



**Ready or not,
here we come!**

Innovations in College and Career Readiness

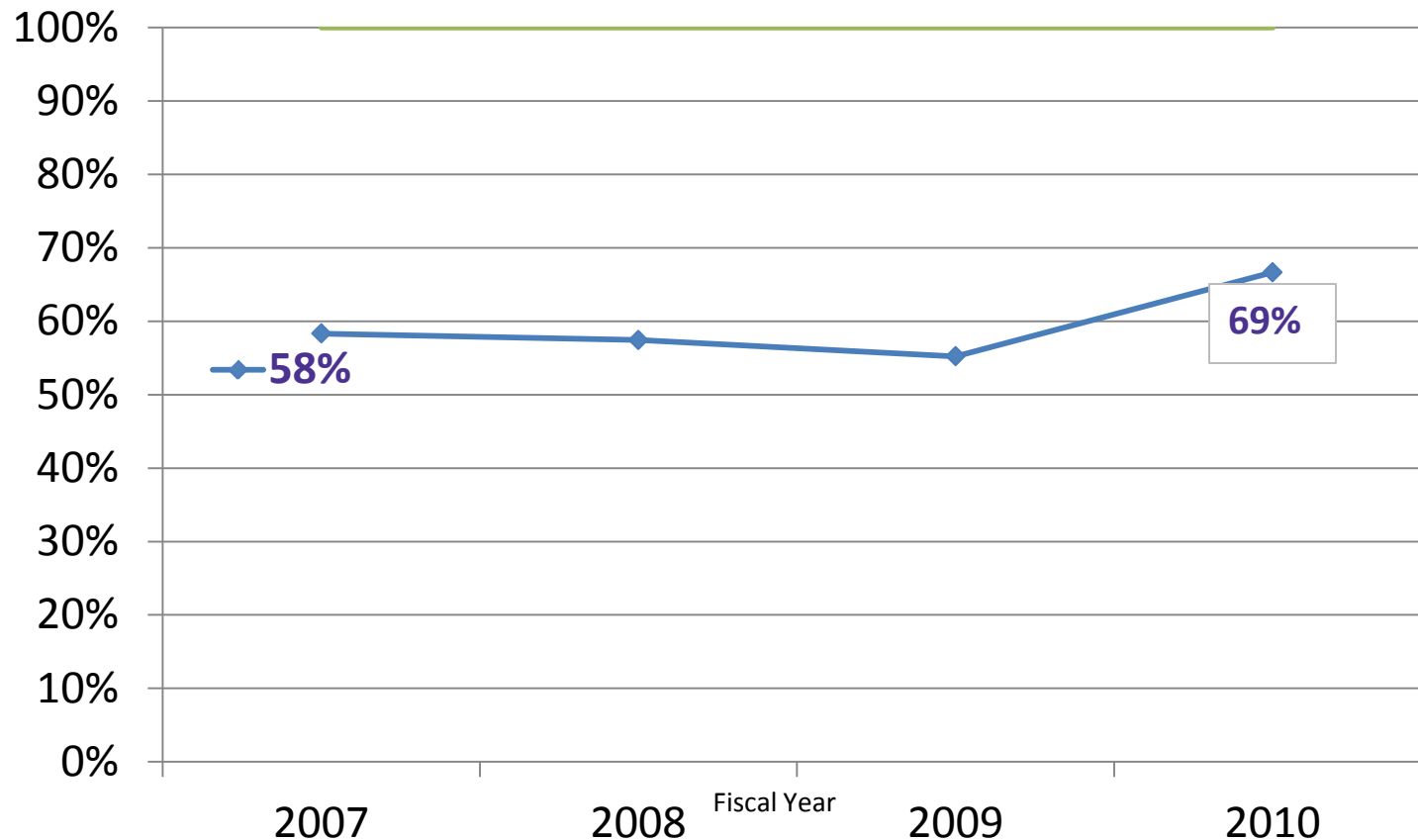
*Special Meeting of the Board of Trustees
November 21, 2013*

Outline of Presentation

- The challenge facing MCC
- State of Illinois Trends in College Readiness
- Addressing the challenge
- Responding through strong partnerships
- Objectives of partnership
- Results
- Lessons learned

The challenge facing MCC - 4 year trend at MCC

Proportion of New High School Graduates Enrolling in Developmental Classes at MCC



The challenge facing MCC

- In 2010 69% or 1245 of the 1797 recent high school graduates who came to MCC enrolled in developmental Education
- Of the 1245 recent high school graduates who required developmental math, 1032 or 83% required at least one developmental mathematics course
- 57% of 1797 recent high school graduates took at least one developmental math course



State of Illinois trends in College Readiness

- 50% average of first-time community college students in Illinois take at least one remedial course when they enter college before they can start college-level work
- Of all Illinois community college students enrolled in developmental education courses, 82% were enrolled in at least one developmental math course.
- Only 14% of developmental education students end up graduating in three years
- In Illinois, community colleges spent \$120.8 million in FY 2007. Public universities spent \$5.2 million. The cost is higher today. Nationally, it costs over \$1 Billion to fund developmental education

Illinois P-20 Council and the Higher Education Partnership Presentation, March 2010 cited in the Source: U.S. Census Bureau, *American Community Survey*, Public Use Micro-data Sample

Illinois Community College Board. (2012). Developmental Education Data Brief. Springfield, IL: Illinois Community College Board. Unpublished

Complete College America. (2011). Washington, D.C.: Complete College America. Retrieved August 2013 from: <http://www.completecollege.org/docs/Illinois.pdf>.

Addressing the Challenge

- In the Fall of 2010, MCC hosted the first ever College and Career Readiness forum for the McHenry County high schools
- Shared the data collected on the increasing number of high school students who were graduating, enrolling at MCC, and placing into developmental (remedial, non-credit) courses
- Utilized the county's Board of Control(BOC) structure
- MCC and District faculty, staff and administrators took the COMPASS Placement Exam



Responding through strong partnerships

- BOC and McHenry County College developed the Alliance for College and Career Readiness
- Leadership for the Alliance came from administrators at MCC and members of the BOC
- MCC participants included:
 - ✓ Associate Dean of College and Career Readiness
 - ✓ Assistant Vice President of Academic and Student Affairs
- BOC participants included:
 - ✓ All high schools in MCC's district are represented
 - ✓ Regional Superintendent
 - ✓ Assistant Superintendents and curriculum directors
 - ✓ McHenry County Employment for Education Coordinator

Responding through strong partnerships

- The Alliance utilized David Conley's Framework for College and Career Readiness to develop an overarching goal

Upon leaving high school students will:

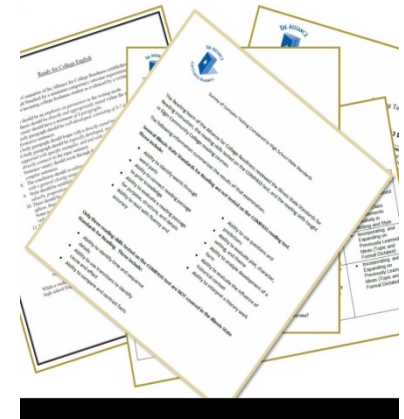
- ✓ **be prepared for a seamless transition directly into college level courses**
 - ✓ **progress towards the completion of a credential which leads to a career or matriculation to a four year institution**
- The Alliance developed working objectives utilizing the overarching goal

Objectives to accomplish goal

- Objective 1: Alignment of Curriculum from High School to MCC
- Objective 2: Develop Student's Career Goals
- Objective 3: Increase Access and College and Career Awareness among Students and their Parents
- Objective 4: Develop and Utilize Intervention Strategies for Standardized/High Stakes Testing

Objectives to accomplish goal

- Teams were developed to work on each objective
- Teams included Faculty, Staff, and Administrators from High School, College, and Community
- Team names:
 - ✓ College and Career Readiness Transition Team
 - ✓ English, Reading and Writing Team
 - ✓ Mathematics Team
 - ✓ Administrative Team
 - ✓ STEM Team (In development)
- Team developed strategies for each objective



Objective 1: Align Curriculum from High School to MCC

Strategies:

- Literacy Workshops for secondary and post-secondary mathematics instructors
- Bridging the Gap Initiative: aligning the Common Core Standards between secondary and post-secondary institutions
- Articulated Courses in Mathematics
- Summer Academies for 8th graders and secondary school students

Objective 2: Develop Student's Career Goals

Strategies:

- Dual Credit Expansion
- Programs of Study educational road map initiative
<http://www.mchenry.edu/cpathways/>
- Career Fairs for Middle School Students
- Kids and College Summer Program

Objective 3: Increase access and awareness of College and Career Readiness among Students and their Parents

Strategies:

- MCC Recruitment Office collaboration with middle school guidance offices in the district to build a college-going culture of early awareness and understanding of college processes and information
- Parent University Initiative
- College and Career Readiness Micro-site
 - www.mchenry.edu/collegeready
- MCC F.O.C.U.S. partnership with the Harvard School District

Objective 4: Develop and Utilized Intervention Strategies for Standardized/High Stakes Testing

Strategies:

- Math Refresher Sessions/COMPASS Placement Prep
- ACT Prep
- MCC Testing Center and Recruitment Office collaboration with service district Directors of Guidance to provide test preparation for students

Objective 1 Results: Curriculum Alignment

▪ **Articulated Math**

✓ FY 2013, 71 students participated from two schools

▪ **41% College ready + 8% Placed out of elementary algebra = 49% Improved math placement**

✓ FY 2014, **300 plus students** will participate from an additional four schools who have joined the Articulated Math Partnership

▪ **Summer Math Academies for 8th Graders**

✓ Summer 2012 = 12 Participants

✓ Summer 2013 = 71 Participants

Objective 2 Results: Career Development

- **Dual Credit Programs:**

- ✓ 2009 – 2010, 534 student enrolled
- ✓ 2010 – 2011, 1047 students enrolled (96% increase)
- ✓ 2011 – 2012, 1097 students enrolled (5% increase)
- ✓ 2012 – 2013, 1325 students enrolled (21% increase)
- ✓ **4-year enrollment from 2009 – 2013, (148.1% increase)**

- **Kids and College (STEM Curriculum)**

- ✓ Summer 2012, 147 students enrolled
- ✓ Summer 2013, 492 students enrolled (**235% increase**)

Objective 3 Results: Access and Awareness

- Parent University - Over 300 minority parents reached
- F.O.C.U.S. – Over 1,000 minority students reached from 2010 – 2013
- Increased number of minority students accessing MCC to complete a credential

Objective 4 Results: Standardized/High Stakes Testing

- Since the summer of 2011, thirty-three (33) Math Refresher mini-courses, enrolling 150 high school students, have occurred
- As a result of over 150 students participating in the Math Refresher mini-course and retaking the COMPASS placement exam, students have collectively **“skipped” 56 semesters of developmental math**
- two high schools piloted holding the Math Refresher mini-courses at their sites, each with 30 students
- Starting in January, 2014, ten high schools are holding Math Refresher mini-courses at their sites, impacting an additional 300+ students.



Alliance Overarching Goal Results

College and Career Readiness: More Students Prepared for a Seamless Transition to College-level Courses

- In 2010, 57% of high school students enrolled in a developmental math course
- In 2013, 43% of high school students enrolled in a developmental math course

Decrease of 14% requiring developmental math



Alliance Overarching Goal Results

College and Career Readiness: More Students Prepared for a Seamless Transition to College-level Courses

- In 2010, 69% of high school students enrolled in at least one developmental course
- In 2013, 54% of high school students enrolled in at least one developmental course

Decrease of 15% requiring developmental coursework

Alliance Overarching Goal Results

Increase in completion of a credential

Number of Students Awarded Degrees and Certificates

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Students who earned degrees and certificates	732	823	944	1,390	1,515
Ethnic minorities who earned degrees and certificates	80	85	95	172	197
Students with disabilities who earned degrees and certificates	32	30	44	67	36

Lessons Learned

- Realized MCC was not organized for College and Career Readiness
- Re-Organized its Student Services Division
 - Associate Dean of College and Career Readiness
 - Coordinator of College and Career Readiness
 - Department Chair for College Success Studies (Focus on Developmental Education)
 - Manager of Admissions and Recruitment
 - Dean of Academic Development

Lessons Learned

- Partnerships are key
- Plan for scaling up successful strategies
- Strategies to address returning adults
- Must have buy in from top/down; from high school constituents; from faculty at the college level
- Key components of the k-12/community college structure that need to be aligned: curriculum, placement, programs, common core standards, expectations, goals, objectives, etc.

Questions?