



IMPLEMENTATION STRATEGIES

Corning Community College

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required. Updated: 2/21/07 – L. Miller

STRATEGY:	Instructional strategies based on learning-centered innovations.
DESCRIPTION:	<ul style="list-style-type: none"> ◆ An innovative First Year Experience (FYE) course has been developed and initiated on the CCC campus in 2005-2006 with significant success. The FYE course is focusing on enhancing the life skills and adaptability skills of first-time college students. Plans include offering the course as a dual-enrollment program in the partner high schools in the near future. A career plan + preparation = increased retention and success.
STRATEGY:	Comprehensive education-to-employment network development.
DESCRIPTION:	<ul style="list-style-type: none"> ◆ Information Communications Technology (ICT) Reform efforts are occurring at Corning Community College. All ICT programs have been redesigned and realigned under an “umbrella approach” to incorporate a common first year of courses. The common first semester will ease student transition while enhancing program choices and career decisions. Shared employer-employment information with Workforce New York and Southern Tier Economic Development organizations will strengthen the education to employment network. Current status: Awaiting final SUNY approval.
STRATEGY:	Enhancement of proactive career planning efforts to assist students/parents with academic and career decisions.
DESCRIPTION:	<ul style="list-style-type: none"> ◆ “Customized” Career Pathways (23 Pathways for <u>EACH</u> partner school) have been specifically developed to accurately reflect articulated courses available in each school. Two partner schools have since redesigned their career-planning and class scheduling programs based on Career Pathways. Regional efforts, to institute a comprehensive and effective Individual Career Plan (ICP) for each student that becomes the “key resource and tool” for students, parents, and schools outlining career goals, pathway opportunities, and requirements, continue. ◆ Student Handbooks, designed as “organizers”, provide detailed action steps promoting pathway success and program compliance and completion.
STRATEGY:	Use of academic assessments as benchmarks to alert students, counselors, faculty, and administrators of academic readiness.
DESCRIPTION:	<ul style="list-style-type: none"> ◆ Tech Prep/CCTI registered students in the three pilot high schools have begun taking the on-line ACCUPLACER assessment in 10th and 11th grades to determine academic readiness levels for postsecondary study. ◆ Student diagnostic data, from the ACCUPLACER assessments, will assist secondary schools in providing Academic Intervention Services (AIS), as mandated by the New York State Department of Education, to students, as needed. Each pilot school is currently developing procedures to best utilize the diagnostic information.
STRATEGY:	Collaborative efforts to expand capacity for delivery of educational career programs in critical skill-shortage areas.
DESCRIPTION:	<ul style="list-style-type: none"> ◆ TALK TIME sessions, discipline-specific, encourage secondary and postsecondary educators to build relationships, establish direct communication, and align curriculum. ◆ Topic-specific professional development opportunities are offered on a regional basis to promote optimal collaboration between and among secondary and postsecondary schools.