

**Minutes of the Oakton Community College
Board of Trustees Committee of the Whole Meeting
June 25, 2019**

A Committee of the Whole meeting of the Board of Trustees of District 535, was held on Tuesday, June 25, 2019, in room 1506, at the Oakton Community College Des Plaines campus, 1600 E. Golf Road, Des Plaines, Illinois.

Chair Salzberg welcomed everyone to the meeting and stated that the purpose of the meeting was to review data and progress related to developmental education, specifically math and English. If time permitted a discussion related to an athletics infrastructure opportunity and questions related to upcoming purchases would also be addressed. He noted that this meeting will need to adjourn by 5 p.m. in order for the Board to participate in the College's 50th anniversary Founders Day event.

Call to Order and Roll Call

Chair Salzberg called the meeting to order at 4:00 p.m. in room 1506; Secretary Kotowski called the roll:

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| Mr. Salzberg | Chair | Present |
| Ms. Burns | Vice Chair | Present |
| Mr. Kotowski | Secretary | Present |
| Dr. Bush | | Present |
| Mr. Stafford | | Present |
| Ms. Toussaint | | Present |
| Dr. Yanow | | Present |
| Ms. Ozegovic | | Present |

In addition to the Board participants, also present: Dr. Joianne Smith, President; Dr. Ileo Lott, Vice President of Academic Affairs; Dr. Kelly Iwanaga Becker, Assistant Vice President, Institutional Effectiveness and Strategic Planning; Doreen Schwartz, Purchasing; and Sam Cavnar, Robbins Schwartz.

President Smith introduced Dr. Ileo Lott, Vice President of Academics, and Dr. Kelly Iwanaga Becker, Assistant Vice President for Institutional Effectiveness and Strategic Planning, who presented the report on Developmental Education. Dr. Lott began by noting that the purpose of the meeting is to share with the Trustees, information on developmental education, which at this time, is a hot topic across the country. Dr. Lott acknowledged that content experts Anne Brennan, Assistant Vice President for Academic Affairs and College Transitions; Jennifer Strehler, Distinguished Professor and Chair of the Math Department; and Donovan Braud, Professor and Chair of the English Department, were in the audience and invited to participate in the discussion. Dr. Lott began by stating that developmental education is intended to be a solution to the problem of students who enter college needing remediation in either math, writing or reading. It is a national problem and it is one that Oakton has taken seriously. It is a matter of fact that most students who enter our doors do need remediation in one subject or another. Developmental education courses are rigorous courses that have to meet the same standard of rigor as any other credit course at Oakton. They are subject to a five-year program review that is mandated by the state, as well as our internal assessment practice. We invest in developmental education because we are required to be an open access institution by statute. We proudly take all who come here, that is our mission. There is a national statistic that sixty-six percent of students who attend community colleges enroll in one or more developmental education courses; Oakton's numbers

are actually around fifty percent. We realize that there are some barriers. We know that students who enter into college needing remediation cannot complete as fast as students who come in college ready. The point of developmental education is to get those students ready to be successful, and we know that there are equity issues and that nationally there is a disproportionate amount of students of color who are in developmental education courses.

Dr. Becker provided data points that told a similar story about students of color and the tracking of their placements, which were tracked back to 2008 – 2018, for developmental reading, writing and math. Dr. Lott continued by sharing how the academic departments have begun to implement solutions. We are cognizant of all the issues and are moving from a state of inequitable practices to some very equity focused initiatives which align with national best practices. The view is that students who get into developmental education are stuck there forever. In the past even at Oakton that might have been the case but nationally, schools are working to get ahead of that view, which Oakton has been doing for fifteen-plus years. Regarding placement, we are using multiple measures, ALEKS (Assessment and Learning in Knowledge Spaces) placement, alignment of ACT cut-off scores, and we have greatly reduced the course sequence.

Next, Dr. Lott spoke about ALEKS, which is a module system of testing that allows students to practice by allowing a student to take a test up to five times. Professor Strehler, commented that in the last twelve months over thirteen percent of students have retested; of those, over fifty-six percent earn a higher placement by taking the test once. Professor Strehler said that faculty does not like to rely on the ALEKS exam. Wherever possible, they use multiple measures of a combined high school transcript and standardized test scores. There is an initiative working through the College that would require students to take the ALEKS test at least twice. The first test is a baseline to expose the student to what the test is like, then the student retakes the test. We will be forcing students towards that fifty-two plus percent, and hopefully seeing a healthy chunk of students getting out of at least one course by taking the time to brush up on content they have not seen in a while. Trustee Bush asked what the N for that was, Professor Strehler replied that for the last twelve months it was 546. Dr. Becker recapped that Oakton's math department for the last fifteen years, is a collaboration between Oakton faculty and high school faculty to articulate a curriculum at each district high school to determine how grades in those courses will place students into Oakton math courses in conjunction with a test score such as ACT/SAT/PARCC. In multiple measures, the goal is not to rely on a single test score as we know that disadvantages students particularly students of color. In terms of English placement, a new pilot was used in fall 2018, to use a 2.75 cumulative GPA to place students into college level English. Dr. Becker again provided data of how this pilot played out in the fall. To be eligible for the pilot program, students had to graduate from an Illinois high school within the last three years with no ESL courses, and submit a high school transcript. Students who had a 2.75 GPA, had the highest success rate of any of the placement methods. The majority of students placing solely through GPA were students of color. Dr. Lott provided data that we redesigned English developmental education placement and practice by integrating courses. Dr. Lott highlighted data regarding English 099/101: Writing Tutorial/Composition and the Integrated Reading and Writing Curriculum, also noting that we have greatly reduced the cycle of courses that students have to take, from four to two. Professor Braud noted that students who place into English 099 will take that course and English 101 in the same semester, and will earn college credit in that semester. Dr. Lott talked about the math emporium model which facilitates the success of all students and is a best practice for the delivery of math instruction. At the center of it is the differentiated classroom, which allows students to work at their own pace. K-12 has been realizing differentiated instruction for a long time. Chair Salzberg spoke how unlike the English model, math students still have to go through a process. Professor Strehler responded by saying that math builds on itself and if students have some fundamental holes in their foundation, that can frustrate

them where they feel like failures and eventually drop out. Dr. Lott said that transitional math in district high schools was not common practice and that math usually ends at junior year, causing a gap year which can diminish their math skills which becomes evident when they take a college math course. In our math success rates across all math sections, there are two courses in math that the data shows that black students outperform all other ethnicities in those courses. There does not appear to be an obvious reason, but we are going to study to find out the basis for that success. Next, Dr. Lott talked about what is ahead. The Post-secondary Workforce Readiness Act (PWR Act) is our state saying this is how math will happen. Math will have a fourth year in high school and it will prepare students. There is data on the success rates for the students who take a fourth year of math. Transitional math is something that we have been doing at Oakton for a while. The success rates are good, sixty percent of students who take a fourth year of math place into college level math. Trustee Bush asked if there is data to share coming out of the PWR Act. Dr. Lott replied that the timeline from the state was that the school districts were going to begin implementation this year. Oakton was doing a version of this before it was signed into an Act, with two of our high school districts, Evanston and Niles, and now it is being required by the state starting in the fall. We do not have data, it does not exist yet. Ms. Brennan stated that we are participating in a statewide effort to get an MOU with every high school in our district. Oakton has obtained signatures from four of our five districts at this point and New Trier contacted us and is asking questions about the specific classes that they will be submitting. Everyone has agreed to work together. Now we will be submitting courses to our math department from the high schools to be approved for three different tracts, STEM, CTE, and all other majors. What we anticipate is that Niles high school will this fall, offer a course that they have developed. Students would have the opportunity if they were not taking a fourth year math at their high school, to take this transition math and quantitative literacy, and when they pass those courses, they leave that high school with evidence that they are ready to go into college level math. That is not just at Oakton, but at every community college in the state of Illinois.

Chair Salzberg remarked that he likes the launch of the English program. He is not a strong believer in testing or practicing for a test. His vision is retention of math. As far as placement tests, California did away with placement tests, students went into courses and got assistance while they are going through their credit courses. He would like Oakton to be able to minimize a student having to go another semester or year because of math. Dr. Lott noted that we have looked into using GPA as a placement mechanism for math. One of the things that we would like from the high schools is a disaggregated transcript so that we can get a math GPA. We do not want to place people in math based on an overall GPA, which is not the best indicator for their success in math. Some of our district high schools have said that is doable. As soon as we can get a math GPA, we can seriously begin looking at using GPA as part of our multiple measures. Trustee Bush asked Dr. Lott that when there is success with certain students do you take into consideration what high schools that they came out of. Although there is mastery in mathematics and it builds, there is also coming out of K-12, there is differentiation in every subject including math for all students at every level. She elaborated that students are coming to us with the understanding that the instruction is going to be geared toward where they are at that moment in that subject. Dr. Lott replied that we are starting to look at that to examine if there is disparity based on what high schools they have come from.

Trustee Burns asked how it is determined that students have to take 099. Professor Braud replied that they go through a series of hierarchal measures. The way that it will be implemented going forward is first to check GPA, if they have 2.75 within the last three years from an Illinois high school, they are placed into college level reading and writing. Then we use standardized test results like the ACT and SAT, but only if they do not meet that GPA benchmark. If they do not meet the GPA benchmark or the standardized test score cutoffs, then they will have to take two

tests, the ACCUPLACER (an integrated system of computer-adaptive assessments design to evaluate students' skills in reading and writing), and the other one is our WSAT, the writing skills assessment test that is an in-house test that was developed by Oakton instructors in the English department. Dr. Lott mentioned that in the English department there is professional development for dealing with issues of equity and placement. Trustee Bush inquired as to how many years the College has been using the ALEKS test, and whether there is any information on language bias in the test. Professor Strehler responded that she did not know, but she would look for information on language bias in testing.

Trustee Stafford commented that in terms of graduates that came out of Evanston Township High School, that if they had a B minus average and a GPA of 2.6 in algebra two, there was an eighty-seven percent chance they were going to graduate successfully from college. The GPA is the correlation between success and outcomes. He commented that this report is an all out assault on taking non-credit courses a very comprehensive approach. There are two issues, one is the high schools have not done their job, we would not be in the non-credit business if the students were college ready. Oakton is a pioneer in this in terms of going in with the high schools and talking to them about offering a fourth year of math. Now we are more data based, and the state has become more data based, and that idea has caught on. And because of that, hopefully, two-thirds of our problem is not even going to show up on our doorstep. Secondly, what we are trying to do is have multiple forms of evaluation. We used to give a test and that was it. We were a gatekeeper to the students, we were not a partner to the students, and this effort tells him that we are partnered with the students. Trustee Stafford offered the Board's assistance in helping to tweak that process and provide support. Getting out there and into the high schools is a big deal. The multiple level, dual course English program is brilliant in terms of getting both credit, and at the same time doing remedial work. Again, Trustee Stafford commented that we all share the goal, including the Board, of wanting to get rid of as many remedial courses as possible because we know it kills us in terms of persistence for students. In conclusion Trustee Stafford said that this is a really good battle plan and any chance we can get to improve on that we should do it. Dr. Yanow said that she agreed with what Trustee Stafford said and this is definitely heading in the right direction, and asked if there would be ongoing faculty development built into the plan. Professor Braud said that in regards to English, we have done two subsequent semesters of professional development for our faculty members, especially for adjuncts. Leading up to this implementation sequence, the goal was to get everybody trained in what they were not previously trained in, which we will continue to do. The training is available for new faculty hires in the adjunct pool and full-time members who are going into the developmental courses. Their titles and qualifications have been rewritten so that they will be integrated reading and writing specialists. Chair Salzberg thanked everybody involved for the presentation and their participation.

Moving on, the next item discussed was purchases. Trustee Burns asked about the purchase of the Ford F50 truck that is on the agenda for the regular Board meeting. At the May 28, 2019 Board meeting this item was previewed. At that time, Trustee Burns noted that she thought this was a good opportunity for Ford dealers in our area to get this business, but in the narrative description of the purchase, it states that a dealership in Bensenville has been awarded the purchase of the Ford truck. Trustee Burns noted that she understand that this is a consortium contract and asked if because of that fact, the College did not have to get bids for this purchase. The College's attorney Mr. Sam Cavnar, noted any purchase in excess of \$25,000 is required to be bid and approved by the Board. The bid is awarded to the lowest bidder unless there is a bidding exception. One exception is under the Governmental Joint Purchase Act which allows the College to bid through a consortium, which would exempt this particular purchase from the bidding process. Doreen Schwartz noted that the consortium is through the Northwest Municipal Conference (NWMC) and that last year for a similar truck we did go through the bidding process. We went through the

paperwork, sent it to thirty-six different dealers and received one response back and that was from the company that had won the bid from the suburban purchasing consortium which is where we are buying it from. The other dealers said that they were not going to participate because they knew that there was a bid from that consortium. Trustee Burns feels that it is important to find opportunities for businesses in our communities that can provide a service to Oakton. To the extent that we can, she would like us to look at how and who we give business to because I think that could also help in our branding, and in people taking an interest in us because we have taken an interest in them. Trustee Stafford said that the NWMC includes all the cities in our district. They have done a lot to lower prices, and their offices are located at the Des Plaines campus. Dr. Smith noted that yes, many of our cities are in that consortium, but it is broader than that as there are communities in the NWMC that are not in our district.

Chair Salzberg asked Dr. Smith to give a brief overview about the food service contract. Dr. Smith stated that on the May 28 Board agenda, we did not have a preview purchase for an additional payment to Aviands, LLC, the food service contractor that the College currently uses. At this meeting one year ago, we had an authorization for identifying a food service contractor. At time, there was lots of discussion from the Board about a desire to have a three month out clause for either party should we not be satisfied. Shortly after the last Board meeting, Vice President of Administrative Affairs, Edwin Chandrasekar, met with the management from Aviands where they indicated that they would like to no longer be our food service provider unless we were able to provide them a monthly subsidy. Dr. Smith recalled that we had very few vendors who responded to our RFP for food service last year. There were three others, two that responded had a subsidy built in, and Aviands was the only vendor that did not. At that time we selected Aviands, but they have been having difficulty breaking even. They have made lots of effort to improve the quality of the food in the last year. We do not think it would be in our best interest at this time to not have food service available in September, consequently we are bringing to the Board a purchase of two options, either a \$5,000 month subsidy which would also include a price increase for the food in the cafeteria, or a higher subsidy that would not include a price increase; it is the Board's decision.

Chair Salzberg noted the time and said that the discussion about the athletic infrastructure opportunity would be discussed at a future date.

Adjournment

At 5:05 p.m., Chair Salzberg asked for a motion to adjourn the meeting, Mr. Kotowski made the motion, seconded by Mr. Stafford; a voice vote was called and the meeting was adjourned.

No official action was taken during this meeting.

Benjamin Salzberg
Benjamin Salzberg, Chair

Paul Kotowski
Paul Kotowski, Secretary

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