



College and Career Transitions Initiative

LESSONS LEARNED

Site Partnership: **Lorain County Community College**

Updated: 04/272007

As the CCTI project moves forward, it is important to document lessons learned so that those following will be better equipped to develop successful Career Pathways. This “Lessons Learned” section should focus on the knowledge you have gained by this experience and what new strategies could be taken into the future. These lessons should reflect on:

- what was done right
- what could have been done differently
- how the processes and interactions could be improved

... to be more effective in the future.

LESSONS LEARNED		KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
1	Intensive one-on-one counseling, advising, or mentoring is crucial for students during transition points. (From Senior Year in High School to Community College, from Community College to Transfer, and from college to career)	<p>Initially, the CCTI Project Director served as the point-of-contact advisor for each cohort of Teacher Education Exploration (TEE) Program students. As the number of students grew and their needs became more complex, we changed the strategy.</p> <p>The Enrollment Services’ Teacher Education Counselor is now the primary point of contact for all current and former TEE students. This provides sustained support and seamless transition to the students beyond the five years of the CCTI Grant. Though the Counselor’s time is stretched during peak times, email and phone communications for “quick questions” aid in the response to students. Also, student can access “walk-in” Academic Advising and Online Registration Services.</p>
2	Early college-level testing during high school (Sophomore or Junior Year), followed by interventions reduces remediation and increases students’ readiness for college.	<p>The most significant change we made was to start Compass testing for High School students in the spring of their Junior year. We were able to provide students, parents and guidance counselors with test results so that appropriate schedule adjustments or interventions could be made prior to the fall of their senior year.</p> <p>Example of an intervention: Students are given the choice to purchase a license for ALEKS, an online math tutorial program that is both diagnostic and instructional. The program helps students identify weak areas and provides both instruction and follow-up assessment. When students master certain concepts, they can move on to new ones.</p>

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<p>3 The Learning Community approach fosters communications and provides educators, students and parents with a community of learners that promotes lifelong learning and develops students who are well prepared for post-secondary options.</p>	<p>Effective communications is important at all levels: administrators, counselors, teachers, faculty, parents and students.</p> <p>The local Site Partnership Team and TEE Program Advisory Committee developed innovative and low-cost ways to build Learning Communities among current and former students in the teacher education career pathway. They also developed strategies to build both the on-campus and online learning communities for students, parents and teachers.</p> <p>For example, Student and Parent Nights were held at the beginning and end of the TEE Program. The final program, "Transition to LCCC Night for TEE Students and their Parents" focused on questions related to attending the community college.</p> <p>Each cohort of 120 TEE students from 13 high schools and their 4 instructors formed a strong learning community. Students have ongoing interactions with their instructors via the JVS-TEE web page, email, cell phone, seminar days and weekly instructor visits to students' placement sites.</p> <p>The HSSSE survey administered to the 2003-2004 TEE students cohort provided quantitative data about the effectiveness of this learning community. Students responses were statistically significantly positive to the teacher-student and student-student interaction questions.</p>
<p>4 Enhance students' senior year by sending students outside the classroom to Internships in their chosen career pathway. Reinforce practice with solid theory and develop a culminating portfolio to reflect the application of theory to practice.</p>	<p>The Teacher Education Exploration (TEE) Program is a senior-year-only program that provides students with more than 250 hours of internship time in K-8 classrooms. Students receive 90 hours of academic instruction which includes thorough knowledge of the Praxis III Standards for Professional Practice in Teaching.</p> <p>In the culminating Electronic Portfolio, students reflect on their internships based on the Praxis Standards.</p>
<p>5 Professional Development for educators in technology should be ongoing because engaged, technology-enhanced teaching excites the upcoming generation of "technology natives"</p>	<p>Through workshops, conferences and coaching, high school teachers and college faculty learn new technology in order to engage students with different learning styles.</p> <p>Example: HS teachers and college faculty attended workshops at the following Conferences: eTech Ohio Conference, the Savvy Cyber Professor Course, The Conference on Information Technology, Innovations in the Community College.</p> <p>Online web site developed to a particular course provides learning space with discussion forums, assignment submission and email.</p> <p>Example: Students learn intermediate features of PowerPoint by developing "Who Wants to Be a Millionaire" Game and by developing Electronic Portfolios.</p>