize the current retention efforts at ECC - the committee generated a list of various current and former retention programs at ECC and invited the coordinator/administrator of each program to summarize the program. A summary of each program is listed below. More specifically, coordinators/administrators were asked to reply to the following questions:

1. What is the nature of the program or intervention? How does it work? What are the essential characteristics?
2. What is the problem addressed or the desired outcome for the program or intervention?
3. How many students participate per (semester or year)? What student population is impacted (i.e., first-year, developmental, CTE, Health Professions, males, females, African-American, Latino, etc.)?
4. What evidence of the program's impact, both qualitative and quantitative, is available? Does the program lead to more positive educational outcomes (i.e., credits completed, academic performance, persistence, graduation, transfer)?
5. What communication plans exist to share the program and outcomes with students, faculty, staff, administrators, etc.?
6. What are the necessary resources for program operation? What are your expansion goals to serve more students or intensify services to current students? What additional resources are needed?

4Touch was an intensive outreach program to increase academic success and retention with at risk students, those who tested into 2 or more developmental courses, by providing multiple contacts and interventions throughout the semester. Approximately 170 developmental students were involved in the pilot during the 2012 academic year. Students were identified and made aware of the program at orientation. Contacts continued through the academic advisor, faculty and financial aid. Students met with the advisor for progress reports, a "success plan" and registration for the following term. Additional contacts were made at the beginning of the next semester. Resources included Early Alert, academic advising retention caseworkers, and trained developmental education faculty. Recommendations for scaling up included: Provide a required progress report at the 4th week for all developmental education students, increased training and utilization of the Early Alert program for all developmental faculty, and utilize retention specialists (caseworkers) in developmental education to maintain contacts with students.

ACE (Athletes Commit to Excellence) is a study program for all student-athletes that compete in the 12 sports at ECC. For each of the Fall and Spring semesters, there are 12 teams and 150 student-athletes. ACE assists all student-athletes: first-year, male, female, African-American, Latinos, health professions, developmental, and trade majors. The goal is to keep all student-athletes eligible and working towards a degree at ECC by emphasizing the importance of going to class, being on time and being respectful of all people on campus and in the community. This program will impact all student-athletes with credits completed for eligibility and passing at least 12 hours per semester, with a 2.0 and/or above GPA, and result in graduation from ECC so that they can transfer to a four-year college/university.

COL 101 is **a** class targeting first time, full-time freshmen that teaches about college awareness, social awareness, motivation, student responsibility, learning styles, and active learning strategies. In FY2011, 1747 students enrolled in COL 101 (82 sections); in FY2010, 1871 students enrolled in COL 101 (84 sections). Retention data indicates:
Higher next term enrollment when compared to all students (COL 101 vs all students)
Fall 2008: 82% vs 70%
Fall 2009: 83% vs 70%
Fall 2010: 82% vs 70%
Fall 2011: 84% vs 70%
Fall 2012: 85% vs 71%

Higher next year enrollment when compared to all students (COL 101 vs all students)
Fall 2008: 68% vs 47%
Fall 2009: 69% vs 46%
Fall 2010: 66% vs 46%
Fall 2011: 66% vs 45%

The **Early Alert** Datatel Colleague is a Student Success system designed to help identify at-risk students based on their daily course work performance and faculty concerns, to connect them to the support services programs and resources designed to help, and to assess which services and interventions are working for the future. The aim is to increase the number of students who are receiving support, close communication with faculty that have used the system, and to obtain feedback from faculty and case managers from various support services programs to assess outcomes. The Early Alert system is college wide and impacts most of the ECC student population (at risk or not). The number of referrals varies between 300 to 400 each semester. The CTE Retention Specialist facilitates the Retention Early Alert program, with various departments providing outreach efforts (i.e., TRIO, Disability Services, Athletics, Distance Learning, First-Year Programs, Health Programs Retention Specialist, etc.)

ECC retention data includes:
Next term enrollment compared to similarly enrolled students (Early Alert students vs all students)
2010FA: 67% vs 71%

2011SP: 48% vs 56%
2011FA: 63% vs 70%
2012SP: 51% vs 53%
2012FA: 64% vs 71%

Next year enrollment compared to similarly enrolled students (Early Alert students vs all students)
2010FA: 43% vs 46%
2011SP: 35% vs 46%
2011FA: 44% vs 45%
2012SP: 38% vs 44%

GPA in course compared to similarly enrolled students (Early Alert students vs all students)
2010FA: 1.07 vs .90
2011SP: 1.26 vs .74
2011FA: 1.17 vs .97
2012SP: 1.07 vs .85

GPA in term compared to similarly enrolled students (Early Alert students vs all students)
2010FA: 1.34 vs 1.51
2011SP: 1.30 vs 1.27
2011FA: 1.47 vs 1.55
2012SP: 1.41 vs 1.47

Learning communities combine two or more courses enrolling a common cohort of students. Instructors work together to create assignments that are integrated across the courses. The goal of the program is increased retention and success for students, particularly at-risk populations. Over 300 students enroll annually, with 12-15 combinations typically offered in the fall and 6-8 combinations typically offered in the spring. Current learning communities include developmental students, honors students, ESL Transitional students, and college-level students. Current resources consist of a Faculty Chairperson/Administrative Chairperson to facilitate learning communities at ECC, and a budget to support professional development and supplemental payments to faculty. Future expansion plans focus on expanding partnerships with other pilot programs, increasing participation from transfer courses, expanding offerings to include more faculty members (creating faculty interest), and targeting students at registration.

Learning communities serve a small number of students but the retention rates are higher when compared to all students. More specifically, 59 students enrolled in learning communities in Fall 2008, 90 students in Fall 2009, 103 students in Fall 2010, 252 students in Fall 2011, and 330 students in Fall 2012. ECC retention data indicates:

Higher next term enrollment when compared to all students (LC students vs all students)
Fall 2008: 80% vs 70%
Fall 2009: 80% vs 70%
Fall 2010: 82% vs 70%
Fall 2011: 83% vs 70%
Fall 2012: 86% vs 71%

Higher next year enrollment when compared to all students (LC students vs all students)
Fall 2008: 56% vs 47%
Fall 2009: 61% vs 46%
Fall 2010: 70% vs 46%
Fall 2011: 66% vs 45%

New Student Orientation is a cross-functionally organized and implemented program that introduces new students to the college. The Coordinator for First Year Programs is responsible for program content and implementation, scheduling, Spartan Leader hiring and training, and coordinating each session. Spartan Leaders are current ECC students (15-20). Their role is to facilitate the program and serve as role models for new students. Other departments who contribute staff and resources to the orientation program include Admissions, Counseling, and Registration.

New Student Orientation (NSO) sessions at ECC are offered April through August for students who will begin in summer and fall semesters and November through January for spring semester. All new ECC students who are attending college for the first time are **<u>required</u>** to attend new student orientation prior to registering for their first semester of classes. Students who have previously attended ECC through pre-college (Tech Prep; Middle College) programs or Adult Basic Education are strongly encouraged to attend NSO.

3241 new students attended NSO who enrolled in Spring 2013, Summer 2013 and Fall 2013. This program impacts all **<u>first time in college</u>** students (regardless of how many credits they want to enroll in) and is required. There is a registration hold on all new students' records that is only lifted upon attendance at an NSO. There is a waiver process in place for very limited cases. We have 50-60 sessions per calendar year with an average of 50 students in attendance.

Retention data indicates that 80% of those who attended new student orientation persisted to the next semester, while only 69% of those who did not attend new student orientation persisted to the next term.

<u>SOAP (Standards of Academic Progress)</u> is an administrative procedure designed to encourage student success by requiring that students maintain a 2.00 cumulative GPA (including developmental classes) in order to be in good academic standing. There are 5 levels in SOAP related to students' consecutive semesters of earning less than 2.00 GPA: Caution, Warning, Pre-suspension, Suspension and Dismissal. Approximately 1,750 new students enter into the Academic Caution SOAP status each year, earning a cumulative semester GPA of less than 2.00. On average 3,600 duplicated students are in one of the five SOAP statuses, earning a cumulative GPA less than 2.00. An average of 750 students whose cumulative GPA was below a 2.00 are able to raise their GPA above a 2.00 and return to good standing each year. Last year the policy was revised to include a counseling intervention for all students who reach the pre-suspension status, requiring a meeting with a counselor prior to their next term registration.   Initially students in Caution and Warning were **required** to participate in success oriented strategies, however this was changed to **encouraged** to participate, as an internal audit found that there were not sufficient resources to provide these interventions.

TRIO Programs are educational support services programs designed to serve disadvantaged students. The desired outcome is to provide under-represented students with support to pursue educational opportunities and become academically successful, and to increase the college retention and graduation rates of participants. These are federally funded programs, funded through the U.S. Department of Education. There are three TRiO Programs funded at ECC: Upward Bound serves 70 high school students annually, Student Support Services serves 350 college students annually and Student Support Services English as a Second Language serves 140 college students. Student Support Services and Student Support Services English as a Second Language serve ECC college students.

The programs provide educational support through academic, personal, financial, cultural/social and transfer assistance and referral. Eligibility for program services include participants who are First Generation (neither parent of household completed a Bachelor's degree), Economically Disadvantaged (based on an income scale) and Disability. Students represent different genders, ethnicities, educational backgrounds (first generation, disabled, males, females, African-American, Latino, etc.). The SSSESL program serves students from eleven different ethnic

backgrounds. Student's academic progress is monitored through regular individual and group contacts. Data on the Student Support Services indicates 72.5% persistence for 2 year to 4 year college.

The necessary resources include an annual budget that supports staff, travel, student activities, etc. Suitable office space is important to facilitate service delivery. Previously, the Student Support Services Program at ECC received over $250,000 to compliment the federal budget. These funds allowed TRIO to open the programs up to all ECC students. Later, the educational funds were discontinued. As a result, the program only serves those students meeting eligibility criteria. It would be great if funding was restored so a greater number of participants could be served.

Retention Efforts – Early Alert, NSO, Learning Communities, COL 101

		Total N	Next Spring		Next Fall	
			N	%	N	%
Fall 2008	Early Alert	-	-	-	-	-
	NSO	1429	1215	85%	995	67%
	Learning Communities	59	47	80%	33	56%
	COL-101	1162	956	82%	784	68%
	All Students	9821	6836	70%	4624	47%
Fall 2009	Early Alert	-	-	-	-	-
	NSO	1925	1559	81%	1261	66%
	Learning Communities	90	72	80%	55	61%
	COL-101	1352	1127	83%	932	69%
	All Students	11704	8189	70%	5395	46%
Fall 2010	Early Alert	494	328	66%	202	41%
	NSO	1967	1574	80%	1209	62%
	Learning Communities	103	84	82%	72	70%
	COL-101	1397	1150	82%	920	66%
	All Students	12214	8595	70%	5589	46%
Fall 2011	Early Alert	578	363	63%	217	38%
	NSO	1949	1579	81%	1207	62%
	Learning Communities	252	209	83%	166	66%
	COL-101	1380	1156	84%	914	66%
	All Students	11811	8264	70%	5302	45%
Fall 2012	Early Alert	-	-	-	-	-
	NSO	1998	1598	80%	-	-

Learning Communities	330	283	86%	-	-
COL-101	1301	1100	85%	-	-
All Students	11554	8181	71%	-	-

With regard to Goal 3 - review ECC retention data - the data analysis subcommittee has met four times to summarize key findings from 2012 CCSSE, 2012 Annual Student Success Report, and 2013 Noel-Levitz in order to identify student achievement gaps. From this data (see attached summary), the students with the greatest achievement gaps in terms of retention are part-time students, African-American students, and developmental students. Since there are established taskforces to address African-American students and developmental students, the data analysis subcommittee recommends that the Student Retention Taskforce generate ideas to improve the retention of part-time students at ECC.

Goal 4-monitor new initiative updates and progress

Many members of the task force are directly involved in many of the new initiatives. Those members have an opportunity to give an update to the taskforce at each meeting.

During the fall term, we concentrated on the Student Success Awareness Campaign and the Non-Cognitive Assessment of New Students.

It's important to continue reporting on new initiatives during the upcoming year.

Goal 5-research successful retention efforts at other institutions

Our sub-committee has met twice during the fall, 2013 term. We discussed what other colleges have implemented regarding their retention efforts.

We found a common theme throughout most institutions that we reviewed. Many colleges have implemented a mandatory orientation program, an early warning/alert system, concentrated on developmental education efforts (Math Lab, Writing Lab, etc.) and developed a course similar in design to ECC's College 101. All college's indicated that Advising/Counseling was a key element in retaining students.

Now that there is a new co-chair serving on this task force, we will meet and discuss in what direction we will take this research.

Next Steps:

The new co-chair and I will meet in January, 2014 to discuss what the next steps will be. We have taken a look at ECC's data, what we are currently doing regarding retention and what other colleges have implemented.

The largest obstacle and concern is financial. We all agree that one-on-one contact with students is an effective way to retain students but how to scale that up is the question that we will be trying to answer in the next year.

Description	Requested	NOTES/FOLLOW-UP
AtD : SALARIES - OTHER		
Faculty SS Task Force Leader: $885/CH for 1.5 CH ($1327.50) x 2 Terms ($2655)	2,655.00	Student Retention (Patrick Gordon)
AtD : PRINTING	**50.00**	printing agendas and copies of meeting material
AtD : PUBLICATIONS AND DUES		
AtD : ADVERTISING		
AtD : OTHER MATLS & SUPPLIES		
AtD : CONFERENCE & MEETING EXP		
Student Retention Conference Registration	2,000.00	Both co-chairs
Dream Conference Registration 2015	1,000.00	One co-chair
AtD : TRAVEL IN-STATE		
AtD : TRAVEL OUT-OF-STATE		
Student Retention Conference Lodging	1600	Both co-chairs
Student Retention Conference Travel	1000	Both co-chairs
Dream Conference Lodging, 2015	800	One co-chair
Dream Conference Travel, 2015	500.00	One co-chair
AtD : OTHER CONF. & MEETING EXP		
AtD : TRAINING		
AtD : EQUIPMENT-OFFICE		
Total Retention Task Force Proposed Budget	**9,605.00**	

December 2013

NAME OF TASK FORCE:

Student Transition

ALIGNMENT TO INSTITUTIONAL STRATEGIC PLAN

- Goal 1:Foster a Learning Centered Environment
- Objective 1.2 – Teach students the skills they need to assume responsibility for their own learning
- Goal 2: Promote student goal completion
- Objective 2.1: Accelerate student progression through coursework
- Objective 2.2: Develop coherent and intentional student pathways toward completion
- Objective 2.3: Improve success milestones among students with the greatest achievement gaps
- Objective 2.4: Improve placement processes to assist and support various student populations

PROGRESS TO DATE (DEC. 2013):

The Taskforce has met monthly during the school year since April 2013 – for a total of seven meetings.

- ✓ At our first few meetings, the members worked to **define what "transition" meant in terms of student populations and timing** – particularly in light of the College Readiness Taskforce and the Retention Taskforce.
- ✓ The taskforce then **brainstormed current college transition efforts** and a clear preference emerged to focus on students **transitioning into college**.
- ✓ The taskforce reviewed data and discussed several options before **narrowing to a focus on adult student transitions from the ABEC division.**
- ✓ Other **members from ABEC were then invited to join** the taskforce and **additional data was requested & reviewed.**
- ✓ The taskforce is reviewing the work and recommendations previously completed in the FY11 Student Support Services Grant and the monthly Transition productivity reports created by the Transition Coordinator in the ABEC Division.
- ✓ We are also exploring the use of student focus groups in order to **collect qualitative data and student input.**
- ✓ We anticipate the data collection stage to be completed spring 2014 and a recommendation/action steps by spring/summer 2014.

PROPOSED INTERVENTION/NEXT STEPS:

1. We are exploring the use of **student focus groups** in order to collect qualitative data and student input.
2. We are exploring sending reps to **adult transition-related conferences** to learn more about what other colleges are doing.
3. We have contacted Heather Collins to see if a Title V Grant RFP might be released in spring 2014.
4. We may explore the **ACE training for adult education faculty/staff** to address affective components of adult transition.

AFT National Higher Education Conference NOTES (Dr. Jessica Carpenter)

**-Wall to Wall organization (FT, PT, Staff)

**-Working with Students (we share goals of having money go to instructional costs, smaller classes, etc).
  -Who sets tuition? Why is it set the way it is? Create information and activism.

**-New funding models for higher education
   -if it's now essential to being a productive adult we need to find a way to have it happen without causing crushing debt
   -Stop subsidizing private schools, for-profit schools (est 25 billion) athletics and perks ('summer camp mentality')
   -Get rid of tax breaks in education that subsidize wealthy persons (college savings plans- est 17 billion)
   -We are already subsidizing higher ed to the tune of 100-200 billion dollars, it's just going to the wrong places and spread too thin
   -Models of a free 2 year (any 2 years, any age) or 4 year PUBLIC higher education. "Free- including room/board/books based on location- tied also to work study, available very small supplemental loans (Sara Goldrick-Rab U of Wisc, Madison)" "Requirements to participate could range anywhere from % Full Time to Contact Hours to Class sizes to elimination of 'frills' and requirements to spend on direct instructional costs as opposed to administrative costs"
   -The idea that the current situation is a "free market" is false- students don't have the ability to walk with their feet currently
   -The current system of financial aid is complicated, requires a lot of administration and is untrustworthy (students may or may not get that grant or package the next term)- it leads to creation of debt.
   -The last speaker at the conference prompted us to consider whether the "crisis' in higher education is conflated with the movement of more minorities into higher education- this "crisis" is further stratifying our society and increasing income disparities.   Is there a lot of coded language and discussion happening here? Who is the face of the "crisis"? Who is going to be hurt the most at the end of this crisis? Keep an eye on whether the unsustainable model and cost is being reframed to blame the quality of the students and teachers rather than our funding priorities and financial aid structure.

**-Redefining the loan debt crisis-
    -50% of defaulted loans originate from for-profits
   -It's not just tuition or direct instruction, it's books, living expenses and fees
   -Failure to complete can be tied to both enrolling in for-profits and the need to work excessively because life costs are not funded.
   -The issue is not just DEBT. Debt is fine if you complete and get a job that is sufficient to pay off that debt. This worked previous to now but is currently failing.

**-Real career paths for contingent faculty
   -reduction in reliance on contingent faculty

**-MOOC/Packages
   -Keep an eye on the money- who is benefiting- big vendors, who is "delivering" work that should belong to local faculty/staff etc. -counseling, help desk
   -Keep an eye on reducing faculty governance and input in educational decisions
   -Keep an Eye out for mandates about delivery of packages, modular, mastery, online, etc.
   -Contractual: Right of first refusal for online/other material/classes\
   -Who is collecting the data on students? Do students have control of their own data? Is an IRB process being followed?
   -Are they showing progress by dumbing down standards or blocking access
   -Who owns the developed content / intellectual property
   -What are the standards if there is no barrier to access - intellectual property and academic freedom.
   -How does evaluation work of the instructor with open access courses

-Assumption that students want this instead of traditional courses- where is the data?

-Questions about acceptance of MOOC credit- note that we have an approval process in place for 'non traditional credit' that should protect us here unless they are being granted these credits at an accredited instiution

-Do these meet general education goals? Particularly if you have writing, speaking etc. goals? Are they conducive to helping students think in more sophisticated ways if there are no sophisticated assessments, projects, papers, presentations, etc.?

-Who can benefit from these courses (self directed, motivated students with good time management and a good internet connection).

-If these are meant to save money why are for-profits 2x as expensive -why would we expect Coursera, EdEx, etc. to end up different from the for-profits already in the game. (in tuition, completion, loan default, etc- early results indicate there is no reason to expect better outcomes here). How are these going to increase access when they require so many skills and internet access up front?

-Particularly for community college students- if we think small class sizes are necessary and better than 700 person lecture halls, why would 10,000 student online delivery be an improvement?

**-Affordable Care Act (Amy Clary- AFT Healthcare)

-Benefits: no pre-existing condition discrimination, no cost preventitive services, closes Medicare Rx donut hole, Young adults up to 26 on parents' plan, no   annual/lifetime benefit limits.

-Contraception- as of now, free unless plan is grandfathered. Keep an eye on SCOTUS suit

-Individual Penalties for not having insurance for more than three months: Greater of 2014- 1% of income or $95 2015-2% of income or $325

-Employer Penalties: (this situation keeps changing- as of now):

OFFER PENALTY (PENALTY A):

IN 2015 penalized unless affordable, adequate care is offered to 70% + of their full timers (30+ hours/week) IN 2016 95% of their full timers and DEPENDENTS (note: not spouses)

-By 2015 they mean the plan year- this could start Jan 2015 or any other time in 2015. In 2015 the offer can be based on any 6 month measurement period

-Size of employer penalty- if at least one full time employee receives an exchange premium tax credit the penalty for failure to offer is (2015) 2,000x #FT employees -80 (this also has changed). Later 2,000x#FT -30

ADEQUATE/AFFORDABLE (PENALTY B):

If not adequate (60% actuarial value) or affordable (premium costs more than 9.5% of household income): $3,000x #employes getting a premium tax credit (Or, if LESS the Penalty A).

DEFINING FULL TIME

-30 hours a week- 130 hours a month

-'reasonable' recent rule gives "one" reasonable method (stipulates this is not the only reasonable method):

One Hour of Teaching Time = 2.25 (2 hour 15 min) of service including prep/grading PLUS one hour for each office or or hour spent at a required meeting.

ECC Contract = 25 min of office hours per credit hour

-BREAKS over 4 weeks cannot be used to calculate average hours

-The winter break, however, can be included in the "lookback" period for calculating who is full time if under 4 weeks.

CADILLAC TAX (2018)

-Threshold currently (will be readjusted based on CPI+1 in 2018 and indexed to CPI thereafter) 10,200 Individual 27,500 family - if the cost increases by a set amount ofer 2010 costs

-Includes any health saving account contributions but NOT vision and dental if they are standalone.

-Tax= 40% of the amount that exceeds the threshold- paid by insurer or plan sponsor.
-Historically education has traded salary for excellent benefits
-Thresholds will be higher for older and more female workforces versus "national workforce"- details are scarce