Update

ON RESEARCH AND LEADERSHIP

In this issue

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Staff

Debra D. Bragg, *Update* Editor & Director, Office of
Community College Research & Leadership (OCCRL),
Associate Professor at UIUC

Christina O'Connell, OCCRL Webmaster and Graduate
Research Assistant at UIUC

William Reger IV, *Update* Managing Editor and
Administrative Assistant for OCCRL at UIUC

To our readers

This issue of *Update* focuses on evolving educational policies impacting the Illinois community college system. Lynn Tolle Burger of the Illinois Community College Board (ICCB) and Marguerite Boyd of Triton College, also President of the Illinois Council of Occupational Education (ICOE), present information about retooling the AAS degree in Illinois. Jan Ignash of the Illinois Board of Higher Education (IBHE) shares her recent research on state policies on the AAS degree, information that has been highly valuable to the work of Illinois' AAS task force. Next, five of seven of Illinois' postsecondary Tech Prep demonstration sites present recent developments and accomplishments. Then, Illinois' Task Force on Integration presents excerpts of a forthcoming concept paper on academic and occupational integration, including recent survey results on the level of academic and occupational integration occurring in Illinois' community colleges. Finally, new research on various aspects of community college education is addressed by four recent doctoral graduates of the Community College Leadership program at the University of Illinois at Urbana-Champaign (UIUC): Debra Daniels of Illinois Central College, George Johnston and Paula Puckett of Parkland College, and Donna Schaad of Black Hawk College.

Who we are

The Office of Community College Research and Leadership was established in 1989 at the University of Illinois at Urbana-Champaign (UIUC). *Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system.* The Office is supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Send comments to:

Retooling the Associate in Applied Science Degree

Illinois Establishes AAS Model Task Force

by Lynn Tolle Burger, Illinois Community College Board & Marguerite Boyd, Triton College

For the last decade, many community colleges across the nation have followed the Associate in Applied Science (AAS) degree model developed by the National Council for Occupational Education (NCOE), adopted in July 1985. NCOE's model resulted from a national Task Force that developed a policy statement on "Criteria for Excellence in Associate in Applied Science Degree Programs." This statement identified 14 criteria for excellence for the AAS degree addressing:

- Specialty designation
- Employment needs
- Outcome orientation
- Total credit hours
- Technical specialty
- General ed. and related studies
- Admission requirements
- Student services
- Multiple exit/re-entry
- Experience-based credit
- Secondary school articulation
- Baccalaureate articulation
- Institutional networking

In 1986 the Illinois Community College Board (ICCB) modified its policy on the AAS degree to align with the NCOE model. By revisiting the AAS model today, Illinois' community colleges can determine if developments of the past decade and new directions charted for the future of occupational education warrant change. To meet this goal, the Illinois Council for Occupational Education (ICOE) and the ICCB jointly convened the AAS Model Task Force whose specific charge is to revisit the NCOE criteria for excellence and determine if revisions or additions are needed.

Since the creation of the AAS model over 10 years ago, Illinois has implemented significant changes such as the statewide articulation initiative, tech prep, occupational and academic skills standards, school-to-work transition, and telecommunications.

The final product of the Task Force will identify new criteria for a model AAS degree, which will be published as a brief document similar to the current 11-page AAS model. Illinois community colleges can then use the model as the standard for developing new AAS degrees and updating existing degrees. A participatory process is being used to involve the community college system broadly, which should result in a completed model by late 1997.

Lynn Tolle Burger is Director of Occupational Education for the ICCB and Marguerite Boyd is Dean of Business and Technology at Triton College and President of the Illinois Council of Occupational Education (ICOE). For more information about the AAS model contact Ms. Burger at 217/785-0123 or lburger@iccb.state.il.us

Recent Research on State Policies on the AAS Degree

by Jan Ignash, Illinois Board of Higher Education

Much has changed since 1986 when the state of Illinois adopted the NCOE criteria for excellence for the AAS degree. Today, new questions surround the granting of AAS degrees. For example, how do increasing enrollments of older and non-traditional community college students affect the structure and purpose of the AAS degree? How will the increased transfer of students in occupational fields affect the AAS? What value will the AAS hold in light of new occupational skill standards? How can the AAS be incorporated into career ladders to facilitate life-long learning?

In the fall of 1996, a policy study was conducted through the State Higher Education Executive Officer Listserv, addressing six questions:
- Are credit hour minimums specified for general education, technical/professional education, electives, and/or work-based learning?
- Is a core of general education course work specified?
- Are colleges encouraged or required to include transferable general education?
- Are any guidelines provided for integration of academic and applied education?
- Are articulation and career ladder concerns addressed?
- Is a work-based learning component required?

Twenty-two states responded to the electronic survey. Of those, sixteen had state-level policies that provided at least some direction on new standards for the AAS degree.

Credit Hour Minimums

Thirteen of twenty-two states (including Illinois) specify credit hour minimums for general education course work (ranging from 14 to 24 credits). Seven states (including Illinois, again) specify credit hour minimums for technical/professional specialty course work (ranging from 30 to 49 credits, including work experience). Only Nevada, North Carolina, and Oklahoma specify minimums for electives or course work that supports the specialty area (ranging from 6 to 14 credits).

General Education Core

Ten of twenty-two states (Alaska, Illinois, Maryland, Minnesota, Nevada, Ohio, Oklahoma, Tennessee, Texas, and Virginia) recommend a core of specific general education courses in areas such as communications, mathematics, humanities/fine arts, and social/behavioral sciences.

Transferring General Education

Only one state, Maryland, requires that general education for the AAS degree be transferable. Seven other states have policies encouraging the transfer of general education courses. They are Alaska, Indiana, Minnesota, Oklahoma, South Carolina, Texas and Virginia. One state, North Carolina, is working on a common core of general education for transfer credit.

Integration of Academic and Occupational Education

Most states mentioned the desirability of integrating academic and occupational education, but only Texas recommends that colleges include integration of academic and technical education in AAS (and certificate) program design.

Articulation and Career Ladders

Articulation was addressed in state-level policy recommendations in Indiana, Illinois, Minnesota, North Carolina, Tennessee, Texas, and Virginia. South Carolina is working to promote transfer.

Work-based Learning

No state prescribes a work-based learning component as a part of the AAS degree, although, in practice, many AAS degrees contain this component.

Recommendations

Any redesign of Illinois' AAS degree should consider the increase of non-traditional students, the increase in student transfer activity, and the need for any degree program to fit into well-designed career and educational ladders allowing citizens to pursue further education throughout their lives with as few structural barriers as possible.

Jan Ignash is Assistant Director of Academic Affairs at the Illinois Board of Higher Education. If you have questions about this study, contact Dr. Ignash by e-mail at ignash@uis.edu. Look to the July issue of Resources in Education for an ED number for the full copy of the report titled, "Results of an Investigation of State Policies for the A.A.S. Degree".

On-Line Resources
by Christina O'Connell

Our Office of Community Research and Leadership (OCCRL) is now on-line to give quick and easy access to topics of interest to you. To access our website, type the following address (URL) on the internet browser:

http://hre.ed.uiuc.edu/occrl/ index.html

Once there, our HomePage gives you:

♦ **Current Spotlights** – focusing on upcoming conferences, recent issues of the *Update* newsletter and an on-line subscription form, as well as new publications, resources and course offerings.

♦ **Leadership Curriculum** – giving an overview of the Master's and Doctoral degrees in Community College Leadership at UIUC, course descriptions and syllabi; faculty profiles; and topical bibliographies.

♦ **Research Initiatives** — highlighting current studies on tech prep, work-based learning, outcomes assessment, and more.

♦ **Links** — providing hypertext links to the Illinois community colleges, the U.S. Two-Year College website, ICCB, ISBE, NCRVE, NCOE and many more.

♦ **Tech Prep Demo Sites** — providing on-line details about Illinois' postsecondary Tech Prep demonstration sites.

For more information or to comment on our website, contact Christina O'Connell, Webmaster for OCCRL at 217/333-0657 and cmoconne@students. uiuc.edu

New Developments with Tech Prep in Illinois' Postsecondary Demo Sites

In 1995, the Illinois State Board of Education launched a special project to strengthen Tech Prep in the community colleges in the state. Beginning in January of that year, seven sites received grants to engage in intensive activities designed to enhance Tech Prep implementation. Those seven community colleges are:

- Danville Area Community College
- Illinois Central College
- John A. Logan College
- Kennedy-King College
- McHenry County College
- Rock Valley College
- South Suburban College

To encourage further development of Tech Prep statewide, recent developments of five of the demo sites are highlighted here.

Illinois Central College

by Rita Fischbach, Pam Wilfinger, & Lorraine Schwass

The Postsecondary Tech Prep Demonstration Project at Illinois Central College continues to raise academic competencies and technical skills for its college graduates. The "+2" (postsecondary) element of secondary Tech Prep continues the process of preparing students for the changing demands in health care, office, agricultural, and industrial careers that are affected by ever-advancing technologies and increased competency expectations.

Identifying Tech Prep Students

In the past, identifying Tech Prep students when they enter Illinois Central College has been a difficult task. However, with the VIMS requirements now in place for the Education For Employment (EFE) systems, progress has begun to alleviate this problem. Once the Tech Prep students have been identified, statistics regarding academic success and retention will be compiled and made available to the Tech Prep staff, EFE system directors, and high school and college administrators. These data will be used to make improvements in the local Tech Prep program.

Articulation & Marketing

A postsecondary articulation project brings high school and college faculty members together in subject area teams. Articulation agreements are in place for nineteen courses and agreements are being developed for other courses, such as Child Development and Food Service. A new standardized course articulation form was developed and distributed to high school Tech Prep teams, providing the coordinator and enrollment management services at the college with an additional method for "flagging" Tech Prep students.

A series of videos will be used as a marketing tool directed toward high school students and their parents. The videos focus on:

- Agriculture/Horticulture
- Industrial Technology
- Health Care Occupations
- Business and Information Systems

The postsecondary Tech Prep coordinator, the recruiter/counselor, departmental chairpersons for each career area, college instructors, and the marketing department of ICC are producing the videos jointly. The first video was scheduled for completion in April 1997.

Education-to-Careers Partnership

Illinois Central College is actively involved in the Central Illinois Education-to-Careers Partnership. The college has three Education-to-Careers subcommittees and the postsecondary project coordinator and recruiter/counselor are actively involved with these subcommittees.

Rita Fischbach is Dean of Instruction at the Peoria Campus of Illinois Central College. Pam Wilfinger is Project Coordinator and Lorraine Schwass is responsible for assisting high school students to make the transition into the college's programs. For more information about this project contact, Rita Fischbach at 309/694-5152 or RFISCHB@iccnet.icc.cc.il.us

South Suburban College

by Dan Segebarth

South Suburban College continues to refine the counseling model that has been the primary component of its grant. The model designates a single contact person for Tech Prep

students. This individual has the responsibility of working directly with three secondary school districts to identify Tech Prep students and to contact them and their parents after they receive Tech Prep award certificates from the secondary school superintendents. All Tech Prep students who enter a career program at the college work directly with the Tech Prep advisor to complete a schedule of classes and the *Career Planning Guide*.

This past summer we expanded our model to include our regular counseling staff. Tech Prep students who enter the College as transfer students with an undecided curriculum are referred to a specific counselor who works with them to identify their career interests and to properly advise them on which career or academic program meets their aspirations.

Professional Development

Twenty-five secondary and postsecondary faculty have participated in a five-part series of programs designed to create an awareness of the SCANS competencies. A substantial number of staff development activities were planned for the spring and summer terms.

Focus Group Meetings

During the fall 1996 semester, South Suburban College concluded four focus group meetings, one in each of the three secondary schools and one at the college. All students were asked to talk about their awareness of Tech Prep programs and to describe the type of career counseling they received at their high schools. College students were asked if their high school career

preparatory courses adequately prepared them for entry into their career program at the college. Results of the focus group indicate students are aware of the articulated courses and Tech Prep credit, but are unable to define a Tech Prep program of study.

For more information about this project contact Dan Segebarth, Dean of Career Education at South Suburban College at (708) 596-2000, ext. 730.

John A. Logan College

by Brenda A. Erickson

John A. Logan College has used Tech Prep Postsecondary Model Site funds to attempt to serve those at junior high/middle schools, high schools, and postsecondary schools. Funded activities have been designed to expose middle school or junior high school students and high school students to career opportunities. Curriculum development has been enhanced through integration projects for current postsecondary courses and professional development opportunities for graduates and current students who are working in the community.

Career Exposure: Transportation Tech Camp

We live in a transportation-intensive society. The career possibilities are varied and the employment opportunities are many. To expose area youth to the transportation industry, a three-day camp was offered for junior high/middle school students last summer. The industry was defined by the broad categories of transportation, the

related career clusters, and various occupations. Campers toured transportation-related businesses such as the Illinois Department of Transportation, the Southern Illinois Airport, Pepsi-Cola Bottling Company, a local car dealership, and Federal Express. They participated in demonstrations about Auto Tech Services, Computer Assisted Drafting and Electronics.

Industrial instructors from the college and the high schools participated in the camp, with some performing "camp counselor" duties. The camp was so successful that it will be repeated this summer. However, this year's camp will be for junior high/middle school science, math or industrial instructors so they can develop a lesson plan about careers in transportation to be presented to their classes during the 1997-98 school year.

Curriculum Enhancements: Integration Projects

Collaboration between academic and career education has potential for developing workplace skills. This year, the following integration projects were developed and pilot tested to support this integration concept:

- A Business instructor and an Art instructor have developed a ten-lesson unit of instruction about art in the workplace.
- A Humanities instructor and a Social Science instructor (who is also an attorney) presented two lessons about making ethical decisions in an *Introduction to Business* course.
- A Humanities instructor and Nursing instructor presented a

Academic and Occupational Integration in Illinois' Community Colleges

by the Illinois Task Force on Integration

Since 1991, the practice of integrating academic and occupational education within community colleges has grown substantially. More community colleges are developing and implementing a broader array of curriculum integration methods than ever before. The methods used to integrate academic and occupational education can benefit a range of programs, including developmental education, English as a Second Language, the applied sciences, and the liberal arts and sciences. Regardless of the program focus, integration can broaden and enrich the lives of students and faculty and revitalize institutions of higher learning.

When curriculum is relevant, students become active in the learning process and thus become more motivated to learn and retain content. Integration can also support the fundamental skills and workplace competencies of community college students established by the SCANS' report, *What Work Requires of School.* SCANS skills prepare students for high performance workplaces. Also, integrative practices within the community college can provide the opportunity for collegiality among individual faculty and various divisions of a college.

There are several approaches to curriculum integration, varying in the degree of integration intended and the extent of complexity in curricular design. Some integration efforts require minimal alterations while others require extensive restructuring. The six models discussed here are:

- infusing academic and occupational content
- tandem or linked courses
- multidisciplinary courses
- learning communities
- work-based learning
- learning technology

Infusing Academic and Occupational Content

The infusion model involves the incorporation of academic content into occupational courses or the reverse, occupational content into academic courses. This model is the least disruptive form of integration as it can be quickly and informally accomplished. A recent survey conducted by UIUC's Office of Community College Research and Leadership (OCCRL) for Illinois' Task Force on Integration shows the infusion model is the most widespread model of academic and occupational integration used in Illinois' community colleges.

Nearly all colleges report they offer academic courses specifically adapted to the interests of career students. A rich array of applied courses are evident throughout the state system. Examples are Technical or Business Writing; Business, Industrial, Health, or Technical Math; Technical Physics; and Business or Technical Communications. Some of colleges offer applied courses for transfer credit. For example, Lewis and Clark offers Elements of Nutrition and Fundamentals of Medical Microbiology courses and Olive Harvey offers Socio-cultural Science and Consumer Education courses that can be transferred.

Tandem or Linked Courses

This model involves the linking of two courses, one academic and one occupational, to provide an integrated effort. Typically syllabi and assignments are coordinated to provide an educational experience that is complementary. Whereas the courses are usually taught separately, often faculty plan the courses collaboratively to ensure that adequate linkages are made. Faculty teaching loads can vary; however, the teaching load may account for two courses because tandem or linked classes can have large enrollments.

Though most colleges do not offer tandem or linked courses, some do. Examples of these courses are the Speech and Business courses and Speech and Photo Portfolio courses offered at DuPage. At Triton, math and communications courses are linked to occupational courses for students in the Ford ASSET and GM ASEP programs.

Multidisciplinary Courses

Multidisciplinary courses provide a broader perspective than do applied courses. Often they are team taught. With this model (as with most others), having sufficient planning time for faculty to collaborate and develop new courses is essential.

Multidisciplinary courses are less evident in Illinois' community colleges than applied courses, but they are reported fairly often. Examples of these courses are the

Health and Medical Ethics courses offered by DuPage and Rend Lake, the American Experience course at Heartland, the Business Ethics courses at Illinois Central and Moraine Valley, the Environmental/Agricultural Ethics course at Lewis and Clark, and the Science, Technology and Social Change course at Rock Valley.

Learning Communities

Learning communities are clusters of programs or coordinated courses with a common core of outcomes. Students move through learning communities as a cohort, and faculty work as a team to develop courses and programs that combine academic and occupational curricula, with coordinated and unified themes. Sophisticated learning communities can provide the opportunity to model workplace realities in an academic setting. A handful of community colleges in Illinois have learning communities that provide some degree of academic and occupational integration. These colleges include Black Hawk, McHenry County, Olive Harvey, Rend Lake, Rock Valley, and William Rainey Harper.

Work-based Learning

Work-based learning experiences provide students with the opportunity to apply academic and occupational content in a "real world" setting. Work-based learning experiences can include capstone courses with a worksite learning requirement where students have to plan and execute a project. They can also include experiences at job sites for which the student receives credit. Although few colleges *require* work-based learning, nearly all *encourage* it, and provide opportunities for students to participate in it. (Of course, occupational fields associated with

health, law, and education require work-based learning for licensure or certification.) Across the Illinois community college system, students can gain work-based learning experiences in almost any occupational field imaginable.

Learning Technologies

New educational and information technologies provide faculty and institutions the opportunity to go beyond the four walls of a classroom and the confines of a calendar. Asynchronous instruction delivered via computers and the internet can provide students with the opportunity to work at their own pace, allowing faculty to facilitate learning rather than merely imparting knowledge. Utilizing the internet also allows students to explore the relationships between different subject matter. Virtual reality offers an unlimited arena for integrating academic and occupational content as it can place experiences in nearly any arena. At this time, most colleges report offering courses using computers, some use the internet, but few use technologies specifically to integrate academic and occupational curricula.

Recommendations for Advancing Integration

How to begin or move further along with academic and occupational integration can be a daunting task; however, it is certainly not insurmountable. Task Force recommendations for implementation of integration are:

♦ Promote a culture of excellence in teaching and learning

♦ Gain the commitment of college leadership to the concept

♦ Nurture an innovative and supportive climate that lends itself to integration

♦ Experiment with student cohorts, block scheduling and other changes on a small scale before attempting institution-wide adoption

♦ Review the college's processes for assessing and approving new curriculum to remove barriers

♦ Work with regional accreditation associations to change policies that inhibit innovative approaches to integration and instruction

♦ Encourage faculty and staff to participate in professional development opportunities where academic and occupational integration is on the agenda

♦ Allocate adequate resources

To be included in the mailing list for the forthcoming concept paper by the Task Force on Integration titled, "Academic and Occupational Integration in Illinois' Community Colleges" contact Darcy McGrath, Associate Director for Workforce Development at the Illinois Community College Board, 509 South Sixth Street, Springfield, IL 62701, (217) 785-0082 at e-mail her at dmcgrath@ iccb.state.il.us

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Mark your calendar now!

Workshop on Academic and Occupational Integration

October 30, 1997

prior to the

Teaching/Learning Excellence Conference

October 31, 1997 in Springfield, IL

Look for information about the pre-conference and the Teaching/Learning Excellence Conference on our website: **http://hre.ed.uiuc.edu/occrl/ index.html**

New Research on the Community College

The Impact of Environmental Variables on Community College Dental Assisting Students Who are At-Risk for Persistence
by Debra A. Daniels

This study examined the environmental variables of faculty contact, peer interaction, and family encouragement with respect to community college students enrolled in Illinois Dental Assisting Programs to determine whether these variables predict persistence to graduation. A simple random sample of 206 students was selected from the 450 students admitted into Illinois Dental Assisting Programs during the academic years of 1993-94, 1994-95, and 1995-96. To collect the data, a questionnaire was mailed to the students' homes; a 59% return was achieved.

Results showed that non-graduates differed significantly from graduates in age, perception of the importance of program completion, enrollment status, hours employed, financial aid, college GPA, and completion of math and reading remedial courses. Relationships were found between the environmental variables and (a) faculty contact with students outside the classroom; (b) peer interaction; and (c) family encouragement to complete.

Finally, discriminant analysis revealed that the aforementioned environmental variables were important predictors of whether students would graduate from an Illinois community college Dental Assisting program. These findings show how important it is for community colleges, especially faculty, to pay attention to how students' family and peer circumstances influence persistence in college.

Debra Daniels is Program Supervisor of the Dental Assisting program at Illinois Central College. She completed her doctorate in Community College Leadership at UIUC in January, 1997. For more information about this study contact Dr. Daniels at (309) 999-4668 or via e-mail at danielsICC@aol.com


Piecing Together the "Mosaic Called Diversity": One Community College's On-Going Experience with Hiring a More Diverse Faculty
by George H. Johnston

This in-depth case study examined how one community college, thought to be exemplary in addressing diversity concerns, had experienced hiring a more diverse full-time faculty. The study employed a mixed-method, qualitative and quantitative design. Major findings indicated that past hiring decisions were made by department chairs, but more recent hiring practices had changed to reflect more participation by faculty at all stages of the process. Present practices included a clear commitment by senior administration for hiring a more diverse faculty. Two innovative procedures identified were the provision for certain faculty and staff members, who had volunteered for additional training, to be responsible for enforcing the affirmative action policies of the college and a "grow your own" minority internship program to increase the number of available, classroom-experienced minority faculty. Insufficient information existed concerning labor markets and minority faculty candidates; however, this area deserves further investigation.

A software package called The Concept System provided insights into how participants conceptualized the hiring process. Participants sorted and rated the importance of 48 statements related to the strategies that either were in place or could be put in place for the purpose of hiring a more diverse faculty. Three groups of statements judged to be most important by the participants were the selection process, recruitment package, and communications.

George Johnston is a Professor of Business and Technical Training at Parkland College. He completed his doctorate in Community College Leadership at UIUC in May, 1997. For more information about this study contact Dr. Johnston at (217) 351-2462 or gjohnston@parkland.cc.il.us
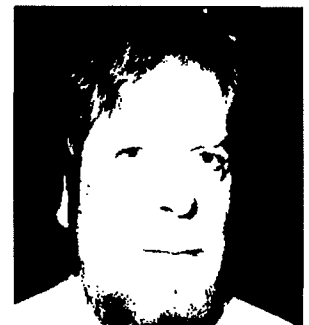
Relationships Between Professional Development and Counselor Perceptions of Role in Tech Prep

by Paula A. Puckett

The purpose of this study was to examine the relationship between various approaches to professional development and counselor perception of role in Tech Prep. A mail survey was conducted with all counselors affiliated with seven postsecondary Tech Prep demonstration sites in Illinois (see related stories in this issue of *Update*). The entire population of 232 counselors was surveyed for this study; a total of 148 surveys (64%) were returned.

Results showed the majority of counselors had participated in reading newsletters and brochures about Tech Prep, or they had participated in a series of workshops or a one-time workshop. Less than one-quarter of the counselors had participated in more intensive, on-going professional development approaches such as planning Tech Prep curriculum, participating in study groups, conducting self-directed projects, or taking graduate courses. High school counselors reported spending an average of 2 hours and 45 minutes per week on Tech Prep activities, whereas community college counselors reported less than 10 minutes per week. While community college counselors viewed their institutions as more supportive of Tech Prep than secondary counselors, they reported much less time committed to it.

Using factor analysis, six factors were found to be associated with counselor preparedness for role in Tech Prep. They were to: (1) provide career oriented information to students; (2) maintain internal and external relationships; (3) monitor programs; (4) communicate about Tech Prep; (5) plan innovative curriculum; and (6) make market connections. Recommendations suggest needed changes in state and local policy to ensure that counselors receive adequate professional development regarding their roles and responsibilities in Tech Prep.

Paula Puckett is Program Manager of the Business Training Center at Parkland College. She completed her doctorate in Community College Leadership at UIUC in May, 1997. For more information about this study contact Dr. Puckett at (217) 373-3779 or via e-mail at ppuckett@parkland.cc.il.us

The Social and Academic Integration of Community College Students Participating in a Freshman Learning Community

by Donna D. Schaad

The purpose of this study was to explore how a learning community influences the social and academic integration of freshman students enrolled in developmental-level course work in one community college, particularly noting students' academic achievement, degree of persistence to next term, and motivation. The learning community was designed to enhance success for students by improving basic skills and study skills and by helping students understand themselves and improve their self-esteem. Nine students and four faculty members participated in the learning community experience.

Results showed integration of students begins at a social level. Students first form a supportive social community with peers and faculty, and then academic integration follows. Student motivation is attributed to relationships with faculty and students in the learning community, support from friends and family, self-determination, and attitude. Faculty members are rejuvenated by the team experience and the support they receive from working with one another. Students' academic achievement is associated with changes in their behavior since high school, their understanding of what is needed to be successful in college, and their attendance. All but one student persisted to next term, and all eight persisters had clear academic and/or occupational goals.

Recommendations for policy and practice include encouraging the development of more learning communities at community colleges to stimulate social and academic integration among students and to heighten opportunities for student retention and faculty rejuvenation.

Donna D. Schaad is the Assistant to the Associate Dean of Adult Basic Education at Black Hawk College. She completed her doctorate in Community College Leadership at UIUC in May, 1997. For more information about this study contact Dr. Schaad at (309) 755-2000, ext. 242 or via e-mail at schaadd@outr01. BHC.edu

lesson called the "Affective Domain of Nursing."

- A Literature instructor and two Business instructors used existing case studies in the *Introduction to Business* textbook and prepared activities to assist students in developing an awareness of the human condition and an appreciation of human needs, values and achievements as they relate to the world of work.

Professional Development: Conference for Healthcare Office Workers

With the support of Tech Prep Postsecondary funds, John A. Logan College sponsored a conference for local office support workers in healthcare. About 90 medical clerks, secretaries, transcriptionists and office supervisors who were either graduates or current students of one medical office-related program attended the one-day meeting. The morning session focused on managed care with presenters from local and state levels speaking to managed healthcare and its implications for rural healthcare in southern Illinois. Attendees chose among several afternoon breakout sessions.

For more information about this project contact Brenda Erickson, Professor of Business Education at (618) 985-3741, ext. 312 or erickb@jal.cc.il.uc

Danville Area Community College

by Debra Mills

The year 1997 promises to be one of transitions for the Tech Prep Demonstration project at DACC as it moves Tech Prep under the Education-to-Careers (ETC) umbrella. Like the rest of the state, Tech Prep has been the foundation for the School-to-Work movement where Tech Prep concepts such as applied academics, integration, articulation, work-based learning, and career development have been expanded to reach *all* students.

Does this mean that the Tech Prep initiative is dead at DACC? Just the opposite: Tech Prep will continue to grow and thrive at the college as Tech Prep committee members build a solid foundation and strong leadership through the local ETC committee. The Tech Prep pathway is one avenue of success for students as the college and State of Illinois continue to support Tech Prep under the umbrella of ETC.

Faculty In-service

Willard Daggett was the kickoff speaker for a January retreat developed by the Tech Prep Demo Committee. The faculty and administration spent two days discussing how the college could incorporate Daggett's message of rigor and relevance. Items discussed include:

- cooperation among divisions; team teaching
- writing across the curriculum requiring work-based learning experiences for all students
- block scheduling classes
- applied and modular courses
- alternative methods for course delivery
- redesigning occupational programs in an integrated way
- getting out of the "semester" mode

Divisions across campus were to implement ideas generated from the spring in-service. The Tech Prep Demo Committee is developing another three-day in-service in May in which divisions will report on their progress. May's three-day in-service will focus on technology, quality, and business/industry tours.

Apprenticeships

The Danville area now has 43 secondary students and 17 postsecondary students in apprenticeships with 16 business partners in a wide range of occupational areas, including manufacturing, accounting, banking, consumer management, and health occupations. DACC has developed a five-point apprenticeship plan that includes on-site enrollment of secondary students and an apprenticeship orientation with parents. Postsecondary apprentices are assigned an instructor/mentor who monitors their academic and worksite progress.

Worksite Training Workshops

DACC offers workshops to all business partners with students in internships, clinicals, and apprenticeships. These workshops provide formal training for worksite trainers divided into four modules:
- Introduction to worksite training
- One-on-one training
- Soft skills
- Essential elements (safety and legal issues).

Education-to-Careers/Tech Prep Student Leadership Academy

Secondary Tech Prep students complete training designed to empower them to market ETC/Tech Prep consisting of:
- leadership skills
- communication skills
- presentation skills

- team building skills
- career development information.

Debra Mills is the Tech Prep Director at DACC. For more information about this project contact Ms. Mills at (217) 443-8582 or dmills@jaguar.dacc.cc.il.us

McHenry County College

by Edward S. Beckstrom & June Ungari

McHenry County College's initiative is called the "Academy for High Performance" since it focuses on the preparation of individuals for work in today's technological and informational society. The initial framework for McHenry's project consisted of:

- The "general ed." curriculum integrated with the "occupational ed." curriculum
- A significant work-based experience component
- A team effort with representation from various college and business constituents
- Up-to-date standards and high expectations for occupational programs while incorporating industry based/derived competency expectations
- General education requirements consistent with college policy

The first occupational program selected to be part of the Tech Prep initiative at McHenry County College was Office Systems Technology (OST). From the start, this program was intended to become a model for development of future programs. For the OST initiative, faculty involved in the initiative were from computer information systems, communications, humanities, math and science, social sciences, and, of course, the OST area. A college

counselor and employer representative were also part of the team, referred to locally as a "cell." This cell concerned itself with developing an integrated academic and occupational curriculum and a method of delivery that fosters such integration. A goal of the overall effort was the development of workplace skills as identified through a DACUM, as well as additional research done by team members.

Using the OST Associate in Applied Science (AAS) degree curriculum as a model, the cell (team) developed a plan whereby integration could be achieved through:

- creating curriculum modules
- having students complete portfolios and journals
- providing an integrated, problem-based 'case study' to be used throughout the curriculum
- building in team building activities and problem-solving/critical thinking components

Given current institutional, funding, and state credit-granting policy requirements, three credit-hour courses have been "modularized" into three one-credit hour courses. Each block of modularized courses represents one-third of the content necessary to meet the general education requirements in their respective areas. All of the modularized "gen-ed" courses, when completed in blocks of three, meet state guidelines for transferability.

Ed Beckstrom is Associate Dean, Occupational Business Division and co-director of the Tech Prep project at McHenry County College. June Ungari is an Adjunct Instructor at McHenry County College. For more information about this project, contact Dr. Beckstrom at (815) 455-8545 or ebeckstr@pobox. mchenry.cc.il.us

Lessons Learned about Tech Prep at McHenry County College

- Ensure the commitment of top leaders
- Create a shared vision that combines the thoughts and dreams of all involved
- Expect institutional changes beyond the immediate
- Form a team of volunteers and empower them to participate
- Spend time and energy on team building activities
- Form subgroups to identify tasks and make plans
- Spend enough time; avoid premature closure
- Include (and respect) all academic and occupational disciplines
- Listen to employers
- Visit work sites and reconfirm competency requirements
- Be willing to redefine success; numbers should not be your only measure
- Resist the temptation to let a vocal leader steer the group off course
- Challenge current assumptions about education and learning
- Trust the process
- Be willing to take risks

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