Transitions: College and Career Prep
A University and Community Partnership

www.PennStateCE.com/Transitions
LESSON LEARNED

IT’S A WORK IN PROGRESS
• Develop partnerships with community-based adult education providers

• Recruit better-prepared adult learners

• Conduct the program in Penn State classrooms

• Share financial responsibility

• Model our successful program to other PSU campuses
Penn State Continuing Education Contributions

- Classroom facilities and computer access
- Marketing support
- Access to University technology—ANGEL
- Continuing Education staff involvement in course
- Partial funding—instructional support
- Overall program coordination
Program Assessment

- Enrollment, attrition, and attendance
- Computer Assessment Tool
- Pre and post TABE results
- Final Program Evaluation
- Monitor subsequent postsecondary enrollment
- Monitor academic success at Penn State
LESSON LEARNED

THE INTAKE PROCESS IS CRITICAL TO PROGRAM SUCCESS
Goals

• To ensure proper placement of students
• To ascertain student’s goals, strengths, and deficiencies
• To bolster attendance and participation
Benefits

• For students:
  • Promptly address their goals
  • Decide if the class will benefit them

• For Instructors and staff:
  • Get an idea of student goals and abilities prior to the first class
  • Adjust curriculum to meet student needs

• For the Program:
  • Better student attendance
  • Higher rate of completion
The Intake Process

1. Students make inquiries to CE
2. Instructor conducts phone interview
3. Follow-up e-mail; Invitation to orientation
LESSON LEARNED

Orientation Sets the Tone for Class Expectations and Saves Valuable Instructional Time
Orientation

- Staff-student meet-and-greet
- Establish FOP accounts
- Mandatory state assessment (TABE)
- Collect ICE information
- Discuss class policies and review syllabus
Transitions Curriculum

Academic and Research Skills

College Writing and Grammar Skills

Career Exploration and Planning

Presentation and Power Point Skills

Technology Skills
LESSON LEARNED

Career and Educational Planning Provides the Critical Framework for the Course
Education and Career Planning

- Provides a framework for programmatic goals
- Integrated into three interactive class sessions
- Goal is for students to articulate a solid career and educational plan by completion of program
- Interactive and fun!
Career Planning—First Visit

• Establish individual and group connections

• Deflating the power differential - making it real

• Discussion related to the world of work

• Importance of understanding and defining one’s interests, personality preferences, values, and transferrable skills

• Prepare students to complete assessments
Career Planning—Second Visit

• Group interpretation & discussion of assessment results

• Provide and review reputable occupational materials

• Reinforce the importance of becoming an “informed consumer”

• Engage group in “aha” moments
Career Planning—Third Visit

- Discuss assessment results
- Discuss greatest fears, concerns, and anticipated obstacles related to returning to school as an adult learner
- Discuss self-esteem, self-efficacy, accountability, and traction
- Encourage students to meet one-on-one to review their educational and career plans
LESSONS LEARNED

• The program must reflect the community and students who are served
• Having the “right” everybody
• Nurture all relationships
• Overarching goal is defining a career path and educational plan
• Continually reassess—flexibility is key
Transitions:
Back to the classroom
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