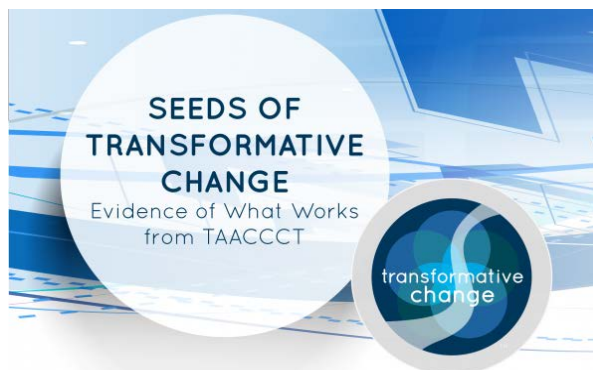




November 10, 2015 TCI Research Symposium: Evidence of What Works from TAACCCT



The TCI Evaluation Collaborative is presenting research papers that reflect results from sixteen third-party evaluation of TAACCCT projects as this information packed research symposium. The presentation at this symposium will be on a) transformative change and impact evaluation, b) workforce and employer partnerships, c) national evaluation overview, and d) student learning. A full [agenda](#) for the event is available [here](#). These presentations will be streamed live and you are invited to watch some or all of these presentations virtually at <https://www.youtube.com/watch?v=mwxt1OrxsU4>.

November 11, 2015 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. This interactive discussion will be facilitated by Leanne Kallemeyn, Associate Professor in Research Methodologies, School of Education at Loyola University Chicago and Dr. Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois at Urbana-Champaign will lead this important discussion. 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. The [agenda](#) for the event is available [here](#).



[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.



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 the November 11, 2015 meeting [here](#).

The CASE for Success in Serving TAA-Eligible Students



The recent National Council on Continuing Education and Training (NCCET) conference held in Portland, Oregon featured a session on the Transformative Change Initiative (TCI) and the Oregon CASE grant. Ms. Cynthia Andrews, Statewide Director of CASE and Ms. Laura Lausmann, TAA Liaison - TAACCCT shared their successes with serving more TAA-eligible recipients than any other Round One TAACCCT consortium in the nation, and their successes are indeed very impressive! Overall, CASE reached 284 TAA-eligible individuals (unduplicated headcount), resulting in \$18.7 Million in federal TAA funds distributed to Oregon's 17 community colleges, and some TAA students received more than one credential in the form of certificates and degrees. Factors that contributed to CASE's success included providing a dedicated point of contact for partners and reaching out to Rapid Response teams that address employer layoffs/shutdowns. Services of particular note in assisting TAA-eligible students are

educational/career planning and extensive use of career pathways. Without these services, CASE leaders believe their students would not have achieved as much success.

CASE is a founding member of the [Transformative Change Initiative](#). Additional information about CASE is available at: <https://ccwd.oregon.gov/studentsuccess/SSdocs.aspx?p=3&h=20>. Information about Oregon's career pathways can be found at: <https://ccwd.oregon.gov/studentsuccess/SSdocs.aspx?p=3&h=19>.

Massachusetts Transforms Delivery Of Education And Training Across The State



Led by Quinsigamond Community College, the 15 community colleges in Massachusetts came together as a consortium with Round One TAACCCT funding. The Massachusetts Community College Workforce Development Transformation Agenda consortium brought together the higher education, economic development, adult basic education and workforce development systems with industry stakeholders to transform the delivery of education and training programs in six key sectors – Advanced Manufacturing; Information Technology; Biotechnology and Life Science; Healthcare; Clean Energy; Entrepreneurship and Financial Services. With a shared commitment to system change, committed leadership, and broad, efficient use of technology, they organized statewide teams and undertook curriculum reform and joint investments in technology. To learn more about Massachusetts Community College Workforce Development Transformation Agenda, read [Transforming Delivery of Education and Training across the State](#).



TCI Featured Evaluator: Soko S. Starobin

This post is part of a new blog series called Transformative Change Initiative (TCI) Featured Evaluator, that includes interviews with members of TCI's Evaluation Collaborative. This community of evaluators has a wealth of knowledge, experience and insights into evaluation of the TAACCCT grants that are being implementation throughout the United States.

Name: Soko S. Starobin

Current position: Associate Professor, Director of the [Office of Community College Research and Policy at Iowa State University](#)

Bio: Soko S. Starobin's research agenda focuses on gender issues in science, technology, engineering, and mathematics (STEM) fields among community college students and Career and Technical Education (CTE) program research and evaluation. She is currently leading outcome evaluations of four TAACCCT funded projects, including the Iowa-Advanced Manufacturing (I-AM) Consortium and the IHUM (Information Technology, Health, Utility, Manufacturing) Consortium, that are comprised by all 15

community colleges in the state. Additionally, she is conducting TAACCCT outcome evaluations for the Eastern Iowa Community College District and Iowa Western Community College.

Q. What is the design and predominant methods for your TAACCCT evaluation?

A. For outcome and impact evaluation for a consortium that allows me to use a large statewide data, I use quasi-experimental design (Propensity Score Matching technique). For small-size programs, I work with the project leaders to design and recommend appropriate analytical approaches. Selected analyses include, but not limited to: pre- and post- program intervention outcome comparisons, non-parametric statistics, and multivariate prediction modeling. [Read more.](#)



TCI Featured Evaluator: Leah Woodke

This post is part of a new blog series called Transformative Change Initiative (TCI) Featured Evaluator, that includes interviews with members of TCI's Evaluation Collaborative. This community of evaluators has a wealth of knowledge, experience and insights into evaluation of the TAACCCT grants that are being implemented throughout the United States. .

Name: Leah Woodke

Current position: President, Woodke 360

Short bio: Dr. Woodke has almost 30 years of experience in education ranging from early childhood to higher education; 12 of those years were in Tribal higher education. She has extensive background working with federal grant programs. She is an experienced project consultant and evaluator and has worked with organizations in the private, public and tribal sectors. Dr. Woodke holds a Master of Education degree in Educational Leadership and a PhD in Education with a focus on instructional design for online learning.

Q: What is the design and predominant methods for your TAACCCT evaluation?

A. The TAACCCT evaluation design was participative in nature. Each consortium member had a stake in the evaluation, which was important to the Tribal Colleges. The evaluation took into account each consortium member's contribution to the project. The project evaluation used mixed methods in an explanatory case study approach to evaluation. The evaluation included multiple levels of data from multiple sources and multiple stakeholders. Information came from regular interactions with project personnel, direct observations, student and faculty surveys, student data records, interviews with senior personnel and executive leadership, and community and stakeholder focus groups. [Read more.](#)

Webinar Recording: Ready, Set, Go! What is Your

Capacity to Scale?

Recorded 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. [View a recording of the webinar or download the webinar slides.](#)

Upcoming Presentations

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)

The Transformative Change Initiative is led by the Office of Community College Research and Leadership and The Collaboratory, with support from the Bill & Melinda Gates Foundation, Lumina Foundation, and the Joyce Foundation.

