



Webinar: Ready, Set, Go! What is Your Capacity to Scale?

October 22, 2015 3:00pm - 3:30pm

As educators strive to engage and support their students they are improving the programs, policies, and practices and employing new strategies that define the educational system. When an innovation shows promise in fostering success for students, there is a desire to sustain and scale the initiative, growing its impact. However because of the complexity involved in scaling an innovations, coupled with limited resources and time, many successful innovations are short lived with limited long term impact. The Transformative Change Initiative (TCI) is dedicated to assisting community colleges to scale-up innovations that improve student outcomes and program, organization, and system performance. This webinar is designed to help you take the first step towards building the capacity needed to scale an educational innovation and build transformative change. During this webinar you'll get a preview of the new Ready to Scale Tool, a self-assessment tool that will help you to explore the current capacity available to support scaling the innovation. This self-assessment is the first step towards building the capacity necessary to move from local innovation to transformative change. To register, [click here](#).



Transformative Change Initiative Evaluation Collaborative Meeting: Approaches to Evaluation that



Foster Transformative Change

Illini Center, 200 South Wacker Drive, Chicago, Illinois
Orange and Blue Room, 8:30am to 11:30am

The Transformative Change Initiative would like to invite any interested in exploring approaches to evaluation that foster transformative change to join us on November 11, 2015 in Chicago for an interactive meeting. We are excited to announce that Leanne Kallemeyn, Associate Professor in Research Methodologies, School of Education at Loyola University Chicago will be joining Dr. Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois at Urbana-Champaign will lead this important discussion.



Dr. [Natasha Jankowski](#) is Associate Director of the National Institute for Learning Outcomes Assessment (NILOA) and Research Assistant Professor with the Department of Education, Policy, Organization and Leadership at the University of Illinois Urbana-Champaign. She is co-author of the book *Using Evidence of Student Learning to Improve Higher Education*. Dr. Jankowski's research explores assessment and evaluation, organizational evidence use, and evidence-based storytelling.

Dr. [Leanne Kallemeyn](#) is an Associate Professor in Research Methodologies for the School of Education at Loyola University Chicago, where she teaches graduate courses in program evaluation, qualitative inquiry, and mixed methods research. Leanne has worked with various interdisciplinary teams to evaluate programs in underserved communities, including teacher professional development programs and early childhood interventions. One of her current projects is evaluating the implementation of Arrupe College, an innovative private, junior, liberal arts college that Loyola University Chicago launched with a class of 151 students in fall 2015.



Our guest speakers who will share their expertise on the use of evaluation in fostering educational innovations through their evaluation practices. Join us in exploring how mixed-methods evaluation, organizational evidence use, and evidence-based storytelling can be used to foster transformative change for underserved student population.

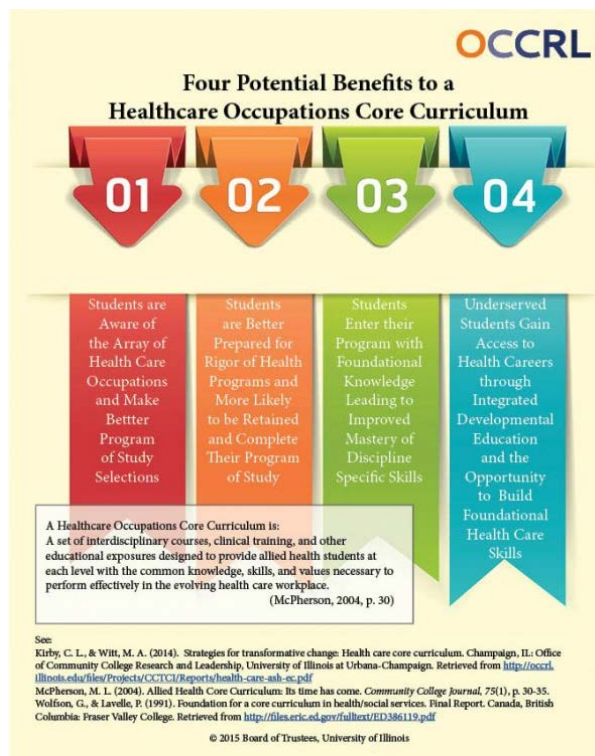
This meeting is open to anyone who is interested in sharing and learning about evaluation associated with transformative change in the community college. There is no registration fee to attend this meeting. Breakfast will be provided. Reservation is required to attend and will be honored on a first come first serve basis. Reserve your seat for this meeting [here](#).

Galvanizing a

National Movement with a Competency-Based Health Occupations Core Curriculum

For over 20 years there has been a call for integrated and cross-professional education across health professions education focused on building a foundational set of shared competencies (Pew, 1995). The health occupations core curriculum implemented by the Health Professions Pathway Consortium (H2P), puts this idea into practice.

Advocates of the core curriculum argue that it has benefits for the students, the college, and the health industry. Students are more aware of their career options, better prepared for rigorous coursework, and have improved mastery of discipline specific skills (McPherson, 2004; Wolfson & Lavelle, 1991). Colleges attract a more diverse student population, and have higher retention, completion and graduate employment rates (McPherson, 2004). Industry benefits from having a more diverse workforce who are more proficient and skilled employees (Wolfson & Lavelle, 1991). [Read more.](#)



TAACCCT Learning Network Hosting Two Upcoming Industry Webinars

Energy

Interested in Trade Adjustment Act Community College & Career Training (TAACCCT) work with the energy industry? This webinar will review the curriculum and materials developed by TAACCCT grantees in energy and will feature the core curriculum and industry engagement strategies of the Colorado Online Energy Training Consortium (COETC), a Round 1 statewide consortium. Attendees will discuss how to work with employers in the energy industry. [Register and learn more.](#)

Health Care

Are you working to build a healthcare program that responds to the latest trends in the industry? Interested in hearing what your peers have done in healthcare? This webinar will review the curriculum and materials developed by Trade Adjustment Act Community College & Career Training (TAACCCT) grantees in healthcare, and will feature the core curriculum and industry engagement strategies of the Health Professions Pathways (H2P) Consortium, a multi-state Round 1 consortium led by Cincinnati State



Technical and Community College. Attendees will discuss how to work with employers in the dynamic, ever-changing healthcare industry. [Register and learn more.](#)



Arizona Sun Corridor – Get Into Energy's Eight-Tier Stackable Credential Model

The Arizona Sun Corridor – Get Into Energy consortium worked with industry to develop a stackable credential

model for programs of study in mining and energy at community colleges across the state. The model includes two foundational curriculum courses that can be taken concurrently and can typically be completed in just one semester. In the Career and Personal Development course students learn academic and workplace requirements, and the Energy Industry Fundamentals course covers required industry competencies. Upon students' completion of these two fundamental courses, colleges help students select an occupational-specific pathway that can include classroom instruction along with on-the-job training, internships, or apprenticeships. The consortium highlights two key factors that contributed to their implementation of the stackable credential model: committed employer engagement, and sustainability as a common goal.

To learn more about the Arizona Sun Corridor – Get Into Energy's common foundational curriculum, their stackable credential model, and the factors that contribute to their model, read [Building a Common Foundational Curriculum with Stackable Credentials](#).



Growing Impact: Scaling Transformative Change to Expand the Impact of Innovative Practice

On September 22, 2015, at the Forum for Excellence in Normal, Illinois, Heather Fox and Peggy Heinrich (Elgin Community College) presented [Growing Impact: Scaling Transformative Change to Expand the](#)

Impact of Innovative Practice. This interactive session guided attendees in starting an envisioning process, wherein they consider how the innovation will spread and how it will endure. The session will start with an interactive discussion where attendees identify and describe their college's "best idea" for scaling student success. Attendees were introduced to the Transformative Change Initiatives' framework for scaling innovations. Reflecting this framework, attendees learned about the scaling process that is currently underway at Elgin Community College, where the college is working to sustain and scale practices put into place through their Accelerating Opportunity grant to help more students to succeed in targeted CTE programs. [View the presentation slides.](#)

Take it to Scale: How Principles put Into Practice Lead to Transformative Change

On September 23, at the TAACCCT On! Conference in Topeka, Kansas, Heather Fox was joined by a panel of TAACCCT leaders who shared their approach to and advice on sustaining and scaling educational innovations. The panel included:

- Ann Beheler; National Information, Security and Geospatial Technologies Consortium (NISGTC),
- Dawn Busick; MoWins, Missouri Community College Association,
- Maria Fieth; Consortium for Healthcare Education Online (CHEO),
- Susan Gallagher; National STEM Consortium, and
- Marianne Krismer; Health Professions Pathways Consortium (H2P).

This discussion was framed by the Guiding Principles for Transformative Change and related resources that support leaders in increasing the impact of their educational innovations and effect transformative change. [View the presentation slides.](#)

Upcoming Presentations

October 14, 2015, National Council for Workforce Education Annual Conference, Portland, OR



[Employer Engagement in Community College Programs](#)

Presented by [Debra Bragg](#), [Judith Alamprese \(ABT\)](#), and [John Colborn \(ASPEN\)](#)

[Redesigning Retention Services: Implementation and Impact](#)

Presented by [Heather Fox](#) and [Deborah Richie](#)

[Scaling Innovations for Greater Impact](#)

Presented by [Deborah Richie](#) and [Heather Fox](#)

November 5, 2015, ASHE Annual Conference, Denver, CO

[Innovations in Technology-Assisted College Advising: Evidence of the Impact on Students and Institutions](#)

Presented by [Angela Boatman \(Vanderbilt University\)](#), [Rachel Baker \(Stanford University\)](#), [Hoori Santikian](#)

(Stanford University), [Debra Bragg](#)

November 6, 2015 ASHE Annual Conference, Denver, CO

[Evaluating Innovations in Community Colleges: How Developmental Evaluation Improves Pahways](#)

Presented by Estela Bensimon (University of Southern California), [Debra Bragg](#), Elisabeth Barnett (CCRC), Jason C Robinson (University of Southern California), Daniel Galvan (University of Southern California), Dayna Meyer (University of Southern California)

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