

Transformative Change Initiative
 Learning Lab

The third annual Transformative Change Initiative's (TCI) Learning Lab was held in

Baltimore, MD February 17 and 18, 2015. TCI offered TAACCCT college leads and third party evaluators the opportunity to network, learn more about evaluation methodology, and hear success stories from fellow TAACCCT Projects. DOL's Eric Seleznow and Demetra Nightingale and DOE's Mark Mitsui shared the federal vision and key budgetary and policy priorities relative to TAACCCT. CHEO was highlighted in the recently published TCI Brief as well as in a student success visual that ran throughout the session dates (see last pages of this document).

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Dates of Interest

CHEO Coaches' F2F
 March 5th and 6th
 Boulder, CO

Y3Q2 Report Due
 April 14th
 Survey Link via Email

**CHEO Faculty & Instructional
 Designers' F2F**
 May 14th and 15th
 Boulder, CO

Next Data Pull due to Box.com
 June 30, 2015



OJC MLT Student

***"Potential is universal. Opportunity is not.
 The space between the two is where
 [TAACCCT projects] come in."***

~ Wes Moore, TCI Keynote

Braving February's East Coast storms, the CHEO leads recently convened at the Year Three Leads' Face to Face (F2F). The half day meeting was held on February 19th following the TCI Learning Lab and included a demonstration of the Career Hub, DOL Repository, FVCC's Lightboard, data discussions with Rutgers, and time for one-on-one networking. The response has been overwhelmingly positive, and participants are requesting one final F2F to occur in Year Four. Leads are asked to consider date, location, and content options and send ideas to CHEO Project Director, Maria Fieth, at maria.fieth@pueblocc.edu or call 719.549.3109.

**We want to share in all of your Successes!
 Please share your Stories for
 publication by submitting to
 Tanya Musso at Tanya.Musso@pueblocc.edu
 or 719-549-3090.**



CHEO CAREER HUB LAUNCHED



Kristen Grue, GFC MSU Career Coach, works with students to ensure success

Plan Your Health Career Hub is being launched across CHEO colleges. Marketing plans have rolled out and kick off events are being designed. Each kickoff will be different. Bridget Black and Julia Pirnack at College In Colorado, as well as CHEO Project Director, Maria Fieth, are available to help coaches with questions along the way. Coaches are asked to keep CIC informed of plans, and we will support your efforts attending as many of the planned events as possible.

Pueblo Community College designed their kickoff event as a way to honor former and current CHEO students, as well as bring awareness to PlanYourHealthCareer.org. PCC invited workforce center staff and other community leaders and promoted the project within and among the PCC family of campuses. Always aware that this project is grant funded, PCC Coach, Maria de la Cruz, consistently considers the longevity and sustainability of the work. She wants people on the

campus and within the workforce to understand the value of the website and how it can help students long after the grant period is over. During the event, in addition to a brief introduction of the site and project, students had the opportunity to meet their instructors and classmates from their hybrid and online classes.

Otero Junior College will hold their kickoff event at a "Business After Hours" in conjunction with their local Chamber of Commerce. They will host the event in their new building extension for Allied Health and Medical Lab Tech Programs. This will provide a platform to discuss the value of the project and

website with the workforce personnel and employers in their community.

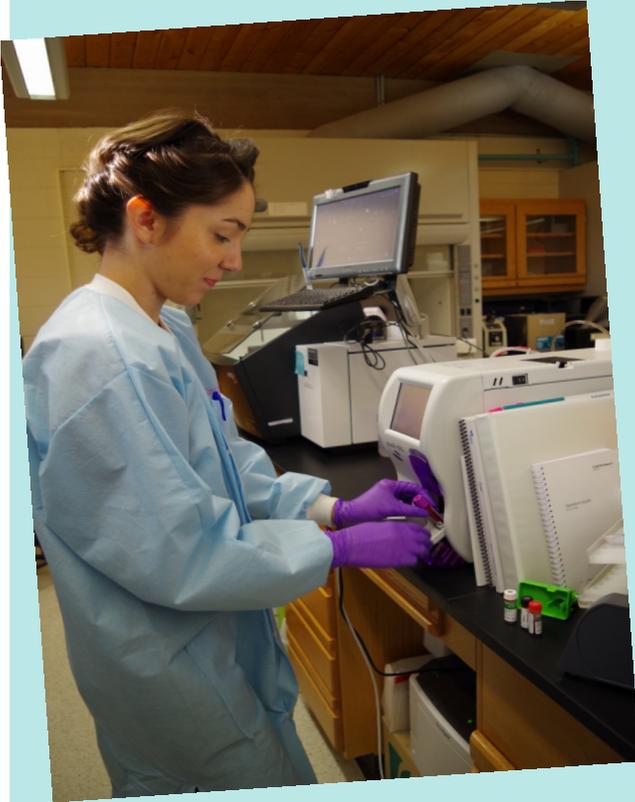
Great Falls College MSU hosted their kickoff in conjunction with the Health Career and Job Connections Fair in February. They set up a projection system and laptops so that students had the opportunity sign on and explore the website. When they registered on the career hub, they received a flash drive containing information for the Phlebotomy and EMT programs, the college's application, and catalog. The event included employers and provided them the opportunity to pique employer interest in the hub and added new employer partners to Connect2Business.

Kodiak College is considering leveraging resources and joining forces with a long time community event, Crab Fest. Tapping into efforts already in place is smart use of funds.



**PLAN YOUR
HEALTH CAREER**

CHEO STUDENT SUCCESS STORIES



Destiny Ross, MLT Student at OJC

"I started collage with little experience of school. I dropped out of high school in my junior year with my second child and got my GED. My plan was to start college early and get a career for my family. I didn't start right away, I spent a year being a mom. The next year, I realized I needed to make more money for myself and my kids. I started college in the fall of 2013. This is my fifth semester, and I have been through a roller-coaster of emotions but I wouldn't change it. This program was the best thing for me. I have two more semesters to go. I am so very close to becoming an MLT. I have come from being a disappointment to my family and myself to becoming a collage graduate and a MLT. I have found a career that I love to do and so interested in it. My future would be dull without this amazing opportunity of this program!"

Rea Mitchell, CNA Graduate at RRCC

"When I decided be a CNA, they offered a nine week hybrid class. It worked with my job and life. Most class time is clinical so we had a lot of hands on practice. The (RRCC) instructors were so knowledgeable and helpful. I was hired at Children's Hospital one month after getting my CNA license! I wanted to say thank you to my CHEO Career Coach, Chryste Weitzel, for your awesome resume help and for filling out the survey at Children's Hospital for me. Because of them and reference letter, I was offered a full time clinical assistant position on the medical unit."



**"I'm still over-thankful for the year I spent with you all last year. ...what a valuable teaching method/clinical set-up you are employing. Without a doubt, my clinical skills coming out of LATI are far superior to that of my classmates."
LATI MLT Student**

MORE STUDENT SUCCESS STORIES

Tammy Norris, CNA Graduate at FVCC

Tammie Morris was a stay at home mom all her life. After a divorce she needed a way to support herself and her goal was to find a job where she could help people. She completed the C.N.A. course at FVCC in the summer of 2014 and went to work at the Montana Veterans Home in Columbia Falls. Tammie adores her job, finding working with vets rewarding and enjoyable. She is registered for classes this semester to begin working towards a registered nursing degree.



Kerry Haug, EMS Student at PCC

Kerry Haug is a true reflection of a community growing and keeping their own. Growing up in Southern Colorado, Kerry knew she wanted to build her career in healthcare occupations, and she thought nursing would be her perfect fit. In order to be considered as a competitive nursing program applicant, Kerry chose to complete her EMT certification and went to work immediately for American Medical Response (AMR) where she learned a few things about herself. When asked what made EMS so appealing to her, she quickly replied, "I love that [the job] is always changing. I enjoy the surprise factor. You never know what you are going to." She is so sure that she is where she is meant to be that Kerry is completing her AAS degree in Paramedicine at PCC with her tuition being funded via AMR.

"More and more women are joining the field. We bring something different to it. We see it from a female perspective and can offer a presence that males may not always be able to give."

Billy Archer, EMS Student at PCC

"Ever since I was a little boy I wanted to be a firefighter. As I got older I was drawn to the medical field too. I became a Certified Nurse Assistant and learned about more opportunities. I earned an EMT Basic Certificate and was hired by American Medical Response. In the Fall of 2010, I completed the EMT Intermediate Certificate and was hired by the Pueblo City Fire Department. Now I am enrolled in Pueblo Community College's EMS Degree Program which has opened even more opportunities for me. I am a strong candidate for the position of Medical Officer with the Pueblo City Fire Department. This is the ultimate career that I have always wanted. The CHEO programs at PCC have helped to transform my childhood dreams into my life's work."



LT. GOV. VISITS PCC SIMULATION CENTER

PARTNERSHIP BETWEEN ST. MARY-CORWIN MEDICAL CENTER AND PCC ENGAGE STUDENTS IN REAL WORLD LEARNING



PCC hosts a **Simulation Center** housed on the sixth floor of the hospital and a **Surgical Technology Lab** on the second floor. The Surgical Technology Lab was once a heart catheterization surgery room but was transformed into a simulated operating room to serve the partnership between St. Mary Corwin and PCC. PCC's partnership with St. Mary Corwin Hospital provides **simulated training opportunities in real-profession settings** for students in **Nursing, Emergency Medical Systems, Respiratory Care, Radiologic Technology, Fire Science, Law Enforcement, Surgical Technology, Medical Assistant, Physical Therapist Assistant and Occupational Therapy Assistant** programs.

Colorado's Lt. Governor, Joe Garcia, and CO Community College System President, Dr. Nancy McCallin, view a demonstration at PCC's Simulation Center

PCC and St. Mary Corwin also operate a **Simulation House**

near the hospital on Orman Avenue that is designed to simulate **full emergency response** with **EMS, Fire Science, Law Academy** and **Nursing** students responding to **mock emergencies**. The **Simulation House** has also been designed to help **Physical Therapist** and **Occupational Therapy** students learn how to assess a **home environment** for architectural barriers and to teach daily living skills.

PCC's hospital-based **Simulation Center** is considered one of the best in the country because students attend classes in real hospital settings using **state-of-the-art simulators**, and they benefit from various "**role playing**" experiences that provide crucial **clinical time**. The **Simulation Center** includes **patient rooms**, a **nursing station**, **pill dispensary** and a **special maternity room**. It is also equipped with **six simulators** and related control mechanisms as well as classroom technology such as **large video monitors**, **cameras** and an **infant warmer**, etc.

Case Studies Affirm Strengths Across Colleges



GFC MSU Lab Student

Rutgers University, CHEO's Third Party Evaluator, is completing the first round of project case studies. Early findings indicate the many layers of good work taking place at each of the CHEO partner colleges. From well developed simulations, to NANSLO labs, and best practices in online delivery of instruction, students are participating in state-of-the-art learning experiences and are leaving CHEO colleges better prepared than ever before.

COACHING THE COACH

In January 2015, CHEO Career Coaches began participating in individual Coach the Coach sessions with CHEO consultant Matt Wade. As a highly skilled and seasoned career coach, Matt's objective was to identify each coach's individual strengths and then help them further build their repertoire of career coaching skills. **CHEO Coaches each met with Matt for 2.5 hours, and together they designed a professional plan to increase employer and workforce engagement that can better lead to student success.** The process will close with follow-up meetings to discuss outcomes.



CHEO Coaches December 2014

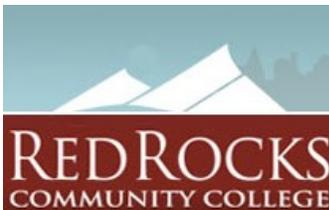
The March 4th-5th coaches' workshop in Boulder, CO provided by WICHE will offer time for coaches to debrief and reflect upon the full experience.

To Do List:

1. **LEADS:** Review NANSLO lab data to confirm lab activities that have actually run. Identifying specific course sections and send update to Maria Fieth by March 15, 2015.
2. **LEADS:** Based upon feedback, complete Year Three Review Action Plan and return to Maria Fieth by April 1, 2015.
3. **IDs:** Upload course and support materials to the DOL and CHEO project repositories during the month of March.
4. **COACHES:** Assist in student registration in Career Hub and begin using in earnest to connect with Workforce and Employers.



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Ideas for this publication? Office: 719.549.3090 Email: CHEO@pueblocc.edu



Strategies for Transformative Change

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP

Transformative Change Initiative Overview

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.

Transformative Change Definition

TCI defines transformative change as follows: Raising the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity.

BUILDING STUDENT ENGAGEMENT THROUGH TECHNOLOGY

The Consortium for Healthcare Education Online

The Consortium for Healthcare Education Online (CHEO) is an interstate consortium consisting of eight colleges across Colorado, Wyoming, South Dakota, Montana, and Alaska that received Department of Labor Round 2 TAACCCT funds. Pueblo Community College in Pueblo, CO, leads the consortium with Flathead Valley Community College, MT, Great Falls College MSU, MT, Kodiak College UAA, AK, Laramie County Community College, WY, Lake Area Technical Institute, SD, Otero Junior College, CO, and Red Rocks Community College, CO. The grant strategies include creating or redesigning quality online and hybrid courseware for healthcare programming and developing leading edge technology to deliver remote, web-based science labs offering students greater learning options and employment opportunities.

Hybrid and Online Allied Healthcare Education

CHEO's focus of collaboration and technology development is designed to better connect students with their own learning. CHEO is introducing technology in introductory level science courses and allied health in programs of study including Nursing, Emergency Medical Services, Medical Laboratory Technician, Health Information Technology, and Medical Office Coding. North American Network of Science Labs Online (NANSLO) developed 27 lab activities accessible directly by students in real time, providing authentic approaches to online learning. Instructors are using interactive lightboards, simulation hospitals, labs, and mobile ambulances to help students achieve a deeper understanding of complicated tasks. CHEO project colleges understand the importance of hands-on, real world learning and are developing programming to build stronger, credible skills required of today's healthcare worker.

Major Themes:

Removing Geographical Barriers

- The colleges in the CHEO consortium understand the challenges facing students living in remote areas, and the online and hybrid options meet students where they are. Students participate in mobile labs delivered via fully equipped ambulances. Through interactive, front line technology and evidence-based pedagogy, CHEO online and hybrid programming provides students better choices in pacing, interaction with instructors, and connections with other students in the same field of study all across the region.
- University of Alaska, Kodiak College is located 250 miles by air from Anchorage. Fully developed online courses serve not only the students of Kodiak, but are as far-reaching as the continental United States and abroad. Instructors in the Health Sciences Department, have developed creative ways to help students learn - gamification to offer interactive lessons and diagnostic practices using inquiry-based learning. This includes accessing open source materials and other resources to provide an immersive and clinically relevant experience.

Building Collective Impact

- The Collective Impact model builds successful partnerships by engaging decision makers in order to solve a specific social problem. Led by an administrative "backbone", Collective Impact uses a shared agenda, aligned efforts, and common measures of success to produce tangible results. Firmly built upon the Collective Impact model¹ the CHEO TAACCCT

project's organizational design provides cohesive management and oversight, communication methodology, common agendas, and shared matrices for successful partnership implementation. Guided by a talented administrative team, project collaboration has increased expertise and talent sharing across five noncontiguous states. A strong example is the recent launch of the Southern Colorado Healthcare Sector Partnership, bringing together administrators from the area's hospitals and other major healthcare facilities in the Southern Colorado region. Providing technology that was previously unattainable by remote colleges, web-based NANSLO labs add important collective impact allowing access where there was none prior to this initiative. Case studies will illustrate even further commitment from partner colleges and provide a foundation for sustainable connections across CHEO partner colleges.



¹ Kania, J., & Kramer, M. (2011). Collective impact. Stanford Social Innovation Review, Winter, 36-41. Retrieved from http://www.ssireview.org/articles/entry/collective_impact

OCCRL.ILLINOIS.EDU/PROJECTS/TRANSFORMATIVE_CHANGE/

Authentic Learning: Simulations provided by blood banking labs, hospital, and emergency room settings are proving to be strong builders of student success. Donated by employer partners and equipped using CHEO funding, actual ambulances travel to students' locations removing geographical barriers and creating real world learning opportunities. When students can access authentic settings with patient crisis scenarios, they learn how to think on their feet, problem solve more effectively, and use resources more efficiently. CHEO leadership cited research that suggests that by mirroring behaviors, the brain builds connectors, thereby increasing learning. The interaction develops the neurological ability to allow for quicker recall and a deeper understanding of complicated tasks.¹ CHEO funding has allowed colleges to expand and capitalize on these important pedagogical delivery systems.

NANSLO offers students the opportunity for networking and problem solving in real time. Through one of three lab sites developed from CHEO funding, 27 newly created NANSLO lab activities have been accessed nearly 3,000 times by students. Overcoming cost barriers for colleges, NANSLO labs provide wide-scale access to fore-running technology that students may not have otherwise. With the occasional assistance of a lab technician, students use Open Educational Resource (OER) procedures to perform laboratory activities using high-quality microscopes, spectrometers, etc., to collaboratively collect data and images for Mitosis/Meiosis, Diseased Cell Comparison, Acid/Base Titrations and many other experiments.

Technology known as a Lightboard is refining ways of effectively engaging students virtually. This deceptively simple tool provides a huge 'wow factor' and quick buy-in for students, is relatively inexpensive for colleges to build and maintain, and immediately raises an awareness about the importance of understanding how teaching can lead to sustained learning. Using CHEO funding, Dr. Long of FVCC built the Lightboard system at a fraction of the cost of similar prototypes and is developing the OER protocols for construction, set up, usage, and lesson planning. Colleges can now afford to consider this technology and increase their student reach and impact.

¹ NOVA scienceNOW: Mirror Neurons. (2007, April). <http://www.pbs.org/wgbh/nova/education/body/mirror-neurons.html>

"As educators face the challenges inherent in online learning, the Lightboard opens up a whole new interface that simulates face-to-face teaching while providing the ability to integrate supplemental technology to create high-quality, dynamic instructional videos."

**Emily Jense, Project Lead,
Flathead Valley Community
College, Kalispell, MT**



CHEO participants build work-ready skills through authentic, real world learning opportunities.

Instructors and Students Connected to Learning: Whether material is delivered online or in traditional settings, instructors must find ways to connect students to their own learning in order to overcome barriers to achievement. Gone are the days of instructor centered lectures and passive delivery of instruction. Best practices clearly indicate that students build capacity when they actively engage in inquiry based education and can convert terminology, data, and theory into pragmatic knowledge. CHEO instructors are incorporating options such as virtual cadaver dissection or 3D organ jigsaw puzzle delivered online to expand students' thinking and encourage them to explore the bigger questions. Applications like NobelPrize.org offer patient scenarios and require students to make virtual life and death decisions. Online learning communities and blended classroom opportunities encourage students to identify and apply resources, supporting not only their own learning but the learning of others along the way.

"We knew [procedures] before we went into the actual hospital. We weren't digging out procedure books and figuring out what we had to do. We just knew from sim. lab."

Student, Lake Area Technical Institute

Providing a multi-modality approach, along with learning activities that provide continuous feedback and self-assessment, problem-solving, and higher order thinking opportunities, allow students to gain the confidence and skills required to reach the next level.

CHEO by the Numbers: To date, over 5,000 unique participants have participated in CHEO programming, completing nearly 22,000 credit hours. With more than 900 students earning credentials and several thousand more credentials anticipated, the healthcare work force is already being impacted. At mid-project, approximately 1,000 participants earned wage increases.

This document is part of a series from TCI describing selected strategies employed in the TAACCCT consortia. TCI is funded by the Bill & Melinda Gates Foundation, Lumina Foundation, and the Joyce Foundation. TCI is led by OCCRL at the University of Illinois at Urbana-Champaign, and The Collaboratory, LLC. ©2015 Board of Trustees, University of Illinois

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