



TAACCCT Round 1

Transformative Change Team Presentations





C6

Open Educational Resources



Observed Outcomes:

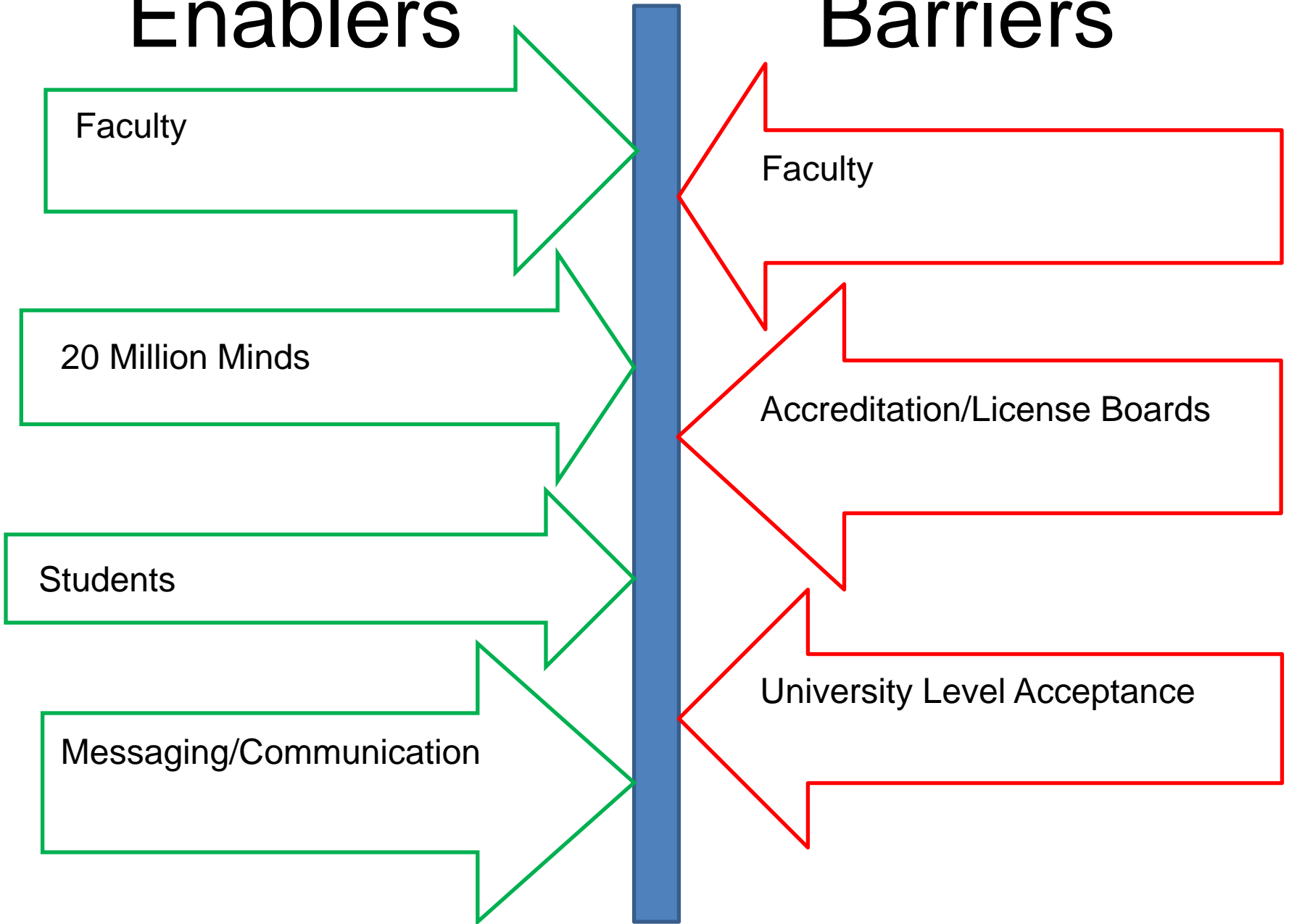
- Reduced Cost to Students
- Reflective of latest research findings, regulations, and new industry concepts appropriate to current textbook
 - Opportunity to customize by faculty
 - Update material annually

Scaling Opportunity – (What can be scaled)

- Across other programs and disciplines
- Could carry over to K-12
- Immediate adoption by other grantees/colleges

Enablers

Barriers



Faculty

20 Million Minds

Students

Messaging/Communication

Faculty

Accreditation/License Boards

University Level Acceptance

Potential Scaling Partner

- Professional Associations (content areas)
- Publishers
- Other grantees
- California Community College Regions/State Office
- College Academic Senate
- 20 Million Minds (experts in OER & platforms)
- Experienced faculty that have used OER

Supporting factors:

- OER allows for instant delivery of text
- Remove access to text as a barrier for students
- Number of students enrolled in online courses
- Prevents shortage of textbooks



MoHealth WINS

Adult learning academy model

Observed Outcomes:

- English, Reading and Math faculty designed and volunteered to deliver this model.
- Employers are supportive as long as academic skills are what is needed in the workplace.
- Services are fully integrated and made accessible in ways they have not been done before.
- The academy content is contextualized to the pathway.

Scaling Opportunity – (What can be scaled)

- Implement a statewide, accelerated, modularized competency based model for moving lower skilled adults to college readiness quickly, and integrated with a career pathway.
- Develop a statewide portfolio model using a competency based college readiness standard.
- Gather and analyze data to further inform the model.
- Integrate credit for prior learning strategy.
- Integrate the modified admissions process.

Enablers

Innovative faculty

Acknowledging failure of current model

Support from employers/WIBS; accrediting bodies.

Available national research

Being an ATD college; college leadership

Barriers

Faculty resistance; poor incentives; fear, apathy

Perceived lack of empowerment

State entities: MDHE, MCCA, DESE

College infrastructure: academic calendar, organizational structure, silos and fragmentation

Potential Scaling Partner – (who might be a good fit to extend the innovation)

- All consortium colleges (statewide)
- State educational and regulatory agencies
- Local workforce boards and employers

Supporting factors:

- All stand to benefit with a skilled workforce, better outcomes (e.g., skills, knowledge, retention)...helps them solve a critical problem.
- Efficient use of resources
- Seamless adult access to learning and employment



Path to Accelerated Completion and Employment (PACE)

Pretesting Assessment Orientation and Retesting

Observed Outcomes:

- Early data for targeted population indicates fewer students placing in developmental education or will place into a higher level of developmental education with test prep. Decrease time in developmental education.
- Predicted outcomes include shortening time to degree completion and improve retention rates.

Scaling Opportunity:

Pretesting Orientation can be scaled beyond targeted population to extend to all students. Scaling opportunities beyond all students in a particular college to all students attending the 22 PACE consortium institutions. While colleges employ differently, PACE will determine a model that works best and scale across institutions. The model will be a best practice that can extend beyond Arkansas.

Enablers

Barriers

The institutions conducting test prep

No common test prep assessment practices across institutions

Developmental education instructors, student support services staff, CAOs

Low levels of technology literacy that impacts testing performance.

Test prep assessment is nimble to meet needs on an institution by institution basis; not one size fits all.

Legislation that holds institutions use one measure, ACT score of 19 or the equivalent COMPASS score.

Potential Scaling Partners who might be a good fit to extend the innovation:

- The 22 colleges, student services, CAOs, partner with ACT, the high schools, WIPS, adult ed, career centers, etc.

Supporting factors for why they are a good fit:

- External scaling partners as well as institutional partners share concern regarding graduation and employment.
- Shared commitment in decreasing cost and time to degree completion.



H2P

Core Curriculum/Credentialing for Health Care



Observed Outcomes:

- Competency and improved performance
- Flexible Options and wait list enrollments
- Increased engagement and retention
- Career awareness (weed and feed)
- Resource optimization

Scaling Opportunity:

- Core curriculum model
- Basic skills foundation course model
- Inclusive development process
- Early credentialing

Enablers

Willingness, Collaboration,
Communication

Funding

Leadership and Early
Adopters

Employer Engagement
and Validation

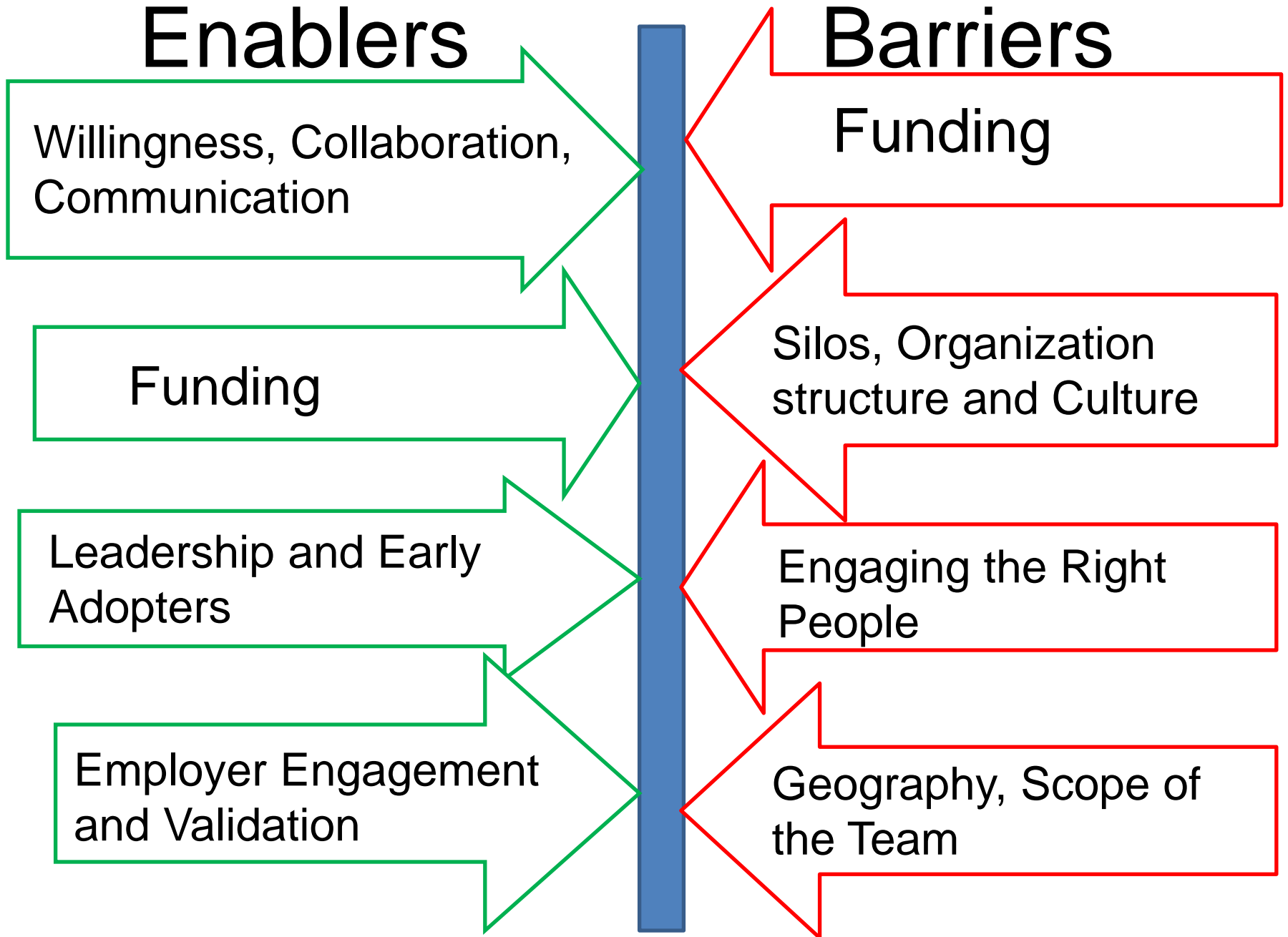
Barriers

Funding

Silos, Organization
structure and Culture

Engaging the Right
People

Geography, Scope of
the Team



Potential Scaling Partner – State-wide Community College Systems

- KCTCS 16 Kentucky Community Colleges

Supporting factors:

- Improved state-wide Health Care performance
- Cost savings across system
- Portability for students state-wide
- System leverage of resources and continued innovation



Oregon CASE

Credentials, Acceleration & Support for Employment

Career Coaching

Observed Outcomes:

- Improved retention and persistence

Scaling Opportunity –

A fundamental change in support structures for students and participants, including a standardized skills set for career coaches

Enablers

Model to build upon –
leadership, communication,
and training

Partnerships and Relationships

Common Vision of student
outcomes

Network for effective
communication

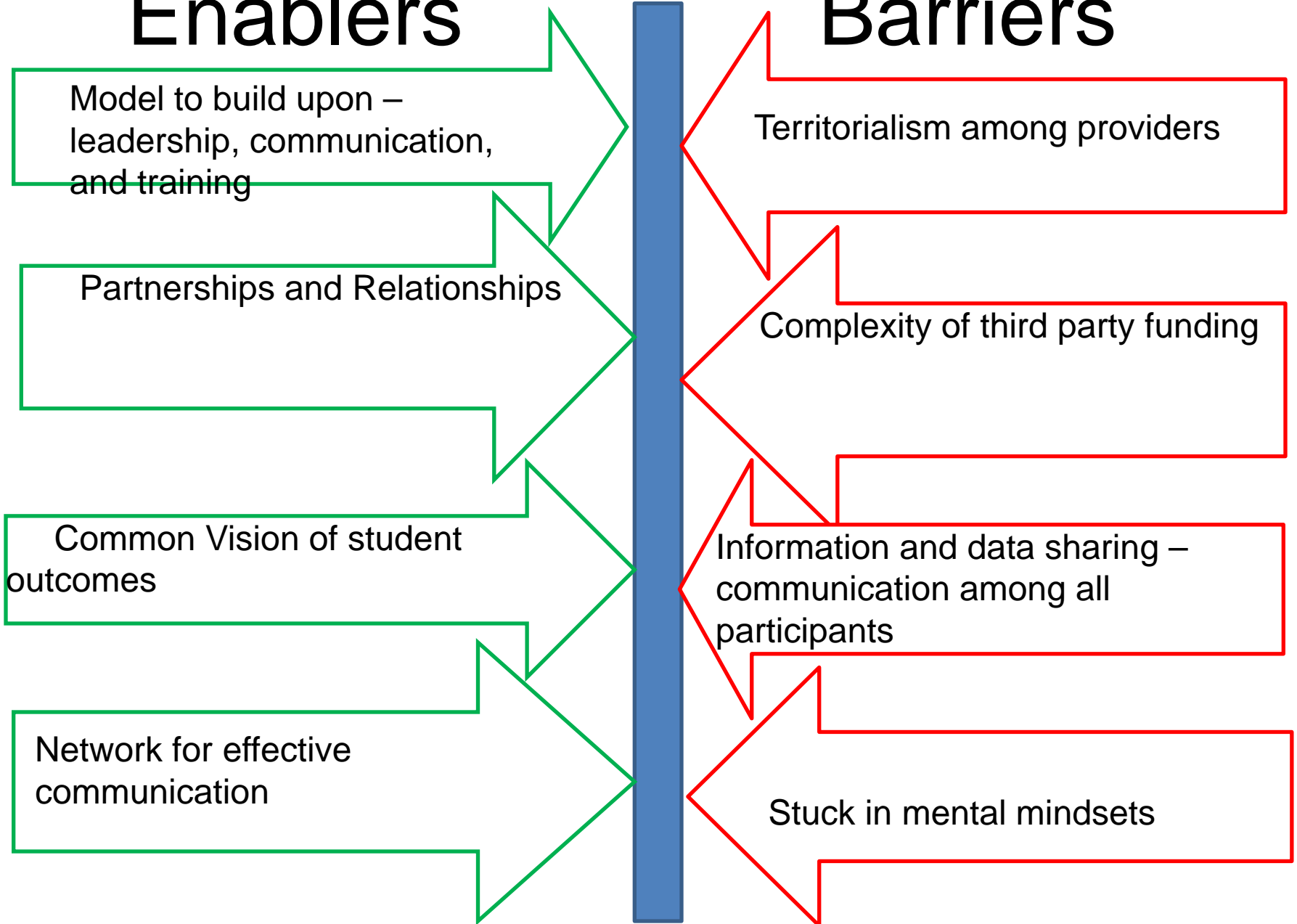
Barriers

Territorialism among providers

Complexity of third party funding

Information and data sharing –
communication among all
participants

Stuck in mental mindsets



Potential Scaling Partner – (who might be a good fit to extend the innovation)

Create a culture of Career Coaching within Education and Workforce Enterprises for all Oregonians

Supporting factors:

- (why are they a good fit)

Fits with the Governor's Strategic Vision that it takes all of us to accomplish the following goal:

“Oregonians are prepared for lifelong learning, rewarding work, and engaged in citizenship.”



Massachusetts

Career advising along pathways



Observed Outcomes:

- Increased student completion in degree or certificate programs in high demand areas, informed by employers

Scaling Opportunity – (What can be scaled)

- How to do more advising along the students' engagement
- Building efficient career pathways

Enablers

Existing change initiatives within state creating sense of urgency

Recent cultural shift from competition to collaboration among and between employers, educators, workforce system entities

Pockets of effort to build stronger, more career-focused advising

Statewide development of career pathways and links to WFD system and industry

Structures for communication and peer learning put in place

Barriers

15 independently operated CCs, with inconsistent systems to address college completion and career pathways goals

4 separate LMS platforms

Separate initiatives limited coordination among silos toward broader vision and shared goals

Potential Scaling Partner – (who might be a good fit to extend the innovation)

Presidents' Council and Statewide Leadership Group
Campus leaders and institutional personnel

Supporting factors:

- all partners have same goals related to increased student access and success along career pathways



COETC – Colorado Online Energy Training Consortium

Developmental Education (Dev. Ed.) Redesign

Observed Outcomes:

- Statewide policy change
- Statewide networking within disciplines
- Complete Dev. Ed. redesign
- A sea change in perspective on definition of college preparation
- Faculty talking about their pedagogy
- Interaction amongst faculty
- Better student retention, better completion, etc.

Scaling Opportunity:

- Guidelines to help build constituency buy-in & support
- Models for an iterative design process
- Key success factors in engaging strong leadership and support
- Mechanisms for building statewide engagement and ownership
- Models for a formative & summative evaluation process

Enablers

Faculty

Convincing Evidence;
Supporting Data

State Pressure

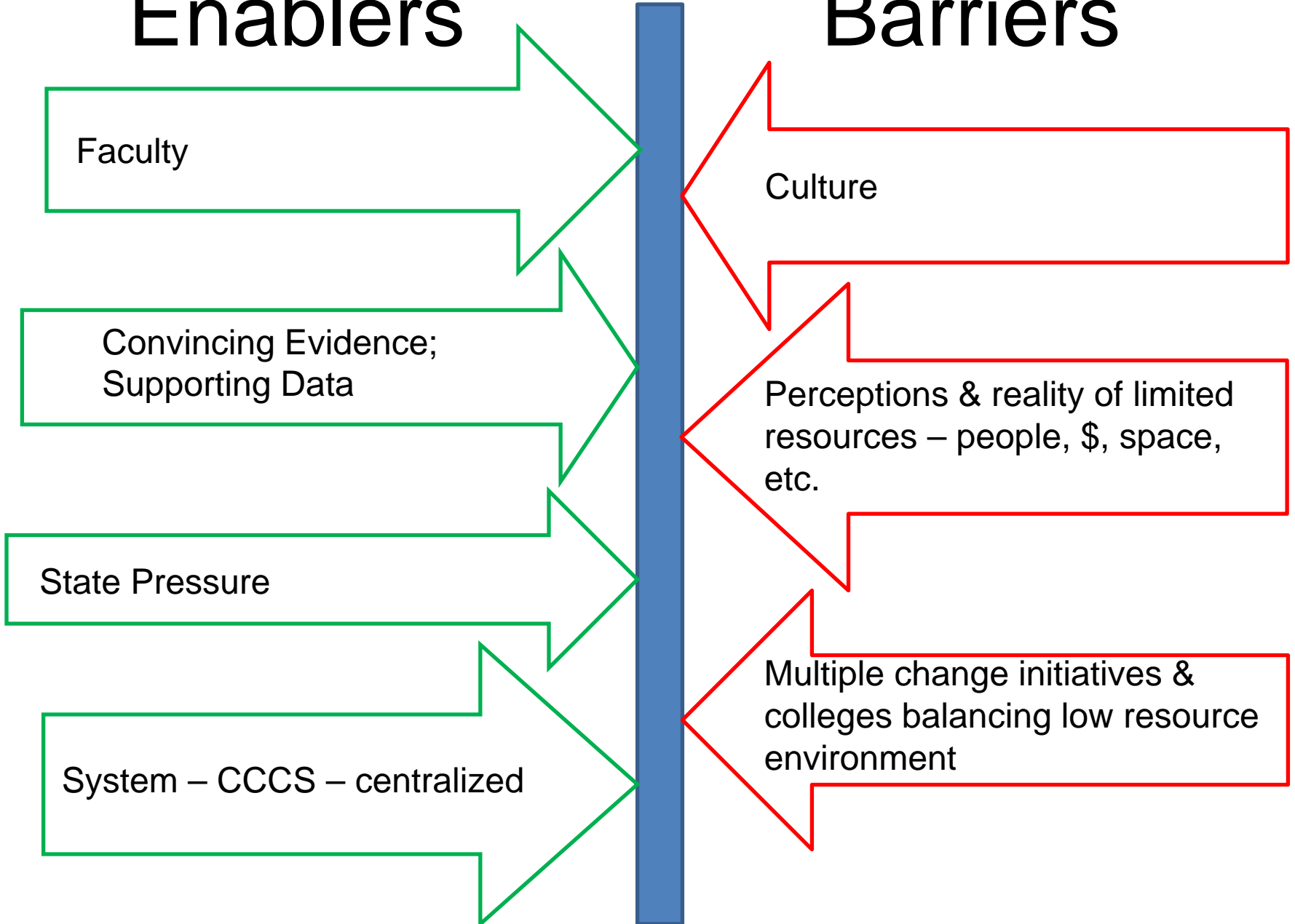
System – CCCS – centralized

Barriers

Culture

Perceptions & reality of limited
resources – people, \$, space,
etc.

Multiple change initiatives &
colleges balancing low resource
environment



Potential Scaling Partner

- Statewide System
- Possible Learning Opportunities for other States

Supporting Factors:

- System & College Staff
- TACCCT Grant

– www.cccs.edu/detf



STEM

Bridge Program



Anticipated Outcomes: (what did your group observe or predict)

- Shorten time to completion for certificate
- Increased completion rate
- Process will allow for continuous improvement of pedagogy
- Expand acceptance and use of OER
- Increased labor market relevance

Scaling Opportunity – (What can be scaled)

- Scaled to other institutions beyond consortium
- Scaled to Secondary Education
- Product – embedding remediation into other programs
- Using OER platforms to build out in technical programs
- Others can contribute to contextualization (e.g. health sciences, business, etc.)

Enablers

Cross functional planning teams
– 10 institutions in 9 states

Partnership with OLI & CAST

Partnership with industry

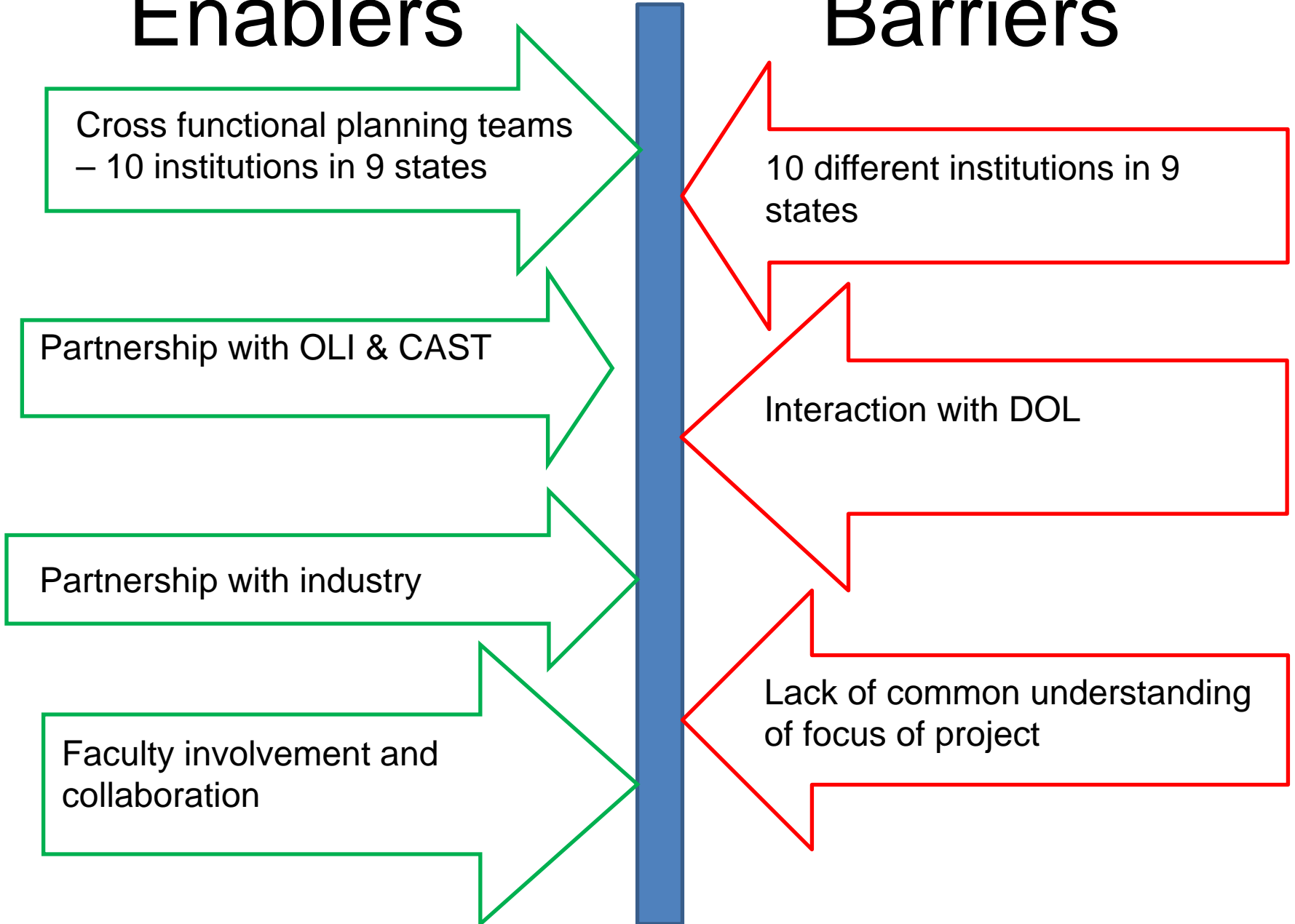
Faculty involvement and
collaboration

Barriers

10 different institutions in 9
states

Interaction with DOL

Lack of common understanding
of focus of project



Potential Scaling Target

Other programs within the STEM consortium colleges

Supporting factors:

- Already involved with NSC Bridge Program
- Likely to be interested in scaling up within own institution
- Access to the experts
- Easy communications and marketing



Thank you!

Round 1 Teams,
OCCRL, The Collaboratory



Contact Information

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Learn more at

http://occrl.illinois.edu/projects/transformational_change/