



College and Career Transitions Initiative

## LESSONS LEARNED

Site Partnership: **Fox Valley Technical College**

**Updated 4/07**

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><b>Lesson:</b> We better serve our secondary schools when we are more prescriptive about identifying the secondary courses, electives and activities that would enhance student success in our programs.</p>	<p><b>Knowledge:</b> FVTC has articulation agreements with most of our area high schools. These articulated courses were carefully aligned to FVTC courses/programs. But by not identifying other secondary courses, electives and activities that would be useful to students, we missed an important part of the message.</p> <p><b>New Strategy:</b> In collaboration with our division staff, we have developed Career Pathways for all of FVTC’s career clusters (14), giving all the stakeholders much more comprehensive information, from secondary through post-secondary, including 4-year transfer and career opportunities.</p> <p><b>New Strategy:</b> As a part of this effort, we will also move toward an increase in transcribed credit offerings (vs articulations for advanced standing which carry less security in 4-year credit transfer scenarios).</p>
2	<p><b>Lesson:</b> We better serve our secondary schools when we are more prescriptive about identifying comprehensive information, from secondary through post-secondary, including 4-year transfer and career opportunities.</p>	<p><b>Knowledge:</b> FVTC has formal agreements with many private and some public 4-year colleges for credit transfer opportunities for associate degree completers. We marketed this information to students, parents and high school staff, but we hadn’t developed a comprehensive package of information to include all the career pathway information.</p> <p><b>New Strategy:</b> In collaboration with our division staff, we have developed Career Pathways (14) for all of FVTC’s career clusters, giving all the stakeholders much more comprehensive information, from secondary through post-secondary, including 4-year transfer and career opportunities</p> <p><b>New Strategy:</b> Fourteen FVTC Career Pathways have now been developed and widely distributed among high school students, parents, guidance counselors and the general public.</p>

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<p>3</p> <p><b>Lesson:</b> To ensure positive results for each CCTI outcome, a comprehensive look at each component is required. Partners may need to take on non-traditional roles (e.g. postsecondary institution providing secondary services).</p>	<p><b>Knowledge:</b> FVTC placed ACCUPLACER in our area high schools, which has allowed us to test students, analyze scores and identify remediation needs. Our area high schools do not offer consistent opportunities for remediation. FVTC has been able to offer high school students limited remediation course work opportunities in our basic skills lab evenings or summers, but we were aware that there was a gap between the identification of the need for remediation and the ability of secondary students to acquire help.</p> <p><b>New Strategy:</b> We are offering three, 8 hour courses that can be Accuplacer prep or brush up. We have taken the "Goal-to-Go" math, reading and English courses on the road to the high schools with scheduling to fit each high school's preference.</p> <p><b>New Strategy:</b> We have offered additional Goal-to-Go dates at FVTC regional center locations.</p> <p><b>New Strategy:</b> We have completed all three eight-hour classes and now offer those regionally to CCTI students and adults, during semester one, semester two and in the summertime.</p>
<p>4</p> <p><b>Lesson:</b> Well established secondary to postsecondary transitions opportunities enhance and facilitate the development of Career Pathways.</p>	<p><b>Knowledge:</b> FVTC came to CCTI with the advantage of having well established transition opportunities with over 85 general studies and technical courses articulated for advanced standing at area high schools. In addition, high school juniors and seniors can participate in courses for transcribed (dual) credit at the college, over ITV or on the Internet.</p> <p><b>New Strategy:</b> As a part of this effort, we will move toward an increase in transcribed credit offerings (vs articulations for advanced standing which carry less security in 4-year credit transfer scenarios).</p>
<p>5</p> <p><b>Lesson:</b> A capstone event that incorporates academic and technical skills in reality- based scenarios with a hands-on emphasis is an effective way to demonstrate job reality.</p>	<p><b>Knowledge:</b> In May of 2004, FVTC's site partnership collaborated on an end of year capstone event, "Day in the Life" that moved the students through several reality-based scenarios: a traffic stop, an accident scene, firearms/use of force, community policing and problem solving. Students indicated that the day met their expectations, that they appreciated the hands-on aspect of the event and that an experience like this would impact their decision regarding a career.</p> <p><b>New Strategy:</b> FVTC's site partnership will again offer this capstone event, incorporating more student feedback in the planning, for spring 2006.</p> <p><b>New Strategy:</b> The capstone event for spring 2006 was changed from a Saturday format to a Friday format, allowing more students to participate. A May 2007 event is also planned.</p>

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<p>6</p> <p><b>Lesson:</b> Courses with direct application offer students targeted information and assist in career decision making.</p>	<p><b>Knowledge:</b> The <i>Careers in Criminal Justice</i> course, written specifically for the cohort, has been successful in involving the students in job research opportunities. The Internet is only one of the resources that students are required to access for career information. Students are also given discs with career video clips in a learning object format and a Resource Guide to provide them with local law, public safety and security sites and personnel where they can acquire job information. In many cases, when local access is not realistic, students are required to make cold calls to resources such as FBI agents and explain the purpose of their inquiry. The curriculum offers many opportunities for students to apply both academic and technical skills.</p> <p><b>New Strategy:</b> The Careers class continues to be updated, incorporating relevant classroom activities and resources to aid in the student's career exploration process.</p>

4/07