IVY TECH INSTITUTE OF TECHNOLOGY

The Ivy Institute of Technology is an alternative postsecondary educational delivery strategy that will operate within the existing Schools of Technology and Business. The Institute is organized around the principles of competency-based education. The competencies reflect professional industry standards, and the curriculum leads to preparation for nationally-recognized certifications. In general, Institute programs are similar to the college's certification Certificate curriculum without the required general education classes, and will articulate seamlessly into related AAS programs. These credit hour programs are eligible for financial aid.

PURPOSE

The purpose of the Institute is to deliver programs of one year or less that are structured around industry-recognized certifications. Programs of study are in high demand technology areas such as automotive, manufacturing (machine tool), welding, computing technology, heating & air conditioning, and logistics. The 30 week programs are offered as a single progression of skill acquisition within a fixed daily class schedule of 6 hours/day. The self-contained instructional day includes all academic activity which allows for students to commit to outside employment if necessary. The model is cohort-based with four entry points throughout the year and open exit.

PROGRAM FEATURES

Math, writing and reading competencies related to workplace skills are embedded within the program curricula. The curriculum design and development integrates communication, technical writing, collaborative skills, and computation competencies within the technical programs. Instructional delivery is self-paced, computer based instruction facilitated by a content-expert, certified faculty. At the completion of the program, students will earn a certification certificate; a completion certificate; and eligibility to sit for one or more nationally-recognized certification exams.

Another feature of the Institute is the contextualized foundation and applied skill development component, called Foundations. The main curricular focus of Foundations is in reading, writing, and mathematics, as well as modules on workplace skills and career development. Each student will enter the Foundations program and move through an individualized learning plan in a self-paced, computer lab setting with an instructor available to monitor progress and assist as needed. A central element of Foundations is the use of KeyTrain®. KeyTrain® offers diagnostics to assess student achievement levels and content mastery assessments.

2011 PILOTS
MACHINE TOOL INSTITUTE

- Certification certificate awarded - Machine Tool Certificate
- South Bend and Indianapolis
- Nationally-recognized certifications through the National Institute for Metalworking Skills (NIMS)

HEATING, VENTILATION, COOLING INSTITUTE

- Certification certificate awarded - HVAC Certificate Level 1
- Sellersburg
- Nationally-recognized certifications through HVAC Excellence

WELDING INSTITUTE

- Certification certificate awarded - Welding Qualification Skills Certificate
- Terre Haute, Anderson, Richmond
- Nationally-recognized certifications through the American Welding Society (AWS)

ASSOCIATE ACCELERATED PROGRAM (ASAP)

The Associate Accelerated Program (ASAP) launched at the Indianapolis and Fort Wayne campuses in the Fall of 2010 courtesy of a generous grant from the Lumina Foundation for Education and the Indiana Commission for Higher Education. The program will also be available at the Lafayette campus beginning in Fall of 2011 courtesy of a grant from the Smith Family.

ASAP provides at-risk students the opportunity to earn a marketable and transferable associate degree in just ten months, rather than the traditional 2-year timeframe. Students participating in the program are identified while still in high school.

ASAP is intended to serve graduating high school students who are prepared to enter college and succeed, but who face obstacles to higher education, especially challenges associated with poverty. The accelerated part of the degree means that the students go to school full time, almost 40 hours a week, which allows them to graduate in less than a year. Most students take two or more years to complete the same degree.

THE ASAP EXPERIENCE

The intense academic experience prepares ASAP graduates to enter the workforce immediately, or go on to a four year institution. The accelerated degree is about more than a quick start. It also includes significant wraparound services, which research shows greatly improve retention rates and student success. Students in the program attend as a cohort, enabling them to form a learning community and provide peer support to each other. A full time faculty mentor is assigned to the group.

During its first year, the program served a total of 37 students at both the Indianapolis and Fort Wayne campuses with 27 on track to graduate within the accelerated timeframe.

For the Fall of 2011, 45 students will be selected for the program in both Fort Wayne and Indianapolis, while 25 will be selected in Lafayette.

DEGREES OFFERED
- General Studies
- Health Care Support
- Computer Information Technology
- Business Administration

STUDENTS
- Total Students for 2010: 37
- Total Students for 2011: 115

DUAL CREDIT

Dual credit refers to courses or programs in which high school students simultaneously earn credit toward both a high school diploma and a college degree. Dual credit plays an important role in strengthening the connection between high school and college, making the transition between sectors easier for students while providing high school students with a realistic understanding of college-level academic expectations. Dual credit also helps more students develop aspirations for college and then shortens their time to degree, saving students and parents money.

It is Ivy Tech's policy that high school students taking a dual credit course taught by a high school teacher are not charged tuition. This policy is designed to encourage students and to encourage participation and access to higher education. The costs to Ivy Tech for high-school-based dual credit programs are covered by the financial resources of the College.

A LOOK AT THE NUMBERS

- Ivy Tech Community College enrolled 25,429 Indiana high school students in dual credit this past year, saving Indiana parents more than $12.2 million in tuition costs.

- This year's dual credit enrollment represents a 20% increase in students, compared to the 21,126 high school students enrolled last year.

- The 25,429 high school students completed 117,474 credit hours. Last year, dual credit students completed more than 100,000 credit hours saving Indiana parents over $10 million in college tuition costs.

- 98.5% of all high schools in Indiana have the opportunity for participation in Ivy Tech dual credit, up from 93% during 2009-10.

- The college currently offers dual credit programs in 300 Indiana high schools and career centers, an increase of more than 20 percent compared to the 235 Indiana high schools and career centers serviced in 2008-2009.

- Ivy Tech has a direct relationship through dual credit agreements with approximately 73% of Indiana's high schools. This compares to 70% during 2009-10.

- The 300 high schools/career centers with whom we have a direct relationship reflects a 6% increase over 2009-10 and a 62% increase since 2007-08.

- There has been a 14% increase in the number of Core Transfer Library/Liberal Arts dual credit agreements between last year and this year.

- The total number of dual credit agreements continues to weigh heavily on the technical side. However, as a percentage of the total, CTL/Liberal Arts agreements have grown from 18% two years ago to 25% this year.

Ivy Tech Community College's Transfer General Education Core (CORE) is incorporated into all transfer curriculums unless program accreditation requirements dictate a different selection of courses. Through its CORE requirements, Ivy Tech ensures breadth and creates a greater coherence in each student's overall education experience. The CORE is designed to prepare each student for successful transfer to the Indiana state baccalaureate-degree granting institution of his or her choice. The CORE was developed around AAC&U's LEAP (Liberal Education and America's Promise) Essential Learning Outcomes and incorporates all eight General Education Outcomes developed and approved by the faculty. With few exceptions, courses selected are from Indiana's Core Transfer Library.

IVY TECH'S GENERAL EDUCATION OUTCOMES INCLUDE:

1. Demonstrate critical and creative thinking.

2. Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.

3. Recognize and understand social, civic, and environmental responsibilities relative to our society.

4. Apply basic scientific concepts in a variety of settings.

5. Exhibit quantitative literacy.

6. Communicate effectively in written and oral forms.

7. Apply ethical reasoning.

8. Demonstrate the acquisition and use of information.

COMPOSITION   **3 CREDITS**
ENGL 111 English Composition*

COMMUNICATION   **3 CREDITS**
COMM 101 Fundamentals of Public Speaking*

MATHEMATICS   **3-4 CREDITS**
MATH 135 Finite Math*; MATH 136 College Algebra*; MATH 137 Trig with Analytic Geometry*; MATH 201 Brief Calculus*; MATH 211 Calculus I*; MATH XXX (statistics-based course in development)

LIFE/PHYSICAL SCIENCE   **6-8 CREDITS**
APHY 101 Anatomy & Physiology I; APHY 102 Anatomy & Physiology II; ASTR 101 Solar System Astronomy*; BIOL 100 Human Biology*; BIOL 101 Introductory Biology*; BIOL 105 Biology I*; BIOL 107 Biology II*; BIOL 211 Microbiology I*; CHEM 101 Introductory Chemistry*; CHEM 105 General Chemistry I*; CHEM 106 General Chemistry II*; CHEM 111 Chemistry I; CHEM 113 Introductory Organic and Biochemistry*; PHYS 101 Physics I*; PHYS 102 Physics II*; PHYS 220 Mechanics*; SCIN 100 Earth Science*; SCIN 111 Physical Science*

SOCIAL/BEHAVIORAL SCIENCES 6 CREDITS
ANTH 154 Cultural Anthropology; ECON 101 Economics Fundamentals*; ECON 201 Principles of Economics*; ECON 202 Principles of Microeconomics*; POLS 101 Introduction to American Government and Politics*; POLS 211 Introduction to World Politics*; PSYC 101 Introduction to Psychology*; PSYC 201 Lifespan Development*; PSYC 205 Abnormal Psychology*; PSYC 240 Human Sexuality*; SOCI 111 Introduction to Sociology*; SOCI 252 Social Problems*

TRANSFER GENERAL EDUCATION CORE

HUMANITIES   6 CREDITS
ARTH 101 Survey of Art & Culture*; ARTH 102 Survey of Art and Culture II*; ARTH 110 Art Appreciation*; ENGL 202 Creative Writing*; ENGL 206 Introduction to Literature*; ENGL 214 Introduction to Poetry*; ENGL 220 Introduction to World Literature*; ENGL 221 Introduction to World Literature After the Renaissance*; ENGL 222 American Literature to 1865*; ENGL 223 American Literature After 1865*;; HIST 101 Survey of American History I*; HIST 102 Survey of American History II*; HIST 111 World Civilization I; HIST 112 World Civilization II; HUMA 100 Theatre Appreciation*; HUMA 118 Music Appreciation*; PHIL 101 Introduction to Philosophy*; PHIL 102 Introduction to Ethics*; PHIL 220 Philosophy of Religion*

MULTICULTURAL AWARENESS 3-4 CREDITS
HIST 111 World Civilization I; HIST 112 World Civilization II; SOCI 164 Multicultural Studies; SOCI 245 Cultural Diversity; ANTH 154 Cultural Anthropology; FREN 201 French Level 3*; FREN 202 French Level 4*; SPAN 201 Spanish Level 3*; SPAN 202 Spanish Level 4*

TOTAL TRANSFER CORE   30-34 CREDITS

*denotes Core Transfer Library course

OTHER INSTITUTIONAL REQUIREMENTS:

STUDENT SUCCESS   1-3 CREDITS
IVYT 101 First Year Seminar; IVYT 102 Information Studies and Research Skills; IVYT 103 Health and Wellness; IVYT 104 Critical Thinking; IVYT 105 Managing Personal Finances; IVYT 106 Career Exploration; IVYT Professional Presence; IVYT 108 Academic Project and Portfolio Management; IVYT 109 Online Learning Technologies; IVYT 110 Transfer Success; IVTY 120 New Student Seminar; IVYT 171 Leadership

CAPSTONE   1-3 CREDITS
Varies by program