



Building Partnerships

Session III - January 12, 2017

Serving Adult Markets

Session IV - January 18, 2017

Instructional Innovation

Session V - January 25, 2017

White Paper

Strategic Planning Sessions

Strategic Planning Sessions III, IV, and V Presentation Series

The next step in a process to develop a new strategic plan based on broad input from ICC employees and community stakeholders was completed during January, when the College held one presentation per week over a three-week period.

Locally and nationally recognized speakers presented innovative models that have led to transformative change in higher education. The topics included were:

- Building Partnerships with High Schools to Improve College and Career Readiness
- Serving Adult Markets
- Instructional Innovation: Transformational Initiatives and Classroom Strategies

These topics were consistent with information that emerged from stakeholder input during the first two Strategic Planning Sessions.

As in Sessions I and II, all employees were encouraged to attend. In order to gather additional input, the College recorded each presentation and posted it to the Strategic Planning website, along with a feedback survey. A summary of each presentation follows, and readers are encouraged to watch the recordings, which may be viewed at icc.edu/strategic-planning.

ICC will now move to its next phase of strategic planning. Community stakeholders as well as representative ICC employees will be invited to a Strategic Planning Conference to be held in March 2017. The Strategic Planning Conference brochure and agenda will be posted on the Strategic Planning website.

This 2-day conference will include a keynote speaker who will focus on educational opportunities and challenges at the local, state, and national level. Conference participants will then explore topics that emerged from campus-wide employee strategic planning sessions through discussions with other speakers and panelists. The topics include:

- High School to College Pathways and Transitions
- Workforce
- Adult Markets
- Integrated Curriculum
- Intrusive Counseling
- Academic Planning

Upon conclusion of the conference, the College's new Strategic Directions and Goals for fiscal year 2018 to fiscal year 2022 will be prepared and presented to the Board of Trustees at their June 2017 board meeting.

Session III

Building Partnerships with High Schools to Improve College and Career Readiness

January 12, 2017

About the Presenter

Mr. Jonathan Furr is the Executive Director for the Education Systems Center at Northern Illinois University. Mr. Furr has state and national experience in educational policy and has researched how community colleges are improving college and career readiness outcomes for high school students.

Presentation Summary

Mr. Furr discussed the strategies and models colleges throughout the state have found successful in enhancing relationships with district high schools, as well as improving college readiness for students.

Employee Feedback

ICC employees were intrigued by transformational models that engage students well before they graduate from high school. Many employees echoed the observation that “working with students while in high school to prepare them for college math ensures that students are on the right track and will be successful.” Employees also liked models that included students completing college and high school coursework simultaneously. Employees thought we should start right away to develop a high school academy model, which guides students in selecting a career during freshman year of high school and then completing coursework associated with that career path throughout high school and college. This means that a student finishes high school with a career path, college credit, and even (in some cases) a credential. ICC needs to get students on our campus early in high school so they can experience college, which we could do by offering classes during the late afternoon or early evening when students can come. ICC now knows that other colleges such as Rock Valley Community College, Kankakee Community College, Danville Community College, and Harper College have created models that have led to gains in student enrollment and learning. ICC can do this too. Many employees commented that ICC can select a successful model and start now; ICC should not wait.

Session IV

Serving Adult Markets

January 18, 2017

About the Presenter

Dr. Kathi Swanson, as President of Clarus Corporation, is one of the primary consultants responsible for the strategic visioning of data collected through the market assessment process. Clarus Corporation specializes in helping institutions know their market, enhance their image, increase enrollment, and improve retention.

Presentation Summary

Dr. Swanson presented models that may be used to serve adult markets. Dr. Swanson included ICC data and information from focus groups held at ICC in early November 2016. She also presented an analysis of ICC's enrollment trends and unique characteristics of our adult market as well as recommendations on best practices that ICC may consider. Her presentation was followed by an interactive discussion and a reflection activity about possibilities for ICC's future.

Employee Feedback

ICC wants to embrace an academic scheduling model that meets the needs of adult learners. Employees recognized that ICC has competitors who offer short-term classes, classes that start at multiple times throughout the year, weekend classes, and evening classes. Many questioned if ICC offered this type of comprehensive course scheduling. Developing a model that focuses on adult market needs may help ICC increase enrollment. Adults value predictable schedules from month-to-month and year-to-year, and they need to know that they can finish programs in a timely manner. They also need to know that they have the knowledge and skills necessary for obtaining employment after they finish a credential. Adults may need to finish a credential more quickly than a traditional student so ICC should make sure we serve that market and fill that need. ICC should also think about its targets and recruit adult learners. Marketing to and securing enrollment of adult learners is essential for ICC to grow and for ICC to serve and meet the needs of its community, which includes marketing to and recruiting from ICC's GED population.

ICC should review the number of programs it offers because too many choices are exhausting. ICC should also review the number of ways a student can complete a course requirement. Reducing options for how to complete programs and degree requirements will improve focus – adult learners want focus and clarity about how they will complete school. Time and money matter to the adult student. Randomness and uncertainty may be what adult learners experience now at ICC.

Session V

Instructional Innovation: Transformational Initiatives and Classroom Strategies

January 25, 2017

About the Presenters

Adam D. Fein, Assistant Provost for Educational Innovation, and Dr. José J. Vázquez-Cognet, Clinical Professor in the Department of Economics and Coordinator of e-Learning for the School of Liberal Arts and Sciences, are both experts on instructional innovation from the University of Illinois Urbana-Champaign.

Presentation Summary

These educators presented models that included shaping campus strategy and providing campus-wide support for innovations in the classroom and online education. Models included transformational undergraduate initiatives such as Massive, Open, Online Courses (MOOCs), online winter sessions, iFlex classrooms, immersive online course experiences, grand challenge learning courses, and ePortfolios. Classroom innovative instructional strategies in face-to-face, blended (hybrid), and online courses were also presented.

Employee Feedback

Employees resoundingly agreed that the models presented were within the scope for transformational change at ICC. Many in attendance agreed that ICC could quickly develop grand challenge courses, online winter sessions, and easily adapt to using more technology both inside and outside the classroom to engage students. The “gap theory of curiosity” has potential to improve how faculty approach student learning and encourage student curiosity.

ICC has the faculty resources to develop classroom approaches that promote active learning and collaborative learning, including iPads, technology-rich classrooms, and even iFlex classrooms. A shift in how instructors approach and use technology may benefit students. Approaching general education from a discipline perspective versus one-course-at-a-time, in isolation, may help ICC develop more cohort student learning groups that focus on student majors and promote student completion and retention.