

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Outcome #1: Decreased need for remediation at postsecondary level

Strategy	Target Group	Action Steps	Deadline for each step
<p>1. Assess students' basic skills needs and college readiness by administering pre- and post-Compass tests.</p> <p><u>Benchmarks/Research</u> COMPASS is a computerized adaptive test that measures skills in reading, writing and mathematics to determine readiness for college-level courses in these areas. It is used by community colleges and some universities to determine student readiness for college-level courses.</p>	<p>11th and 12th grade Teacher Education Exploration (TEE) students from the Lorain JVS (13 participating high schools)</p>	<p>1a. Administer Compass as a pre-test to newly selected TEE students in the spring of their junior year.</p> <p>1b. Identify cohort basic skills profile (e.g., % who need remediation)</p> <p>1c. Communicate COMPASS results with students and teachers</p> <p>1d. Communicate COMPASS results with high school counselors</p> <p>1e. Communicate COMPASS results with superintendents</p> <p>1f. Administer a COMPASS Post-test for students who placed at the remedial levels in math, reading or English.</p> <p>NO 1 COMPRISES BASELINE DATA</p>	<p>April, 2005 - 2007</p> <p>May, 2005 - 2007</p> <p>May, 2005 - 2007</p> <p>May, 2005- 2007</p> <p>Fall 2005 - 2007</p> <p>March 2004 - 2007</p>
<p>2. Coordinate professional development activities for partner high school and college faculty.</p> <p>Benchmarks/Research Early College Professional Development Activities and content will be grounded in the work and publications of the National Staff Development Council (NSDC) and are based on the NSDC's <i>Standards for Staff Development Revised Edition (2001)</i>.</p>	<p>High School TEE instructors and College faculty in Teacher Education and Enrollment Services</p>	<p>2a. Team trains on in ALEKS online math tutorial program.</p> <p>2b. Provide team training on COMPASS test interpretations and assessing students' writing skills conducted by academic advising and LCCC English faculty.</p> <p>2c. Explore team and cooperating teachers' workshop on MetaMorph Career Exploration System and Skills Max occupational assessment.</p> <p>2d. The team will train on "On Course Principles of Student Success," Career Assessment using Holland Codes and VARK Learning styles and</p>	<p>2006 - 2007</p> <p>2006 - 2007</p> <p>2006 - 2007</p> <p>2006-2007</p>

CCTI IMPROVEMENT PLAN

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Updated: 03/23/2007 tm

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		<p>preferences and other measures and how they impact teaching/learning.</p> <p>2e. Continue team training on Electronic Portfolios started from 2004 Workshop by CORD (Sandi Harwell). LCCC Faculty will assist TEE instructors to instruct students' development of electronic portfolios in PowerPoint.</p>	2006-2007
<p>3. Utilize learning community approach and small-group supplemental instruction as intervention strategies for Teacher Education Exploration (TEE) cohort.</p> <p>Effectiveness of learning communities and supplemental instruction discussed in <i>What Works in Remediation: Lessons from 30 Years of Research</i> (H.S. Boylan & D.P. Saxon)</p> <p><i>The learning community approach is also expected to have an impact on persistence.</i></p>	<p>Each Lorain JVS Cohort includes TEE students from 13 different high schools and their Lorain JVS instructors</p>	<p>3a. Foster a learning community among the cohort of students by meeting once a week on Friday for a "Seminar Day" at LCCC. Discussion of student internships and College content are taught by the high school instructors.</p> <p>3b. Develop Interventions to reduce remediation within the Learning Community</p> <p>1) Students who need remediation are advised to take senior-year math and given the option to use ALEKS, the online math tutorial program. In the spring, TEE instructors presented these options to students and their parents at the Spring TEE Information Night Meeting.</p> <p>2) Students who choose to use ALEKS, the online math tutorial program are required to log in a specified number of hours per week. This becomes part of their TEE grade.</p> <p>3) TEE instructors provide ongoing individual and group English instruction by editing internship and portfolio assignments and by holding</p>	<p>2006-2007</p> <p>Spring, 2006 & 2007</p> <p>2006-2007</p> <p>2006-2007</p>

CCTI IMPROVEMENT PLAN

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Updated: 03/23/2007 tm

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4. Evaluative measures	2006-2007 Cohort of TEE Students	<p>"mini-sessions" during "Seminar Days." Students who need additional assistance are recommended for tutoring.</p> <p>4a. The measure of successful remediation strategies will be improvement in Compass post-test results in March 2007 from the pre-test results of April, 2006.</p> <p>4b. Administer a satisfaction survey to the TEE cohort at the end of the school year. Surveys will be disseminated at the end of April, surveys will be received by May 31 and results will be compiled by July.</p> <p>4c. Conduct a final survey of all TEE students developed by LCCC Joint Center for Policy Research, to determine the impact of early remediation efforts on student persistence (survey to be administered in May, 2007; data to be analyzed in July, 2007.)</p>	<p>April, 2006 – March, 2007</p> <p>April – July, 2007</p> <p>May – July, 2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Outcome #2: Increased enrollment and persistence in postsecondary education

Strategy	Target Group	Action Steps	Deadline for each step
<p>1. Partner with High School Teacher Education Academies to award articulated or dual college credit to students before they graduate from high school. Credit will be awarded to students who attend LCCC or other institutions of higher education.</p> <p>Benchmarks/Research Effectiveness of dual enrollment programs cited in <i>Dual Enrollment Programs: Easing Transitions from High School to College</i> (CCRC Brief, March 2003).</p>	High School students in the Lorain JVS TEE Program, the Lorain City Schools Teaching Professions Program and The Medina County Career Center (MCCC) Teaching Academy	<p>1a. Teacher Education Faculty/Coordinator, Division Director, LJVS Supervisor and TEE Instructors will evaluate and revise the articulation agreements between the JVS TEE Program. Look for alignment between LCCC the teacher education course revisions, the Ohio Transfer Agreement Guides (TAG) and the National Career Cluster Standards. Make revisions in the articulation for EDCT 281: Introduction to the Teaching Profession, which is now 3 credit hours.</p>	2006 - 2007
		<p>1b. Lorain JVS Supervisor will align the TEE Program course of study, based on Ohio's "ITAC's" standards to the teacher education course outcomes. Perform a gap analysis of the TEE Program course of study with the National Career Clusters Knowledge and Skills.</p>	2006 - 2007
		<p>1c. Work with Teacher Education faculty/program coordinator and division director to evaluate the articulated credits earned by all high school students. Look into dual enrollment options. Evaluate and revise the application process and documentation required for articulated credit. Hold meetings with the high school teacher education programs to communicate the new outcomes and application process.</p>	2006 - 2007
		<p>1d. In 2006/2007, TEE students will receive articulated credit for: EDCT 281 Introduction to the Teaching Profession (3 cr hrs), EDCT 264 Educational Technology in the Classroom (3 cr hrs) and SDEV 101: The College Experience</p>	2006 - 2007

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Strategy	Target Group	Action Steps	Deadline for each step
		1c. Work with Lorain City Schools Teaching Professions Supervisor and Teacher, the Lorain County Consortium Tech Prep Director and the Teacher Education Committee to develop an articulation agreement for this two-year high school teaching pathway program. Articulated courses may include EDCT 281: Introduction to the Teaching Profession (3)	2006-2007
		1d. Work with the Medina County Career Center (MCCC) Teaching Academy to revise current articulation agreements based on teacher education course revisions. Students from MCCC who attend LCCC currently earn credit for EDCT 281: Introduction to the Teaching Profession.	2006-2007
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2. Increase student readiness for college and student retention while in college.		Provide ongoing and structured academic advising, social, and personalized support services.	Ongoing
Benchmarks/Research Tinto cites importance of advice and social/personal support services toward persistence in <i>Enhancing Student Persistence: Connecting the Dots</i> .	Present TEE Student cohort	2a. Conduct FAFSA and college preparation sessions (using "Countdown to College" Checklist). TEE instructors and college personnel.	2006/2007
		2b. Provide information sessions on LCCC and University Partnership opportunities in education with LCCC Marketing and Ashland University Teacher Education Director at LCCC. LCCC and Ashland University will conduct a joint session during "seminar days" at the college.	2006/2007

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Strategy	Target Group	Action Steps	Deadline for each step
	Present TEE Student Cohort (high-school seniors)	<p>2c. TEE Instructors and students will take campus tours of Kent State University, Ashland University and Bowling Green State University and meet with representatives from their colleges of education.</p> <p>2d. Host an "Transition to LCCC" night for TEE students and parents to provide information on Compass test results, registration process, financial aid and degree options. College personnel will include teacher education faculty and counselor, advisors, financial aid, Ashland University, CCTI and marketing.</p> <p>2e. As a follow up to "Transition to LCCC Night," students and parents are asked to meet with the teacher education counselor to make academic plans to study at LCCC in teacher education, or other majors. The counselor will review each student's Compass results and schedule them for summer and fall classes.</p> <p>2f. For students planning to attend other institutions, provide information on articulation credits and the basics of starting college (as part of "Countdown to College Checklist").</p> <p>2g. Provide college orientation activities for TEE students during their senior year (e.g.: campus tour, online library resources, computer labs, articulation credit) Also, conduct an August orientation for students attending LCCC.</p> <p>2h. Conduct a student survey and use a Skills Max assessment to summarize students'</p>	<p>Fall, 2007</p> <p>March, 2007</p> <p>March, 2007 - ongoing</p> <p>2006-2007</p> <p>2006-2007</p> <p>Spring 2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

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	TEE student cohorts (2002-2006) who are at LCCC	<p>educational goals and identify students who are interested in high-demand educational areas (i.e. special education, math and science).</p> <p>2i. Work with Enrollment Services and high school guidance counselors to streamline the process of posting articulated credits. Ensure that articulated credits are awarded to TEE Cohort students in a timely manner.</p> <p>2j. Provide individual advisement and assistance toward students' educational goals. The CCTI Project Coordinator will refer students to the teacher education counselor or the counselor who is appropriate for their major. Counselors will work with students on setting academic plans, registering for classes, intervening and resolving financial aid, academic or personal issues, and preparing students to transfer to their four-year institution of choice.</p> <p>2k. Facilitate communicate between Enrollment Services' Education Counselor, Teacher Education Coordinator and Social Sciences Division regarding program updates, articulated credits and student issues.</p> <p>2l. Track student progress, especially during the first and second semesters. Work with counseling to develop interventions for struggling students.</p> <p>2m. Interface and collaborate with other LCCC retention and support initiatives including MDRC Opening Doors Program (Federal) to share best practices,</p>	<p>2006-2007</p> <p>2006-2007</p> <p>2006-2007</p> <p>2006-2007</p> <p>2006-2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

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	TEE students from previous years' cohorts who at other institutions:	<p>especially in student advising and programming</p> <p>2n. Attend the Three-Day Workshop: "On Course: Strategies for Creating Success in College and in Life" with facilitator, Skip Downing. Incorporate <i>On Course</i> retention principles into College 101 content for TEE instructors and into advising.</p> <p>2n. Provide advising, assistance and resolve issues with articulated credits and/or transferring to and from four-year institutions. (Also for students who transfer back to LCCC after going away).</p>	<p>2006 - 2007</p> <p>2006-2007</p>
<p>-----</p> <p>3. Articulate 4+2 program with assistance from CORD to improve cohort transitions from high school to LCCC.</p> <p><u>Benchmarks/Research</u> CORD provides innovative changes in education to prepare students for greater success in careers and higher education and is a major partner in the CCTI initiative. CORD's expertise includes curriculum design, developing new learning tools, delivering professional development, creating applications of educational technology, and conducting educational research evaluation.</p>	<p>-----</p> <p>Lorain JVS TEE Program</p>	<p>-----</p> <p>3a. Discuss with Team expansion of the postsecondary Teacher Education Career Pathways through University Partnership programs. Explore options for teaching degrees in Math, Science and K-12 Intervention Specialist, through Ashland University and BGSU or new partners. This is a follow up to CORD's technical assistance visit in 2005</p> <p>3b. Explore opportunities for Adult Education Career Pathways in Teacher Education and related professions (e.g. administration and guidance counseling). Focus on adult "career-changers" by working with University Partner, Ashland University's "Bachelors-Plus" program.</p> <p>3c. Incorporate electronic portfolios into the TEE students' portfolio development process. Students' portfolios show their college-level competencies and</p>	<p>-----</p> <p>2006 - 2007</p> <p>2006-2007</p> <p>2006-2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

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		aid in their transition to college.	
		3d. Implement CORD workshop: Transitions from Secondary to Post-Secondary Education as professional development to TEE instructors, cooperating teachers and guidance counselors from the 13 participating school districts.	Spring / Fall 2007
		3e. Increase high school freshmen's awareness of the TEE program through early career exploration. Pilot the Meta Morph career exploration program.	Spring / Fall 2007
		3f. Work with Lorain City Schools' new Teaching Professions program to develop a career pathway for 9th through 12th grade students.	2006-2007
----- 4. Evaluative measures.	-----	-----	-----
		4a. Track semester-to-semester enrollment from start to graduation and transfer. Use college grade point average, major, financial aid and number of credits hours earned to measure of persistence. Use CMDS student record database as source of data.	Ongoing
		4b. Counselor to use advising database to track information gathered during meetings with students. Some information will include educational goals, achievements, work status and individual needs. This will provide additional empirical data regarding the students' persistence in postsecondary education.	Ongoing
		4c. The Research Manager from Center for Joint Policy and Research will develop a survey for all cohorts of TEE students to	Spring, 2007



College and Career Transitions Initiative

CCTI IMPROVEMENT PLAN

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Lorain County Community College

Updated: 03/23/2007 tm

Strategy	Target Group	Action Steps	Deadline for each step
		track their progress at LCCC or other colleges and determine whether or not they are continuing in the teacher education career pathway at LCCC and the reasons for any changes.	

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Outcome #3: Increased academic and skill achievement at secondary and postsecondary levels

Strategy	Target Group	Action Steps	Deadline for each step
<p>1. Identify the essential learning outcomes needed for certification and licensure in the state of Ohio.</p> <p>Benchmarks/Research Outcomes and competencies based on Nat'l Board for Professional Teaching Standards (NBPTS), Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), Nat'l Council for Accreditation of Teacher Education (NCATE), Praxis Series and the National Educational Technology Standards (NETS).</p>	<p>TEE Cohort high school and college students</p>	<p>1a. Collaborate with Partnership team, TEE instructors, guidance and college counselors to educate prospective students on the Associate of Arts in Teacher Education (AATE) that was approved by LCCC and the Ohio Board of Regents and is transferable to all public institutions in Ohio.</p> <p>1b. Use the PRAXIS III Domains – required for Ohio teacher licensure -- as the framework for instructing TEE students in their internships and in developing end-of-the-year portfolios.</p> <p>1c. Area school superintendents speak to students during “seminar days” at the college about teacher licensure options, teacher education programs in colleges, demographics, job market and interviewing. Discuss high-demand areas, e.g. K-12 Special Education and M.S. or H.S. Math and Science</p> <p>1d. Based on National Educational Technology (NETS) standards, Career Clusters knowledge and skills and the Ohio Integrated Academic Content Standards (ITAC's), increase students' technological competencies. Use TEE web site that provides online learning through discussion forums, online handbook and online assignments. Use PowerPoint for games and developing an electronic portfolio using PowerPoint.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>December, 2007</p> <p>2006 - 2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

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<p>-----</p> <p>2. Identify accelerated learning opportunities.</p> <p>Benchmarks/Research <i>Dual Enrollment Programs: Easing Transitions from High School to College.</i></p> <p>-----</p>	<p>-----</p> <p>TEE cohort – high school seniors</p> <p>-----</p>	<p>-----</p> <p>2a. Track TEE student enrollment in Post Secondary Education Options (PSEO).</p> <p>2b. Facilitate Partnership Team discussions regarding funding issues of dual credit courses (PSEO).</p> <p>2b. Facilitate discussions between Social Sciences Division and Lorain JVS regarding articulated credit for teacher education courses, EDCT 281, EDCT 264.</p> <p>2c. Explore opportunities to identify LCCC 's Early College High School students who may by on an education career track. Students will complete high school diploma and the associate degree simultaneously.</p> <p>-----</p> <p>3a. Evaluate course grades for high school and LCCC classes.</p> <p>3b. Administer Skills Max Job Profile questionnaire.</p>	<p>-----</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2006-2007</p> <p>-----</p> <p>2006/2007</p> <p>Fall 2007</p>

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Updated: 03/23/2007 tm

Outcome #4: Increased attainment of postsecondary degrees, certificates, or other recognized credentials

Strategy	Target Group	Action Steps	Deadline for each step
<p>1. Enroll a cohort of teacher education majors from the LCJVS Teacher Education Exploration Program into LCCC teacher education programs.</p> <p>Benchmarks/Research The Northeast Ohio Council on Higher Education (NOCHE) enabled all member institutions to complete site visits to institutions that have demonstrated best practices in the field of teacher education and identified fourteen key findings which will inform the CCTI initiative.</p>	<p>TEE cohort – graduating seniors</p>	<p>1a. Work with the Lorain JVS TEE program and the 13 participating school districts to increase interest and enrollment in the TEE program. The TEE program grew as follows: 2001-02 (Cohort 1) 23 students 2002-03 (Cohort 2) 50 students 2003-04 (Cohort 3) 106 students 2004-05 (Cohort 4) 120 students 2005-06 (Cohort 5) 128 students 2006-07 (Cohort 6) 120 students</p> <p>1b. Conduct information sessions with the TEE student cohorts about LCCC, the articulation credit earned and opportunities at LCCC with the Associate of Arts in Teacher Education Degree and the University Partnership's Bachelor's and Master's Degree Programs</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>2. Expand course/degree offerings for education majors.</p> <p>Benchmarks/Research The AATE was developed in response to Ohio DOE regulations and the No Child Left Behind Act of the federal government. The curriculum is articulated via the Northeast Ohio Regional Collaboration.</p>	<p>Former TEE students and other education students enrolled in LCCC's teacher education programs</p>	<p>2a. Continue to offer the Associate of Arts Teacher Education Degree (AATE) that was approved by LCCC and the Ohio Board of Regents</p> <p>2b. Explore opportunities for a University Partnership Bachelor's program in Secondary Education Math and/or Science, Foreign Language and K-12 Intervention Specialist</p> <p>2c. Form articulation agreements and advise other High School Teacher Education Programs such as MCCC's Teacher Academy, Westshore Teacher Academy and Lorain City Schools' Teaching Professions Program (a Tech Prep Program).</p>	<p>Completed</p> <p>Ongoing</p> <p>2006-2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Strategy	Target Group	Action Steps	Deadline for each step
<p>-----</p> <p>3. Evaluative measures.</p>	<p>-----</p>	<p>-----</p> <p>3a. Conduct survey among stakeholders regarding perceived program outcomes.</p> <p>3b. The Joint Center for Policy Research will survey TEE student cohorts regarding their plans to transfer to Bachelors degree programs after LCCC.</p> <p>3c. Compare degree attainment figures over a period of time.</p>	<p>-----</p> <p>Spring 2007</p>

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Outcome #5: Increased entry into employment or further education

Strategy	Target Group	Action Steps	Deadline for each step
1. Students achieve Ohio Licensure for grades 4-9 or high school as math, science, special education, or foreign language teachers	TEE student cohorts in high school and in teacher education career pathway at LCCC college and its University Partners.	1a. Identify university partners to offer additional pathways to the Bachelor's (and Master's) degrees for students in teacher education.	Ongoing
<u>Benchmarks/Research</u> Comply with Ohio Dept. of Education for certification and licensure standards and PRAXIS practice sessions. (www.ode.state.oh)	-----	1b. Develop a plan for supporting students regarding PRAXIS examinations, job search, and placement.	Ongoing
2. Provide cohort members with opportunities to enhance professional development.	TEE student cohorts in high school and in college	2a. Develop Skills Max Job Profiles for high-demand education occupations: MS Special Education and HS Math or Science – convene two focus groups of area teachers to assist in developing the Job Profiles	Spring 2007
Benchmarks/Research Importance of work site learning experiences discussed in CORD report Education and Work: Designing Integrated Curricula. Strategies for Integrating Academic, Occupational, and Employability Standards.		2b. Implement the Skills Max Job Profile inventory to assess students' skills as aspiring teachers.	Spring, 2007
		2c. During TEE Program, students have 350 internship hours. Seek diverse experiences that will supplement their future college experiences.	Ongoing
		2d. Identify relevant on-campus Federal Work-Study student jobs and co-op/internship experiences, and campus jobs such as the LCCC Children's Center.	Ongoing
		2c. Provide students access to LCCC Employment & Career Services "Career Boot Camp" – work with Career Counselor on "Boot Camp" for high school students.	2006-2007
		2e. Work with LCCC Employment & Career Services to provide Focus online Career assessment for current or former TEE students. Also explore possible pilot of Kuder Online Career Assessment.	2006-2007

CCTI IMPROVEMENT PLAN

Site Partnership:

Lorain County Community College

Updated: 03/23/2007 tm

Strategy	Target Group	Action Steps	Deadline for each step
----- 3. Evaluative measures.		----- 3a. Conduct LCCC Graduate Tracking including employer feedback 3b. Assess students based on the SkillsMAX Teaching Job Profile tests.	----- 2006-2007 2006-2007