

## KISHWAUKEE COLLEGE I-CAPS Proposal

Program Administrator	Program Coordinator
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1. Identify the team members: Sara Pohl, Dean Career Technologies Division (CTE); Tricia Wagner, Director Adult Education; M. Joanne Kantner, Dean Adult Education & Transition Programs AETP); Kristine Adzovic, Coordinator Adult Student Connections; Kate Storey, GED Transition Counselor; Robert Lawrence, AET Department Chair; TBD, Adult Education Faculty; TBD, AET Faculty; TBD, AET Advisory Committee Member

Member	Position	ICAPS Responsibility
S. Pohl	Dean, CT	AET curriculum oversight, ICCB compliance, assessment (project), data collection, project final reporting, internship administration, hire ICAPS instructors, NIMS & MSSC Production certifications
J. Kantner	Dean, AETP	Co-teaching professional development, project fiscal oversight & reporting, assessment of learning, project assessment & evaluation, data collection, project evaluation, GED examination
T. Wagner	Director, Adult Edu.	ICAPS A.E. curriculum development , A.E. instructor supervision, A.E. professional development, IPathways management, TABE pre- and post assessment, hire ICAPS instructors
K. Adzovic	Adult Student Connections	Career navigator and adult student concierge providing ICAPS student case management, wrap-around support services (mileage, childcare stipends, textbook loan, & tuition assistance), recruitment & retention, ICAPS orientation, on-line program orientation, student success workshops, data collection, registration, early academic alert
K. Storey	GED Transition Counselor	Case management of ASE students, student orientation, recruitment & retention, registration, data collection, early alert intervention,
R. Lawrence	AET Department Chair	ICAPS CNC curriculum development; student recruitment, student academic advisement,
TBD	AET faculty	Co-teacher (CNC content), course management, student evaluation & grading
TBD	A.E. faculty	Co-teacher (basic skills), TABE assessment, IPathways instructor, basic skills supplemental recitation sessions
TBD	AET advisory committee member	Curriculum advisement, internship provider, project evaluation

2. College lead: M. Joanne Kantner, Dean AETP  
Coordinators: Sara Pohl, Dean CT; Tricia Wagner, Director A.E.

### 3. Labor Market Trends

Kishwaukee ICAPS plans to develop an accelerated opportunity in the Automated Engineering Technology Certificate, IL-CIP 15.0411 (crossed with 15.0499 Other Electomechanical, Instrumentation, Maintenance Technologies). This program of study falls under the Maintenance, Installation & Repair Pathway of the Manufacturing cluster. Local labor market projections from ONet and LWIB forecast that in 2018 there will be 718 total jobs in the field, growing 9.5% from 2008 benchmark (19 positions added annually) between 2012-2018. The median hourly wage of metal and plastic machine workers was \$15.34 in May 2010. In addition, the local employer Ideal Industries has committed to providing internships for a college Work/Study/Mentor Academy, as part of the new TAACCT project Earn to Learn.

### 4. Policy & Programmatic Efforts

Policy & Program Efforts	Strength (S)/Weakness (W)
<b>Transition of A.E. Students</b>	
Clear ABE->ASE->GED pathway	S:Transition topics are integrated into each level
Exploring Healthcare Bridge	S:Good retention of enrolled students, class site is community room in public housing building W:Needs higher enrollments, removal of AtB is barrier to co-enrollment
Advanced ESL Writing Course	S:Increased academic proficiency and higher developmental writing placement W:Better education of students on need for academic proficiency; no standardized ALP assessment
GED completion scholarship	S:Encourages longer enrollment for higher learning, instead of minimum score on GED W:Few students meet the GED score eligibility and prioritize earning minimum passing scores
GED Transitions Counselor	S:Career counseling, navigation of college admissions process, academic planning, early academic alert, Career Cruising W:Need more students transitioning to postsecondary education or training
National Adult Education Honor Society chapter	Establishing NAEHS chapter at the college to promote retention and academic role models for other A.E. students
A.E. Transition Committee	S:Responsible for transition assessment, data analysis and recommendations for CQI (between levels and to postsecondary) W:No data warehouse or longitudinal data on GED student postsecondary completions
Fulltime Staff @ ILwNet	S:Case management, compass placement testing, career exploration, Career Cruising, WIA service referrals, free Math-for-employment and computer literacy classes W:Long time frame to establish WIA eligibility
<b>Postsecondary Completions</b>	
Common Core State Standards Alignment and Learning Assessment	S:Division dean and A.E. Director have been involved with CCSS alignment and A.E. Standard alignment at both state and federal

	levels; FY13 professional development priority is A.E.math standards and to increase math content knowledge of instructors W:A.E. course syllabi to not align with college master format; no assessment of college Student Learning Outcomes in A.E.; no accelerated developmental education sequences
GED Transitions Counselor Adult Student Connections Counselor	S:Provides career counseling and early academic alert and interventions during 1 <sup>st</sup> semester enrollment in credit courses; Adult Student Orientation (on-line and ground formats); adult concierge provides support services (textbook loan, childcare stipend, mileage, tuition scholarship for students) W: Need more GED completers and enrollments into credit courses; limited funding for tuition, mileage, and childcare
Established Key Performance Indicators and standard reports of GED completions	W:First year for data collection
College Completion Agenda includes adult education populations	S: Adult education students are a recognized contribution to meeting the CCA completion goal W: First year for CCA planning and initiatives at the college
Student Success Programming	S: The co-chair of the college student success committee is from the AETP division and success initiatives are replicated at A.E. class sites (main campus and satellites)
<b>Cross-college Coordination</b>	
Re-organization of AETP from Workforce Training into Academic Affairs	S:Aligns with system shift to postsecondary transition emphasis and CCA initiatives; dean attends all academic affairs administrative meetings resulting in stronger alignment of A.E.->Credit programs W:Staff and instructors adjusting to cultural shift
AETP representatives at monthly academic division meetings, college standing committee (dev. ed., curriculum, academic standards, student success), and academic counselor meetings	S:A.E. updated on curricula, initiatives, changes and ecology of other academic divisions, committee recommendations, and academic advisement
Fin. Aid. Director and marketing staff attend monthly AETP Division meetings	S:Information exchanges are current between student affairs, AETP, and financial aid offices
Recognition of A.E. students as Kishwaukee students	S:Eligible for college ID's, tutoring services, library privileges, college events, student discount for wellness center; College strategic enrollment management plan, student success, and college completion W:Getting college email accounts setup after 10 <sup>th</sup> day enrollment

### 5. Preliminary Programmatic & Policy Challenges

<b>College Adult-friendliness</b>	
a)College commits institutional revenue to fund Spanish GED, GED Express classes 100% Dean AETP, 75% A.E. Director, and 25% GED Transition Counselor; b) Operational department budgets include services to adult education & transition programs (marketing, business services, technology, internal and external communications, library resources, and media services); c) Diverse formats for adult education and credit classes (traditional (4-day/3-day/2-day/1-day per week), online, hybrid, evening, Saturday); d) adult student orientations (ground and online)	
<b>Integration between adult education and rest of campus</b>	
See Cross-college coordination above	

Policy Barriers-Transitions, Accelerated Learning, Developmental Education Placement
Transitions-Title IV changes-Pell Grant semester limit and removal of Ability to Benefit; most college-wide data reports target full-time first-time students; college recruitment and retention staff target traditional-age students; No institutional support for bilingual services; FY12 only 8.6% of GED graduates transitioned to Kishwaukee credit courses; FY12 98% of GED completers placed into a developmental mathematics courses compared to 63% placement of incoming high school completers.
Accelerated Learning-No accelerated formats or sequences for developmental or college level courses. Adult Education does offer an eight-day program for students scoring 10 or higher on the TABE assessment to receive subject reviews, college transition programming and the complete GED battery of tests.
Developmental Education Placement-Few review options are available to students before COMPASS placement testing, prior learning assessments are not available as an alternate to ACT-COMPASS, no differentiation for assessment of second language learners in reading, writing, or mathematics, CTE faculty limited in basic skills pedagogical and content integration

6. Pathway Redesign Process

**Manufacturing Career Cluster**

**Automated Engineering Certificate 31 credits**

Automated Engineering Certificate)-This certificate program is a combination of computer-aided drafting and computer numerical control. Students will use AutoCAD, a standard design and drafting package, to develop drawings. These drawings are then post-processed using industry standard CAM software, to generate CNC programs. Instruction will include machine tool processes and CNC machining.

Kishwaukee College Integrated Career & Academic Prep System: Manufacturing						
Attraction & Recruitment-TABE 9+						
LWIB 4 & 5	ILwNet	GED Classes Youth WIA TAOEP	AET program advisor	AET advisory committee	Kishwaukee Education Consortium	FY13 TAACCT Earn to Learn Project
ICAPS Faculty Development						
ABE to Credentials/Coteaching relationships			Math-in-CTE model		Japanese Lesson Study	
Curriculum Development						
ICAPS Courses			A.E. Supplemental Content			
Adult Concierge-Adult Student Connections Coordinator						
Career navigation	Registration navigation	Fin. Aid navigation	Textbook loan	Mileage reimbursement	Childcare stipends	Support counseling
Orientation						
Adult Student ground format	Online format-non traditional students	Online format-single parents	Online format-nontraditional occupations	Online format-displaced homemaker	Online format-students with disabilities	
ICAPS COURSES A.E. Instructor/ AET Instructor		TRADITIONAL COURSES AET Instructor		SUPPLEMENTAL INSTRUCTION A.E Instructor		
MT 102 Metrology (2)		MT 283 Internship (3)		IPathways	Recitation	
MT 151 Mach Shop Math I (3)		MT 101 Print Reading (2)				

MT 104 Intro. Mfg. & Safety (4)	MT 264 Fixture Design
MT 215 Manuf. Processes (2)	MT 290 Intro CNC
MT 108 Intro. to Mfg. Maint. (2)	MT 296 Comp. Aided Manf.
	MT 216 Fabrication Design

**Work/Study/Mentor Academy (TAACCT Grant Earn to Learn Project)**

The Work/Study/Mentor Academy (WSMA) will allow participants initial full or part-time employment, a mentor, and a stackable curriculum that includes college credit as well as non-credit training (communication and entrepreneurship skills) that addresses specific employer needs. This combination is designed to fast-track learning outcomes and secure long-term employment