

## CCTI IMPROVEMENT PLAN

Site Partnership

**Fox Valley Technical College**

REVISED: 04/11/07

Outcome #1	Strategy	Action Steps	Deadline for each step
<p>Reducing the need for remediation of students entering postsecondary education.</p>	<p>A. To assess the basic skills needs of 27+ High School 11<sup>th</sup> and 12<sup>th</sup> grade students in Intro to Criminal Justice and Careers in Criminal Justice courses via KSCADE.</p> <p>Rationale: ACCUPLACER is the placement tool currently utilized by FVTC and proven to provide an accurate diagnostic assessment targeting remed. needs. Early administration will allow for pre-postsecondary remediation.</p> <p>Expected Results: Cohort placement scores for post-secondary entrance will be higher therefore reducing the need for remediation.</p> <p>Measures: ACCUPLACER results for cohort group.</p> <p>Date Available: Quantitative: 6 - 24 months from the initial testing as the cohort enters post-secondary education. Qualitative: feedback from</p>	<ol style="list-style-type: none"> <li>1. Identify the students</li> <li>2. Administer ACCUPLACER for identified cohort</li> <li>3. Identify cohort basic skills profile (i.e. 70% need remediation in X subject)</li> <li>4. Communicate individually with students about their basic skills levels and needs.</li> <li>5. Identify available resources for those students with basic skills needs and develop a plan for more basic skills learning options for high school student.</li> </ol> <p>The FVTC GOAL program (over 20 years old)—the major focus on “available resources” is targeted for 11<sup>th</sup> and 12<sup>th</sup> grade high school students to obtain remediation during summer prior to entering next grade, including first year cc (13<sup>th</sup> grade). GOAL is self-paced, competency-based, individualized, with certified teachers who work one-on-one with the students. Assessment may include assembled tests, teacher</p>	<ol style="list-style-type: none"> <li>1. August 15, 2003</li> <li>2. October 31, 2003; ongoing</li> <li>3. November 15, 2003; again with each cohort</li> <li>4. May, 2004; again with each cohort</li> <li>5. May, 2004; again with each cohort</li> <li>6. Testing completed for Fall and Spring 2006-2007 students.</li> </ol>

	<p>cohort on remed. action taken.</p> <p>B. To create and provide area high school students with a readily available remediation/bridge course in math, reading and language skills.</p> <p>Rationale: Provision of remedial basic skills at the HS level will lower the number of students who enter postsecondary requiring remediation.</p> <p>Expected Results: Fewer students will require GOAL as FVTC students.</p> <p>Measures: FVTC ACCUPLACER data for incoming students</p> <p>Date Available: Quantitative: 6 - 24 months from the initial offering of brush-up courses as the cohort enters post-secondary education. Qualitative: feedback</p>	<p>observation, computer exercises). GOAL program covers: grammar, math, reading/writing, ESL, pre-tech science)</p> <p>6. Evaluation Data: Comparison of students who went through the GOAL program and entered FVTC and those students who did not avail themselves of the opportunity to enroll/complete the GOAL program.</p> <p>1. Provide additional opportunities for remediation</p> <p>FVTC has placed ACCUPLACER at all our area high schools; that has allowed us to test our students and to provide them with an analysis of their scores vis a vis the law and public safety career cluster. Thus, we identify the need for remediation, but addressing the remediation need is an issue.</p> <p>Our informal assessment shows that our area high schools' programming to provide remediation is neither consistent nor comprehensive. FVTC can provide remediation through our GOAL (basic skills) program, but there are some logistic and scheduling restrictions encountered when addressing</p>	<p>7. October 2005; ongoing 8. Completed for 2006-2007 cohort students.</p> <p>1. January 2005 and on-going 2. 2006-2007 Cohort students all received Accuplacer prep course information...many took advantage of it.</p>
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	<p>from cohort on remediation action taken.</p>	<p>the high school audience.</p> <p>We will create short term courses in math, reading and language skills that would be tailored as preparation for, or brush up as a result of, ACCUPLACER testing. We would offer these courses on site (at the HS) or over KSCADE, our ITV network.</p> <p>We piloted a "GOAL to Go" course in math. It is an 8 hour review meant to enhance high school students' skills before or after taking Accuplacer. We are taking this compacted course on the road to deliver at high school sites. Our intent is to offer courses in reading and sentence structure in the future. The "GOAL to Go" course/s are meant to address what we consider the gap between identifying the need for remediation and providing opportunities to remediate. The high schools have been receptive to this idea; quantitative data is not yet available for this pilot effort. Goal, our basic skills program, is self-paced, competency-based, individualized, with certified teachers who work one-on-one with the students.</p>	<p>January 2005 pilot math;  March 2005 expand to include sentence structure;  2005-06, all Accuplacer content areas included</p> <p>Fall 2005 expansion of Goal-to-Go to FVTC regional center locations with all three content areas available</p> <p>Summer 2006 – expansion to include a summer schedule for G2G, students were very receptive to this option. 31 students attended.  Summer 2007 session being planned.</p>
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Outcome #2	Strategy	Action Steps	Deadline for each step
<p>Increasing enrollment and persistence in postsecondary education.</p>	<p>A. To redesign an additional Criminal Justice course, <i>Careers in Criminal Justice</i>, to be offered at the high school level via the KSCADE distance learning network and pilot with the initial group of 11<sup>th</sup> and 12<sup>th</sup> grade students.</p> <p>And</p> <p>B. To create a 3 credit Criminal Justice core course in Homeland Security to be offered at the high school level via the KSCADE distance learning network and pilot with the initial group of 11<sup>th</sup> and 12<sup>th</sup> grade students.</p> <p>Rationale: To overcome the lack of consistent career/technical education at the high school level. Evidence shows that dual-credit/youth options courses increase percent of direct postsecondary enrollment and enhances student perception of</p>	<ol style="list-style-type: none"> <li>1. ID FVTC Faculty content experts to design the curriculum and meet with the CCTI Site Partnership.</li> <li>2. Collaboratively draft curriculum framework with the integration of Explorer Post skills and <u>capstone</u> experience and potential learning object concepts.</li> <li>3. Train faculty on learning object development and use course competencies to outline learning objects.</li> <li>4. Review draft of curriculum and Learning Object plan</li> <li>5. Complete curriculum and Learning Object's</li> <li>6. Work with Intro to Criminal Justice – students for review/feedback on course.</li> <li>7. Integrate feedback with final course and launch Learning Objects to WISC On-Line.</li> <li>8. Careers in Criminal Justice course will be offered beginning in September 2004. This course affirms the value of hands-on, interactive, reality-based</li> </ol>	<ol style="list-style-type: none"> <li>1. August 15, 2003</li> <li>2. March, 2004</li> <li>3. May, 2004</li> <li>4. 2/15/04; 3/15/04; 4/15/04 – final by 5/1/04</li> <li>5. June, 2004</li> <li>6. May 30, 2004</li> <li>7. June-August, 2004</li> <li>8. Offered Careers course beginning September 2004; October 2005 (data reporting); Homeland Security course on-hold</li> </ol>

	<p>technical college environment. AND to enhance students' awareness of national homeland security concerns</p> <p>Expected Results: Accurate career information in high school will result in more enrollments in Criminal Justice post-secondary education immediately following high school graduation.</p> <p>Measures: Increase in future enrollments in Criminal Justice programs.</p> <p>Date Available: Quantitative: 6 - 24 months after course completion. Qualitative: feedback from cohort on their future plans.</p>	<p>approach to learning as students are required to access real community resources (Note: this is a one semester course offered during both semesters. This is a three-credit dual enrollment course. This will be an elective course for the FVTC students.)</p> <p>The cohort students also receive 3 FVTC credits for Intro to Criminal Justice which is a core program course. Both of these courses are offered to the cohort through youth options, over KSCADE, our ITV network.</p> <p>9. The students can also receive tech prep credit, in two ways:</p> <p><i>Advanced Standing (Articulated) Agreements</i> are established when technical college competencies are taught in one or more high school course(s) (curriculum matching/articulation) and are taught by a high school teacher. A successful student is eligible for advanced standing credit at FVTC. In the 2003-04 school year, FVTC offered almost 90 courses at 35 high schools through Advanced Standing (Articulated) Agreements. The student receives the advanced standing credit upon enrollment in an appropriate program at FVTC or at another college in the Wisconsin Technical College</p>	<p>9. Advanced standing granting will begin in September 2004; October 2005 (data reporting)</p>
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		<p>System.</p> <p><i>Technical College (Transcripted) Credit Contracts</i> are established when a technical college course is delivered at the high school and taught by a high school teacher. A successful student receives an official technical college transcript. In the 2003-04 school year, FVTC offered 8 courses at 3 high schools through Technical College (Transcripted) Credit Contracts.</p> <p>The FVTC Career Pathway specifies the courses that are articulated and are required in the Criminal Justice program.</p> <p>10. <u>Pending</u>: Create a 3 credit Criminal Justice core course in Homeland Security to be offered at the high school level via the KSCADE distance learning network and piloted with a group of 11<sup>th</sup> and 12<sup>th</sup> grade students.</p> <p>11. <u>Update</u>: The CJ division has tabled development of this course. New focus will be on enhancement of Intro to CJ course and ongoing updates to Careers course for CCTI .</p>	<p>10. September 2006; 11. Winter 2006 (on-hold)</p>
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Outcome #3	Strategy	Action Steps	Deadline for each step
<p>Improving academic and skill achievement at secondary and postsecondary levels.</p>	<p>A. To identify existing applied courses at the HS level, the status of articulation with FVTC courses, and the relevance to the career path. (This refers to the advanced standing courses discussed above. This initiative has been in place since 1993.)</p> <p>Rationale: Provide students with information regarding the coherent sequence of academic courses that will prepare them for post-secondary courses.</p> <p>Expected Results: Students will improve performance with a better sense of future direction.</p> <p>Measures: GPA or other assessment measure at the secondary and post-secondary level.</p> <p>Date Available: Quantitative: 6 - 24 months as transcripts are available. Qualitative: feedback from cohort and mentors on the impact.</p>	<ol style="list-style-type: none"> <li>1. Conduct a survey of applied courses that could potentially be used as advanced standing courses with all high schools and update existing information. (Curriculum is reviewed by department chairs by content coverage and course rigor)</li> <li>2. Update the matrix of applied courses and their articulation status.</li> <li>3. Promote articulation when appropriate and partnership with FVTC to determine alignment of curriculum.</li> </ol> <p>FVTC's Office of High School &amp; College Transitions mails a brochure to the parents of HS sophomores that describes the advanced standing courses that the students can participate in as well as Youth Options and opportunities for 4-year transfer.</p> <p>Transitions office staff visits the high schools to discuss educational opportunities and</p>	<ol style="list-style-type: none"> <li>1. December 1, 2003</li> <li>2. Ongoing</li> <li>3. February 15 annually, and ongoing</li> </ol>

	<p>B. To establish a mentorship program with local law enforcement community.</p>	<p>initiatives; not every school every year, but schools as scheduling permits and schools where there are new staff (principal, guidance counselors)</p> <p>Transitions Office hosts an Annual Counselor's Meeting (October of each year) to update them on school-to-work strategies.</p> <p>Transitions Office hosts an Annual Tech Prep Meeting (Sept of each year) to promote advanced standing program, to provide HS teachers with materials so that they can successfully participate in the initiative, and to provide time for secondary and postsecondary staff to collaborate on curriculum, etc.</p> <p>Each area high school identifies a STW coordinator who is invited to attend the FVTC/K-12 Joint Tech Prep Council meetings where use such issues as use of Carl Perkins Tech Prep funding and development of district Education for Employment Plans are discussed. There are 29 schools/ about 3,000 students enrolled in tech prep articulated course and 350 students enrolled in youth options courses either on campus, over KSCADE or on the Internet.</p> <p>1. Design a mentorship component of the new course with an adhoc</p>	<p>1. December 2003; Spring 2007 – Mentorship activity is now basically built into the</p>
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	<p>Rationale: Research shows that students with hands-on career exposure understand the reason for academic and skill development and improve performance.</p> <p>Expected Results: Students enter criminal justice or alternative career path with a strong base in soft skills and content knowledge.</p> <p>Measures: GPA or other assessment measure at the secondary and post-secondary level.</p> <p>Date Available: Quantitative: 6 - 24 months as transcripts are available. Qualitative: feedback from cohort and mentors on the impact.</p>	<p>employer committee and provide a regional law enforcement resource guide to CCTI students. Resource Guide updated by site partnership members.</p> <p>This is a voluntary program for students. Once FVTC identifies the availability of a resource, students are provided with contact information. The students are responsible for contacting and establishing the mentorship.</p> <p>The adjunct faculty at FVTC—actively involved in law enforcement--serve as mentors.</p> <p>2. Students provided with a capstone event. This was a one-day simulation where they rotated through a variety of scenarios—"A Day in the Life of a Police Officer". This was conducted by the FVTC faculty along with criminal justice staff and FVTC staff. The scenarios were designed to expose them to the many skills required in the line of duty each day.</p> <p>Evaluations indicate that students understood and appreciated the day which integrated academic and technical skills in hands-on scenarios.</p> <p>3. Students provided with a second annual capstone event in 2005, and will be</p>	<p>Careers class. Resource Guides continue to be distributed to all CCTI students.</p> <p>2. May 1, 2004</p> <p>3. May, 2005; May 2006 – May 2007 event planned.</p>
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	<p>C. Analyze measures for improvement at the postsecondary level based on CCSSE results.</p> <p>Rationale: Analysis of CCSSE test items that scored below the mean vis a vis student service issues with relevance to Criminal Justice programs would provide potential improvements in student services and/or Criminal Justice</p> <p>Expected Results: Improvement based on student satisfaction input is likely to improve CCSSE results and student success.</p> <p>Measures: Improved scores on indicated items on future CCSSE tests.</p> <p>Date Available: Quantitative- 6 - 24 mos. from the initial analysis Qualitative- feedback from cohort on improvement action taken.</p>	<p>invited in May 2006 . Students will again be rotated through activities relating to duties performed by officers each day on the job, and will be expected to combine academic and technical skills to make a meaningful contribution. This will be conducted by FVTC faculty along with criminal justice staff' FVTC staff and Explorer post volunteers. **May 2006 event changed to a Friday format so more students could attend.</p> <ol style="list-style-type: none"> <li>1. Use the CCSSE test results to target items that scored below the mean for further analysis.</li> <li>2. Meet with appropriate in-house staff to discuss findings and potential improvement action.</li> </ol>	<ol style="list-style-type: none"> <li>1. March, 2005</li> <li>2. May, 2005</li> </ol>
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Outcome #4	Strategy	Action Steps	Deadline for each step
<p>A. Increasing the number of postsecondary degrees, certificates, and licensures.</p>	<p>To market the opportunity for high school students to transition from high school to postsecondary education.</p> <p>Rationale: Lack of student/parent/counselor/teacher knowledge of career/technical education opportunities.</p> <p>Expected Results: Students enroll in post-secondary programs with advanced standing due to articulation agreements, a comprehensive knowledge, and better sense of future direction.</p> <p>Measures: Post-secondary enrollments.</p> <p>Date Available: Quantitative: 6 - 24 months after course completion. Qualitative: feedback from cohort on their future plans.</p>	<ol style="list-style-type: none"> <li>1. Identify any current system at K-12 / FVTC level for collecting baseline data on student enrollment.</li> <li>2. Meet with appropriate high school staff about the opportunity and the project.</li> <li>3. Do a mailing to sophomores and their parents.</li> </ol> <p>[Note: These programs have been in place for many years—they are not new initiatives for CCTI]</p> <p>Tech prep advanced standing (HS courses where students can get college credit at FVTC if they complete it successfully—over 80 courses available including those that are targeted for FVTC students in the Criminal Justice Program);</p> <p>Youth options (technical college course/technical college credit – the HS student actually enrolls at FVTC for a course or takes the course via distance education)—students can select courses in</p>	<ol style="list-style-type: none"> <li>1. August 15, 2003</li>   <li>October 20, 2003</li>   <li>November 30, 2003</li> </ol>

		<p>which they have an interest as long as the District School Board approves the enrollment and the student is in good academic standing. (Note: the high school pays for the student's tuition at FVTC—therefore, the School Board needs to approve it]</p> <p>Youth apprenticeship: Junior or senior HS student who has declared an occupational interest. These students are paired with a worksite mentor/ teacher and are responsible for ensuring that a specific set of occupational competencies have been applied on the job. Concurrently the student is taking occupational and academic courses—usually at the FVTC.</p> <p>4. Conduct a Criminal Justice Career Transfer Fair via the FVTC Coordinator of Articulated Programs. This is a yearly event during CCTI.</p> <p>On Wednesday, November 19, 2003, a Criminal Justice Credit Transfer Fair was hosted at the Criminal Justice Center on the FVTC Appleton Campus. The following staff were involved with the planning of this event:</p> <p>Marge Rubin, Coordinator of Articulated Programs/Credit Transfer  Marty Totzke, Department Chair-Criminal Justice Program  Linda Buck, Secretary-Criminal</p>	<p>4. November, 2003, and now held annually at FVTC, most recent, March 2007.</p>
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		<p>Justice Program</p> <p>The following colleges were represented at the fair. The specific bachelor's degree program is also listed:</p> <p>Concordia University Wisconsin B.A. Management of Criminal Justice</p> <p>Franklin University B.S. Public Safety Management</p> <p>Lakeland College B.A. Sociology (Criminal Justice) B.A. Specialized Administration</p> <p>Marian College Bachelor in Administration of Justice</p> <p>Northern Michigan University B.A. Criminal Justice</p> <p>Silver Lake College B.S. Public Services Administration</p> <p>UW-Oshkosh B.A./B.S. Criminal Justice</p> <p>Upper Iowa University B.S. Criminal Justice B.S. Public Administration</p> <p>Ottawa University (Law Enforcement Administration) could not attend, but materials regarding their program were displayed.</p> <p>Marketing this event included a</p>	
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		<p>one-piece mailing to current students; colorful posters displayed throughout the Criminal Justice Department, announcements by criminal justice instructors to classes, notices on message boards throughout the college, and broadcast faxes to local law enforcement agencies.</p> <p>The partner colleges provided giveaways which were raffled off to attending students. For further enticement, cookies were placed on each college's display table.</p> <p>Over 30 Criminal Justice students attended. The colleges noted that students attending expressed a high level of interest in the programs. In other words, these students were not just casual lookers--they were serious about continuing their education in criminal justice.</p> <p>Following the fair, a lunch was provided to the four-year college partners during which we discussed upcoming curriculum changes to the associate degree program.</p> <p>**This event is planned again for this year, but to include CJ and all academic divisions.</p>	<p>April 2006</p> <p>5. May 2005</p>
		<p>5. Develop a tracking method for student follow-up. -query the system for CJ students if enrolled in FVTC</p>	

		<p>(09/04)  - Spreadsheet for semester 1 and 2 – Introduction to Law Enforcement students.</p> <p>FVTC is able to track students for multiple data reports through their educational journey at FVTC. We are able to track program students, and tech prep and youth options histories. We are currently working with our IT folks to upgrade those reports.</p> <p>There is no mechanism in place currently to track our students who transfer to 4-year institutions, and we rely on the 4-year institutions to provide information. At this time, we are provided with numbers only, unassociated with names.</p> <p>A comprehensive Graduate Follow-up Survey is conducted, and while response is good, it is not at 100%.</p> <p>6. Explore the expansion of new CJ certificates in such areas as homeland security and forensics.</p>	<p>6. 2005-2006, on-going.</p>
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Outcome #5	Strategy	Action Steps	Deadline for each step
Improving entry into employment and/or further education.	<p>A. To highlight Criminal Justice attributes and skills as part of the new curriculum.</p> <p>Rationale: Provide students with better information regarding the characteristics needed for success in the field.</p> <p>Expected Results: Improved retention at the post-secondary level and placement into employment/further education.</p> <p>Measures: FVTC retention rate in Criminal Justice programs and graduate placement into related employment.</p> <p>Date Available: Quantitative: 12-24 months as prospective students who have been assessed progress through the program. Qualitative: post-assessment feedback from prospective students.</p>	<ol style="list-style-type: none"> <li>1. Identify CJ career attributes.</li> <li>2. Select course text and material to support the CJ attributes.</li> <li>3. Integrate attributes, text and materials into new curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. March, 2005</li> <li>2. March, 2005</li> <li>3. June, 2005</li> </ol>
	<p>B. Promote FVTC credit transfer opportunities to all CCTI cohort students.</p>	<ol style="list-style-type: none"> <li>1. Distribute Credit Transfer Fair information via KSCADE classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall, 2005, on-going.</li> </ol>



A coherent sequence of academically rigorous courses that prepare students for more advanced coursework related to their occupational area of interest and successful completion of State academic standards.	3A; 4A; 1B
A coherent sequence of rigorous technical skill coursework for 11 <sup>th</sup> and 12 <sup>th</sup> grades that culminates in dual/concurrent enrollment credit.	2A; 2B; 3A; 4A
Early (pre-high school) preparation programs that lead students to high academic and technical skill development courses.	NA
Statewide articulation agreements between secondary and postsecondary schools for common dual/concurrent enrollment strategies.	NA
Use of college placement exams for determining academic readiness, and other assessments that determine technical skill preparedness.	1A
High quality professional development for teachers and faculty at the K-12 and community college levels.	2A3
Academic and career related counseling and other student services.	2A7; 3A; 3B1; 3B2; 3C; 5A
Creative delivery strategies such as distance learning and computer assisted applications.	2A; 1B
Articulation opportunities from two-year to four-year postsecondary institutions.	4A