

Teaching, Learning & Student Development (TLSD) Division

FY2013 Academic Goal Accomplishments

Prepared September 2013



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Community
College

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Annually, the Teaching, Learning, and Student Development (TLSD) division establishes goals which are derived from the college's Strategic Plan. The following compilation summarizes the major accomplishments submitted by faculty and staff within TLSD for this past year (2012-2013).

Throughout this report, accomplishments are organized according to division. Below is a key for the abbreviations as well as the division leadership:

- Adult Basic Education Center (ABEC) led by Ms. Peggy Heinrich
- Academic Development & Learning Resources (ADLR) led by Dr. Mi Hu
- Business & Sustainability, Safety and Career Technologies (BUS-SSCT) led by Dr. Jeff Boyd
- College Transitions & Developmental Education (CTDE) led by Dr. Elizabeth Roeger
- Communications & Behavioral Sciences (CABS) led by Dr. Rick Mao
- Health Professions (HP) led by Dr. Wendy Miller
- Liberal, Visual & Performing Arts (LVPA) led by Ms. Mary Hatch
- Math, Science and Engineering (MSE) led by Dr. James McGee
- Student Services & Development (SSD) led by Dr. Carol Cowles
- Office of the Vice President for Teaching, Learning & Student Development (VPO) led by Ms. Rose DiGerlando

In addition, the accomplishments for Teaching, Learning and Student Development (TLSD) committees are outlined. Each committee is comprised of faculty, staff, and administrators. These committees include:

- Alliance for College Readiness
- Curriculum Committee
- Honors Program Committee
- Global/International Studies Team
- Learning Communities Steering Committee
- Multicultural and Global Infusion Committee
- Student Learning Assessment and Advisory Committee

**Institutional Goal 1
Foster a learning-centered environment**

Objective 1.1: Expand use of supplemental instruction models

Academic Development & Learning Resources/Intensive English Program

Work with the Tutoring Center to promote and expand tutoring for IEP students.

Projected Outcome: This offers students in the IEP the opportunity to work with a tutor at a specific time. This will help with retention and be an attractive bonus to potential students for the program.

End Year Progress: This year the Tutoring Center effectively support the Pre-Collegiate students in the IEP by offering tutoring in English. Together, we worked out a schedule that fits the needs of the IEP students as they are in class 20 hours a week. Familiarizing the IEP students with the Tutoring Center has the added benefit our encouraging these students to seek out tutoring as they enter credit courses summer 2013 and fall 2013.

Evidence Met:

Challenges:

Communications & Behavioral Sciences

Create an Education/Early Childhood Lab to support instruction.

Projected Outcome: Establish EDN/ECE lab in FY14; explore how to create manipulative materials for school children and have ready access text materials.

End Year Progress: F104 is the identified lab space. Materials have been purchased and lab equipment is being explored.

Evidence Met:

Challenges: Concern with how to best maximize classroom and lab spaces across the college. Lab must support Education and Early Childhood programs. Need to explore how to more closely partner with ECC's Lab School.

Math Science & Engineering

Open new Math Lab.

Projected Outcome: Create a support math environment.

End Year Progress: The lab opened in Spring of 2013 with great success.

Evidence Met:

Challenges:

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TLSD Vice President/Assessment

Continue to foster conversations about assessment.

Projected Outcome: Organize and host the 17th Annual Assessment Fair

End Year Progress: Logistics planning executed by internal ECC cross-departmental team. Event held with 21 breakout sessions, a large-group opening activity & keynote over lunch. Attendance of approx. 160; stayed on budget. Publicity during/after event sent via Twitter and YouTube by one of the participants/presenters.

Evidence Met: Attendance, positive comments during the day. Survey evaluation: 93% would recommend to a colleague, 88% would attend in the future, 91% event worth my time. Meet/Exceeded expectations: 82% opening activity, 84% selection of breakout sessions; 78% sessions attended.

Challenges: Keynote speaker portion did not meet our expectations.

Objective 1.2: Teach students the skills needed to assume responsibility for their own learning

Academic Development & Learning Resources

Livescribe pens implemented for students with disabilities.

Projected Outcome: To promote independence and competence in learning.

End Year Progress: 5 pens were purchased and distributed.

Evidence Met: Students using the pens prefer them to notetakers. Some of the students have purchased their own pens. We will buy more in FY14 so that we can continue to give students a more independent support for class work notetaking.

Challenges:

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Academic Development & Learning Resources/Distance Learning

Expand Distance Learning student outreach to include online support, minimum skill requirements for online classes, mandatory orientations for online classes, and online DL Orientation.

Projected Outcome: Provide better support to students. Improved success rates in distance learning classes.

End Year Progress: Distance Learning continues to focus on providing student support for this year in a number of ways. Begin work on a student support structure accessed from the login page for D2L. A number of issues had to be addressed prior to implementation. Designated server space is expected to be available the beginning of Summer 2013, with the first version of the page expected to roll-out by the end of the Summer, and will be revised and expanded over the coming year. The online orientation was released to faculty to embed in their courses and is also available through the distance learning page on the ECC website. Faculty were encouraged to make this required part of their classes. The DL orientation includes an overview of successful online learning behaviors to help students to gauge their effort in their classes. In addition, DL implemented an open lab for students to support any needs related to technical skills that may have arisen in their classes. While there was some participation, this program will be reevaluated for the coming year to determine if there is another format that might increase participation. A pilot of centralizing technical support within classes--"Tech Guides"--was also initiated; the tech guides will continue to be implemented over the coming year until such point that we are able to get feedback related to their effectiveness. Discussions were held with several individuals on campus related to the possibility of enacting pre-requisite requirements for online classes. This issue will still need to be explored in the coming year, and would probably be best served by using the Student Success Initiative structure, this will continue to be explored in the coming year, and if implemented will likely include the possibility of required orientations for online classes.

Evidence Met:

Challenges:

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Academic Development & Learning Resources/Distance Learning

Create online D2L Orientation program to provide Internet students the information they need to be successful in Internet Courses.

Projected Outcome: Improved student success in Internet Courses.

End Year Progress: The online orientation was released to faculty to embed in their courses and is also available through the distance learning page on the ECC website. Faculty have been encouraged to make this a required part of their distance learning classes.

Evidence Met:

Challenges:

Create "Tech Guides" for students.

Projected Outcome: Improved Student Success in courses utilizing D2L.

End Year Progress: A pilot of centralizing technical support within classes--"Tech Guides"--was initiated; the tech guides will continue to be implemented over the coming year until such point that we are able to get feedback related to their effectiveness. The purpose is to standardize and centralize the support so students will know where to look for technical skills support in their classes.

Evidence Met:

Challenges:

Liberal, Visual & Performing Arts

Create an informal coffee and chat series for faculty to share teaching/learning experiences and ideas.

Projected Outcome: Conversations that lead cultural shift toward collaboration.

End Year Progress: Four faculty coffees were held during the academic year. Discussions focused on increasing student engagement by fostering a sense of community, creating more paired learning communities, how to better utilize technology to support learning, and teaching big ideas across the disciplines (including using shared themes to do so). That these conversations are happening is itself notable, given the discipline-specific, autonomous, and fairly isolated nature of faculty work.

Evidence Met:

Challenges:

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Student Services & Development/Registration and Records

Work with the Career Development office and Dean of Transition and Developmental Education to offer course planning presentations to COL 101 students in an effort to teach students the skills needed to assume responsibility for monitoring their progress toward completion.

Projected Outcome: Students who attend COL 101 will have an understanding on how to utilize the course planning tool to monitor progress and plan future courses.

Students will have used the tool during the session to ensure they are familiar with how it works.

End Year Progress: Pilot was conducted in 2012FA to incorporate course planning into COL 101 courses. Decision was made to pull this out for 2012SP and conduct separate presentations. Limited attendance at these so far.

Evidence Met:

Challenges: Limited attendance in separate presentations.

Work with the office of First Year Programs to provide training on accessECC for resuming, transfer, and other new students who do not attend new student orientation.

Projected Outcome: Students who do not attend new student orientation will have an opportunity to learn in a formal setting how to use the accessECC portal to ensure they are aware of what technology to use in support of their learning.

End Year Progress: Sessions were offered on Saturdays in fall and spring. Limited attendance.

Evidence Met:

Challenges: Marketing needs to occur ahead of time.

Objective 1.3: Expand the use of active learning pedagogies

Academic Development & Learning Resources/Library

Improve outreach efforts to teaching faculty in order to promote services and collections.

Projected Outcome: Library will observe increased uses of services and other resources by new faculty members as librarians follow up with them to promote services and collections after orientation. Librarians will be embedded in D2L for every COL 101 class to add support to student learning and research.

End Year Progress: Assigned librarians to contact all newly hired faculty, both Spring and Fall to inform them about our library facility, resources and services library offers to learning and instruction. Two adjunct faculty from career ed. Responded and expressed their interest of seeking support from library. We will continue this effort.

Evidence Met: Two adjunct faculty members responded and expressed interest of utilizing library support. While reaching out to new faculty members, the veteran faculty found that library support could be out of library, i.e. at the point of student needs, which means librarians will be mobile to help students either at the instructional faculty members' call or at common gathering places for students.

Challenges:

Adult Basic Education Center/ABEC

Faculty Round-Table Discussions. Per faculty member category (ABE/ASE, Advanced ESL, etc.), one faculty round-table session will be held and facilitated each semester on designated topics and themes aimed at engaging students in active and collaborative learning. Sessions, targeting a largely adjunct faculty member base, will be held in day and evening hours and will be facilitated by the Senior Director of ABE/ASE or ESL, accordingly.

Projected Outcome: Student persistence and level gains will increase as faculty implement and expand upon positive instructional strategies in the classroom. Faculty will complete professional development hours in areas relevant to their student population and area of instruction.

End Year Progress: The number of faculty roundtables held in both ABE/ASE and ESL in FY13 exceeded the number anticipated.

Evidence Met: Average NRS level gains have increased (due to a number of factors) by 5% thus far in FY13.

Challenges: Lack of availability of some adjunct faculty due to outside obligations, despite offering sessions in the day and evening.

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



College Transitions & Developmental Education/College Transition & Developmental Education

Promote higher order thinking skills in COL 101.

Projected Outcome: Increase faculty understanding of how to create significant learning. Revised student learning outcomes, curriculum, and common assignments. Enhanced common assignments to promote higher order thinking skills.

End Year Progress: COL 101 outcomes and curriculum will be implemented fall 2013. Enhanced common assignments. COL 101 faculty development conducted and support materials compiled.

Evidence Met: Revised outcomes, curriculum and materials. Data will be collected in FY14 through the COL 101 Assessment Plan to demonstrate impact on student learning.

Challenges:

Communications & Behavioral Sciences

Implement competitive speech/debate programs to enhance student success.

Projected Outcome: Speech department will review its programs and prioritize.

End Year Progress: Speech department has to wait on this to instead focus on the forensics program.

Evidence Met:

Challenges: Additional competitive team in SPH would create unnecessary competition.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Liberal, Visual & Performing Arts/Arts Center

Do it/Apply It through the arts.

Projected Outcome: Increased understanding/awareness of Vietnam war and ethical issues. Applied professional practice for students to engage and perform with professional performers.

End Year Progress: The Arts Center worked with professional artists, staff and faculty to extend learning beyond the classroom in applied settings: extended artist residency with American Place Theatre (APT), over 750 students and community members (including veterans) engaged in 11 activities related to Tim O'Brien's powerful novel about the Vietnam War, *The Things They Carried*; APT artistic and teaching staff conducted abridged performances in multiple classes; these were followed by discussions highlighting the moral dilemmas posed by this conflagration. Working with the Humanities Center, the Arts Center collaborated on a mid-day presentation focused on the ethical issues embedded in a single decision by the novel's protagonist. The ensuing discussion by those present in the full house was challenging, thoughtful and vibrant. The Arts Center also partnered with a local restaurant, Student Life, and the Veterans of Foreign Wars to engage district veterans in a project that honored their sacrifices and showcased their stories. A public display of art, photographs, stories and poems was exhibited in the Jobe Lounge; the project culminated in a powerful public performance of veterans stories - told by students - at the Hickory Stick restaurant in Elgin. Music students had multiple opportunities to learn more about the performing professions. Over 100 orchestral students performed live onstage with the renowned crooning vocal group, Under the Streetlamp. Fifty choral students performed live with the Grammy-Award winning South African a cappella vocal group, Ladysmith Black Mambazo.

Evidence Met:

Challenges:

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Liberal, Visual & Performing Arts

LVPA Student Literacy Project. Explore issues related to student success in reading, writing and critical reasoning.

Projected Outcome:

End Year Progress: Several faculty and administrators attended the Alliance for College Readiness sessions on Common Core standards and Disciplinary Literacy, the Assessment Diaries, and a college presentation on mastering academic language. New individual initiatives related to this goal include 1) development of new paired learning communities (e.g. reading and humanities, reading and Spanish), 2) multiple faculty working on flipping the classroom to allow more time for interactive work in class, 3) development of opening day division meeting in which best teaching practices are shared/modeled (e.g. highly interactive engagement, scaffolded writing assignments, strategies to help students understand how to think/read in a discipline, online resources, etc.).

Evidence Met:

Challenges:

Develop a teaching community whose focus is connecting big ideas across disciplines.

Projected Outcome:

End Year Progress: The teaching/learning goals articulated by LVPA overlap and reinforce each other. Progress on this goal is manifested in the planning for FY14 initiatives. Next year, division faculty and the Arts Center will collaborate on a two-week artist residency featuring the work and times of sculptor Alexander Calder. The residency will culminate in the installation of a light-weight mobile sculpture in the Arts Center lobby – which will be created by ECC students under the supervision of the visiting artist and ECC art faculty. Faculty in different academic disciplines (art, music, history, humanities, etc.) will connect their course content to the historical period and overarching themes relevant to Calder's work (such as motion, time, change). Recognizing that history provides rich opportunities to connect ideas across disciplines, a number of faculty have also read *Democratic Transformation: Eight Conflicts in the Search for an American Identity*. The goal is to identify a theme(s) with the potential to engage students in important recurring conflicts relevant to their own lives, and which reverberate and can be taught in multiple disciplines. This kind of reinforcement across disciplines has been shown to foster deeper, more significant and enduring learning.

Evidence Met:

Challenges:

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Math Science & Engineering

Develop an Honor's section of BIO 108 .

Projected Outcome: Increase active learning within the biology department. Promote higher order thinking.

End Year Progress: We have successfully completed this goal and this course will be running during the fall semester of 2013,

Evidence Met:

Challenges:

Participation in the Skyway Scientific Competition.

Identify students who have an aptitude for conducting original scientific research and have them present their results at the annual Skyway Scientific Competition.

Projected Outcome: Increase department-wide active learning. Encourage collaborative learning. Encourage student-directed learning.

End Year Progress: Continuing to create support within the department. Hopefully, we can participate in this contest during the 2014 competition. For example, the prairie project should be able to produce one or two student presentations at this competition.

Evidence Met:

Challenges:

Expand the use of active learning pedagogies.

Projected Outcome: Advances in global awareness and broadening perspective for students. Incremental program improvements. Promote higher-order thinking skills, analysis, and synthesis; Apply learning to real-world problems; Regularly study and discuss outcomes related to student performance.

End Year Progress: Promoted higher-order thinking skills, analysis, and synthesis by instructing physics, astronomy, and engineering classes in FY2013. We were able to apply this learning to real-world problems throughout each course. We regularly studied and discussed outcomes related to student performance and made modifications based on changing student demographics.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Honors Committee

Expand co-curricular aspects of the Honors Program to include events for new and current students.

Projected Outcome: Host events to welcome and orient new Honors students. Showcase honors student work. Create events to build community and engagement between honors students and honors faculty. Integrate the program with other aspects of the college such as Phi Theta Kappa and Board of Trustee Academic Scholarship.

End Year Progress: Created and implemented annual event to showcase Honors students accomplishments. Implemented three annual Honors Program awards to recognize excellence in research, leadership and service. Improved Honors Scholar process to recognize more outstanding students. Recongnized outstanding Honors Program faculty. Implemented new requirement for Honors Program students to be co-participating in Phi Theta Kappa (PTK). Two PTK leaders participated as members of Honors Committee. Recommended Board of Trustee Academic Scholarship requirement to include enrollment in one honors class during first year to Finance.

Evidence Met: Excellence in Honors reception held May 2013; 3 students received Honors Program awards, 7 students received Honors Scholar awards (largest number ever); implemented Phi Theta Kappa co-participation requirement.

Challenges: Recommendation for Board of Trustee Academic Scholarship requirement was not implemented due to Honors Committee concerns about what aspects of program improvement are most essential at this time.

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Objective 1.4: Ensure alignment among ECC, high schools, and senior institutions

College Transitions & Developmental Education/College Readiness

Professional Development - Expand professional development related to college readiness, especially through the Alliance for College Readiness - 4th yr. HS math course PD, ELL PD, Literacy PD, and January Alliance speaker.

Projected Outcome: Increased faculty collaboration between education levels.
Improved college readiness. Increased faculty understanding of engaged learning strategies & college readiness.

End Year Progress: Hosted and facilitated a 2nd year grant for regional literacy workshops with 5 other community colleges. The Held a Math Literacy Workshop at ECC on 3/20/13. The Alliance Math Team held new 4th year HS math course workshop on 4/25. The Alliance ELL Team hosted "Culturally Responsive Teaching Workshop" during Kane Co. PD Day - 3/1/13. Dr. Tim Shanahan presented at January Alliance meeting (Disciplinary Literacy & the Common Core).

Evidence Met: All 6 community colleges held their literacy workshops. Twelve high school & college faculty attended ECC's math literacy workshop. Fifteen faculty attended the new 4th year math course workshop. Thirty-one faculty and staff attended the culturally responsive teaching workshop. Approx. 145 people attended the January Alliance meeting.

Challenges: Scheduling professional development at a time when both high school and college faculty can attend.

College Transitions & Developmental Education/College Transition & Developmental Education

Complete review of 75 agreements and explore opportunities for new agreements.

Projected Outcome: Biennial CTE Course articulation.

End Year Progress:

Evidence Met:

Challenges:

College Transitions & Developmental Education/High School Partnerships

Work towards 4th year math adoption and implementation with area high schools.

Projected Outcome:

End Year Progress:

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



College Transitions & Developmental Education/High School Partnerships

Pilot Early math placement testing with high school juniors.

Projected Outcome:

End Year Progress:

Evidence Met:

Challenges:

Health Professions

Begin designing an interdisciplinary simulation that will help students develop critical-thinking skills and professional behaviors. This simulation will involve a patient who has suffered an injury/fracture and requires treatment/interventions from the following health professions areas: CLT, DEA, EMT-P, MAS, NUR, PBT, PTA, RAD and SGT.

Projected Outcome: By the end of FY13, an injury/fracture simulation scenario will be developed that includes a means to assess critical thinking skills and professional behaviors of the health professions students who participate in the activity.

End Year Progress: Health Professions has created a simulation family (Lopez family) consisting of one male, one female, one child, and one elderly grandparent. The entire family has been involved in a car accident and are suffering from multiple injuries. Task forces were formed to establish a demographic profile as well as symptoms, lab results, diagnostic images, assessment notes, and interventions for two of the family members.

Evidence Met: Two patient scenarios have been developed (Juan Lopez and Jessica Lopez). These scenarios will involve the following health professions disciplines in patient care: EMT-P, NUR, RAD, PBT, CLT, SGT, and DEA. The new high-fidelity mannequins will serve as the patients in these simulation scenarios.

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/Admissions

Develop a web page for high school counselors to provide up to date information that is needed to assist students with the enrollment process here at ECC.

Projected Outcome: High school counselors will be better informed about college policy and procedures allowing them to better assist prospective students and their parents.

Students will be able to get more timely information from high school counselors.

Parents will be able to get more timely and accurate information from their child's high school counselor.

End Year Progress: The outline for the pages have been created. We are waiting for marketing to develop the pages. We are working with Deanna Chrones in the marketing department.

Evidence Met:

Challenges: Waiting for the marketing department to be ready to create the pages.

TLSD Committees/Alliance for College Readiness

Expand data sharing with school districts through the National Student Clearinghouse and other projects.

Projected Outcome: The work and progress of the Alliance will be better informed and influenced by data.

End Year Progress: Yr. 2 Regional College-going and year 1- year 2 persistence rates for public high school graduates in the region. Identified college completion rates for public high school graduates in the region. Began exploration of disaggregating data by certain subgroups - ELL students, CTE students, students who participate in AVID programs, etc.

Evidence Met: 2010 Region 509 Public HS grads - 75% enrolled in college somewhere within 2 years of HS graduation.
2009 Region 509 Public HS grads - 89% persisted in college somewhere from yr. 1 to yr. 2.
2006 Region 509 Public HS grads - 42% graduated with a college degree or certificate within 6 years of enrolling in college.

Challenges: The Alliance Data Team meetings are difficult to schedule because of five separate institutions involved.
Breaking college readiness data out by subgroups can be a very sensitive project and maintaining trust between institutions is essential.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Alliance for College Readiness

Expand the Alliance partnership to include a Middle School focus.

Projected Outcome: Increased understanding of educational alignment between levels of education along the P-20 education pipeline.
Increased college readiness of high school graduates.

End Year Progress: The Alliance science team is the first team to regularly have middle school faculty participants. Due administrative outreach through the Alliance, a new area of interest includes reaching into the elementary level to work on kindergarten readiness. The disconnect between preschool and kindergarten is much like the disconnect between HS & college.

Evidence Met: Assoc. Dean became active in the Elgin Partnership for Early Learning. Two school districts have developed "kindergarten readiness checklists" and all four districts want to develop kindergarten readiness collaborative projects. We are currently exploring grant funding for this work.

Challenges:

Expand professional development through the Alliance partnership,

Projected Outcome:

End Year Progress: The January Alliance meeting featured Dr. Timothy Shanahan - Disciplinary Literacy & the Common Core State Standards - 145 attended. ELL Team hosted "Culturally Responsive Teaching" Workshop by Dr. James Cohen - 31 attended. Math Team - hosted new 4th Yr. HS Math Course workshop - 15 attended. All Alliance Teams shared their work with each other at the May 2013 Alliance meeting - approx. 100 attended.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Objective 1.5: Build a comprehensive approach to student advising

Adult Basic Education Center/ABEC

Student Goal Tracking Project. Explore the possibility of using Datatel or DAISi to monitor student goals and progress in relation to adult education pathways.

Projected Outcome: Student retention and level gains will increase due to more accurate class placement and streamlined registration procedures.

End Year Progress: The Adult Education Transitions Coordinator explored the possibility of using a screen in Datatel to record notes regarding students who may move on to meet with a counselor. Using this as the regular reporting mechanism was not found to be feasible at this time.

Evidence Met: This goal was not accomplished in FY13 due to other priorities.

Challenges: Time-consuming to complete per student. Many students receive assistance but will not go on to another office for assistance, so information entered may not be accessed. Monthly report format recording student contacts is already produced for the Dean in a useful format, which would lead to duplicated efforts.

Adult Education Orientation Modification Project. The ABEC student orientation process will be modified in order to better prepare students for re-entry into education and to ensure barriers to participation are identified and resolved. ABE/ASE and ESL students will attend separate (versus combined) orientations, and ESL orientations will be longer in duration, inclusive of activities designed to establish long-term goals, identify and resolve barriers, and increase self-awareness.

Projected Outcome: Student course completion rates will improve, as barriers to participation will have been identified and reduced in advance.

End Year Progress: ABE/ASE and ESL orientations were separated and revamped. Faculty attend ABE/ASE orientations to meet students prior to first day. ESL workshops have been implemented and are mandatory for all new ESL students, prior to testing or attending orientation.

Evidence Met: Average student persistence (number of hours attended out of actual instructional hours available) increased from 74% in FY12 to 77% in FY13. NRS level gains increased by 5% thus far.

Challenges: Students who identify unresolvable barriers during the workshop/orientation process do not enroll in the program, leading to a decrease in overall enrollment but an increase in performance.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Health Professions

Update online resources utilized by prospective health professions students. These resources will include online information sessions and a health professions career readiness survey.

Projected Outcome: By the end of FY13, online information sessions and a health professions career readiness survey will be developed and available to students on the ECC website.

End Year Progress: Online information sessions powerpoints are being developed for each of the health professions areas. An inventory of the qualities that make a great healthcare professional was also created.

Evidence Met: Once the online information sessions powerpoints have been finalized, they will be made available on the ECC website along with the qualities that make a great healthcare professional inventory.

Challenges:

Student Services & Development/Career Services

Students will be informed of the student support services for undecided students offered through the department of career services.

Projected Outcome: Students will take advantage of support services.

End Year Progress: The Career Services Department has been successfully renamed to The Office of Career Development Services which better reflects services offered. Website has been updated to include comprehensive services. Welcome and introduction letters sent to new undecided students. Career presentations conducted in all COL 101 classes.

Evidence Met: Signage, website and promotional materials have all been updated to reflect new name.

Increase in students taking advantage of services.

Challenges:

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Student Services & Development/Career Services

Assist students interested in careers in healthcare in exploring, evaluating, and implementing effective career development plans by offered special section of GSD120 - Exploring Health careers and majors.

Projected Outcome: Students will explore different healthcare professions. Students will assess and develop skills needed to be successful in school as well as the healthcare workplace, e.g., communication, problem solving, and time management. Students will develop short and long-term goals education and career goals.

End Year Progress: GSD120, Section 310 - Exploring Health Careers & College Majors is scheduled for fall 2013. Staff from Career Development Services will work with Wendy Miller and her staff to develop the course. Sean Jensen is scheduled to teach. Emails and informational cards have been sent to counselors & staff to promote the course.

Evidence Met: Enrollment in the course.

Challenges: Challenge: Students taking the course because it fits their schedule and not because they are interested in health professions. Solution: Enrollment will be monitored and through communication management emails will be sent out detailing the full course description and emphasizing that the course is for students who are interested in healthcare professions. Result: Students who have enrolled for other reasons than an interest in healthcare will end up dropping the course.

Student Services & Development/Counseling & Advising

Pilot CTE faculty advisement with a selected number of program areas.

Projected Outcome: CTE Students will understand both course sequencing AND transfer options for AAS Degrees. CTE faculty will understand transfer options for AAS Degree. CTE faculty will have support for personal issues that students bring to them in the advisement process and can refer students to Counselor.

End Year Progress: An excellent advising manual was developed

Evidence Met: Outcomes not met

Challenges: Though Academic Deans and some CTE faculty were enthusiastic, some Counseling faculty were resistant to commit.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/Counseling & Advising

Identify students' educational and career goals at entry and reassess regularly.

Projected Outcome: Identify career goals at NSO and/or COL 101. Increased communications to students. Create streamlined approach to help still deciding students.

End Year Progress: COL 101 curriculum revised to focus directly on helping students understand and define their academic pathway. Other changes in the Counseling office were not implemented.

Evidence Met: COL 101 curriculum revised and common assignment related to Career Development established for fall 2013. Letter from Career Services went to all new students who were AA or undecided (85 total) suggesting they come in to make an educational plan. Three followed up.

Challenges: New Student Orientation is not the best time to focus on educational planning. Counseling office restructuring discussions made change difficult/impossible.

Student Services & Development

Create a standard template for transfer guides to colleges and universities that have developed articulated ed plans with ECC. Update the transfer guides on the ECC transfer web-site to provide accurate information for students to use when planning to transfer..

Projected Outcome: Create a template for Transfer Guides. Guides will be updated on the transfer web-site.

End Year Progress: A new Transfer Guide template has been developed allowing students to review transfer information in a consistent format.

Evidence Met:

Challenges: Implementation will occur once a new transfer center director has been appointed.

Confirm and annotate program of study for deciding/undecided students.

Projected Outcome: Deciding/undecided students will be provided with information related to the career decision making process. Students will take advantage of the discounted career development services. Students will identify a new program of study. Students career and educational goals will be identified and confirmed at entry(orientation) and during the registration and advising process.

End Year Progress: Student programs of study are confirmed at orientation and updated (in datatel) if there is a change. Students identified as deciding are provided with resources from Career Development Services. This is now a standard process for each orientation.

Evidence Met:

Challenges: Datatel does not identify deciding as a program of study.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development

Improve support to pre-suspension students experiencing academic difficulties.

Projected Outcome: All pre-suspension students will meet with an advisor, if they plan to continue to take classes at ECC. Students will have a better understanding of the SOAP process and retention will increase by decreasing the percentage of students who move from pre-suspension to suspension.

End Year Progress: As of fall 12, students on academic pre-suspension are blocked from registration until they meet with a counselor to discuss a success plan. The SOAP administrative procedure has been updated to reflect this change.

Evidence Met:

Challenges: Restrictions in Datatel must be entered manually each semester. When releasing a restriction a date prior to enrollment must be entered.

Objective 1.6: Other - not related to objectives listed

Communications & Behavioral Sciences

Change Speech department name to Communication Studies (CMS) to reflect the nature of the department.

Projected Outcome: Name of Speech department to be changed to Communication Studies

End Year Progress: Name change is approved.

Evidence Met: Changes will be implemented with the 2015 catalog.

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Liberal, Visual & Performing Arts

Ensure academic program currency; update facilities and equipment needed to support programs.

Projected Outcome:

End Year Progress: A year prior to its scheduled program review, the graphic design program (GRD) was updated and renamed; it is now the Communication Design (CDN) program. This change was made after conducting an environmental scan and with input from the GRD advisory board. The name graphic design is associated with the print world while communication design encompasses all media channels; the new name reflects the industry's movement away from a traditional print emphasis to interactive digital formats. Course outcomes were revised to reflect this industry shift, and a new ePublishing course was developed to complement the program. In a series of cascaded projects, a new music production recording studio was developed, the class piano lab was relocated and its equipment upgraded, the steel band rehearsal space was relocated, and a new soft mallet percussion teaching studio was created. Moving forward a long-deferred project, an alternative solution was found to restore the 3D ART program's sculpture and glass fusing rooms to basic functionality. Funding has been allocated to do the minor renovations necessary; these will be completed in FY14.

Evidence Met:

Challenges:

Institutional Goal 2 Promote student goal completion

Objective 2.1: Accelerate student progression through coursework

Academic Development & Learning Resources

Khan Academy resource help in the Tutoring Center so that students can access the site that will give them additional help with math problems.

Projected Outcome: Students will get additional help with math so they can pass their courses.

End Year Progress: Khan website address has been posted on all computers in tutoring center for students to access. Math tutors are aware of the site and refer students to it for additional information.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Academic Development & Learning Resources

Basic skills workshops will be offered in fractions, negative numbers, commas, sentence structure, vocabulary, test-taking, note-taking, using textbooks.

Projected Outcome: Students' basic skills will be strengthened so they can complete courses successfully.

End Year Progress: About 30 workshops have run this past year. More were sheduled and if only one student signed up, he/she was given an individual session (run as a tutoring session) so that no one was turned away.

Evidence Met: Evaluations were given. Feedback was extremely positive. 4 and 5 on a 5-point scale for most questions. Comments were all positive. Information will be used to add or enhance future workshops.

Challenges:

Adult Basic Education Center/ABEC

Expand I-CAPS and learning community opportunities for students enrolled in Adult Basic Education, Adult Secondary Education, or English as a SecondLanguage courses. Braided funding opportunities must be identified to support the expansion of the I-CAPS program to include additional cohorts and pathways, with a particular focus on manufacturing.

Projected Outcome: An increase in the the number of adult education students enrolling in and completing college credit courses and certificate programs. An increase in the number of courses or career pathways available to adult education students through I-CAPS and learning communities.

End Year Progress: I-CAPS (now referred to as Accelerating Opportunity) was expanded to include two additional pathways in FY13 in Dental Office Aide and Heating, Ventilation, Air Conditioning, and Refrigeration. Braided funding was secured through the new iNAM grant (TAACCCT grant), which is being used, in part, to support program costs tied to the manufacturing AO pathways. WIA funding has become available to support several AO students through screening which is now available on campus once per week.

Evidence Met: In FY13, 17 AO students graduated with a BVS in CNC Operator, 6 in Welding, and 6 in Dental Office Aide. The number of AO pathways available to students increased from two to four in FY13.

Challenges: The removal of the Ability to Benefit option under federal financial aid (PELL) made it difficult for students lacking a GED to cover the tuition necessary to participate in the program.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Adult Basic Education Center/ABEC

Instructional Hour Increase Project. A revised and more intensive class schedule will be implemented throughout the ABEC division in FY13. Three-credit hour offerings will be largely replaced with five and six credit hour classes. The ABE/ASE program will additionally be re-designed and replaced with a more intensive program designed to prepare students for the new and more rigorous GED exam.

Projected Outcome: The post-test rate for ABEC students will increase, as students will accumulate the necessary attendance hours for testing earlier on in the semester. National Reporting Standards (NRS) level gains will increase, as a larger number of students will advance a level prior to post-testing.

End Year Progress: The ABE, ASE, and ESL schedule has been modified to provide additional hours of instruction per student. The ABE/ASE curriculum re-design is nearly complete and will be implemented in the fall 2013 semester. Replacement courses have been approved by the ICCB.

Evidence Met: The average number of attendance hours per ABE/ASE student increased from 62 hours in FY12 to 76 hours in FY13. ESL attendance hours increased from 86 per student in FY12 to 108 in FY13. The overall post-test rate increased from 53% in FY12 to 71% in FY13, and average NRS level gains have increased from 25% to 30% thus far.

Challenges: Fewer students are served, though those enrolled make greater advancements and receive more intensive instruction. New ABE/ASE curriculum, designed to prepare students for a computerized test, will render it necessary for students to practice keyboarding skills.

Business & SSCT/Business & Career Technologies

Create defined pathways and outcomes for students to more quickly advance through selected CTE programs. Will be connected to regional TAACT grant initiative.

Projected Outcome: Improve student progression through coursework.

End Year Progress: One Pathway was created for the HVAC program. Fall 2014 is the first semester the accelerated pathway will be open for students.

Evidence Met:

Challenges: Marketing for program was late, so potential students are not aware of this option.

Seek ICCB waiver to offer courses in accelerated or condensed format. Move non-credit courses over to credit side. Explore alternative methods for delivering instruction for off-shift workers.

Projected Outcome: Fire Science Non-Credit - Credit program integration.

End Year Progress: The Fire Science Non-credit program has been integrated into the Credit division. We are still working through the feasibility of moving all courses to credit due to faculty load concerns.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Communications & Behavioral Sciences

Add full-time Psychology instructor to better manage enrollment growth.

Projected Outcome: Secure a full-time position as a replacement for a retirement.

End Year Progress: No progress.

Evidence Met:

Challenges: PSY position reallocated to another division in 2007 as PSY enrollments declined due to minimum competencies implementation. Since that time, enrollments have grown 49%. There are many demands for full-time faculty by other divisions.

Math Science & Engineering

Remove overlap in MTH096/098 curriculum and add study skills learning objectives to MTH096.

Projected Outcome: Revise MTH096/098/099 Course Outlines. Increase the success rate in developmental math and in MTH101, 102 and 112.

End Year Progress: Course outlines and instructor files for the three courses have been updated eliminating the current overlap in curriculum. This will allow more time to address student study skills and increase the depth of material covered. A new textbook was also selected.

Evidence Met:

Challenges:

Develop hybrid sections of BIO108 and 110.

Projected Outcome: Greater course offerings to match student schedules. Varied instruction strategies to support different learning styles. Increase student-directed learning.

End Year Progress: BIO 108: This is a new course that we have only offered for 1.5 years. Therefore, we decided that further refinements were required to the curriculum before we designed a hybrid section of this course. We will make this a priority for FY2014.
BIO 110: We have successfully completed this goal. We are running two hybrid sections of BIO 110 during the fall semester of 2013.

Evidence Met:

Challenges:

Objective 2.2: Develop coherent and intentional student pathways toward completion

Academic Development & Learning Resources

Explore methods to recruit community GED certificate recipients to consider ECC .

Projected Outcome: Departments will collaborate to encourage and support community GED recipients to further their education.

End Year Progress: A brochure was developed with help from Admissions staff and Marketing. This brochure is now being distributed to test-takers as they finish up their last test so that they are aware of their options at ECC regarding furthering their education.

Evidence Met:

Challenges:

Business & SSCT/Business & Career Technologies

Develop a 30 HR CPA Preparation Post-Baccalaureate- Certificate of Achievement. This certificate provides the student who has already earned a bachelors or higher degree from an accredited educational institution the minimum accounting requirements to sit for the Certified Public Accountant (CPA) exam.

Projected Outcome: New Accounting certificate

End Year Progress: Advisory Committee decided not to pursue this certificate.

Evidence Met:

Challenges:

College Transitions & Developmental Education/College Readiness

Partnerships with Middle Schools - Expand participation of middle school faculty and staff in the Alliance and expand Middle School Friday program.

Projected Outcome: Middle school participation in the Alliance increases - overall increase in creating a college-going, career ready regional culture. Improved college readiness.

End Year Progress: Hosted 11 Middle School Fridays. Included ECC students in developing and delivering the interactive presentation, in serving on a panel discussion with the Middle School visitors and in providing campus tours.

Evidence Met: Approximately 1300 middle school students visited campus in the 2012-13 school year.

Challenges: There are 17 public middle schools in our region and it is very challenging to include all of them. The Middle School visits often result in additional speaking requests and again it is challenging to meet all those requests.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/First Year Programs

Enhance the engagement and increase participation in New Student Convocation.

Projected Outcome: Increased participation of faculty. Increase value of student workshops.

End Year Progress: More communications sent to faculty. Personal requests made to faculty leaders and Dr. Sam to encourage participation. Added special interest workshops (veterans, honors, etc.).

Evidence Met:

Challenges: Faculty participation was down from the previous year.

Establish First Year Experience Advisory Team, comprised of faculty and staff, to review data and provide direction for improving students' first-year experience (new student orientation, family/parent orientation, new student convocation, new student programming, peer leaders, etc.).

Projected Outcome: Create broader support for FYE programming. Improve FYE programming. Increase number of students and faculty participating in FYE programming.

End Year Progress: Institutional team has not been established. Collaborating with SSI Student Transition and Retention taskforces at this time.

Evidence Met:

Challenges: Limited staff availability to oversee another committee

Student Services & Development/Student Life

Increase volunteer opportunities for alternative spring break options.

Projected Outcome: Service partnerships identified; increased student participation

End Year Progress: Reviewing community needs to have a better understanding of what's available locally and beyond for immersion activities.

Evidence Met: The interest by students and needs of the community are year round, not just during spring break. We continue to develop service opportunities for students and created a satisfactory clearinghouse of agencies/community needs for students to use.

Challenges: Understaffed in fall and a new employee in spring did not allow the time to have a structured Alternative Spring Break but rather we were able to provide several students the tools and resources to seek volunteer experiences.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Honors Committee

Implement curriculum improvements to better serve Honors students.

Projected Outcome: Expand options for high achieving students to enroll in honors classes that contribute to completion of their degree program. Establish a consistent annual schedule of offering for honors student planning. Create bookend experiences for Honors Program through COL 101 and capstone.

End Year Progress: Annual schedule of honors classes developed for implementation summer 2013. Capstone course (HUM216) piloted and many improvements identified. Explored customized COL101 sections.

Evidence Met: Annual schedule published; Capstone course improvements being developed with Honors Program Director and course instructor

Challenges: COL 101 is only one credit hour. There is not enough contact hours to add more to this course. The Honors Program Director would like to exploring using ENG 101 as a foundational course for the program instead. Enrollments in some of the Honors schedule offerings are low. Only a small percentage of Honors students enroll in Honors courses. The program will explore adding a requirement for Program students to enroll in specific courses and/or credit hours.

TLSD Committees/Learning Communities Steering Committee

Establish annual learning community schedule based on student needs.

Projected Outcome: Establish consistent offerings for students each term Identify LC combinations in advance of the regular credit scheduling process. Build offerings based on data

End Year Progress: Annual schedule was not implemented; expanded offerings to include more general education and developmental education options for fall 2013

Evidence Met: Compared to fall 2012 more offerings for general education and developmental education options offered for fall 2013

Challenges: Academic department buy-in and willingness to encourage faculty to participate; processes used in some departments for assigning faculty to schedule; coordinating block scheduling for LC courses across two or three departments in a manner that best meet student needs but may conflict with department preferences

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



TLSD Committees/Learning Communities Steering Committee

Improve program marketing to students and faculty.

Projected Outcome: Increase student understanding of learning community experience and expectations. Increase student participation in learning communities. Increase awareness of faculty of learning communities impact.

End Year Progress: Implemented post-registration communication to registered LC students; revised promotional flyer in-house

Evidence Met: Communications to new registrants began May 2013; revised flyer printed and used starting April 2013

Challenges: Counseling is THE primary venue for registering new students for LCs; however, the counselors are not actively promoting LCs with new students. Marketing was unable to assist with improving promotional materials this year (web and publication). Limitations within Colleague to provide students with additional information at the time of registration about what an LC is.

TLSD Vice President/AVP of Teaching, Learning & Student Development

Pilot project to design strategic career-technical program academic pathways.

Projected Outcome: Test method for academic pathway design

End Year Progress: Developed promotional materials to support redesign of HVAC program's curricular offerings, which began summer 2013. Additional programs to follow in FY2014.

Evidence Met:

Challenges: Requires extensive support from academic faculty, staff, and administrative team to redesign class scheduling. Creation of marketing materials took longer than promised which may have negatively impacted HVAC summer enrollments.

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



TLSD Vice President/AVP of Teaching, Learning & Student Development

Improve institutional class scheduling.

Projected Outcome: Improve student progression through coursework. Increased efficiencies and consistency.

End Year Progress: Revised and reinstated class scheduling guidelines document to improve scheduling consistency. Established data warehouse with scheduling data with access to faculty and administrators. Reviewed scheduling data with Deans and identified areas of improvement needed. Began exploring development of pre-assigned block schedules for new students as part of New Student Orientation. Established annual schedule for Honors Program. Expanded Learning Communities at times most desirable to students.

Evidence Met:

Challenges: Analyzing scheduling data requires extensive time and expertise to conduct. Currently available methods are highly cumbersome which makes trends and issues nearly impossible to identify. Each department coordinates scheduling which makes cross-functional collaboration very challenging. There are no current attempts to strategically analyze class scheduling from the perspective of the student.

Objective 2.3: Improve success milestones among students with the greatest achievement gaps

Communications & Behavioral Sciences

Provide more curricular innovations and scheduling innovations to accelerate student success.

Projected Outcome: Through the coordination of different offices, English department will clarify its role in taking leadership in all relevant college initiatives. Integrate current institutional practices (program review, assessment, placement, AtD, College Readiness) into a cohesive approach to guide and improve English curriculum.

End Year Progress: Implementing Accelerated Learning Program model for developmental English in fall 2013. Enhancing scheduling process to accommodate initiatives from different departments. Continuing learning communities to support transition of ESL students. Began exploring writing placement improvements.

Evidence Met:

Challenges:

Objective 2.4: Improve placement processes to assist and support various student populations

Academic Development & Learning Resources

Begin conversations on possible changes or expansions to placement testing and review sessions

Projected Outcome: More accurate assessment and placement of students.

End Year Progress: 3 meetings have been held on placement testing in the college and its effects, especially on ELL students.

Evidence Met: Evaluations were positive, stating that these were conversations that needed to begin and appreciation at being included.

Challenges: We will continue the conversations in FY14. The type of venue is the challenge. The "Conversations" need to progress to the next level of "Proposals" and "Implementation." The stakeholders need to be involved so the size of the group will reduce. But the information needs to be available to all parties. We have included Mary Perkins in the facilitation of this project and in FY14 will include Libby Roeger. This will also be added to the SI PAW in the SSI.

Adult Basic Education Center/ABEC

Enhanced Collaboration with Testing Center. Faculty and staff expressed a need to expand the testing hours within the Building K Testing Center to include early morning and evening hours, in alignment with the scheduling of ABEC courses, to better reflect community need. As the Testing Center resides within another division, collaboration will take place to explore the options for expanding services and identifying necessary resources.

Projected Outcome: Post-testing rates will increase, as students with limited scheduling availability will be better able to complete post-testing. National Reporting Standards (NRS) level gains will increase, as more students will have completed the post-testing necessary to demonstrate gain.

End Year Progress: Several meetings were held, and during the spring 2013 semester, the Testing Center expanded their hours two evenings per week to 9:00 p.m., to accommodate evening students. However, the expanded hours were removed during the summer months and will return in the fall 2013 semester.

Evidence Met: The overall post-test rate increased from 53% in FY12 to 71% in FY13 (due to a combination of strategic post-testing and expanded hours). NRS level gains have increased by 5% thus far in FY13.

Challenges: Lack of staffing and resources in the Testing Center made the expansion into the evening hours a challenge.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Communications & Behavioral Sciences

Review reading placement processes.

Projected Outcome: To collect data and analyze the data to justify the change or no change of the previous placement standards.

End Year Progress: Data are being collected to better understand previous placement standards.

Evidence Met:

Challenges: The SSI model will be coordinated with this process and SSI has its own scheduling process.

Health Professions

Evaluate the effectiveness of PSB-HOA scores in the admission screening process for health professions programs.

Projected Outcome: By the end of FY 13, PSB scores for each of the health professions program areas will be compiled and a comparison with program retention/progression rates will be initiated.

End Year Progress: PSB raw scores and associated percentiles for each of the health professions areas have been documented on a spreadsheet. The Health Professions Retention Specialist is beginning to collect information on all HP students who have failed or withdrawn with regard to reasons for failure/withdrawal and support services utilized.

Evidence Met: Comparison of PSB scores across health professions program areas is now possible. Retention/progression rates are being collected for each of the health professions departments.

Challenges:

Math Science & Engineering

Evaluate current math placement measures and data. Discuss the possibility of using multiple measures to place new students in their first math course.

Projected Outcome: Improve accuracy of math placement.

End Year Progress: After much research, the placement committee, headed by Dan Kernler, presented to the department in April, 2013, a proposal to revise math placement. The proposal, looking at multiple measures to determine placement, was unanimously approved. Placement into math courses at ECC is still based on ACT scores. Students wishing to place higher or students whose ACT scores have expired will take the COMPASS test. The revised proposal will allow students placing into MTH 096 with an Algebra COMPASS score and a 3.5 or higher high school GPA to take MTH 099. Students placing into MTH 098 who have a 3.5 or higher high school GPA can place into MTH 101, 102, 110, or 112.

Evidence Met:

Challenges:

Objective 2.5: Other - not related to objectives listed

College Transitions & Developmental Education/College Readiness

Communicating a Culture of College Readiness - Increase regional communications concerning college-going & college readiness, send out electronic newsletter to faculty & staff, parent communications, press coverage, and transitions event for HS seniors.

Projected Outcome: Increased conference presentations & press coverage.
Increased outreach & communication to parents.
Increased high school senior awareness of transition process.

End Year Progress: Presented at: Community College Futures Assembly, League of Innovation, ACCT, & AACC conferences. Asked by ICCB to mentor 7 other IL community colleges in establishing partnerships. The Alliance STEPS team held "College & Career 101 for Parents of HS Students" in Oct., 2012 and Senior PLANS transition event on 2/28/12 - with approx. 180 high school seniors in attendance.

Evidence Met: Won the National Bellwether Award and an Elgin Image Award. Presented at 4 national conferences. Increased parent communications & high school senior planning event participation.

Challenges: Cost associated with national conference attendance. Making sure the Alliance stakeholders feel recognized for their many talents and dedicated time given.

Institutional Goal 3

Promote a climate of collaboration, equity, and inclusion among all college constituencies

Objective 3.1: Expand cultural competency awareness and skills across campus

Student Services & Development/Student Life

Develop the structure and purpose of the Student Leadership Council to provide direction to the Student Life in the areas of governance, service, leadership, engagement, programming, social activities, and co-curricular linkages.

Projected Outcome: Identify and select students for council; create plan for how to build a student leadership culture at ECC

End Year Progress: We developed a mission statement and guiding values of a Leadership Culture through a process which included student feedback.

Evidence Met:

Challenges: A full time staff member left the college in August and hired a replacement in January which kept us from moving beyond the description and mission.

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



TLSD Committees/Global International Studies Taskforce

Assess awareness and support for teaching global content iacross disciplines and provide support for faculty development.

Projected Outcome: College survey conducted, faculty infusion mini-grants awarded.

End Year Progress: Found greater awareness of the need to internationalize the curriculum and support our efforts.

Evidence Met:

Challenges:

TLSD Committees/Multicultural and Global Infusion Committee

Promote suggested reading and holds discussion during meetings.

Projected Outcome: Conversation and awareness

End Year Progress: 2012 readings: The Brief Wondrous Life of Oscar Wao and This How You Lose Her, by Junot Diaz. Mi Voz, Mi Vida: Latino College Students Tell Their Life Stories, by Andrew Garrod, Robert Kilkenny and Christina Gomez. First Person, First Peoples: Native American College Graduates Tell Their Life Stories, by Andrew Garrod, Robert Kilkenny, and Louise Erdich. Perla, by Carolina De Robertis. The Immortal Life of Henrietta Lacks by Rebecca Skloot.

Evidence Met:

Challenges:

Support members' attendance at local, regional and national conferences around topics of interest. Members report back to the group on what was valuable and learned.

Projected Outcome: Bring back learning and insight, share with those who did not attend. Also a means to identify potential speakers and other topics for MAGIC to sponsor at ECC.

End Year Progress: Members of MAGIC attended the following conferences: Black, Brown & College-bound; Walking the Walk of Diversity; National Conference of Race & Ethnicity; Black Male Summit; Facing Race; u46 Courageous Conversations w/Dr. Joy DeGruy; International Education Summit (Harper College)

Evidence Met:

Challenges: Competing priorities for limited travel funds. Sharing back home definitely stretches the dollars spent for those who can travel.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Student Learning Assessment Advisory Committee

Review outcomes language of Diversity goal, measurement possibilities, and alignment with other campus goals and activities

Projected Outcome: Measureable, robust outcome.

End Year Progress: Committee reviewed suggestions and various perspectives. New language was not voted in.

Evidence Met:

Challenges: After much discussion with various campus groups, consensus could not be reached to substantiate a change in the outcomes language that would not represent a fundamental shift in its spirit. Wider campus conversations may need to continue.

Objective 3.3: Increase partnerships and programs that encourage interactions with people from diverse backgrounds and cultures

Academic Development & Learning Resources

Parent orientation for parents of disabled students to help them learn how to support their children with disabilities in a college environment.

Projected Outcome: Students will assume responsibility for learning.
Parents will assume supportive roles and encourage autonomy.

End Year Progress: Parent orientation session was held in August 2012. Positive comments from parents were received. We will continue to do an orientation in Fall of 2013, given this.

Evidence Met: Evaluations were very positive.

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Academic Development & Learning Resources

Support and assist Department of International Studies in developing and implementing the plan for recruiting international students, encouraging international students to immerse in American culture and to experience diversity: host family and activities to overcome cultural shock, and help them use campus resources for their academic success.

Projected Outcome: Enhance international students' experience in USA with developed and systematically planned activities.
Increase number of international students on campus.
Accurate class placement based on their English language skill levels.

End Year Progress: This year, the team has been waiting for the college's contract for international student recruitment consultants. However, we still contact links in China and Taiwan, making effort to recruit international students. IEP has updated its program brochure and International Student Handbook. A summer cultural immersion program has been developed to recruit international students, an action that will not demand contract, but will help us get experience with serving international students with our Home Stay program and designed cultural activities besides Intensive English study. This cultural immersion program also benefits the English language learners already in district. Currently, we are waiting for students to be granted with visa to study at ECC.

Evidence Met:

Challenges:

Academic Development & Learning Resources/Intensive English Program

Assist Student Services in recruiting international students.

Projected Outcome: Increase the number of international students attending ECC and the IEP. Promoting diversity by welcoming international students in the community. Promoting diversity by including international students within the ECC community.

End Year Progress: The IEP continues to work cooperatively with Student Services to increase our international student population. A contract to be used to hire international consultants has been submitted to the legal office. We are waiting for a final revision. We have also worked cooperatively to create a short-term summer language and cultural experience for international visitors. We continue to support the efforts of the homestay program.

Evidence Met: We have applications on file for the summer language and cultural experience on file. The Homestay Program continues to grow.

Challenges: We have been unable to actively recruit international students for the IEP without the formal contract. We are ready to work with the consultants as soon as the contract is finalized.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Liberal, Visual & Performing Arts/Arts Center

Recognize and celebrate diverse community through partnerships.

Projected Outcome: Strengthen ties with a community partner. Recognize and celebrate the Jewish community by partnering to presenting a special event in honor of Congregation Kneseth Israel's 120th anniversary. Work with LVPA faculty, dean & staff to partner with the Elgin Leadership Academy to develop a provocative event to support their unit on ethical leadership.

End Year Progress: The Arts Center partnered with Elgin's Congregation Kneseth Israel to celebrate its 125th anniversary by co-presenting the comedian, Robert Klein. The dinner and performance events were successful and very well received. The event was topped off by a special meet and greet reception with the artist for congregation members. Elgin Leadership Academy, LVPA faculty and staff and the Arts Center partnered to present "Voices of the Middle Passage," a moving original play about the slave trade; the performance was followed by an extended, highly engaging discussion. This was performed during Black History Month to a nearly full house in Spartan Auditorium. Attendees included students, faculty, staff, Leadership Academy participants and the general public.

Evidence Met: Both community partners expressed great satisfaction with these events. Audience members at "The Middle Passage" expressed deep appreciation for the play and associated in-depth discussion that followed the performance.

Challenges: The original date for the Robert Klein event celebrating the Kneseth Israel anniversary was canceled due to a huge snowstorm on the east coast; the event had to be rescheduled.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/International Student Services

Increase the F-1 international student population by 10% with a focus on BRICS countries (Brazil, Russia, India, China, South Africa) through the use of independent recruitment consultants

Projected Outcome: Increase of 10% in the F-1 international student population. Increased revenue from international student tuition fees.

End Year Progress: A 10% increase in the F-1 international student population was not met in FY 13 due to delays in receiving the final copy of the International Student Recruitment Agreement/Contract. Without the final contract, we were unable to secure partnerships with recruitment consultants. However, Dr. Sam did authorize the funding to be used for international recruitment via a different vehicle - international fair representation and in-person recruitment. ECC was represented at an international student recruitment fair in Brazil, and also sent an ECC representative to China to recruit F-1 and B2 students. From the Brazil fair, ECC received commitments from 52 students to apply. From the China recruitment trip, partnerships with Chinese institutions were solidified. Three Chinese students enrolled for the summer 2013 cultural immersion program at ECC, and eight Chinese students are expected for Fall 2013.

Evidence Met: SEVIS data
Enrollment report from summer cultural immersion program

Challenges: Delay in approval of international student recruitment contract

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/International Student Services

Increase community and international student participation in the ECC International Student Homestay Program. The International Student Homestay Program is a new initiative resulting from collaborative efforts between GIST, International Student Services and Study Abroad, and the President's Office. The program is currently recruiting local community members to act as host families.

Projected Outcome: Recruit a minimum of 15 host families. Increase in student enrollment in the homestay program.

End Year Progress: At the end of FY 13, we had recruited 8 host families capable of accomodating up to 11 students. The homestay website is active - www.elgin.edu/homestay. There has been an increase in student participation in the program. Due to the length of time needed to plan for a proper homestay experience, homestay numbers for FY 13 reflect placements made, even though they may occur in future semesters: 3 for fall 2012, 1 for spring 2013, 3 for summer 2013, 8-10 for fall 2013.

Evidence Met: SEVIS enrollment data; Homestay placement database; Student placement database

Challenges: Since this was a new initiative, getting the word out to prospective host families takes time. Feedback from host families in the program indicate the application process is long and intense, which we expected. The application process and numerous items a host family must complete to be approved as a host family are a challenge. We are continually seeking feedback to improve the process and experience for students and hosts.

Some students wait to complete the homestay application until after their visa has been issued, which delays placement and planning time for us. Communication to students regarding the importance of deadlines remains a challenge.

Language barriers

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Global International Studies Taskforce

Partner with Chongqing Technical and Business University to offer first biennial International Forum on Globalizing Career Tech Programs in Chongqing (summer, 2013).

Projected Outcome: Enhanced relationships with partner institutions, ECC faculty/staff learn about education in another culture, groundwork laid for future exchanges and collaborations.

End Year Progress: Dean of Health Professions Wendy Miller, Communication Design Professor Tim Kaar, Automotive Professor Gary Norden, Dean Ruixuan Mao, Administrative Assistant Li Ling Huang and President David Sam attended the conference in June 2013. Dr. Miller was selected to be the key-note speaker, and ECC faculty participated in panel discussions with Chinese counterparts. Dr. Miller and Dr. Mao participated in a site visit to Chongqing Pharmaceutical and Medical School and drafted an MOU which was signed by the presidents of both institutions. Dr. Sam and Dr. Mao visited Southwest University to explore collaborating on online program development.

Evidence Met:

Challenges:

Expand international week offerings and participation to increase awareness of global issues, opportunities and other cultures.

Projected Outcome: International week will draw more participants

End Year Progress: International Week activities included Taste of the World - a different cultural cuisines offered in the cafeteria each day; music performances every day in Jobe Lounge; and an international street fair that highlighted Brazil, India and new Hindi language classes.

Evidence Met: Attendance increased from 450 people attending events of the International Week in fall of 2011 to 600 in fall of 2012.

Challenges:

Support the development of the international student homestay program.

Projected Outcome: Specialist position created, funded and hired. Homestay program developed and implemented.

End Year Progress: International Student Homestay Program has successfully debuted and 8 host families were recruited in FY 13. A new website was created with information for community members. . Students attending ECC's Summer Cultural Immersion program were placed with homestay families.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Global International Studies Taskforce

Develop recruitment plan to increase international visitor presence at ECC.

Projected Outcome: Recruitment plan developed, recruiter contracted; students recruited for fall admission.

End Year Progress: A multi-faceted international recruitment plan was developed and partially implemented (elements were deferred due to delay in executing recruiter contract). Interest in attending ECC is growing, manifested by growing inquiries generated through various print and online media Study USA (over 100 a month) and International Education Services (400 inquiries in three months). International students from China partner universities Southwest University, CTBU and Shanxi Normal University will send students to study at ECC in Fall 2013. Four professors from Shijiazhuang University in China spent two weeks at ECC learning how we teach ESL/EFL and Focal Skill Approach curriculum.

Evidence Met:

Challenges:

TLSD Committees/Multicultural and Global Infusion Committee

Enhance marketing of events and activities on campus

Projected Outcome: Increased awareness of and attendance at events

End Year Progress: Adopted a template for posters/fliers for meetings and events. Brochure highlighted dates/times of meetings and events. Established social-media presence with Twitter and Facebook

Evidence Met: Cohesive look to communications

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Multicultural and Global Infusion Committee

Target and increase participation of ECC students in MAGIC learning experiences, meetings and events

Projected Outcome: Awareness among students of MAGIC programming and goals

End Year Progress: Faculty encouraged students to attend meetings, in addition to scheduled events. Programming designed to be interesting to students: Poetry Brandon Thornton, Xplicit Poet. Performance and workshop. (Black History Month Event); Roots of Love (Documentary), Q & A with Samir Singh; Frederick Gooding, The Minority Reporter. "You Mean There's Race in My Movie?" Dalton Conley, Honkey. (Collaborated with Humanities Center and Student Life); Dinner Dialogue, Discounted Dreams- High Hopes and Harsh Realities at America's Community Colleges; Aja Monet, Poetry performance and workshop. Dinner Dialogue, What's Race Got to Do With It? Social Disparities and Student Success. Exoneration from Death Row, Ronald Kitchen and Carolyn Frazier. (Collaborated with Humanities Center) Shirley Sadjadi, Deferred Action Policy; The Interrupters, Documentary and Cobe Williams, speaker. (Collaboration with Elgin Community Network, Gail Borden Library, Highland Avenue Church of the Brethren); Latino Film Festival Kick-Off Event. (Collaborated with GIST, Humanities Center, and Student Life); LA Rebellion Black Cinema, Chicago. MAGIC supported student transportation. (Collaborated with Humanities Center)

Evidence Met: Attendance was not tracked by participant group (ie. Faculty, staff, student, community member)

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Multicultural and Global Infusion Committee

Collaborate with internal and external groups with like goals to further achieve goals of the college.

Projected Outcome: Collaboration builds synergy and excitement

End Year Progress: Collaborated with internal groups to support events for Latino Heritage Month, Black History Month, Writer's Center, Humanities Center, Student Life, and GIST. Collaborated with external groups (Gail Borden Library, Elgin Community Network, and Highland Avenue Church of the Brethren) to host Cobe Williams, featured in the documentary The Interrupters.

Evidence Met: The Interrupters event had 3 parts. Cobe Williams spent the day and evening at ECC facilitating discussion at an afternoon session with clips from the film, and attending a dinner for community members initiating a community wide effort to combat violence. The documentary was screened in its entirety that evening, followed by a question and answer session. The event was attended by 120 members of the community that included members of the Elgin's law enforcement community and city leaders.

Challenges:

Institutional Goal 4

Promote greater transparency, efficiency, and accountability in college processes and systems

Objective 4.1: Proactively solicit feedback from students, employees, and communities in the evaluation and improvement of processes

Academic Development & Learning Resources/Distance Learning

Conduct faculty needs assessment.

Projected Outcome: Increased faculty participation in Distance Learning programs offered through CETL. Increased numbers of faculty using resources from Distance Learning, including 1-on-1 assistance.

End Year Progress: A survey of faculty was distributed electronically. 85 people responded. The survey focused on two points: 1) Satisfaction with service and programs provided by Distance Learning, and 2) Perceptions on support and services that can be provided by Distance Learning. Data is being reviewed over Summer 2013 and programs based on feedback will be available for FALL 2013.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Academic Development & Learning Resources/Library

Migrate the library automation system (Millenium) to Sierra.

Projected Outcome: The library will successfully migrate to the new platform.

End Year Progress: The operation part of the upgraded platform will be completed up after June 25, 2013.

Evidence Met:

Challenges:

Corporate & Continuing Education

Improve overall student/customer experience.

Projected Outcome: Improvement in quality of programs being offered and overall student experience.

End Year Progress: Consistently achieved the department's goal of 4 to 5 out of 5 rating on all 11 attributes.

Evidence Met:

1. Data contained in the Course Evaluation Summary reports.
2. Recipient of the 2013 Business/Industry Partnership Award from the ICCTA (Illinois Community College Trustees Association)

Challenges: Maintaining a high level of quality and performance across several courses with several different instructors serving a diverse community and business organizations.

TLSD Committees/Academic Policy Committee

Update Admin Procedure 3.406 Criminal Background Checks and Drug Testing Healthcare

Projected Outcome: Review and recommend any changes

End Year Progress: Pending input from faculty

Evidence Met:

Challenges:

Update Admin Procedure 4.101 College Admissions

Projected Outcome: Review and recommend any changes

End Year Progress: Pending input from faculty

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Academic Policy Committee

Update Admin Procedure 4.104 Absence Notification for Students

Projected Outcome: Review and recommend changes

End Year Progress: Approved for 2013-2014 catalog

Evidence Met:

Challenges:

Update Admin Procedure 4.401 Complaint

Projected Outcome: Review and recommend any changes

End Year Progress: Approved for 2013-2014 catalog

Evidence Met:

Challenges:

Update Admin Procedure 4.402 Student Code of Conduct

Projected Outcome: Review and recommend any changes

End Year Progress: Approved for 2013-2014 catalog

Evidence Met:

Challenges:

Update Admin Procedure 4.404 Placement Test Appeals

Projected Outcome: Review and recommend changes

End Year Progress: Pending input from faculty

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Academic Policy Committee

Update Admin Procedure 4.408 Appeal

Projected Outcome: Review and recommend changes

End Year Progress: Approved for 2013-2014 Catalog

Evidence Met:

Challenges:

Update Admin Procedure 4.601 Communicable Diseases Policy/Students

Projected Outcome: Review and recommend changes

End Year Progress: Pending input from faculty

Evidence Met:

Challenges:

Update Admin Procedure 1.101 Student Credit for Learning Experiences other than Formal Instruction

Projected Outcome: Review and Recommend changes

End Year Progress: Pending Cabinet

Evidence Met:

Challenges:

Update Admin Procedure 1.102 Standards of Academic Progress

Projected Outcome: Review and recommend changes

End Year Progress: Pending cabinet

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Academic Policy Committee

Update Admin Procedure 1.104 Minimum Competencies

Projected Outcome: Review and recommend changes

End Year Progress: Approved for 2013-2014 catalog

Evidence Met:

Challenges:

Update Admin Procedure 3.501 Individuals with Disabilities

Projected Outcome: Review and Recommend Changes

End Year Progress: Revised per Attorney. Approved for 2013-2014 catalog

Evidence Met:

Challenges:

Create Admin Procedure for Academic Renewal (Fresh Start)

Projected Outcome: Create a policy for students who have been separated from ECC for 10 years or more who are seeking fresh start

End Year Progress: Approved 2013-2014 catalog

Evidence Met:

Challenges:

Academic Residency

Projected Outcome: Formalize catalog language and modify to require specific coursework at ECC for AAS degrees. Modify to allow for certificate completion in conjunction with Tech Prep.

End Year Progress: Pending Deans review

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Academic Policy Committee

Formalize Course Retake procedure

Projected Outcome: Formalize and enforce our retake policy

End Year Progress: Need to begin with Deans to review policy and seek information on impact of enforcing policy and related enrollment.

Evidence Met:

Challenges: Issues include: students registering for the same course; if registered you can also be put on waiting list; negates data of how many seats are really needed; appeal process needed; audit of course information with ICCB in relation to system set up

Drop Process

Projected Outcome: Students will have a period of time when they can add/drop courses without incurring a W on their academic transcript.

End Year Progress: Need to create new grade and work with IT to implement for next year 2014-2015 catalog.

Evidence Met:

Challenges: Need to look at Student Grades administrative procedure as well.

TLSD Committees/Student Learning Assessment Advisory Committee

Review outcome language and options for measuring student learning: Information Literacy and Technology learning outcome

Projected Outcome: Succint outcomes language and means to efficiently collect meaningful data on student achievement.

End Year Progress: New outcome language discussed, drafted and approved by SLAAC members. With the superb help of Assoc Dean Testing, reviewed and debated many available tools for measuring student skill as well as when it should be given to students during their time at the college.

Evidence Met: New outcome language printed in 2014 catalog. Decided upon a free Info Lit online assessment developed by colleagues at NILRC and Moraine Valley CC. Partnered with Registrar, Distance Learning and IR to distribute to pending graduates in May 2013.

Challenges: Debate over whether or not to combine these outcomes, leave them distinct, eliminate Technology altogether.

Objective 4.2: Make optimal use of student success data to inform future programs and services

College Transitions & Developmental Education/College Readiness

Increase Data Sharing/School District Data Sharing Project to use data to drive all of our college readiness efforts, including the Alliance for College Readiness, early college credit programming, the summer bridge program, etc.

Projected Outcome: 2nd year regional college-going rate for District 509 HS grads
Regional College completion rate for District 509 HS grads.
College-going & college persistence rates disaggregated by race/ethnicity and limited English proficiency status.

End Year Progress: We continue to annually report early college credits earned through Middle College, Tech Prep Dual Credit and articulated credit programs. We also provide this data to the school districts to assist them with their state reporting requirements. The Alliance Data Team met several times and identified a year 2 - regional college-going & college persistence rate for District 509 public high school graduates. We also identified a completion rate. Separate from the Data Team, we also identified college readiness rates of Career Technical program completers who matriculated to ECC. We began the discussion of breaking out these data points by other sub-populations but did not get that action step completed this fiscal year.

Evidence Met: Year 2 - College going rate for District 509 - 75% of the 2010 public high school graduates attended college somewhere within 2 years of high school graduation (this rate is consistent with our first year metrics).
Year 2 - College persistence rate - 89% of the 2009 public high school graduates who enrolled in college after high school were still enrolled in college somewhere the following year.
Year 1 - College completion rate- 42% of the 2006 high school graduates who enrolled in college, completed a degree (Assoc. or Bachelors) or certificate within 6 years.

Challenges: Deciding how to best analyze the college going, persistence & completion rates - should we look at programs that we can impact based on the analysis - such as - AVID, CTE, etc.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/First Year Programs

Build and assess the Peer Leader Program.

Projected Outcome: Increased satisfaction of COL 101 students with Peer Leaders; Stronger connections among COL 101 peers and leaders; increase the number of peer leaders; improve training for peer leaders; Improve training and resources for instructors who utilize a peer leader

End Year Progress: Assigned Peer Leader Manager (student) to coordinate the newsletter, workshops and Gallery Walk for COL 101. Submitted a Peer Education Course to Curriculum Committee to help students learn peer mentoring skills and student development theory. It will be approved in the fall. The Peer Leaders participate in setting workshops topics and this year created and presented the "How to Pay for College" session.

Evidence Met: Increased in attendance at the COL 101 workshops. Increased number of peer leaders participating for FY14.

Challenges: Peer Leaders play an integral role in student success. Unfortunately, we do not have the financial resources to compensate Peer Leaders.

Assess and improve New Student Orientation including expansion of program to serve transfer students.

Projected Outcome: Increase number of students in attendance at NSO. More new students knowledgeable with student systems such as Access ECC, D2L, student email. Better communication about NSO after placement

End Year Progress: Reviewed assessment data. Formed advisory team. Continued to explore online NSO. Working with Testing Center to improve post-testing NSO communications.

Evidence Met:

Challenges: Institutional support for developing and maintaining an online NSO system is lacking. Dramatic changes to the face-to-face component of NSO would need to be implemented with an online component but at this time we lack counseling support to proceed with these changes.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/First Year Programs

Improve the Family/Parent Orientation and communications.

Projected Outcome: Increase in family/parent attendance at Parent/Family Orientation. Better understand parent needs.

End Year Progress: Implemented online survey to collect parent/family feedback. Revised content of sessions to better align with program learning outcomes.

Evidence Met: 93% respondents to survey indicated better understood life cycle of student, confident could discuss family-student balance with child; 100% indicated confidence in discussing taking personal responsibility with student

Challenges:

TLSD Committees/Honors Committee

Initiate assessment of the Honors Program.

Projected Outcome: Establish program and student learning outcomes. Determine methods for assessment outcomes. Implement assessment methods.

End Year Progress: This goal was not completed due to concerns raised by ECCFA regarding the best format for assessing the program.

Evidence Met: None

Challenges: ECCFA indicated it would not allow course-level surveys to be completed. Program director changed at conclusion of fall term. Program needs to refocus by attending to foundational issues then build assessment practices.

TLSD Committees/Learning Communities Steering Committee

Strengthen the evidence illustrating the impact of learning communities.

Projected Outcome: Align faculty survey with program outcomes
Benchmark ECC learning communities to national models
Compare levels of engagement of learning community students to non-LC students
Collect resources to support integrated learning

End Year Progress: Revised LC faculty survey; obtained CCSSE comparative data; collected integrative assignment examples

Evidence Met: Updated faculty survey; CCSSE data; inventory of integrative assignment examples collected

Challenges: Unable to benchmark program to national models due to ECCFA concerns with assessment tool

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Committees/Student Learning Assessment Advisory Committee

General education assessment of student skill in Writing across the curriculum

Projected Outcome: Separate from ENG department, gather new baseline of student writing ability on rubric adopted by committee last year. Analyze data.

End Year Progress: Samples were collected from Spring 2012 courses across various departments. Samples were rated over summer and early fall. More were read late fall. Final analysis presented to SLAAC members Spring 2013

Evidence Met: New baseline obtained across various disciplines. Support from SLAAC that analysis is moving in the right direction.

Challenges: SLAAC decided that more analysis is needed, and will announce the new project to faculty in early Fall 2013. Committee hopes to include more varied student samples. These will be assessed in Spring 2014.

TLSD Vice President/Assessment

Strengthen program assessment process

Projected Outcome:

End Year Progress: The Assessment office has continued to refine and improve the program assessment process in order to provide the programs and departments with a more thorough and meaningful self-study and actionable results for the next five years. All programs and departments participated throughout the 18 month cycle this year (in past years, there had not been participation by some programs until the month or two prior).

Evidence Met:

- * All programs and departments participated in a kick-off meeting.
- * All programs and departments met with Lisa or Sharon for 1:1 meetings to assist with educating on the process, the data, or developing goals.
- * Programs focused on completing all assignments and worksheets (all but 2 of 19 programs completed ALL), while the Assessment Office authored the reports.
- * This was the first year, we incorporated the Review Team feedback into the 10-step editing/review process prior to submitting reports to ICCB. Fourteen of the 19 programs or departments received Review Team feedback.
- * Brought additional data resources into the mix this year - CCSSE, Noel Levitz and EMSI.

Challenges:

- * Review Team feedback went into the summer term requiring special payment and not enough time for programs/depts to respond to all feedback.
- * Authoring the reports was time consuming for the Assessment Office.
- * Feedback from several programs was that they wanted firmer deadlines throughout the 18 months and working sessions.
- * Need to continue to include and educate on additional data resources for self-study.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Vice President/VP of Teaching, Learning, & Student Development

Collaboratively define measures to evaluate academic program effectiveness.

Projected Outcome: Create a more robust set of indicators to be used to evaluate academic program health and quality than those currently used in the program review process.

End Year Progress: Effectiveness measures drafted by Deans. Input collected on draft from many areas within the division has been incorporated. FY2014 input from faculty will be collected.

Evidence Met:

Challenges: Expanded measures need to be implemented in a manner that does not create more work for academic areas but instead makes the program review or other effectiveness review processes more useful. There are many people interested in moving this forward; however, it is unclear at this time who should be the primary leader.

Objective 4.3: [Develop operational processes that are responsive to the strategic priorities identified in this plan](#)

Academic Development & Learning Resources

ADLR administrative team will read and discuss about managing and supervising skills so that we develop the desired behavior to excel in our leading, supervising and supporting the staff.

Projected Outcome: Identify materials on effective leadership to study by the team and workshop(s) on effective leadership behavior for team members to attend. Improved leadership behavior that effectively supports staff and that demonstrates efficiency in using resources to support learning and instruction.

End Year Progress: This goal aims at team effort and peer mentoring among the members of the leadership team in the division. We subscribed special reports on leadership skills from Executive Reports. Members reviewed the reports and met to discuss them, using examples of our own experiences for people to comment on. The emphasis is sharing and mentoring. We have discussed 8 special reports, and 2 webinars: Three Keys to Effective Decision-making for Academic Leaders and Stinky Cheese: How to Manage Conflict Among Co-workers.

Evidence Met: Brian Beecher, the Associate Dean of Library has found the support from peers and grows to be hired as a dean by CLC.

Challenges: We always have to find time to meet and read together, and we need to determine our targeted reading.

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Academic Development & Learning Resources/Distance Learning

Develop Distance Learning resources website for both students and faculty

Projected Outcome: Improved communication regarding D2L and DL issues with students and faculty.

End Year Progress: The foundation of distance learning communications is the creation of a space for support materials and learning resources. The space has been allocated and one Summer 2013 project is to put into place a multi-stage plan for implementation of these materials. This single access point will be a conduit for support, communications and tutorials for distance learning related issues. Stage 1 is expected to be implemented by Fall 2013.

Evidence Met:

Challenges:

Corporate & Continuing Education

Achieve department's financial and operating objectives.

Projected Outcome: Increase in enrollment. Decrease in operating costs. Increase in number of online courses being offered. Meet FY2013 operating revenue and expense budget

End Year Progress: Operating expenses under budget for FY2013. Executed an agreement to provide additional online training programs which will increase the number of online courses and programs being offered. Identified and implemented advertising and promotion initiatives.

Evidence Met:

1. Budget vs. Actual reports.
2. Signed agreement document.
3. Marketing plan and increased utilization of e-mail marketing messages.

Challenges:

1. Maintaining focus on accountability and outcomes.
2. Increasing enrollment through effective advertising and promotion techniques.
3. Increasing revenue and controlling expenses.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Corporate & Continuing Education

Identify new and improve existing programs and processes that have high profit potential and support the needs of the community we serve.

Projected Outcome: Increase in enrollment.

Achievement of department's financial and operating objectives.

End Year Progress: Streamlined multistep enrollment process for online courses and reduced department's operating expenses by \$51,429

Evidence Met: Implemented new enrollment process for online courses and restructured the day to day operation of the department.

Challenges: The recommended process improvement required the cooperation of several groups within the institution as well as coordination and implementation with an external partner.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Liberal, Visual & Performing Arts/Arts Center

Bring Arts Center performing arts equipment up to industry standards by replacing out of date, failing lighting and sound equipment and convert ticketing system operations to a new system.

Projected Outcome: Enhanced safety, improved sound and lighting capabilities to support academic, professional and community performances. Improved ticketing system functionality and security.

End Year Progress: Ticketing system conversion completed June, 2013. The new system is PCI compliant (ensuring security of customer data) and offers enhanced functionality, particularly in the areas of marketing and web sales (with the potential to significantly improve revenue generation online). The enhanced online communication features have already increased online interactions with patrons. Arts Center lighting and sound systems were replaced/upgraded in the fall of 2012; the lighting system replacement required an extended blackout in both theatres (no power was available). The lighting replacement eliminated a serious safety hazard posed by the old system, improved efficiency and enhanced functionality. In addition to new dimmers and running consoles, a number of smart and LED lighting instruments were purchased to facilitate movement toward more energy efficient operations. The old analog sound system was failing ; the new system brought Arts Center equipment up to 21st century technology. The house audio system was replaced, and new line arrays, digital mixing consoles, wireless mics and communication systems were purchased.

Evidence Met:

Challenges: The bid process was particularly complex and difficult. Staff compared multiple systems, each offering a different suite of functions and pricing structures - often with significant fees associated with each ticket issued. Staff negotiated an outright purchase, allowing us to eliminate these charges for patrons.

The extended black out in both theatres required that events be shuffled, relocated or canceled - which also negatively impacted Arts Center rental revenue.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Student Services & Development/Admissions

Monitor and assess the effectiveness of new communications tracks for inquiries, applicant and prospects.

Projected Outcome: Students will be better informed about the enrollment process. Students will receive timely communications that encourage and move them through the enrollment process. Students will receive constant contact from the admissions office. Documents will be tracked and the assessing of the impact on enrollment will be discovered.

End Year Progress: The Director of Admissions has been working with IR to get the XEDD report to run. An assessment of the track will be done for the fall 2013 class. The messages in the welcome letters and phone scripts have been adjusted to communicate the message that we are dedicated to student success.

Evidence Met:

Challenges: XEDD has been crashing on the Director of Admissions computer, this has caused the director not to be able to run the report weekly. IR has been able to run it for the past couple of weeks.

Establish baseline yield and conversion rates to be used for recruitment goal setting.

Projected Outcome: A baseline will be established for yield rates to be used in determining an annual rate.

End Year Progress: IR is assisting the maintenance of XEDD. Mary Perkins has been removed from the Enrollment process, the Admissions office also does not have a data analyst anymore. The Director of Admissions will be conducting data analysis. An Admissions Operations Coordinator will be hired to allow the Director the time to do the analysis.

Evidence Met:

Challenges: Hiring an Admissions Operations Coordinator to assist with the day to day operations this will allow the Director of Admissions to do the analysis. It is a challenge to manage the day to day operations and the data analysis.

Student Services & Development/Enrollment Services

Implement Welcome letter for Continuing Education students to provide User ID and alert to other services offered through accessECC.

Projected Outcome: Continuing Education students will use portal to register for classes reducing the number of registrations processed via phone and walk-in.

End Year Progress: Implemented welcome letter and appropriate programming to place students on CM track.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Student Services & Development/Registration and Records

Implement communications management for registration activity and drop for non-payment in collaboration with student accounts.

Modify current graduation review letters into notes on program evaluation and implement immediate print email to students informing them that their review is complete and where to find the results.

Projected Outcome: Reduce cost of sending paper letters to students. Increase efficiency by documenting graduation review status on program evaluation that can be accessed by advisors as well as students online anytime. Provide student confirmation of registration activity they conduct as well as when dropped for non-payment and for not meeting prerequisites.

End Year Progress: Communications management has been implemented for drop for non payment and will be used for prerequisite checking for summer start.

Evidence Met:

Challenges:

TLSD Committees/Student Learning Assessment Advisory Committee

Review and refine committee by-laws and membership composition

Projected Outcome: Enhanced understanding of roles/responsibilities of committee members as well as the role and scope of the committee

End Year Progress: Drafted, voted, approved new by-laws. Submitted new membership, to include representatives from Developmental Education, and allow members from various academic support areas

Evidence Met: New by-laws presented to ECCFA.

Challenges: SLAAC has a history of having open seats.

Develop task forces to focus committee work on key areas to advance college progress on the assessment of student learning outcomes

Projected Outcome: A more engaged, effective committee.

End Year Progress: SLAAC members opted onto one of 3 new taskforces: Advocacy, Rubrics, and Faculty Training. Rubrics group began collection of samples; Advocacy group read and discussed HLC standards for re-accreditation; Faculty Training developed electronic module for general info on Assessment at ECC.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Vice President/Curriculum & Compliance

Implement a more efficient platform for curriculum development, maintenance, and catalog production.

Projected Outcome:

End Year Progress: A new platform for catalog production was created through a Google site and was successful in producing a new process which all constituents participated in, as well as an accurate final product - the 13-14 catalog. ECC committed this fiscal year to upgrading to CurricUNET META for curriculum development and maintenance. The actual transition to this new platform will occur in FY14.

Evidence Met: Final output - an accurate 13-14 catalog delivered on time (for first new student orientations). There is now one organized area for all catalog revisions and documents through the Google site. All constituents participated in the electronic process and we had 100% approval on all pages by print. Educational tools were developed and used to help with the transition to the Google site.

Challenges: META upgrade has been delayed throughout the spring semester - by CurricUNET. Questions regarding the need for a hard copy ECC catalog have continued.

Lead a campus-wide effort to review course pre-requisites and simplify and revise where possible for enhanced student understanding.

Projected Outcome:

End Year Progress: This effort was deferred to a later time or may be revisited when we move towards the Student Planning module in Datatel. The college already has processes in place to ensure review of pre-requisite language. Currently, pre-requisites are a part of the ongoing curriculum revision process and the program review process. Additionally, as departments see fit they are progressively reviewed by respective areas as needed.

Evidence Met: A team has been formed to review and clarify all pre-reqs as it relates to our systems and related coding and rules.

Challenges: Simplification and revisions to pre-req language needs to be faculty-led.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Vice President/Student and Academic Systems

Establish processes or systems to efficiently manage the resolution of production issues and Colleague enhancement requests and provide data accessibility to end users.

Projected Outcome: Improve systems efficiency and productivity. Streamline requests. Ensure requests submitted to CAS office.

End Year Progress: Moved the Student Systems Specialist position from the Student Services division to the Student & Academic Systems department within TLSD Operations. This allows us to cultivate an expertise in Student Services objectives and processes while at the same time leveraging the technical skills of this position across TLSD. Creation of project prioritization methodology to identify which projects should be given priority. This rubric takes into account number of students affected, whether or not the project is mandated, timeline and age of request.

Evidence Met:

- * Buy-in from key stakeholders has been conveyed regarding the new rubric/project priority process.
- * CAS continues to establish itself as the first point of contact for new technical solutions. CAS is leading the software requirements definition and implementation for the following new applications:
 1. Colleague Student Planning module
 2. Room Scheduling software

Challenges: Communicating the new process for prioritizing projects. Creating a consistent project planning process. A moratorium was placed on any new development as it related to the Colleague ERP system from January to June of 2013 due to the migration to a SQL platform.

TLSD Vice President/VP of Teaching, Learning, & Student Development

Audit selected practices to improve accuracy.

Projected Outcome: More accurately identify independent study offerings. Formalize definitions for heavy and light labs which are used as part of the Instructional Coordinator pay rate.

End Year Progress: Clarified institutional definition for independent study offerings compared to independent study faculty pay rate. Deans provided rationale for independent study offerings for three terms. Improvements to section coding practices identified and implemented to more accurately reflect section offerings. Heavy and light lab designation definition agreed upon by faculty-administration team. Definition will be put forward in FY14 negotiations. Heavy and light lab designation has been implemented within Colleague.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



TLSD Vice President/VP of Teaching, Learning, & Student Development

Identify and address classroom evaluation workload needs.

Projected Outcome: Ensure faculty are evaluated according to established expectations. Provide faculty with meaningful feedback. Ensure academic quality.

End Year Progress: Collected input from academic Deans. Reallocating staff in the Vice President's office in FY2014 to coordinate development of adjunct faculty support resources and assist with evaluations.

Evidence Met:

Challenges: ECC has a large number of adjunct faculty and some divisions with more than others. The college currently lacks an effective, cohesive approach for providing support to and addressing the needs of this group of faculty.

Institutional Goal 5

Strengthen educational and workforce partnerships to create a more responsive and sustainable community

Objective 5.1: Formalize expectations of advisory boards and other sources that inform curricula, programs, and services

Business & SSCT/Business & Career Technologies

Promote Sustainability through emphasis on green campuses, green communities and green careers.

Projected Outcome:

End Year Progress: Collaboration has been made with Biology and Culinary. Culinary's sustainable gardens are planting seedlings in the biology green house. Energy Management Program is the first program in the nation to be accredited by the Green Mechanical Council.

Evidence Met:

Challenges:

Complete National Science Foundation grant requirements.

Projected Outcome: Add two classes to credit schedule; purchase equipment for the Law Enforcement Digital Forensics Lab; and continue to offer non-credit Training for Law Enforcement Officers.

End Year Progress: Digital forensics lab equipment has been purchased. The lab is currently being set up and should be completed Aug/Sept. The classes have been added to the schedule. Adjuncts have been hired to teach.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Health Professions

Continue development of five new certificate programs. They include Magnetic Resonance Imaging (MRI), Computed Tomography Imaging (CTI), Mammography (MAM), Spa Therapy (SPA), and Sterile Processing (SPD).

Projected Outcome: By the end of FY13, the MRI, CT, MAM, SPA, and SPD programs will have curriculum developed and the process for approval through the curriculum committee and ICCB will be underway.

End Year Progress: New certificate programs in MRI, CT, and Mammography were developed and submitted to ECC curriculum committee and ICCB for approval. Needs assessments were completed for both the Spa Therapy and the Sterile Processing certificates.

Evidence Met: The certificate programs for MR, CT, and Mammography have been approved by ICCB.

Challenges: The new program development process for the college is being formalized simultaneous to our developing these new certificate programs. That has caused some delays in curriculum development and new position approval.

Student Services & Development/Career Services

Employability skills training will be given to students in the Welding program prior to graduation through in-class presentations.

Projected Outcome: Students will be educated on the essential work ethics needed to foster positive work habits to maintain employment.

End Year Progress: Employability skills presentations were not conducted in welding classes in fall or spring 2013. Presentations, however, on employability skills for all academic areas increased by approximately 50% in 2013.

Evidence Met:

Challenges: Coordinating presentations with welding faculty.

Objective 5.2: Leverage community partnerships and legislative advocacy efforts in ways that support learning and student success

Business & SSCT/Business & Career Technologies

Continue working with local Fire & Police Chiefs as advisors & partners (Stakeholders) in the programming and planning for the new facility in Burlington.

Projected Outcome: New Public Safety & Sustainability Center.

End Year Progress: Fire and Police are now involved in the planning and programming for Burlington.

Evidence Met:

Challenges:

Teaching, Learning Student Development (TLSD) Divison Goal Accomplishments for FY2013



Communications & Behavioral Sciences

Remain current with national trends in literacy studies.

Projected Outcome: Address the reading deficiency in our school districts. New course and new course content be developed following national trend.

End Year Progress: A new textbook is being developed by ECC faculty focusing on disciplinary literacy for RDG110. Continue participation with Alliance for College Readiness to partner with school districts as they implement Common Core.

Evidence Met:

Challenges: Literacy deficiencies are complex, requiring partnership throughout the college and community to address them.

Student Services & Development/Athletics

Expand relationships with District 509 High Schools.

Projected Outcome: An increase in District 509 high school student-athletes participating on ECC sport teams. Increased visibility and successful teams because of getting the top District 509 high school student-athletes.

End Year Progress: Each of the athletic department head coaches/assistant coaches went to District 509 H.S.'s and watched/recruited athletes from their sports. Coaches recruited, talked with parents and high school coaches of athletes they were recruiting. Athletic department went to District 509 H.S.'s and dropped off flash drives of ECC athletic highlights made by our media department. ECC coaches invited District 509 high school teams to come to ECC games/meets/matches/events.

Evidence Met: Our athletic team rosters have excellent participation from District 509 high school student-athletes. District 509 high school student-athletes came to ECC athletic events throughout the season.

Challenges: Competing with 4 year schools and other community colleges that offer more in athletic scholarships.

TLSD Vice President/VP of Teaching, Learning, & Student Development

Finalize programming needs and resources for new Sustainability building

Projected Outcome: Determine space needs and design new building.

End Year Progress: Hired new architects in June 2013. Programming needs are being defined this summer.

Evidence Met:

Challenges: Had to begin over with hiring another architect.

Teaching, Learning Student Development (TLSD) Division Goal Accomplishments for FY2013



Objective 5.3: Effectively communicate results, successes, benefits, and offerings to community stakeholders

Academic Development & Learning Resources/Intensive English Program

Create a variety of marketing tools to be used to promote the IEP to both potential in-district and international students.

Projected Outcome: 3-4 tools to help with the promotion of the IEP. To inform the community and international partners about the IEP. Improve the delivery of information provided to prospective students.

End Year Progress: Working cooperatively with the Marketing Department, we were able to revise our program brochure tri-fold and our IEP handbook. Information, pictures and layout were improved and updated.

Evidence Met: Both have been printed and distributed to students and a recruitment fair in Brazil and two other countries.

Challenges:

TLSD Committees/Alliance for College Readiness

Increase regional communications concerning college going & college readiness, including a special focus on parent communications.

Projected Outcome: Students & parents develop a greater understanding of college readiness and college transition process.

End Year Progress: Alliance STEPS Team hosted first ever, "College & Career 101 for Parents of HS Students." - approx. 50 attended. Created "save the date" card for HS students & parents that includes ECC college fair, College & Career 101 for Parents of HS Students, College Smart Fair & Experience ECC. Held second annual "Senior PLANS" for high school seniors who are not college ready & do not have specific college plans - held in spring of senior year - 180 attended. Workshop focuses on paying for college, the importance of placement testing & the college transition process.

Evidence Met: Exit surveys showed very positive feedback.
attending events & # of schools participating.

Challenges:

**Institutional Goal 6
Enhance ECC as an employer of choice**

Objective 6.2: Improve the efficiency of hiring, onboarding, and offboarding employees

Academic Development & Learning Resources/Library

Conduct a staffing analysis for the new library space and develop a staffing plan.

Projected Outcome: A report of critical analysis of library usage. Redesigned schedules for both the first and second floor reference desks to make the best use of staff. A request for additional staff if needed (with data support).

End Year Progress: The analysis of reference desk coverage and library instruction assignments are completed. The result will help management to schedule librarians effectively.

Evidence Met: We will use the pattern identified to schedule librarians. For example, we can assign more librarians to be at reference desks at the peak time and schedule library instruction sessions with proper room usages according to data.

Challenges: