

SITE VISIT REPORT
IVY TECH STATE COLLEGE- COLUMBUS, INDIANA
COLLEGE AND CAREER TRANSITION INITIATIVE (CCTI)
HEALTH OCCUPATIONS

Site visitor: Elisabeth Barnett, UIUC
Dates: December 11th and 12th, 2003
Principal partners: Ivy Tech State College- Columbus
C4 Columbus Area Career Connection
Columbus East High School
Columbus Regional Hospital
Community Education Coalition

Program Abstract:

The CCTI program at Ivy Tech State College in Columbus, Indiana offers students the opportunity to complete certification as a Certified Registered Central Service Technician while in high school. Graduates can seamlessly progress into the Surgical Technician program at the college. Extensive work-based learning opportunities related to both programs are provided at the Columbus Regional Hospital. Professional development workshops offered by CORD will enhance teaching and learning at the secondary and postsecondary levels in a wide variety of career and academic areas.

Ivy Tech State College and Its Partners

The Indiana General Assembly established Ivy Tech State College in 1963 and, with 23 campuses statewide, it is Indiana's second largest public education system. The college is an open-access, two-year postsecondary institution offering courses, degree programs, certification training/testing, and continuing education. Its mission is "to enable individuals to develop to their fullest potential and to support the economic development of Indiana." During the 2001-02 year, 92,744 students were enrolled in a variety of degree and certification programs. Statewide enrollment percentages in the five major degree divisions are:

Technology	23%
Business	22%
Health Sciences	10%
Public Services	8%
Visual Technologies	2%

Through legislative action, and in partnership with Vincennes University, the college is now focusing on development as the *community college* of Indiana, while maintaining its traditional role in preparing students to directly enter the workforce. The community college offers both technical certificates and associate degrees and is expected to improve the ability of students to transfer to four-year colleges and universities. The community

college opened pilot sites in the fall of 2000 at Evansville, Gary, Indianapolis, and Lafayette, and plans to expand to all 23 Ivy Tech locations by 2006.

In Columbus, Ivy Tech classes were first offered in 1969 in the City Hall. The Columbus campus opened at its current location in 1983 and by 2003 had 2,100 students. The majority of students (37%) are enrolled in technical certificate programs, followed by 31% in Associate of Applied Science programs. Ivy Tech also offers customized training opportunities and continuing education in response to the specific needs of local businesses. Located in a predominately a manufacturing community, Ivy Tech State College's primary business partnerships were traditionally with the largest employers of this type, Cummins and ArvinMeritor.

The Columbus Area Career Connection, also called C4, was established (under the name Columbus Area Vocational Program) in 1972. It currently provides career and technical education programs for ten high schools in four counties in south central Indiana. Its aim is to "connect community resources with education to provide opportunities for all students to gain workplace skills and attitudes while laying the foundation for life-long learning, competitive employment, and continuous improvement." All programs are delivered at three sites: East High School, North High School, and McDowell Adult Education Center, with students bussed in from the other participating schools. Programs are organized around the following nine career clusters:

- Agricultural Science and Business
- Business, Management and Finance
- Construction Engineering Technology
- Computer Technology
- Engineering Manufacturing
- Health Careers
- Human Services
- Multimedia Communications
- Transportation

Columbus Regional Hospital evolved from the Bartholomew County Hospital, first established in 1917. In 1983, it was among the first of 150 hospitals in the country to be classified by the federal Medicare program as a Regional Referral Center. It is also the first and only hospital in Indiana to receive accreditation through the Magnet Recognition Program, awarded to healthcare organizations that demonstrate sustained excellence in nursing care.

The multiple health occupations programs offered by C4 began with a Licensed Practical Nursing program that was originally a part of the Bartholomew County Hospital. Shortly after Ivy Tech opened its health occupations program in 1973, the program transitioned to the college where it currently resides. C4 also developed a Nursing Assistant program in 1976 in cooperation with the hospital and Ivy Tech. Other programs were developed in health careers, including a particularly noteworthy one in Dental Assisting. The newest

addition to this cluster is the Certified Registered Central Service Technician (CRCST) initiated under the auspices of the CCTI project.

The community of Columbus, Indiana, is uniquely endowed with other resources that enhance their educational offerings. First, this town of about 35,000 people is home to a total of three postsecondary institutions. In addition to Ivy Tech State College, there are also campuses of Indiana University - Purdue University at Columbus (IUPUC) and Purdue School of Technology (PST). All three offer primarily two-year educational programs oriented to workforce development, although several bachelors and masters degree programs are now available.

In addition, the city's Community Education Coalition (CEC), founded by business leaders in 1997, plays a unique and very proactive role. They describe themselves as, "A partnership of area business and education serving as the catalyst for a comprehensive early childhood through post-secondary community learning system which supports lifetime learning, comprehensive educational opportunities, defined and measurable high standards and an ever-improving quality of life for each citizen." Their most high profile successes include:

- Leadership on the development of the Columbus Learning Center, a state-of-the-art shared postsecondary education facility, currently under construction and expected to cost about \$25 million. The facility will be managed by an independent board of directors and will be shared by the three postsecondary institutions along with programs of the CEC and the Department of Workforce Development.
- A \$5 million grant from the Lilly Foundation to establish a multi-component Community Learning System, including the Center for Teaching and Learning, the Center for Quality Improvement Columbus, and the College and Career Success Program.
- Lobbying the state to obtain approval for new bachelors degree programs in Nursing, Psychology, Elementary Education, Business Administration, and Chemistry.

This group, under the direction of President John Burnett, along with the Center for Teaching and Learning, led by Karen Nissen, was also very instrumental in the development and submission of a grant proposal for CCTI.

The CCTI Program

The CCTI program is designed to create a pathway that will allow students to take high school classes leading to certification as a Certified Registered Central Service Technician (CRCST), coursework that is aligned with the Surgical Technology Program at Ivy Tech. The Surgical Technology Program on the Columbus campus was established in 2000 in response to a needs assessment conducted by local health care providers. Similarly, Columbus Regional Hospital had identified a need for Central Service Technicians, whose primary job is to sterilize and prepare all instruments and equipment

used in surgery. Discussions between the three institutions led to the realization that the two programs could be aligned to form a logical pathway from high school to college leading to a high wage, high demand career. Further work has been done to extend the pathway to IUPU-Columbus where students will be able to earn a BSN and/or to IUPU-Indianapolis which offers both the BSN and MSN.

As the partners went about creating the program, lessons learned in the development of the high school Dental Assisting Program were of great value. This program, established in 2000, is the only high school program in the country accredited by the American Dental Association, and it has been widely recognized for its quality. Students may earn up to 33 dual credit hours while in high school, and complete the program ready to take the Dental Assistant National Board certification test. Students also may also complete six general education courses at Ivy Tech, upon which they will have fulfilled the requirements for the Dental Assistant technical certificate.

The first five students enrolled in the CRCST program, located at Columbus East High School, in the Fall of 2003. The program is taught by the Health Careers high school faculty, who are already teaching students in the Nursing and Dental Assisting programs. To develop the curriculum, the teachers have been in close contact with the International Association of Healthcare Central Service Materiel Management (IAHCSMM), the accrediting body for this profession. They recently submitted the paperwork required to become a fully accredited program.

An existing curriculum, designed by IAHCSMM for an online course that prepares (usually adult) students for certification, has been a useful guide in the development of the high school courses. Important assistance has also come from Jill Stillwell, the Manager of Central Processing at Columbus Regional Hospital. In addition to setting up extensive hands-on learning opportunities for students, she is teaching some of the units in the classroom when more specialized knowledge is required.

To prepare to be CRCSTs, students enroll in the program for a minimum of one year. They spend 2-3 hours per day in two courses per semester. In addition, in order to become certified, they must log 400 clinical hours, an unusually high number (originally based on the assumption that most applicants would already be full-time workers in hospital central processing or supply units). These students take classes with other health careers students for the first seven weeks, after which they separate out into their own group. The full range of activities planned and their relationship to each of the five goals of the CCTI program is shown in the CCTI Improvement Plan, included in **Appendix A**. Updated versions will be available on the League for Innovation in the Community College/CCTI website as they are developed.

Program Implementation

Under the leadership of Jennifer Steinwedel, Project Director, the following steps have been accomplished since the project's inception:

- Extensive planning has taken place among the project's partners, and work has been done to link the project to some of the other key players in the community including the Community Education Coalition, the Center for Teaching and Learning, and the College and Career Success Program.
- A well-attended kick-off event was held to inform a variety of stakeholders about the program and how it fits into the national, state, and local educational environments. Participants included core team and advisory team members; instructors in the program; area superintendents; and students currently enrolled in the program, along with their parents.
- Helpful and attractive materials have been developed to publicize the program and recruit students. This includes information related to both the CRCST and the Surgical Technology programs.
- Extensive work has been done to develop the curriculum for the CRCST program, along with structuring work-based learning opportunities. At the time of the site visit, students were just beginning to work at Columbus Regional Hospital, and both staff and students were very excited about the experience.
- The college has obtained a license for 1000 students to use SkillsTutor, a web-based self-tutorial that will be tied to remediation efforts at the high school and college. This program can be accessed on-site or at home and has been crosswalked with the COMPASS and TABE tests.
- A focus group was held with the current group of Surgical Technology students to look at ways to improve the program, based on the first year of implementation.

Activities planned for the current year include:

- Placement testing will be done using the ASSET test for all students in the high school health careers program. This will be followed by opportunities for remediation provided by the high school Health Careers teachers.
- A series of three seminars will be conducted by Sandi Harwell of the Center for Occupational Research and Development (CORD). These will focus on:
 - CCTI, and the creation of career pathways (January 2004).
 - Contextual learning (April 2004).
 - The use and design of electronic portfolios (June 2004).

Dr. Gaudin, the Academic Dean at Ivy Tech, has requested that all of the college's faculty attend these sessions because he believes that they will be of broad use to the college. High school faculty will also participate in these seminars.
- Meetings will be held between the faculty of the C4 Health Careers program and the instructor/director of the Surgical Technology program to align the curriculum and look at possible areas in which dual credit could be awarded.
- A student mentoring program will be developed to help students develop a sense of belonging to a learning community.
- An electronic portfolio system, currently in use at IUPUI, will be re-tailored for use with Ivy Tech and area high school students. They are particularly excited about the possibility of pilot testing it with the CRCST students.

- To increase enrollment of students for the coming year in the CRCST as well as other health occupations, career fairs will be held at all C4 high schools.
- There will be outreach efforts led by the Ivy Tech Office of Academic Affairs to include more dual credit courses in the CRCST program.
- Orientation of new faculty members at Ivy Tech will include information on the CCTI program.

Data Collection

According to Maribeth Anderson, Institutional Research Coordinator for the CCTI Project at Ivy Tech, the data gathering procedures required under the CCTI grant fit well with college and community priorities. A 10th grade test, the ISTEP, has recently been mandated as a high school exit exam in Indiana, resulting in increased efforts to improve testing and remediation systems in general. Anthony Gaudin concurs that the No Child Left Behind Act and an emphasis on data driven decision-making nationally is creating a climate in which the kinds of data collected in connection with the CCTI grant will be valued.

The Community College Survey of Student Engagement (CCSSE) was implemented statewide last year. Results are currently being disseminated. Initial response at Ivy Tech Columbus and around the state has been positive. Columbus East and North High Schools are interested in administering the High School Survey of Student Engagement (HSSSE) to the entire student body this year.

The college has set up the quantitative data collection system and feels confident about being able to provide the information needed, especially because they currently are dealing with small numbers of students. Discussions are still being held with the Chauncey Group to finalize procedures.

Organization/Administration

Within Ivy Tech-Columbus, the CCTI program is housed under the Dean of Student Affairs. The CCTI Project Director reports directly to the Director of Admissions, Neil Bagadiong. This arrangement aligns the CCTI project with other high school relationship-building efforts within the college. The CCTI project is run by Project Director, Jennifer Steinwedel with the help of a half-time assistant who is responsible for various administrative tasks. College Executive Chancellor Dr. John Hogan is very supportive of the project and stays well informed as to its progress.

Advisory Council

The advisory council for the CCTI project is comprised of representatives of all of the key partners on the project, along with representatives of other education providers in the community, especially those involved in workforce development. A full list of names and affiliations is provided in **Appendix B**.

Benefits of the CCTI Project

The CCTI project appears to be playing an especially important role in helping the education providers of the Columbus community work together to build streamlined pathways for students interested in obtaining the education they need to enter desirable careers. The groundwork for this cooperation has been laid by the institutions themselves, and further advanced by groups such as C4 and the CEC. However, this project is also contributing in important ways to the development of a unified educational system. As Dr. Gaudin stated, the national spotlight on the advantages of high school/college partnerships focuses local attention on ways to improve these linkages. This is further aided by the efforts of Jennifer Steinwedel, who is liked and respected by all involved, to bring different groups to the table.

New leadership at the upper and middle levels of the postsecondary institutions is also setting the stage for positive outcomes. Dr. Hogan, Executive Chancellor of Ivy Tech, who arrived about a year ago, has the longest tenure among the leaders of the three area colleges. He believes that all are open to the idea of joint initiatives, while also needing to carefully protect the interests of their individual institutions. Dr. Gaudin's openness to cooperation with high schools and dual credit is also contributing to a changing environment for these kinds of partnerships.

Finally, the Columbus Regional Hospital is an enthusiastic partner, motivated in part by a pressing need for well-qualified workers. The involvement of the leadership and employees of the Central Processing unit in the hospital is remarkable, with the staff clearly enjoying their roles as mentors and teachers. Other area hospitals are expected to become involved with the project as well.

The CCTI project has provided a framework and support for the creation of a career pathway in an area that will provide new opportunities for students. The project is leveraging existing resources, and addressing a clearly identified need. It is also bringing in new resources for professional development, such as the workshops offered by CORD, that are likely to have a major impact on the way that teaching and learning are undertaken in the community. Finally, the project is helping to focus attention on the academically-oriented aspects of career education.

Challenges Associated With the Project

The biggest challenges faced by the project involve the historical divide among the local postsecondary institutions. These appear to have emerged largely as a result of decisions made at the state level that have resulted in unintended consequences at the local level. Each of the three colleges serving the community of 35,000 is a branch campus of a statewide institution. Each has a similar mission, targets the same student population, and depends on similar sources of revenue. The institutions are taking important steps to establish collaborative relationships, aided by the involvement of community organizations such as the CEC, but more work remains to be done.

Other challenges mentioned by those interviewed include:

- The logistical difficulties involved in establishing dual credit programs (finding teachers with the required credentials, time for curricular planning, etc.).
- Historic competition among communities in the region, based in part on basketball rivalries.
- The high cost to colleges of running high quality health programs.

The Future

This project is to be commended for its rapid implementation of the CCTI project. They have moved ahead quickly to develop a new curricular offering, link it to an existing postsecondary program, enroll students, and establish work-based learning opportunities. This process was only possible because of the large numbers of very capable and committed people who have been associated with this project from the outset.

Further, all of the partners involved in this initiative see it as likely to lead to additional partnerships in other areas of study. The C4 Team Leader, Andrea Quick, is interested in exploring the development of similar programs in Business, Information Technology, and Engineering. Dr. Hogan expressed a desire to further build college Health Career programs. Dr. Gaudin is especially interested in establishing new dual credit articulation agreements with area high schools. The relationships established through this program will enable future developments.

Jennifer Steinwedel also noted that reaction from those who attended the Learning Communities conference, held under the auspices of the CCTI national project in Indianapolis, has been very positive. She expects that new initiatives will grow out of that experience, some of which may be linked to the CCTI project.



APPENDIX A: CCTI IMPROVEMENT PLAN

**Ivy Tech State College
Site Partnership**

Outcome# 1	Strategy	Supportive Data	Target Group	Action Steps	Deadline for each step	Deadline for Quantitative Data
<p>Reducing the need for remediation of students entering post secondary education.</p> <p>Goal: To reduce the number of high school students needing remediation upon entrance into the Community College by 10% each year of the project.</p>	<p>1.1 Use of formative academic and employability assessments to alert students to academic or skill deficits they may have.</p>	<p>1. Environmental Assessment 2. Bottoms, Gene. (2002). Raising the Achievement of Low-Performing Students: What High Schools Can Do. Atlanta, GA: Southern Regional Education Board, High Schools That Work.</p>	<p>High school students enrolled in SPD program.</p>	<p>Identify C⁴ Health Occupation students for COMPASS testing</p> <p>Schedule test date with ITSC Workforce Certification Center</p> <p>Coordinate student logistics for testing session (permission slips, transportation, etc.)</p> <p>Administer COMPASS at ITSC</p> <p>Create database with COMPASS test results</p>	<p>Q3 (2003)</p> <p>Q3 (2003)</p> <p>Q3 (2003)</p> <p>Q3 (2003)</p> <p>Q4 (2003)</p>	<p>Q4 (2003)</p> <p>Q4 (2003)</p> <p>Q4 (2003)</p> <p>Q4 (2003)</p> <p>Q4 (2003)</p>

	<p>1.2 Remediation beginning as early as necessary to ensure success in rigorous programs of study</p>	<p>1. Environmental Assessment 2. Boylan, Hunter R. and D. Patrick Saxon. (1999). What Works in Remediation Lessons from 30 Years of Research. Prepared for the League for Innovation in the Community College. Boon, NC: National Center for Developmental Education.</p>	<p>High school students enrolled in SPD program.</p>	<p>C⁴ receives list of students requiring remediation Share COMPASS test results with Health Occupation instructors</p> <p>Begin developing an academic remediation plan for secondary students</p> <p>Place post-secondary /adult students requiring remediation in appropriate academic skills courses</p> <p>Integrate Contextual learning strategies to build necessary skills</p>	<p>Q4 (2003) Q4 (2003) Q4 (2003) Q4 (2003) Ongoing</p>	<p>Q4 (2003) Q1 (2004) Ongoing Q1 (2004) Ongoing</p>
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Outcome# 2	Strategy	Supportive Data	Target Group	Action Steps	Deadline for each step	Deadline for Quantitative Data
Increasing enrollment and persistence in postsecondary education.	2.1 Provide academic and career-related counseling and support services for students to formulate programs-of-study choices.	1. Environmental Assessment 2. Greater Expectations National Panel. (2002). Greater Expectations: A New Vision for Learning as a Nation Goes to College. National Panel Report. Washington, DC: Association of American Colleges and Universities.	H.S. students enrolled in SPD program and Surg Tech students at C.C.	Initiate efforts to extend electronic portfolios into grades 13 & 14 for seamless transition	Q4 (2003)	Q1 (2005)
Goal: Matriculate a minimum of 50% of high school SPD students into Community College Surg Tech program.	2.2 Computer-based technology used to enhance learning.	1. Environmental Assessment 2. Chaves, Christopher A. (2003, February). Student Involvement in the Community College Setting. ERIC Digest No. EDO-JC-03-02. Los Angeles: ERIC Clearinghouse for Community Colleges.	H.S. students enrolled in SPD program	Require students to transfer electronic portfolios from secondary to post-secondary	Q1 (2004)	Q1 (2005)
				Begin process to create portfolio assessment and advising procedures	Q3 (2003)	Q1 (2005)
	2.3 Employ innovative strategies with a focus on student-centered learning communities.	1. Environmental Assessment 2. Kellog, Karen. (1999). Learning Communities. ERIC Digest No. EDO-HE-1999-1. Washington, DC: ERIC Clearinghouse on Higher Education.	H.S. students enrolled in SPD program and Surg Tech students at C.C.	Recruit current health care students to mentor incoming students	Q4 (2004)	Ongoing
				Prepare training package	Q4 (2004)	Q1 (2005)
				Train student mentors	Q1 (2005)	Q1 (2006)
				Partner mentors with students	Q3 (2005)	Q3 (2006)
				Collect data on enrollment/completion numbers for assessment	Ongoing	Q3 Yearly

Outcome #3	Strategy	Supportive Data	Target Group	Action Steps	Deadline for each step	Deadline for Quantitative Data
Improving academic and skill achievement at secondary and postsecondary levels.	3.1 Regular, high-quality professional development for faculty.	1. Environmental Assessment 2. Sheldon, Caroline Q. (2002, October). Building an Instructional Framework for Effective Community College Developmental Education. ERIC Digest Mp/ EDO-JC-02-09. Los Angeles: ERIC Clearinghouse for Community Colleges.	Faculty at HS and CC	Develop a model for adjunct faculty orientation (Hold session, develop survey, distribute survey) <i>Qualitative</i>	Q3 (2003)	Q3 (2004)
Goal: Increase availability of professional development opportunities by 10% each year of the study for faculty at HS, CC, and off site. Increase participation by 10% each year of the study.				Expand collaboration between C ⁴ and post-secondary professional development programming	Ongoing	Q3 (2004)
	3.2 Instructional strategies based on learning-centered practices such as collaborative learning, contextual learning, project-based learning, and problem-based learning.	1. Environmental Assessment 2. Tinto, Vincent. (2002). "Enhancing Student Persistence: Connecting the Dots." Prepared for Presentation at Optimizing the Nation's Investment Persistence and Success in Postsecondary Education.	Faculty at HS and CC	Recommend purchase and utilization of instructional programs in concert with the Center for Teaching and Learning Utilize the Center for Teaching and Learning instructional series Disseminate CTL teaching and learning publications	Q4 (2003) Q4 (2003) Ongoing	Q4 (2004) Q4 (2004) Q4 (2004)

	<p>3.3 Preparation for precepting/mentoring for supervisors/managers at employment sites.</p>	<p>1. Environmental Assessment 2. MacAllum, Keith and Amy Bell Johnson. (2002) Reconceptualizing Education as an Engine of Economic Development. Washington, DC: Academy for Educational Development.</p>	<p>Supervisors at Employment Sites</p>	<p>Contract members of CCTI Advisory Working Group to conduct professional development consistent with CCTI objectives Meet with C⁴ and post-secondary instructors and community partners to identify anticipated student outcomes at the employment sites Design training/in-service module for placement site supervisors</p>	<p>Ongoing Q4 (2003) Q4 (2003)</p>	<p>Q4 (2004) Q4 (2004) Q4 (2004)</p>
	<p>3.4 Alignment with national standards, recognized business and industry standards, or other relevant standards (state).</p>	<p>1. Environmental Assessment 2. Edling, Walter H. and Ruth M. Loring. (1996). Education and Work: Designing Integrated Curricula Strategies for Integrating Academic, Occupational, and Employability Standards. Waco, TX: Center for Occupational Research and Development.</p>	<p>Faculty at HS and CC</p>	<p>Conduct preceptor training for SPD staff in preparation for student placement Develop survey to determine if preceptor training was adequate preparation for site supervisors - <i>Qualitative</i> Distribute surveys - <i>Qualitative</i> Compile descriptive report from survey results Review curriculum to identify specific academic skills</p>	<p>Q4 (2003) Q1 (2004) Q2 (2004) Q3 (2004) Q3 (2003)</p>	<p>Q4 (2004) Q1 (2006) Q2 (2006) Q3 (2006) Q3 (2004)</p>

				Map academic standards based on ISTEP/Core 40 criteria	Q3 (2003)	Q3 (2004)
				Integrate instructional methods to reinforce existing academic skills	Q1 (2004)	Q1 (2005)
				Determine effective strategies to enrich marginal academic skills within the curriculum	Q1 (2004)	Q1 (2005)

Outcome #4	Strategy	Supportive Data	Target Group	Action Steps	Deadline for each step	Deadline for Quantitative Data
Increasing the number of postsecondary degrees, certificates, and licensures.	4.1 Alignment with national standards, recognized business and industry standards, or other relevant standards.	1. Environmental Assessment 2. Badway, Norena and W. Norton Grubb. (1997) A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation . Two Volumes. Berkeley, CA: National Center for Research in Vocational Education.	Curriculum Committee	Collect information on SPD certification requirements	Q3 (2003)	Q4 (2003)
Goal: 100% retention of those enrolled in C4 SPD program to link into CC SPD certificate program (once established 2004); 50% of those students to obtain Associate of Applied Science Degree in Surg Tech. To increase associate degrees awarded to C4 SPD students by 10% each year of the project.				Begin work on designing SPD curriculum	Q3 (2003)	Ongoing
				Design student learning plan for SPD work-based experience	Q4 (2003)	Ongoing
	4.2 Alignment and articulation with statewide secondary to associate-, baccalaureate-, or graduate-level programs.	1. Environmental Assessment 2. Bailey, Thomas R., Katherine L. Hughes, and Melinda Mechur Karp. (2003, March) Dual Enrollment Programs: Easing Transitions from High School to College . CCRC Brief No. 17. New York: Community College Research Center, Teachers College, Columbia University.	Administration at HS/CC/Indiana Commission for Higher Education	Investigate SPD dual credit opportunities	Q3 (2004)	Q3 (2005)
				Examine linkages between surgical tech (post-secondary) and SPD (secondary) programs	Q3 (2004)	Q3 (2005)

				Gather information on dual enrollment at other CCTI sites	Q4 (2004)	Ongoing
				Explore/expand articulation and dual credit agreements between C ⁴ and post-secondary institutions	Q4 (2004)	Q4 (2005)
	4.3 Promote a focus on an upward career ladder within career paths to support the learning continuum.	1. Environmental Assessment 2. Alssid, Julian L., David Gruber, Davis Jenkins, Christopher Mazzeo, Brandon Roberts, and Regina Stanback-Stroud. (2002) Building a Career Pathways System: Promising Practices in Community College-Centered Workforce Development. New York: Workforce Strategy Center.	Advisors at HS and CC	Examine various health occupation career tracks	Q3 (2003)	Completed
				Create Career Ladders	Q3 (2003)	Completed
				Increase awareness of potential through visual diagrams	Q3 (2003)	Completed
				Encourage advancement along career paths by stranding incremental certifications at post-secondary level	Q1 (2004)	Ongoing

Outcome #5	Strategy	Supportive Data	Target Group	Action Steps	Deadline for each step	Deadline for Quantitative Data
Improving entry into employment and/or further education.	5.1 Provide students with site-based learning experiences.	1. Environmental Assessment 2. Gruber, David. (2000). We're Education, You're Semiconductors: Improving Worker Skills Through Employer-Community College Partnerships. Philadelphia, PA: Public Private Ventures.	Employers	Explore SPD apprenticeship potential	Q1 (2004)	Ongoing
Goal: Increase # of students entering C4 SPD program at HS by 10% each year of the project. Increase the # of students entering Surg Tech program at CC by 10% each year of the project. Increase employment into trained position (SPD, Surg Tech, RN) by 10% each year of the project. Add four year degree link once established.				Integrate SPD informational and experiential opportunities for students	Q4 (2003)	Ongoing
				Investigate and recruit additional SPD job sites (e.g. Schneck Memorial Hospital)	Q2 (2004)	Ongoing
				Develop communication tool (e.g. letter, email, brochure) for regional health care providers to facilitate placement into internships, co-ops, and eventual employment.	Q1 (2004)	Ongoing
	5.2 Alignment and articulation with statewide secondary to associate-, baccalaureate-, or graduate-level programs.	1. Environmental Assessment 2. Pierce, David R. (2001, June). Student Pathways through High School to College. From a series of essays supported by the MetLife Foundation Change in Education Initiative and the Pew Charitable Trusts. Denver, CO: Education Commission of the States.	Administration	Begin discussions with ISU DegreeLink and IUPUC to align SPD → Surgical Tech → RN curriculum	Q4 (2004)	Q4 (2005)

			Assess potential for alignment and articulation using dual credit research	Q4 (2004)	Q4 (2005)
	5.3 Provide academic and career-related counseling in conjunction with other student support services.	1. Environmental Assessment. 2. Rosenbaum, James E. (2002, April). Beyond Empty Promises: Policy to Improve Transitions into College and Jobs. Boston, MA. Early College High School Initiative, Jobs for the Future.	Contact the Indiana Commission for Higher Education regarding legislative recommendations for dual and articulated credit Integrate career exploration within the C4 Health Occupations major (also provided for adult students) to identify area of interest.	Q4 (2004)	Q4 (2005)
			Further develop Center for Career and Academic Advising for post-secondary students	Q4 (2003) Ongoing	Q4 (2005)



College and Career Transitions Initiative

APPENDIX B: SITE PARTNERSHIP MEMBER LIST

Site Partnership:

Ivy Tech State College

NAME	TITLE	INSTITUTION/ORGANIZATION	EMAIL ADDRESS	PHONE NUMBER
Dr. John Hogan	Chancellor	Ivy Tech State College Region 10	jhogan@ivytech.edu	812-372-9925 ext 114
Jennifer Steinwedel	CCTI Project Director	Ivy Tech State College Region 10	jsteinwe@ivytech.edu	812-372-9925 ext 230
Marsha VanNahmen	College & Career Readiness	Community Education Coalition	mvannahmen@educationcoalition.com	812-379-3175
Karen Nissen	Program Director	Center For Teaching & Learning	knissen@educationcoalition.com	812-379-3433
Maribeth Anderson	Division Chair	Ivy Tech State College Region 10	manderso@ivytech.edu	812-372-9925 ext 149
Billie Goodner	Education Director	Columbus Regional Hospital	bgoodner@crh.org	812-376-5712
Andrea Quick	Team Leader	C4 Columbus Area Career Connection	quicka@bcsc.k12.in.us	812-376-4293
Brenda Hotopp	Director of Career & Employment Services	Ivy Tech State College Region 10	bhotopp@ivytech.edu	812-372-9925 ext 140
Dr. Anthony Gaudin	Dean of Academic Affairs	Ivy Tech State College Region 10	agaudin@ivytech.edu	812-372-9925 ext 184
Dr. Jeff Rhoades	Dentist	Private Practice	Not available	812-376-9335
Neil Bagadiong	Director of Admissions	Ivy Tech State College Region 10	nbagadio@ivytech.edu	812-372-9925 ext 129
Roger Bingham	Dean of Student Affairs	Ivy Tech State College Region 10	rbingham@ivytech.edu	812-372-9925 ext 122