

Lake Land College, Mattoon, IL

Developmental Education to CTE Grant FY 11

Capture students' interest and accelerate success through contextualized learning, OR
'Why do I have to read, this!'

Size: Lake Land College is a public community college accredited by the Higher Learning Commission, North Central Association of Colleges and Schools located in Mattoon, IL serving students in a 4,000-square-mile region. Classes are offered at the main campus in Mattoon; Kluthe Center, in Effingham; Eastern Region Center in Marshall; Western Region Center in Pana; LLC Workforce Development Center (IETC); several off campus sites; and on the Internet. About 1,500 high school students are enrolled in dual credit classes and the college serves more than 20,000 students annually, half of whom take at least one online class. www.lakelandcollege.edu

Target population: students who placed into the top tier remedial reading class who had an interest in the transportation cluster: automotive mechanic, automotive technician, John Deere technician.

Number served: 14

Student demographics: & impacts

Race: 93%white; 7% African American

Age: range: 19-23; average: 20.1

Gender: 100% - Male; NO non-traditional for gender students

Parenting status: none with dependant children

Financial status: 64% were eligible for financial aid

First generation—this data was not collected

Success Factors: Select the right faculty both dev ed and CTE; characteristics: compassion, mentoring, sincerely want to help students to overcome barriers; contextualized content in reading

Challenges to success: for the student who dropped out both finances and transportation were contributing factors, students in these programs (AAS) may meet the criteria for other student assistance programs

Funding: the initial grant design was for sustainability, grant funds were used to off-set student costs for the first class in order to establish efficacy of the model. Contextualized courses are now offered as part of the regular course offerings, and division chairs and program advisors assist students in registering.

Team:

Members: Assoc. VP Workforce Development, Dir. of Perkins Programs, Humanities Division Chair, Developmental Reading & Writing Instructor / Coordinator, John Deere and Auto Tech CTE Instructors; Adult Education Transition Coordinator, Director of the Learning Assistance Center

Strategies to build: invitation was offered to learn more about an opportunity from ICCB related to a Dev Ed to CTE bridge, this met an emerging need and a plan was formed immediately after the ICCB meeting; include decision makers

Team dynamics: the members were student success focused and option thinkers when address barriers

External partners: business advisory committees

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Program Description:

In the fall of 2010, Lake Land College launched a Transportation Bridge Course which helps students who test into developmental reading and writing succeed in for-credit, transportation certificate programs at the college. Students dual enroll in this bridge course and in one of the transportation CTE programs: Automotive Technology, Automotive Mechanic, or the John Deere Technology program. Most of the students in the bridge to date have been enrolled in the John Deere program, which also places students in paid internships with Deere dealerships. To create the bridge, Lake Land kept the learning targets for the regular developmental reading course but contextualized the curriculum to the content taught in the paired CTE courses, often using the actual technical materials from the CTE courses, such as the John Deere manual. The bridge course includes an introduction to the auto technology workplace, technical reading applications, Automotive Service Excellence (ASE) certification reading requirement goals, and the use of work-based scenarios to practice appropriate listening, reading and communication skills. Students in the course also explore various educational options from certificate to A.A.S. degree and beyond and are assigned a Project Mentor, with whom they are required to meet throughout the course to support their success.

The bridge begins with an intensive four full days (8am-4pm) of contextualized reading and study skills instruction class prior to the start of the semester. After the semester begins, the class continues to meet every other week. In addition, the fall 2010 bridge course students voluntarily decided to hold study sessions every day as a group, coming to the college an hour before regular classes begin to do so. Students enter the course with reading and writing skills at the 7th or 8th grade level; the goal is to raise those skills to at least the 10th grade level by the time they finish the course. All of the fall 2010 bridge cohort passed the course with a C or better. Other occupational programs at Lake Land have been so impressed with the transportation bridge that they are asking for their own bridge courses. The college is developing six additional bridges to start in the fall of 2011.

Results: The contextualized reading class ended at the close of the Fall Semester with a 93% completion rate and 100% of the completers receiving a “C” or better grade. This compares to the non-contextualized reading courses with 79% completion rate and 76% of students attaining a ‘C’ or better. The attainment of the ‘C’ or better is a requirement for certificate/degree attainment.