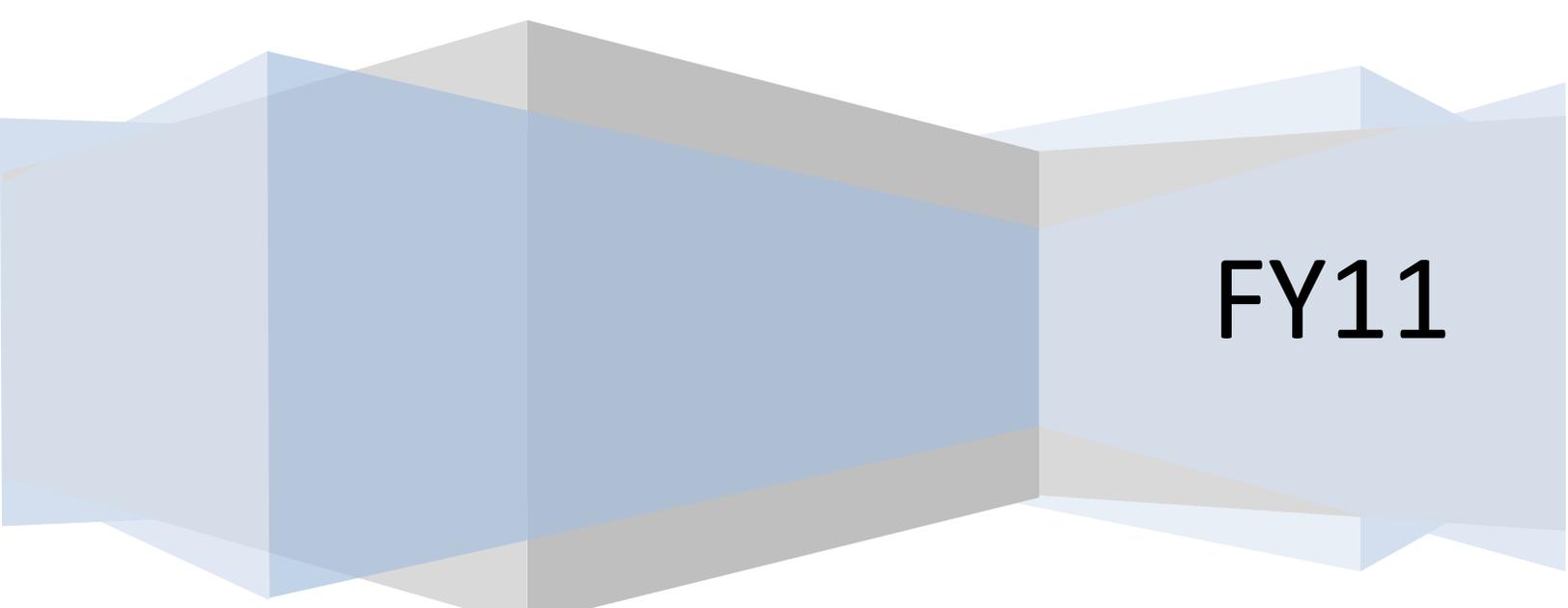


**Teaching, Learning, and Student
Development
Academic Goals & Accomplishments**

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FY11

Institutional Goal 1 – Ensuring curriculum currency and relevance based on critical reflection of outcomes

Accomplishments:

- Completed self-study/compliance reports, and/or onsite accreditation visits for Nursing, Physical Therapist Assistant, Surgical Technology, and Histotechnology programs. All received continuing or initial accreditation.
- Developed plan to update program-level learning outcomes during the Program Review process, and post on elgin.edu.
- Expanded program review assessment activities to include curriculum mapping to general education outcomes and goals of the strategic plan.
- Integrated CTE Early College Credit Program (Tech Prep/PCCS) into the ICCB Program Review cycle and completed six program of study “roadmap” documents, which are posted on elgin.edu.
- Continued development of joint high school, college and employer advisory teams through existing ECC advisory committees.
- Participated in Program Review. Recommendations for improvement of the disciplines were raised and will be considered.
- Piloted a process for identifying reading levels consistent with success in several career and technical programs.
- Collaborated with reading department instructional coordinator to improve understanding of RDG 110 curriculum as related to COL 101. Discussed textbooks and syllabi used in both courses. Established a learning community with COL 101 & RDG 110 for fall 2011 in order to further identify how these courses can improve connections.
- Piloted peer leaders in the COL 101 classroom based on the first-year experience research that demonstrates the use of peer leaders improves student success.
- Created a guide for new students to use at Orientation to help them understand the goals of orientation and the expectations of being a successful college student.
- Created a safety video and moved review of safety information from COL 101 to New Student Orientation to ensure more students are aware of and understand safety issues such as theft, active shooter, emergency preparedness, and natural disasters.
- Revamped a segment of New Student Orientation to focus on students planning their first semester classes, which encourages them to immediately take responsibility for their educational plan.
- Implemented revised common syllabus with COL 101 faculty to provide a common and consistent experience.
- Formed a COL 101 curriculum and assessment committee to synthesize information and create an assessment report.
- Created a COL 101 professional development committee to develop a mini conference for returning instructors to focus on best practices in teaching and learning.
- Conducted two focus groups in spring to understand the long-term impact of COL 101 on student success and to help determine future improvements.

- Created specialized skills classes to better meet the needs of culinary and pastry students.
- Worked through Curriculum Committee to close a pre-requisite loophole with the required Safety and Sanitation course.
- Revised Fire Science curriculum to meet state regulations.
- Revised Truck Driving curriculum to maintain federal student aid eligibility.
- Completed first cycle of course assessment in the foundational economics courses, ECN 101, 102 and 103; 96% of students in ECN 103 attained the majority of the learning outcomes in FY2011.
- Aligned pre-requisites for the engineering courses to match what is typically found at universities.

Institutional Goal 2 – Promoting student engagement and intentional learning

Accomplishments:

- Developed a new Early Childhood Education course to help ESL students transition into the program.
- Received an ESL/Welding grant to provide language support to WIA-eligible ESL students enrolling in the program.
- Proposed a learning community for Advanced ESL students enrolling in ENG 101.
- Piloted and implemented CASAS ESL assessment to determine best options for student placement and grant reporting.
- Developed “enhanced Access ECC” student portal within Datatel, ready for roll-out FY12.
- Implemented ACE (Athletes Commit to Excellence), an academic tracking program for ECC student-athletes which resulted in improved GPAs. Fall 2010 semester had multiple athletes with 4.0, Men’s Cross Country team’s average 3.51, twelve team combined GPA of 2.7.
- Piloted family study nights with TRiO.
- Prepared two grants to support student peer educators for alcohol awareness and good choices.
- Utilized new and expanding communication tools, such as Facebook, Visix, Bloggers, emails, Google docs, and a weekly e-newsletter to build relationships with a diverse pool of students and make them aware of student life events and opportunities.
- Finalized co- curricular transcripts in May 2011 with the assistance of Curriculum and Assessment Dept. and Registration.
- Modified New Student Orientation method to expose students to college resources. Moved from simple awareness to *application* by instituting walking tours for students to physically see the resources and encourage their use.
- Enhanced several COL 101 activities to encourage application of concepts to help students further continue their educational planning using resources from the counseling, career services and library.
- Purchased new machine prototype printer for expanded skill building in CAD department.
- Purchased new dynamometer for automotive department to increase learning.
- Continued development of Energy Management program through the Green Mobile laboratory.
- Completed redesign of Welding Lab.
- Sent ECC students to the Fall Leadership Conference, the IL State Skills Competition and the National Skills Competition
- Developed an ECC chapter of the national student organization, Collegiate Entrepreneurship Organization (CEO); over 25 students participated the first year.
- Added lab components to two engineering courses.
- Purchased Fourier Transform Infrared Spectroscopy technology for the organic chemistry courses.
- Developed and introduced two field trips to allow Intensive English students to enhance their language acquisition and learn American cultural heritage and history.

- Introduced community service component to Intensive English curriculum, conducting fundraising for victims of the Japan earthquake and collecting food items for various organizations.
- Assigned Student Ambassadors to follow up with interested students to walk them through the enrollment process. This encouragement is essential to successfully meeting enrollment goals.

Institutional Goal 3 – Improving success milestones among key focus populations: first-year, developmental, Black, and Latino students

Accomplishments:

- Recruited 11 students under the ESL/Welding grant to participate in WEL courses with ESL language support in spring and summer 2011.
- Developed new developmental math course, MTH 099, which combines two levels into one semester to allow faster progress into college-level work. Two sections are piloting fall 2011.
- Enrolled the largest number of students to date in the summer bridge program.
- Researched ELL practices in K-12 system and held initial meeting of Alliance ELL team.
- Piloted an Achieving the Dream activity whereby student groups of Latino men and adults received career planning and financial literacy information, and participated in increased visits with the Counselor in charge.
- Rolled out Early Alert to all faculty in fall 2010, resulting in over 500 faculty referrals. 18 case work managers are available to assist in retention services.
- Created materials for English Language Learners to identify options available at ECC.
- Completed all objectives of ICCB Student Support Services Development grant, including identifying pathway to career and technical programs for adult education students.
- Hosted an event for special populations before the start of the spring semester to coincide with New Student Convocation. Guest speaker, Delatorro McNeil, discussed overcoming obstacles and achieving success in college and life.
- Held multiple workshops to encourage students to persevere, seek help when needed, and utilize campus resources.
- Received second year of JP Morgan Chase Foundation funding to develop second level bridge program, targeting students who just miss placing into the highest developmental level course in writing or math.
- Added adult students into the eligible pool of summer bridge participants.
- Increased the percentage of direct-from-high school students not needing any developmental coursework 2.5% from fall 2009 to fall 2010 (31.8% of the cohort).
- Decreased the percentage of direct-from-high school students needing developmental coursework in all three subjects (math, reading, English) 1.1% from fall 2009 to fall 2010 (16.4% of the cohort).
- Completed 2010-2011 articulation review with a joint secondary-post secondary faculty session, which resulted in 75 renewed and/or new agreements for courses that will result in students receiving credits upon their high school graduation, eligibility, and enrollment at ECC.
- Determined that approximately 51% of incoming, direct from high school freshman enrolled with early college credit as a result of Middle College & PCCS programs.
- Awarded 2,333 ECC credits to 601 ECC freshmen in fall 2010 based on high school articulation agreements.
- Developed “MyMathTest” online placement test preparation module to assist students taking the Compass test.

Institutional Goal 4 – Supporting the continuing growth of faculty in learning theory, teaching methodology, technology, and individual disciplines

Accomplishments:

- Ensured three faculty and one PT administrator in ABEC completed full STAR training, an evidence-based reading instruction methodology.
- Planned development activities with language department faculty to enhance instruction through the use of D2L. Created templates have been created, but work-to-rule inhibited workshop offering & participation in spring 2011.
- Sent a team to the 2011 National Summer Institute on Learning Communities to establish a two-year action plan for the future of learning communities at ECC.
- Developed five new learning community offerings for FY 2012.
- Incorporated First Year Experience (FYE) information into each New Employee Orientation session.
- Facilitated FYE discussions and CETL workshops with faculty to highlight key concepts for students, such as personal responsibility and decision making.
- Enhanced and implemented several professional development opportunities through CETL, instructor meetings, course management system repository and discussion boards to assist COL 101 faculty and ensure they are well-informed with the course content and the college.
- Provided comprehensive COL 101 instructor training, supported by additional D2L orientations.
- Developed and distributed online handbook for math adjuncts.
- Implemented new adjunct lab safety program in the chemistry department.
- Developed series of CETL offerings for faculty development; some not held due to work to rule. Topics included developmental education, faculty success, instructional technology and greening the curriculum.
- Developed CETL series to involve new and adjunct faculty.
- Began training program for faculty to mentor others regarding online courses.

Institutional Goal 5 – Fostering a spirit of inquiry to increase understanding of racial, ethnic and global diversity, and of domestic and world cultures

Accomplishments:

- Conducted three workshops featuring a visiting East Asia scholar. A fourth is scheduled for August 2011.
- Sent 12 ECC faculty and administrators to participate in a site visit/faculty exchange program to China in May 2011. Trip logistics and translation services for the participants arranged by Dean Mao.
- Sent three ECC students to China on a separate, short-term language and culture tour.
- Accepting applications for the fall 2011 student study abroad program in Chongqing.
- Coordinated student learning opportunities with visiting national performing artists via 20 workshops.
- Supported student-driven initiative, inspired by American Place Theatre performance: T.E.A. (Teach, Educate, Advocate) raised over \$30,000 to support education for girls in Pakistan.
- Assisted arrangements to secure visiting artist, Mr. Men Shaozong; arranged workshop presentations, class visits and secured a painting gift to the college.
- Developing four additional MOUs with educational partner institutions in China and India.
- Identified a vendor to implement a home-stay program for international students enrolling at ECC.
- Completed redesign of Study Abroad student website to increase awareness and encourage participation.
- Incorporated a cultural competence component into the peer mentoring group for online teaching faculty.
- Developed, offered and ran first year Chinese language courses.
- Developed and received approval for second year Chinese language courses.
- Developed three area studies courses and submitted for Curriculum Committee approval (History of East Asia I and II, and Geography of the Non-Western World).
- Developing Hindi language courses.
- Began development of a new economics course: Comparing Economic Systems in the Globalized World.
- Finalized review and articulation of courses taught at CTBU in China for ECC students.

Institutional Goal 6 – Ensuring key populations (Black, Latino and first-generation students) have equal access to learning opportunities

Accomplishments:

- Worked through Achieving the Dream to pilot Case Management initiative for these populations. Provided child care for the Adult sessions; very positive response.
- Relocated ABEC and Workforce Transitions programming from Fountain Square to the main campus with no decline in enrollment between fall 2010 and spring 2011 semesters.
- Expanded middle school visits to introduce local students to college & college readiness. Approximately 1,200 students participated with the newly developed walking tour guide book and/or the interactive Virtual Tour on DVD.
- Developed and refined a data extract and analysis process to improve the ability to track the number of prospective students, interested students, applicants, and new enrollees. This monitoring is already impacting decisions related to how to best allocate staff time and marketing efforts.
- Created ECC Paralegal Alumni Association to assist graduates in maintaining connections with former classmates and assist graduates finding employment.
- Implemented an online skills based assessment tool for Office Administration Technology courses, and implemented proficiency exams to improve the placement and retention of students in OAT courses.
- Implemented a skill based tutorial to enhance online instruction for OAT document production courses.
- Developed hybrid format for Business Statistics, BUS 140.
- Doubled the number of engineering physics sections offered to increase student access.
- Offered tutoring for 100 level humanities classes in MPC for English Language Learner (ELL) students
- Created a new group within the Alliance for College Readiness: The Alliance ELL Advisory Committee, which will focus on increasing college transition & college readiness for English language learners graduating from district high schools.
- Established Alliance for College Readiness meetings for middle-school and high school administrators.

Institutional Goal 7 – Creating and offering programs and services that meet the emerging learning needs of our students

Accomplishments:

- Developed D2L templates and an online repository to support art history/appreciation instruction.
- Developed an on-line GSD120 Exploring Careers and College Majors course.
- Utilized online version of New Student Orientation for spring 2011. Assessment concluded that it is a useful tool but requires revision to best leverage resources to meet the needs of new students.
- Created the Spartan Law Review, a student-run and student-written publication.
- Began preliminary work to develop three new advanced imaging certificate programs.
- Developed new Computer Aided Design certificates in emerging technology: Revit & SolidWorks.
- Began development of new Integrated Computer Manufacturing program.
- Ran first three courses of the newly approved Digital Forensics BVS and AAS awards.
- Obtained final approval to articulate the Digital Forensics program to Champlain College, one of the best programs in the nation.
- Received notice that University of Tulsa, the #1 rated digital forensics program, accepted ECC's first transfer student, into its program.
- Developed a new CIS course to be offered online: Java Programming.
- Added a third cadaver for Anatomy & Physiology to support enrollment.
- Implemented course planning tool in Datatel to assist both students and counselors. Students will learn learning what requirements are needed to meet their educational objective and can plan up to two years in the future.
- Rolled out E- advising for student use. A counselor has been trained and designated to respond to students seeking academic advising input. Degree audit is available for student and advisors.

Institutional Goal 8 – Ensuring integrity in our relations with others

Accomplishments:

- Initiated collaborative conversations among various campus groups which focus on cultural competency in some form for students and/or staff, including the Equity Action team, Student Learning Assessment and Advisory Committee, GIST, and MAGIC.

Institutional Goal 9 – Conserving spending while increasing quality and effectiveness

Accomplishments:

- Developed and implemented a process to import information directly from DATATEL into the adult education reporting system, DAISi, eliminating some duplication in data entry.
- Designed procedure to more strategically post-test ABEC students, increasing National Reporting Standards performance following revised testing guidelines.
- Combined ESL and GED orientation sessions into one event, held in ATC Auditorium. Consolidated time and effort of ECC staff, efficiently serving new students who were able to complete the registration process on campus, allowing for real-time enrollment.
- Coordinated date and location of GED graduation ceremony in the Events Center. Savings were realized by using the same stage set up, flowers, etc. as the college graduation. Faculty attendance improved and the division received greater support in planning and project implementation from other campus departments.
- Devised a plan to collaborate within the ABEC departments to market programs and classes to students and community members, to reduce duplication of efforts.
- Gained approval to move forward with a plan to use (LVPA) department funds to purchase mobile equipment to support a partial re-opening of the 3D art labs, closed after a fire in August 2010.
- Streamlined administrative costs and priorities by removing the position of CABS Associate Dean, introduced Dean of Developmental Education and College Transitions.
- Developed a college-wide, cross-functional committee to look at and advance Sustainability issues for the college.
- Continued expansion of Culinary/Spartan Terrace partnerships with other college events to generate revenue.
- Continued expansion of organic garden for Culinary program.
- Marketed ECC and CTE programs to District 509 credit eligible graduates and sent Encouragement letters to over 6,000 high school students enrolled in articulated courses.

Institutional Goal 10 – Facilitating quality decision making

Accomplishments:

- Established and held bi-weekly meetings for program directors and instructional coordinators within the Health Professions division.
- Designed specific resources for advising, student handbook policies, division office procedures and coordinated grant requests for the Health Professions.
- Developed a comprehensive new student communication plan which maps out communications for students at all stages beginning with prospective students to inquiries to applicants to first semester students.
- Established the testing procedures and schedules to implement the use of PSB-HOA test scores (Psychological Services Bureau – Health Occupations Aptitude test, PSB-HOA) to screen applicants for admission into Health Professions programs. Currently collecting data to determine appropriate minimum admission scores for entry-level certificate programs.
- Developed and refined a data extract and analysis process to improve the ability to track the number of prospective students, interested students, applicants, and new enrollees. This monitoring is already impacting decisions related to how to best allocate staff time and marketing efforts.
- Began benchmarking for CETL department with sister colleges. Meetings are underway and ideas being vetted for implementation at ECC.
- Represented the Health Professions departments in the design and plan for the move to the new Health & Life Sciences Center; participated in equipment purchase decisions, office locations and other key requests.
- Utilized new tools developed with IT and IR to guide decision making and improve staff accountability within the areas of Marketing, Enrollment Management, and Admissions & Recruitment.
- Instituted regular department head meetings within ADLR division to open communication and collaboration channels.
- Continued to explore what data is available to inform the Distance Learning assessment and quality improvement efforts.

Institutional Goal 11 – Developing a collegial environment that supports employees’ sense of purpose and self-worth to grow personally and professionally

Accomplishments:

- None for the division.

Institutional Goal 12 – Strengthening relations with businesses, educational, and service organizations vital to our community

Accomplishments:

- Collaborated with other community organizations to sponsor the Veterans Summit Job and Resource Fair on May 4, 2011, which included workshops and other pre-fair activities. Attended by 30 local employers and served 150-200 veterans.
- Executed the agreement with high school district 303 to offer Japanese and Chinese language courses to high school students as part of the dual credit/Middle College program, effective fall 2011.
- Raised public awareness of ECC Arts Center and Culinary School through promotion of dinner/performance collaborative events via 20+ media features on radio and television.
- Executed new partnership with marketing consultant to support the Art Center's existing marketing plan, increase media coverage, and increase annual revenue to a record level, exceeding prior year's sales by over \$60,000.
- Increased communication with and connection to District 509 high school sports programs; resulting in increased recruitment of local student athletes.
- Obtained CHFI (Certified Hacking Forensics Investigators) certification by two CIS faculty.
- Received award for to ECC Paralegal alumni, the 2011 Exceptional Service Award by Kane County.
- Completed contracts (MOUs) with 300+ and SAIL programs, allowing the continuation of their services for students.
- Utilized Kane County Department of Energy grant for community training.
- Provided leadership to the Community Garden efforts within the district.