

CCTI IMPROVEMENT PLAN

Site Partnership: **Southwestern Oregon Community College**

Updated: 10/23/06

Outcome #1: Decreased need for remediation at postsecondary level

Strategy	Target Group	Action Steps	Deadline for each step
A. Use of college placement exam for determining academic readiness and alert high school student to academic or skill deficits they may have.	High School Students	1. Administer college placement tests to sophomores at partner high schools	04/2007
		2. Evaluate academic assessment results to determine appropriate strategies to close skill and knowledge gaps (college and high school instructors)	12/2006
		3. Meeting with counselors to update advising strategies for students in IT, early childhood, and human resources cohorts.	3/2007
		4. Provide academic advising for IT high school students and their parents to alert the student to gaps in skills and knowledge	09/2007
		5. Make adjustment to high school students' educational plans based upon the assessment results	06/2007
B. Formalize an early college readiness advising program to address the student's gap in being college ready	High school students	1. Have high school students develop and implement a grade 9-12 PEP (Personal Education Plan) that includes a focus on college and career goals	06/2007
		2. Have junior high school students develop and implement a grade 7-16 PEP (Personal Education Plan) that includes a focus on college and career goals.	6/2007
		3. Expand the advising process in high school to include college faculty and information.	4/2007
		4. Offer students avenues to close the college readiness gap, such as, special courses in study skills, reading, math refresher, and writing refresher.	09/2007
		5. Promote the importance of having an educationally significant senior year	02/2007

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Outcome #2: Increased enrollment and persistence in postsecondary education

Strategy	Target Group	Action Steps	Deadline for each step
A. Use of CCSSE to determine level of college student engagement and identify appropriate activities	College students	1. Develop and deliver staff orientation for college staff advising IT students focused on CCSSE indicators (survey given Year 4)	done
		2. Evaluate CCSSE results to create intervention strategies that address active and collaborative learning, academic challenge, student effort, student-faculty interaction, and support for learners (survey given Year 4)	done
		3. Coordinate retention activities with the college-wide Retention committee	ongoing
B. Increase Career awareness and implication for academic and program-of-study choices in high school.	High school students	1. Schedule annual meetings with the students, parents, and advisor to develop or review the student's four-year program of study	06/2007
		2. Increase use of the Oregon Career Information System (CIS)	ongoing
		3. Continue to provide advisers with a structured curriculum and staff development	ongoing
		4. Increase parental and community involvement with the school	ongoing
		5. Increase the coordination of the Southwestern grants aimed at high schools students	ongoing

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

Strategy	Target Group	Action Steps	Deadline for each step
A. Align curriculum with national standards, recognized business and industry standards, or other relevant standards, and align curriculum with associate and baccalaureate programs.	High school and college students	1. Review latest national IT standards	ongoing
		2. Draft/review/refine IT core and advanced skills and knowledge standards and prerequisites with cooperation site, state, and other grant partners	ongoing
		3. Conduct evaluation of gaps with partner high schools and college.	ongoing
		4. Develop and deliver IT Educator's Workshops (with teacher scholarships) to review/revise high school and college curriculum to deliver coherent sequence academically aligned coursework.	ongoing
		5. Better align high school and college courses especially in writing and mathematics	ongoing
		6. Identify core academic courses for college readiness	ongoing
		7. Engage faculty in discussions about what represents best teaching practices to help students meet college-preparatory standards and help them improve their skills in the use of these strategies	ongoing
		8. Increase public awareness and knowledge of the college credit opportunities to students, parents, and the community through public relation efforts	ongoing
		9. Encourage districts to require more courses for graduation	ongoing
		10. Promote college readiness and college credit opportunities to home-schooled students and parents	ongoing
		11. Identify coursework at high school with IT track	ongoing

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<p>B. Extend post secondary curriculum to secondary schools by :</p> <ul style="list-style-type: none"> • Computer-based and Internet-based technology used to enhance learning • Collaborative strategies Oregon Pathways Grant activities 	<p>High school and college students</p> <p>High school and college faculty</p>	<ol style="list-style-type: none"> 1. Identify current credit-based transition programs and practices (i.e. 4+2, 2+2, dual enrollment practices 2. Update the existing web document in collaboration with the distance education department and grant partners to assist in the development of alternative-delivery curriculum 3. Deliver two IT literacy courses via distance in 2005-2006 academic year appropriate for high school students 4. Design alternate delivery curriculum materials to provide a coherent sequence of technical skill coursework for 11-12 grades that culminates in dual/2+2 enrollment credit 5. Develop and deliver IT Educator's Workshops (with teacher scholarships) with focus on technical skills of using IPV and Web based delivery methods 6. Develop and deliver IT Educator's Workshops (with teacher scholarships) with focus on instructional design and methods 	<p>ongoing</p> <p>done</p> <p>done</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>
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Outcome #4: Increased attainment of postsecondary degrees, certificates, or other recognized credentials

Strategy	Target Group	Action Steps	Deadline for each step
A. Expand academic and career related counseling	College Students	<ol style="list-style-type: none"> 1. Develop a local/state dissemination plan of IT pathway; identify methods to enhance current counseling for IT college students 2. Design/develop/refine informational materials on all IT college degree and certificate which job description, job outlook, job functions, and job titles 3. Collaborate with college's recruitment team to provide expertise in IT program counseling to increase the number of enrolled IT students 	<p>done</p> <p>ongoing</p> <p>ongoing</p>
B. Increase the awareness of the credit-based transition educational opportunities	High school students	<ol style="list-style-type: none"> 1. Conduct visits with partner high school IT, Early Childhood Education, and Human Resources and related faculty and staff to increase awareness of credit-based transition educational opportunities 2. Have CCTI and other pathways information included in the high school student handbook 	<p>03/2007</p> <p>04/2007</p>
C. Perform follow-up for college students that stop-out, drop-out, and are low-performers	College students	<ol style="list-style-type: none"> 1. Participate with the College Recruitment and Retention Committee. For example, for IT college students, contact students that have stopped-out, dropped-out, or are low-performers 	ongoing
D. Conduct program and course review	College and high school students.	<ol style="list-style-type: none"> 1. Review and update college programs: degrees, certificates, and licensures 2. Pilot Oregon PACE 3. Develop strategies that support distance education initiatives 4. Develop course offering that align with industry standards 5. Develop more certificates with less than 45 quarter credits required (may be short-term) as appropriate 	<p>1/2007</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>

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Outcome #5: Increased entry into employment or further education

Strategy	Target Group	Action Steps	Deadline for each step
A. Increase college student exposure to business experiences and employment opportunities	College students	1. Provide two activities that increase student exposure to industry/business experience at each partner site.	6/2007
		2. Strengthen internships and work experience opportunities with career exploration and career preparation.	9/2007
B. Articulation agreements with baccalaureate programs	College students	1. Participate in the statewide initiative to develop an ASOT (Associate of Science Oregon Block Transfer) in Computer Science and other comparable degrees	9/2006
		2. Participate in statewide committee to promote course alignment with other community colleges and four-year college institutions (i. e. CS 120)	6/2006
C. Develop secondary to postsecondary articulation agreements.	High School Students	1. Participate in Oregon Department of Education statewide discussions	ongoing
		2. Develop articulation agreements with partner high schools for IT programs and update annually	ongoing
		3. Strengthen the understanding between Personal Education Planning (PEP) and college programs	ongoing
		4. Refine the articulation materials for the different users: internal (advisors, faculty, counselors) and external (students, parents, community)	ongoing
		5. Develop survey of graduates	9/2007