



College and Career Transitions Initiative

LESSONS LEARNED

Site Partnership: **Central Piedmont Community College**

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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	<p>Involve the high school faculty and counselors. Counselors are often over-loaded and will often appreciate help from curriculum area specialists. Don't limit your involvement to only what your school can do, but approach what is available in 2- and 4-year schools as well as what is happening within the industry.</p> <p>Provide training, certification, adjunct possibilities, etc. to aid the high school faculty. Once these faculty members are engaged with the college, they tend to look at the college in a different light and this quickly shows in how they talk about the college and its programs with their students.</p>	<p>Develop a comprehensive listing of training possibilities for local high school faculty. Invite the high school faculty to your campus as often as possible. Let the faculty that they can call on you for help with certifications.</p> <p>Meet with the college Career Counselors and when possible work with them to fully explain your program(s). Also work with recruiters who will deal with your high school students. If possible, go with them as they go to high school campuses to recruit, perform placement tests, and help students enroll in the college.</p> <p>Have a trained facilitator from your staff available to faculty and students at designated times on the high school campus.</p>	
2	<p>Entice non-traditional IT students IT by making that learning fun, non-threatening, and exciting. TechConnect, an after-school, IT club attracts many non-traditional IT students by making learning fun, interesting and rewarding. Students can build their own computer, refurbish a computer, learn graphics and design their own t-shirts, design web-sites, build and program robots, and use GIS. Ensure that all of these activities expose students to the 'sexy' and fun side of IT.</p>	<p>After-school clubs with tracks of study but no texts or tests can lure the non-traditional students into a field. The students must be made to feel comfortable, assured that they can succeed at the tasks presented, and rewarded for their efforts. Industry/business involvement is crucial to these efforts. Having a working business person take time from their job and present an interesting topic while answering questions about the real work world can be of tremendous assistance in bringing in non-traditional students.</p> <p>Have tours and training sessions setup on the college campus to further familiarize the students with your College facilities and resources. Make the visits special – entertaining and helpful.</p>	

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<p>3 Find an experienced facilitator who knows your programs and get the facilitator into the high school. Facilitators do not need to be counselors, but must work well with counselors, faculty, and students. In IT clearly explaining the jobs available and the training needed is very important. Few, if any, of those target populations will really know enough about your programs to truly advise students.</p>	<p>Develop pathways that can be explained and followed easily. Different documents may be needed for counselors, faculty, and students at the high schools. <u>Get parents involved</u>. Prepare materials for the facilitator to distribute for the parents, not just the students. Try to establish a time and place where the facilitator can be reached on the high schools campuses.</p>
<p>4 Do not be discouraged by the time and effort it takes to get classes identified and taught as dual enrollment/college experience classes. It is especially good to have one or two such classes taught at the high school by a carefully selected college instructor. By choosing exciting courses and having a very qualified and exciting instructor teach one or two courses at the high school, both high school students and faculty are introduced to a good college experience. High school courses may seem dull after a college course and students will come back for more.</p>	<p>Develop pathways identifying college courses to be taught at the high school and/or on the college campus. It may take as long as two years in some cases to work through the system to officially have those courses set up for registration. Work on articulation agreements whenever possible.</p> <p>Facilitate as many classes as possible and advertise these classes so that other secondary faculty members are aware of the possibilities of these classes.</p> <p>Investigate alternate delivery styles.</p> <p>Be very careful in the selection of which courses to offer. Choosing the wrong courses may result in attrition and disillusionment.</p>
<p>5 Early assessment of students is critical. High school students who will most likely need remediation at the college level need to be identified as soon as possible. When identified, remediation should begin for the students as soon as possible which will hopefully prevent them from needing remedial courses at the college level.</p>	<p>Try to assess students at the 10th grade level or before if possible. State-grade level tests may be helpful, but the actual placement test being used by the college is the most meaning assessment tool.</p> <p>If possible a uniform set of placement cut-scores for all community colleges in the system is helpful. Students, counselors, and faculty are all more aware of how important the results of a placement test are when they understand that it applies throughout the state or region.</p> <p>Before the placement test is given and when scores are returned to the students explain in detail what the scores mean in terms of remedial work and expense necessary at college. When possible, explain how review studies and re-taking of the test can be done.</p>