

# Illinois Central College, IL

## Project: Early College Process Improvement

### Declaration

<b>Q:</b> Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.	
<b>A:</b> In response to a strategic initiative to build relationships with high schools and respond to emerging markets, ICC is revising and expanding its early college initiatives (previously called dual credit and dual enrollment). These initiatives will span over 2-years, focusing on enrollment as a key work process for year one and improved academic planning and scheduling for year two. ICC will develop a systematic approach to early college enrollment, focusing on removing barriers and building relationships with high schools and early college students. The key organizational areas affected are Student Services, Academic Affairs, and district public and private high schools.	
<b>Q:</b> Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.	
<b>A:</b> ICC early college's enrollment for courses offered at the high school is 8% of the College's enrollment, currently 6216.5 credit hours. This is an average of 4 credit hours per early college student; hence the typical course load for a student is 1 early college class at the high school. Currently, 24 district high schools offer at least 1 dual credit course on site. Including fall 2016, the College's enrollment process can best be described as manual and just-in-time for census day counting. For spring 2017 enrollment, the College did initiate process changes that impacted the date of enrollment for early college students. The College followed up with the high schools for the voice of the customer feedback and the feedback was positive. This is one of the reasons this project is a priority for the institution.  Other reasons this project is a priority include the need to do the following:  1) Align enrollment processes used on campus with early college enrollment processes and orientation processes  1) Build partnerships with high schools to ensure that students have the resources needed such as access to financial aid (the college has received permission for a limited number of years for early college students to qualify for need-based Pell grants.) These	

partnerships include building relationships with parents and high school counselors and other key personnel at district high schools that will benefit student success.

2) Allocate resources to a growing population of students. The College continues to increase its early college offerings both at high schools and on-campus. For the 2017 spring semester, the number of credit hours increased by 23% (1,167 credit hour increase from spring of 2016).

3) Focus on a strategic initiative – the College is working on a persistence and completion agenda. Community College Research provides evidence that students who have 15 credit hours are more likely to persist and graduate. In addition, with College costs rising, students are fortunate to begin earning college credit while in high school. We need to develop processes that show students the pathway to completion in a structured manner.

4) Ensure students are registered and have the correct learning resources before class begins, including the correct textbook and access to the College’s technology such as a student’s campus email account and other online material that promotes student success. To assist in making this affordable, the students who complete college courses at their high schools pay 50% of the college’s tuition rate + a nominal book rental fee. This change in the book rental fee will make the process more streamlined for students across the district, but we need a systematic process to make this an effective process.

**Q: List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.**

**A: Project Completion – January 2018**

**Deliverables – September 2017**

**Project Goals**

- Systematic Approach for enrollment procedures
- Defined responsibilities in the enrollment process for high schools and the College
- Timeline for responsibilities that must be completed for student to be “day 1 ready” for class

**Deliverables**

- Institutional dashboard for Early College
  - Summer 2017

- Customized internal reporting: includes tracking method for reporting of student achievement and milestones in pathway
  - Summer 2017
- Data needs of external stakeholders
  - Spring 2017
- Early College Guidebook
  - Fall 2017
- Timeline – for students, ICC, and high schools (includes all tasks associated with enrollment)
  - Fall 2017

**Measures associated with enrollment outcomes (for enrollment for Fall 2018)**

- Application complete, but no college readiness information available for student
  - Spring 2017
- Student identified as early college student, but college readiness scores below transfer-ready (dev ed eligible – identify for college-ready bridge program)
  - Spring 2017
- Enrollments per high school by credit type
  - Fall 2017
- Number of enrollments by high school location
  - Fall 2017
- Number of early college student enrollments by ICC location
  - Fall 2017
- Number of early college students retained from fall to spring
  - January 2018
- Number of students retained from spring to fall (if did not graduate from high school)
  - Continued work after AQIP project finished (Fall 2018)
- Number of early college students who matriculate to ICC after high school graduation (start dates at ICC for both summer or fall enrollment)
  - Continued work after AQIP project finished (Spring 2017, Fall 2018)
- Number of students who reach 15 hours of early college credit and matriculation information (start dates at ICC for both summer or fall enrollment)
  - Continued work after AQIP project finished (Spring 2017, Fall 2018)

**Q: Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.**

**A:** This project will involve internal stakeholders at the key executive level because they have the ability to impact change and they have the ability to allocate necessary resources.

Key internal stakeholders include:

- Vice President of Student Services: Institutional Responsibility
  - Enrollment Services, Testing, Financial Aid, & New Student Orientation
- Vice President of Academic Affairs: Institutional Responsibility
  - Course Scheduling, course-pre-requisites, and academic processes
- Dean of College and Career Readiness: Institutional Responsibility
  - Maintaining relationships with high schools and on-campus stakeholders, communicating ICC processes with high schools, facilitating process such as online enrollment and technology orientation for early college students who complete courses at high schools
- Six Sigma Black Belts: Institutional Responsibility
  - Data integrity and Systematic Processes leading to measurable outcomes

Key external stakeholders

3 high school district high schools who were selected to participate in a series of Rapid Improvement Workshops prior to this project.

- Eureka High School
  - RIW participant because of high enrollment and high course offerings
- Peoria Public Schools
  - RIW participant because largest school district within college district and had low number of early college course offerings. District expressed interest in developing early college programs.
- Elmwood High School
  - RIW participant because small school district within college district and had interest in developing occupational and transfer courses for early college and desire to develop partnerships with other high schools who have qualified faculty for regional high school early college offerings
- East Peoria High School
  - RIW participant because of high school interest in growing career and technical education, and close proximity to college campus

**Q:** Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.

**A:** 1) Target dates for high school enrollment – these enrollment dates will be aligned to institutional enrollment dates

Measures

- application complete, but no college readiness information
- Test but did not enroll (dev ed/not college ready versus did not enroll yet had college ready score)
- Enrollments per high school by credit type
- Number of enrollments by location

2) Timeline – for students, ICC, and high schools (includes all tasks associated with enrollment)

Measures – Date driven and aligned to established campus dates & deadlines

- Informational sessions for parents, students
- Advising for students
- Financial Aid Processes (application, award letters, acceptance letters)
- Textbook Process (securing and delivering to high schools)

3) Early College Guidebook

Measure – Calendar driven – team assigned by Dean of College & Career Readiness

- Replaces current dual credit handbook

**Q:** Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

**A:** ICC has the potential to offer early college programs and courses to over 40 high schools, and the outcomes of this project impact over 8% of the College's enrolled credit hours. Beyond identifying the number of baseline schools that offer Early College, the College is expanding its Early College offerings to campus locations, allowing students to complete courses on campus and then students may transfer credits to the high school for high school credit. Hence, the College continues to develop a data collection process that accurately counts these students as early college students versus traditional college students. The College also needs to develop an operational definition of early college student versus a dual credit student for state reporting.

Other challenges include online enrollment for high school students. Although the College has offered online enrollment for years to traditional students, facilitating the online

enrollment process for early college students is a new approach, and ICC continually works with high schools to ensure this is possible.

FASFA completion for high school students is also a challenge. Assisting high school students with completing FASFA documentation continues to be an on-going process. The College will no longer offer tuition waivers for high school students who qualified for free and reduced lunch. High school students will need to complete FASFA – this is a change in operations and billing procedures for the College. The Dean of Enrollment Services has responded quickly and has implemented a process that is aligned to our campus process, versus a separate process for early college students.

**Q: Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.**

**A:** In continuing our persistence and completion agenda and promote college readiness, ICC is strategically approaching high school partnerships. Currently, Early College enrollment is among the fastest growing enrollments at the institution. The Institution is allocating necessary resources to this market in an effort to assist students in making progress on a pathway that leads to a college credential.