

IMPLEMENTATION STRATEGIES

Site Partnership: **Ivy Tech Community College of Indiana**

Updated: March 2007

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.

STRATEGY:	Administer college placement exams and other assessments to determine academic readiness and career skill preparedness.
DESCRIPTION:	High School junior and senior students enrolled in the C ⁴ Columbus Area Career Connection Health Careers take the ASSET or Compass examination to assess for college readiness. Any student whose scores indicate a lack of readiness is enrolled into SkillsTutor, a web-based self-paced tutorial program. Student progress is monitored by faculty. Students will be retested the next year as high school seniors or as freshmen entering the community college. Quantitative data is collected and reported.
STRATEGY:	Develop individual career and educational plans.
DESCRIPTION:	Early in ninth grade, students are counseled to create an educational development plan. This EDP outlines course selections during the four years of high school and beyond with preliminary plans for their post-secondary career. Students are required to complete a "careers" course that includes an orientation to high school; time management, study, and organizational skills; goal setting; learning styles assessment; and career assessment and exploration – including career research and job shadowing experiences. Students create foundational pieces of their electronic portfolios including a resume among other components. The EDP provides a timeline to track personal value skill development; college & career fairs; volunteer, community service, and work experiences; test history such as GOE, PSAT, ACT & SAT; college visitations; and college scholarship applications.
STRATEGY:	Host professional development opportunities for secondary and postsecondary faculty.
DESCRIPTION:	Faculty and administration across all levels of education are provided the opportunity to participate in concurrent professional development. Past professional development opportunities have addressed: Career Pathways, Contextual Teaching, Student Portfolios, e-Portfolios, Blackboard 7.1, Addressing First Generation Students, Careers Count, Using Group Work in the Classroom, Match Ware I, II, and III, and Teaching the Millennial Student. Additionally, these events provide all participants the opportunity to build stronger personal and professional relationships and strengthen the bridges across learning institutions.
STRATEGY:	Provide students with site-based learning experiences.
DESCRIPTION:	C4 Health Careers students enrolled in the Central Service Technician program will receive extensive on-site training at Columbus Regional Hospital in the central service department. Students are closely tracked, mentored, and evaluated by Certified Registered Central Service Technicians (CRCST). Upon completion of the two year program, students will have received intense didactic and clinical training and will be eligible for certification from the International Association of Healthcare Central Service Materials Management (IAHCSMM). Students will be awarded a Technical Certificate upon successful completion of English Composition and Intro to Psychology at the post-secondary level.
STRATEGY:	Offer credit-based transitions programs.
DESCRIPTION:	High school students have the opportunity to earn multiple types of college credit while enrolled in high school. Dual credit agreements are in place for the technical courses of Medical Terminology, Medical Law and Ethics, and Introduction to Health Careers. Advanced College Placement courses exist in English Composition and Literature as well as Psychology and other courses. All courses must be completed with the grade of B or better.