



College and Career Transitions Initiative

LESSONS LEARNED

Site Partnership: **Southwestern Oregon Community College** Updated: 02/21/2007

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	Some pathway activities could be redesigned to be more successful with high school students.	<p>Collaborate with faculty in high school to enhance course offering and offered increased credit-based opportunities in the high schools. Additionally, we have extended college courses to selected high school students through a distance education pilot project.</p> <p>We could adjust college curriculum to an expanded timeline to help ensure success of high school enrollees.</p> <p>We plan to examine other strategies to motivate or engage students beyond course credit offering. We learned that high schools students could benefit from our involvement in developing their pathway foundations prior to participating in credit-based opportunities and that their first experience with college courses could be more successful if delivered at a high school pace rather than a college pace.</p>
2	We need to foster the secondary/post secondary instructional connection	<p>We have begun holding joint curricular meetings with our partner high schools and have begun to foster an instruction partnership to help ease the secondary – post secondary transition through coordinated learning outcomes and instructional strategies. Through this process we have promoted collegiality between high school and college faculty as well as opened doors of opportunities to the students.</p> <p>Through our efforts to promote new 2+2 offerings in the high schools, we recognized that a more formalized process for identifying and standardizing the approval process for high school instructors for 2+2 classes would greatly help.</p>

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3	Change is very difficult without integrated all stakeholders in the change process	<p>We created a Memo of Understanding with each school that documented the role of the college and the high schools based on our plan.</p> <p>We included key high school stakeholders in the change process but with continual change in school district leadership (principals and superintendents) we did not always have a communication flow that was maintained with change in leadership.</p>
4	Implementation of retention activities were more entangled than anticipated. That tradition patterns are hard to change.	We successfully initiated a college wide investment in retention and advising activities by a faculty driven retention committee in collaboration with management.
5	Bring new partners into CCTI activities is complex. Everyone is at a different time and place with their expectations and activities	<p>As we develop pathways with each school system in our college district, we need to nurture a relationship that is sensitive to the uniqueness of the school, its culture, its goals and mission, its budgetary situation, and current curriculum. What worked well with one is not necessarily the answer for another.</p> <p>Because of the limited IT courses in these schools, the standard CCTI data collection model may not be appropriate; therefore we will need to initiate a secondary data strategy.</p>