# Design Thinking and Higher Education

2Rev's Groundbreaking Work to Enable Change and Innovation

Designed by **2RevoLuti⊕ns**
Do What You Love    For Good

Inspired by work done with the **American Council on Education's Change and Innovation Lab** and the **Lumina Foundation**

# Overview

As adult learner(s), first-generation and other non-traditional student enrollment rates dramatically rise, it is critical that institutions of higher education **create degree pathways and support systems that meet their needs.** The one-size-fits-all model no longer applies in higher education, and the Change and Innovation Lab (CIL) was convened to **address the issues that lead to low retention and degree completion rates** among these student populations.

The CIL was launched in an effort to convene cohorts of institutional leaders in order to design scalable and sustainable attainment initiatives, implement them on their campuses and identify how the most successful practices can be applied at institutions across the country.

Using professional facilitators and a **Design Thinking** methodology, the CIL focused on promoting coherent discussion, developing a collective understanding and ultimately supporting the development of robust, concrete, campus-based plans for change.

This artifact will guide you through through how 2Rev developed and managed the **CIL process along with participating institutions, the challenges they sought to overcome and the innovative solutions they developed.**

# Challenges

First generation and non-traditional students face a multitude of challenges on the path to degree completion. Their studies are in constant competition with other priorities. Many are commuters who have very little time, if any, to spend on a campus. They have families and jobs, and the support systems designed for traditional students do not apply to them. They need degree programs that are supportive, flexible and affordable, while providing them with the skills and knowledge necessary to compete for jobs. The problems the teams in both CIL cohorts sought to overcome are reflective of the greater challenges faced by these student populations.

# Challenges: Cohort 1

Create innovative and sustainable solutions toward student retention and degree attainment for first generation and non-traditional students.

Significantly reduce the amount of time it takes to complete a college degree. **PROTOTYPE:** Business Fast4

Develop an innovative community partnership model to give students the funding they need to attend and complete college while creating a strong talent pipeline for the local economy. **PROTOTYPE:** The Hiram Collaborative

Create a comprehensive system of supports to improve degree completion rates for all students. **PROTOTYPE:** Active Intervention Model (A.I.M)

Substantially raise retention rates for transfer students through the development of a Next Gen advising and support system. **PROTOTYPE:** Personalized Achievement Contract (PACT)

Increase persistence rates through the redesign of their academic model. **PROTOTYPE:** GU Life Portfolio

Dramatically raise the persistence rate of undeclared and non-traditional students. Introduce an advising syllabus across campus and an electronic advising support system tied to its student data system. **PROTOTYPE:** Next Generation Advising Model

Coming out of the first ACE session, the Cambridge College team decide to shift their focus toward using a short-cycle prototyping process to develop and test new methods to increase student success **PROTOTYPE:** CC Adult Pathways to Persistence App Suite

To significantly increase graduation rates for fully online, self-paced, competency-based degree programs. **PROTOTYPE:** Competency-based Student Engagement Index

# Challenges: Cohort 2

Create innovative and sustainable solutions toward student retention and degree attainment for Historically Black, Hispanic and Minority-serving Colleges and Universities.

Create a Next Gen recruitment program to facilitate greater student diversity on campus. **PROTOTYPE:** Queens Undergraduate Enrichment Scholar Teams (QUEST)

Create a student-centered STEM initiative to boost student retention in those fields. **PROTOTYPE:** Student Technology Research and Innovative Problem Solving Experience Lab (STRIPE Lab)

Develop a competency-based degree program that is deeply aligned with the current and future economic needs of the region. **PROTOTYPE:** Center for Competency-based Education and CBE degree in Information Technology

Develop a comprehensive mobile app to boost student engagement and increase 4- and 6-year graduation rates. **PROTOTYPE:** Falconnect

# Process

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2Revolutions designed and facilitated every facet of the CIL process, rooting the work in a mixed methodology centered around design thinking principles and a short-cycle innovation process.

**1**    **2**

INSPIR**ED**

**1**    **2**
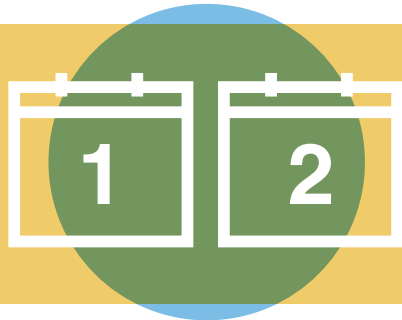
Over the span of two days, 2Rev introduced the cohorts to the CIL process, established the need for institutions to build and sustain a culture of innovation and introduced the role of design thinking in developing innovative prototypes for student retention and degree attainment.

In between the two sessions, 2Rev developed a customized calendar of service: a series of virtual supports designed to help the teams build out their prototypes through access to learning activities and subject-matter experts, as well as push their thinking on utilizing new technologies to create and sustain a culture of innovation. The virtual work was supported via 2Revolutions' InspirED platform, where each team had a dedicated virtual collaboration space and they could plug into networks of educators, administrators and policy-makers from across the country.
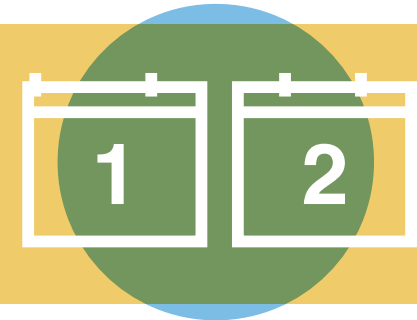
2Rev designed the final in-person session to reconvene the cohorts so they could share their refined prototypes as well as further develop them with subject matter experts and national funders sourced from 2Rev's Talent Cloud. 2Rev designed the main morning activity around prototype pitch presentations in order to elicit rapid feedback from the teams and the experts. The afternoons were constructed so that each team could meet individually with groups of experts to dive deeper into the details of their prototypes in order to emerge with comprehensive feedback for further iteration and development.

| Cohort 1 | Cohort 2 | Activities | Cohort 1 | Cohort 2 |

# Cohort 1: Change and Innovation Components

**109**
Unique posts to the ACE Network and breakout groups

**51**
Total users of the ACE Network and breakout groups

**52**
Total meetings/events/ webinars/training sessions to support team CIL work

**15**
Hours of design thinking training from Plenary Design Session 1

**32**
Total resources posted to the ACE Network & team breakout groups

Multiple video and PDF assets posted and shared by ACE

**8**
Institutions taking part in cohort 1: Brandman U., Cambridge C., Edinboro U., Georgia Gwinnet C., Graceland U., Hiram C., Lehman C., Mercy C.
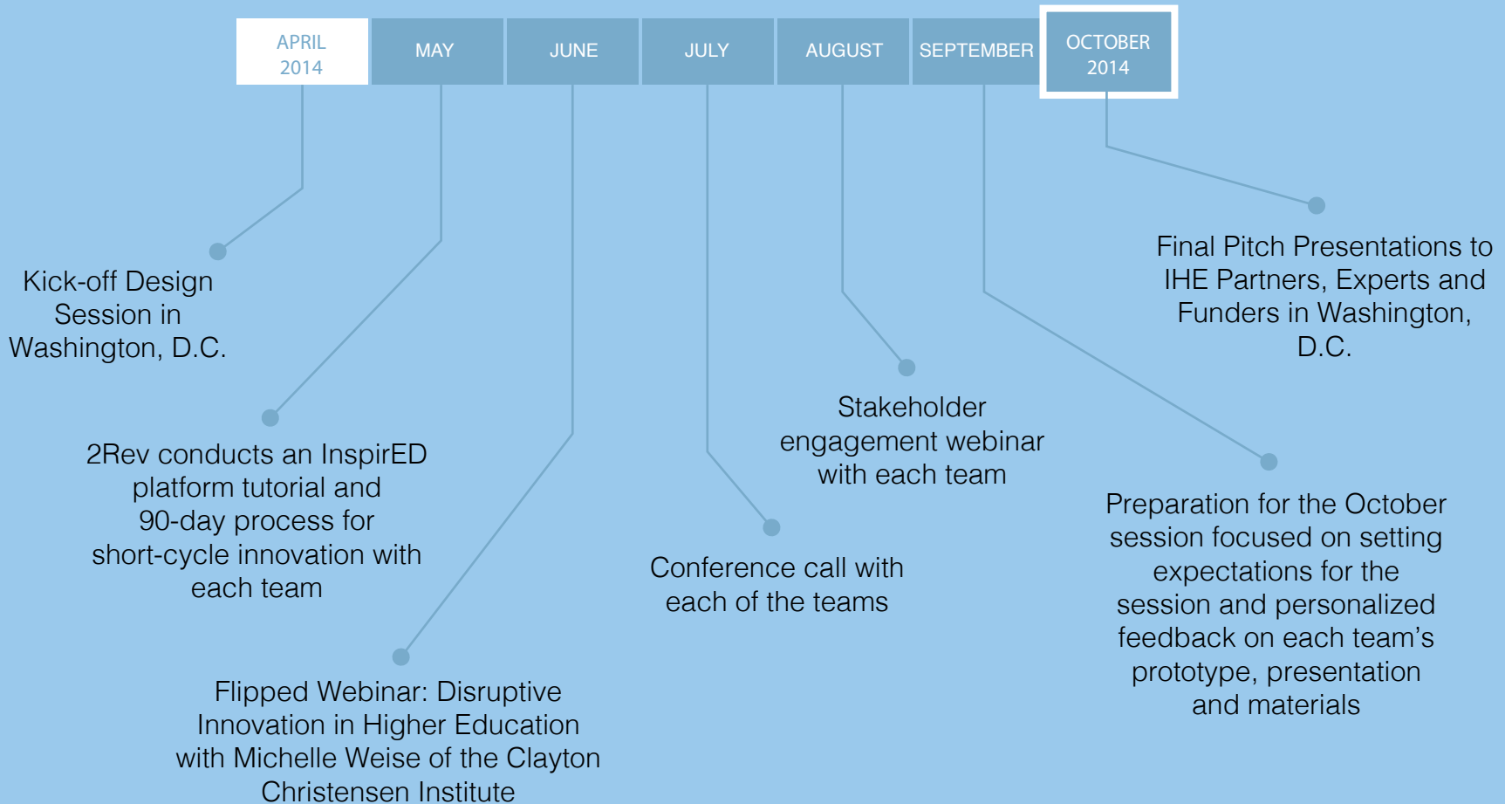
**18**
Higher Ed Experts supporting work virtually and in person April - October

**5**
Foundations attended Plenary Session II

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# Cohort 1: Timeline

| APRIL 2014 | MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER 2014 |
|---|---|---|---|---|---|---|

Kick-off Design Session in Washington, D.C.

2Rev conducts an InspirED platform tutorial and 90-day process for short-cycle innovation with each team

Flipped Webinar: Disruptive Innovation in Higher Education with Michelle Weise of the Clayton Christensen Institute

Conference call with each of the teams

Stakeholder engagement webinar with each team

Final Pitch Presentations to IHE Partners, Experts and Funders in Washington, D.C.

Preparation for the October session focused on setting expectations for the session and personalized feedback on each team's prototype, presentation and materials

# Cohort 2: Change and Innovation Components

**40**
Unique posts to the ACE Network and breakout groups

**48**
Total users of the CIL 2 Network and team breakout groups

**26**
Total meetings/events/ webinars/training sessions to support team CIL work

**15**
Hours of design thinking training from Plenary Session 1

**34**
Total resources posted to the CIL 2 Network and team breakout groups

**5**
Institutions taking part in cohort 2: California State U. Fresno, Queens College CUNY, Savannah State U., The U. of Texas of the Permian Basin, West Virginia State U.
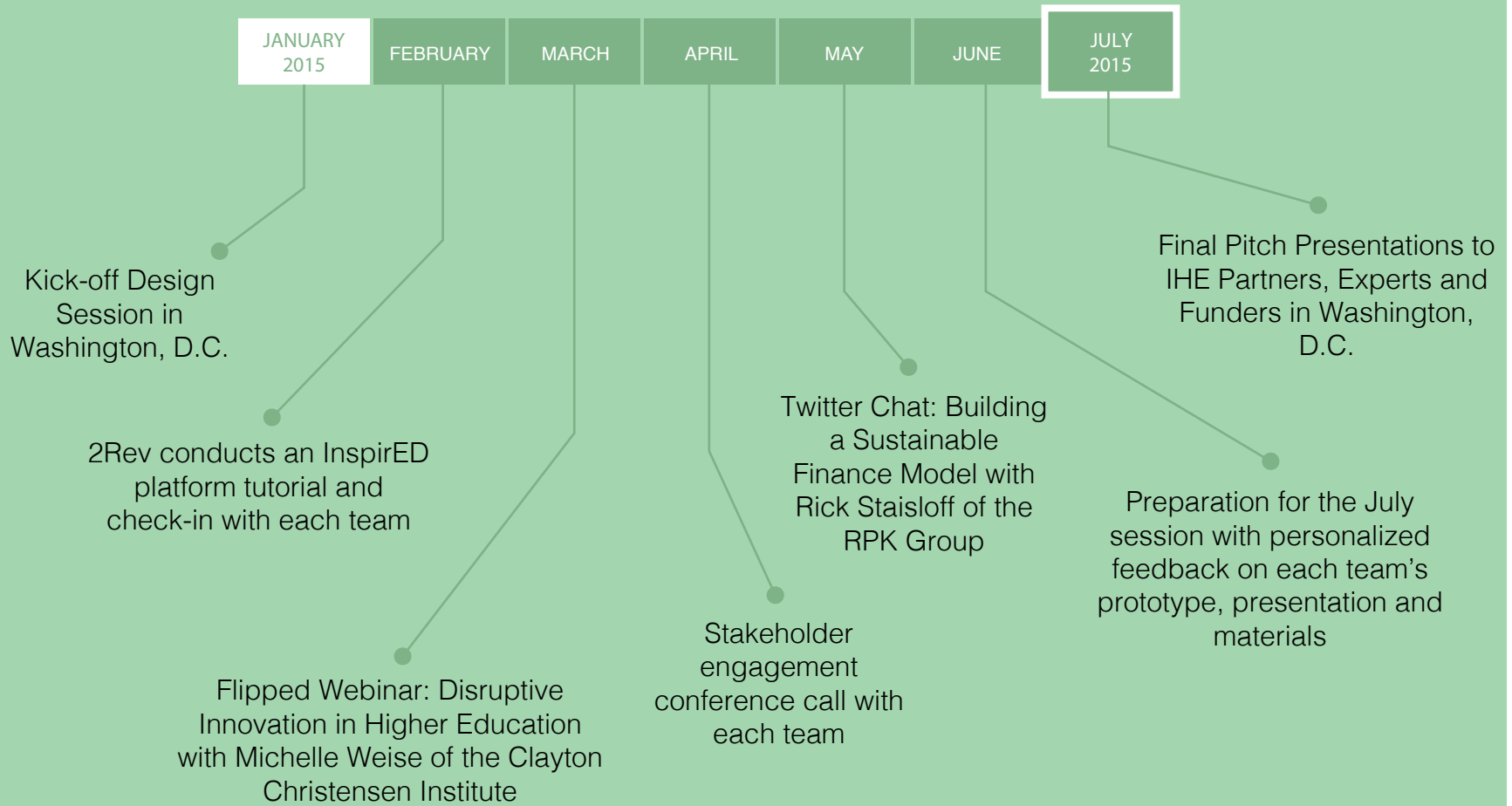
**21**
Higher Ed Experts supporting work virtually and in person January - July

**16**
Organizations attended Plenary Session 2

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# Cohort 2: Timeline

| JANUARY 2015 | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY 2015 |
|---|---|---|---|---|---|---|

Kick-off Design Session in Washington, D.C.

2Rev conducts an InspirED platform tutorial and check-in with each team

Flipped Webinar: Disruptive Innovation in Higher Education with Michelle Weise of the Clayton Christensen Institute

Stakeholder engagement conference call with each team

Twitter Chat: Building a Sustainable Finance Model with Rick Staisloff of the RPK Group

Final Pitch Presentations to IHE Partners, Experts and Funders in Washington, D.C.

Preparation for the July session with personalized feedback on each team's prototype, presentation and materials

# Team

# Team

## 2Rev

2 Partners
1 Design Manager
1 Knowledge Specialist
2 Research Associates
1 Graphic Designer

Assistant Vice President, Center for Education Attainment and Innovation
Associate Director, Special Initiatives
2 Executive Assistants

## Talent Cloud + Experts

Eric Allen, Admit.me
Len Annetta, George Mason University
Amanda Antico, Practica Partners
Richard Boyd, Szl.it Inc.
Nirvani Budhram, World Savvy
Evan Burfield, 1776
Neil Campbell, Foundation for Excellence in Education
Susan Cheng, Georgetown University
Michael Cosack, Cos Cos, LLC
Asa Craig, Laura and John Arnold Foundation
Credly
Jennifer Davis Poon, CCSSO
Nooraine Fazal, Inventure Academy
Rachel Fishman, New America
Liz Glowa, Glowa Consulting
Elizabeth Griffith, Boston College
Tabitha Grossman, Hope Street Group
Julie Johnson, College for America
Calvin C. LaRoche, DC Ventures and Associates, LLC
Lydia Logan, Educology Advisors
Scott Milam, Afton Partners
Holly Morris, Educause
Andrew Pratt, CityBridge Foundation
Sheri Ranis, Lumina Foundation
Matthew Rascoff, University of North Carolina
Timothy M. Renick, Georgia State University
Patrick Sellers, Davidson College
Elena Silva, Carnegie Foundation
Rick Staisloff, RPK Group
Britni Stinson, Camelback Ventures
Howard Weiner, NobleStream
Michelle Weise, Southern New Hampshire University

# Traction: Cohort 1

Brandman University launched a competency-based Bachelor of Business Administration degree program with a pilot group of students, and it became the 4th university in the nation to receive Department of Education's approval in awarding direct assessment financial aid in fall 2014.

Graceland University has begun to increase the integration of traditional classroom learning (curriculum) with co-curricular activities and High Impact Practices that promote the eight Essential Learning Outcomes (ELOs). They have also started developing a "Life Portfolio" to enable each student and the university to track progress, both curricular and co-curricular toward the eight ELOs.

Cambridge College initiated and launched CC Connect, an initiative that leverages social media to foster a greater sense of community.

Edinboro University launched a pilot for their new advising model for undeclared students.

# Traction: Cohort 2

West Virginia State University proposed 21st Century skills development through a fully-online, competency-based degree in information technology and cyber security.

UTPB is in the funding stage of developing Falconnect, a comprehensive mobile app designed to dramatically increase student engagement by connecting them to a variety of social media and campus services

# Contact

**2REVOLUTIONS**
Do What You Love — For Good

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**2REVOLUTIONS**
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2Revolutions is an education design lab that designs and launches Future of Learning models and catalyzes the conditions within which they can thrive. We pursue bold innovations with the potential for transformative impact at the key leverage points where today's current systems fail. Click here to read more about our work on innovation in higher education.

The following pages contain

# CHALLENGE PROTOTYPES BY SCHOOL

**BRANDMAN**
University Chapman University System

**Prototype:**
**Competency-based Student Engagement Index**
https://www.brandman.edu/mypath

- **Targeted Degree Programs:** Brandman's competency-based Bachelor of Business Administration and Bachelor of Science in Information Technology degree programs

- **Targeted Student Populations:**
    o Brandman students enrolled in the competency-based undergraduate degree program
    o Non-traditional and adult learner student market
    o Digital natives and millennial market

- **Anticipated Rollout Date:** Brandman has launched a competency-based Bachelor of Business Administration degree program in Fall 2014. Brandman is expected to launch the Bachelor of Science in Information Technology in Spring 2016.

- **Prototype reach**: Brandman projects that this prototype will reach 500 students in the first year of the launch.

- **Anticipated growth**:  Brandman projects that this prototype will reach 3,000 to 5,000 students over the next five years.

- **Partners**: Flat World and Credly

**Prototype Hallmarks**:
- Our prototype is a Competency-based Student Engagement Index which include the following key features:
    o Key feature #1: Digital badges
    o Key feature #2: Proactive student interventions via learning management system and data analytics
    o Key feature #3: Social learning via learning management system
    o Key feature #4: Rich content (e.g. adaptive learning, interactives, and simulations)
    o Key feature #5: "Anytime, anywhere" easy portability and access to the platform

**Intended Outcomes**:
- Increase engagement via digital badges, student-to-student social learning, student-to-faculty social learning, student-to-academic coach social learning, and data analytics ("big data")

- Have increased visibility via learning analytics to how and when students are engaging with the content in the platform
- Increased engagement will lead to increased persistence (session to session) and retention (fall to fall)
- Increased persistence and retention will lead to faster time-to-degree completion and graduation

**Please provide a ½ page narrative describing your prototype. Information should include the following: impetus for creating your prototype, how it works, prototype emphasis and sample metrics, and other pertinent information regarding supports.**

Established in 1958, Brandman University is a nationally-recognized, private, non-profit, Hispanic-serving institution and a member of the Chapman University System. Steeped in academic tradition, Brandman University provides quality education to primarily non-traditional students and adult learners who demand the same high academic standards as a traditional university, but whose needs require greater flexibility and relevance in program delivery and learning assessment. Brandman currently offers a credit-hour based Bachelor of Business Administration degree through blended and online modalities. Upholding its vision to be "the recognized leader in the evolution of adult learning," Brandman University is approved for direct assessment financial aid for the fully online, competency-based Bachelor of Business Administration degree. Brandman's competency-based Bachelor of Science in Information Technology is pending Department of Education approval.

Current literature states that mobile technologies, digital badges, and social metadata has potential to increase student engagement in an learning environment, and that increased student engagement will lead to higher retention and graduation rates. Within Brandman's competency-based undergraduate degree programs, there will be a Student Engagement Index that consists of data analytics, digital badges, student-to-student social learning, student-to-faculty social learning, and student-to-academic coach social learning. Students enrolled in the competency-based undergraduate degree programs will have comparable, or better, outcomes (e.g. faster time to degree completion) than students enrolled in the credit-based undergraduate degree programs.
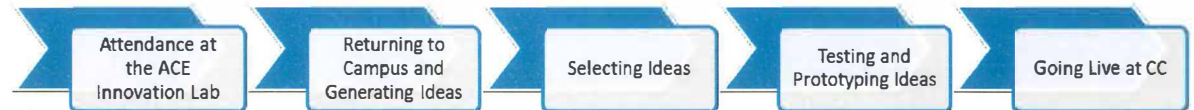
# CC APP- Cambridge College Adult Pathways to Persistence -

## A Suite of High-Tech and High-Touch Components to Support Student Success

**Cambridge College**

ACE-CIL Experience: Initially our project was the development of a mobile app for the busy CC adult student. However, during our Innovation Lab process, we quickly realized that we would need significant resources to develop the mobile app and decided not to scale this prototype. When we returned to our campus various stakeholders across the college including students, faculty, staff and administrators was convened. The goal was to develop prototypes that would bolster student success. What resulted from these sessions was the development of five prototypes. Three of the five prototypes were selected and funded by the President's office to be scaled. Each was launched as strategic solutions to improve student success[1].

Below is a graphic illustration of Cambridge College's prototype.

Attendance at the ACE Innovation Lab ➤ Returning to Campus and Generating Ideas ➤ Selecting Ideas ➤ Testing and Prototyping Ideas ➤ Going Live at CC

- Convened 30 stakeholders across the college - faculty, students and staff

- Formed 5 teams to generate prototypes to address student success

- 3 Prototypes selected and funded

- **Mobile technology platform emerged as a key tool to support solutions**

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[1] The Student Engagement Committee was formed and the College piloted the CC Mobile based web app that is part of a suite of products provided by our student information provider. A full scale up is scheduled for spring 2016
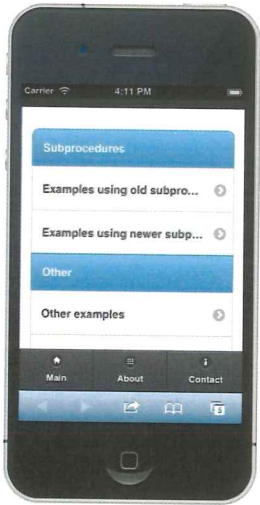A part-time Community Manager for student support position was created in summer 2015.

# CC APP- Cambridge College Adult Pathways to Persistence -

## A Suite of High-Tech and High-Touch Components to Support Student Success



**CC Connect – Initiated and Launched**

Community through Social Media



**CC Mobile – Scale up spring 2016**

On the go access to:

Courses

Grades

Financial Aid

**CC Student Voices – In Progress**

Engaging Students, Improving Services

**CC Persistence – In Progress**

Behavioral nudges to college success

**EU EDINBORO**
**UNIVERSITY**

**www.edinboro.edu**

***Disrupting the Traditional Advising Model to Enhance Persistence and Completion***

**Targeted degree programs**
- *All programs that enroll non-traditional students*

**Targeted student populations:**
- *Undeclared students and non-traditional (age 25 and older) students*

**Anticipated rollout dates:**
- *Fall 2014 training and model development; spring 2015 pilot rollout; summer 2015 pilot assessment and program revision; fall 2015 expanded program training; spring 2016 program implementation*

**Prototype reach:**
- *Approximately 750 undeclared and non-traditional students*

**Anticipated growth:**
- *Approximately 5,000 students annually*

**Partners**:
- *Student Success Collaborative or Starfish Software*
- *Association of Pennsylvania State College and University Faculties (state-wide faculty union)*
- *2Revolutions*
- *National Academic Advising Association*

**Prototype Hallmarks:**
- *Assessment of faculty advising styles to match advisors with targeted student audiences*
- *Comprehensive cross-disciplinary training focused on developmental advising*
- *Holistic advising approach grounded in intrusive outreach to address the breadth of student needs*
- *Establishment of advising teams implementing a case management model to enhance student success*
- *Introduction of advising support technology to gather, assess, and share student information*

**Intended Outcomes:**

- *Increased persistence and degree attainment of non-traditional and undeclared students*
- *Undeclared students will select majors and make significant progress toward degree completion*
- *Increased positive engagement in advising and an understanding of best advising practices by faculty*

**Narrative Description of Prototype:**

*Edinboro University will revise current advising practices to increase the persistence of undeclared and non-traditional students. Currently, the University has a six-year graduation rate of 46%. Edinboro University's undeclared students persist at a lower rate than the university's general population. They tend be unsure of career goals, lack an established plan of study, and are disconnected to discipline-specific support structures within the university.*

*Non-traditional students often experience additional challenges, including a sense of distance from the undergraduate experience coupled with work, financial, and family concerns. Their needs are distinct from the traditional undergraduate population.*

*This project seeks to increase the connection between faculty and students and students' overall engagement with the university. This project also aims to empower students to take greater ownership of their academic progress, and to envision themselves as college graduates.*

*Disrupting the traditional unitary model of advising where a sole faculty member tells students what classes to take, this project causes students to focus on building their futures – not just scheduling classes. The model also creates a new advising structure where faculty work in teams using a case management approach. The result for faculty is a transformed advising mindset.*

*Sample metrics include increased persistence and degree attainment of non-traditional and undeclared students as measured by retention from one consecutive semester to the next; a decrease in the number of undeclared students bought about by the selection of appropriate majors; and increased positive engagement in advising and an understanding of best advising practices by faculty as measured by faculty and student surveys. In addition, four and six-year graduation rates are projected to increase.*

# ACTIVE INTERVENTION MODEL (AIM) AT GEORGIA GWINNETT COLLEGE
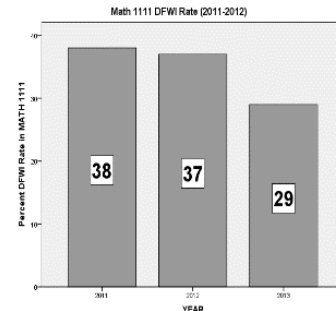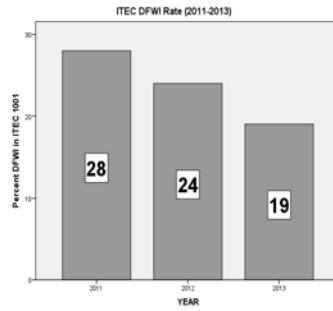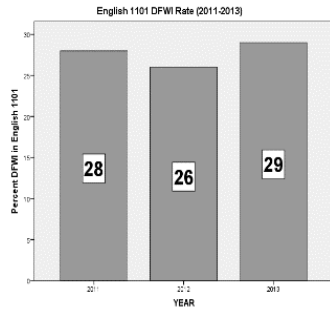## GIVING STUDENTS THE TOOLS TO SUCCEED

*"From the design of our buildings to the design of our academic programs, we focus on ensuring that every student has an opportunity to achieve success, regardless of their academic preparation."* **Stanley Preczewski, President of Georgia Gwinnett College**

| | | |
|---|---|---|
| **Total Headcount: 10,835**<br><br>**Male: 53.83%**<br><br>**Female: 46.17%**<br><br>**African American: 29.05%**<br><br>**Asian American: 9.05%**<br><br>**Hispanic:14.35%**<br><br>**White: 42.43%**<br><br>**Am. Ind. Alaskan Nat.: .19%**<br><br>**Two or more races: 3.6%**<br><br>**Pell Grant Recipients: 47%**<br><br>**Student/faculty Ration: 19 to 1**<br><br>**1st Year Retention Rate 63.2%**<br><br>**6 year Graduation Rate 27%**<br><br><br>**English 1101 DFWI Rate 29%**<br><br>**ITEC 1001 DFWI Rate 18%**<br><br>**Math 1111 DFWI Rate 29%** | At Georgia Gwinnett College, we offer a liberal arts college experience at an access institution, offering the most diverse student body in the South an opportunity to succeed.<br><br>Of the nearly 11,000 students, 45% are first-generation college students, and 53% are on Pell Grants.<br><br>With a 27% six-year graduation rate, and a 63% first year retention rate, Georgia Gwinnett College performs significantly better than its peer institutions – but we can do better.<br><br>One of the main challenges that first-generation open access institution students face is progressing through the General Education courses.<br><br>We have identified three freshmen-level courses with both high student enrollment numbers and high DFWI rates.<br><br>The three courses have enrollment numbers between 1200 and 2000 students every year, and as many as 38 percent of students fail to earn a passing grade. | In an effort to increase the success rate of our students, we propose a two-pronged approach that involves quick, early and frequent contact with at-risk students combined with on-line academic support.<br><br>Using a combination of *Grades First* (or comparable software) and the GGC Student Support System, we will identify, intercede, and reward at-risk students for success. Students in English 1101, ITEC 1001 and Math 1111 who are identified by the faculty or advisors as being at-risk will be contacted by Student Success Advisors. Within 48 hours, students will meet face-to-face with an advisor. At that point the appropriate intervention will be determined. Students needing psychological, financial or other non-academic support will be provided the appropriate assistance.<br><br>The second component of the program will be to provide students the appropriate academic support. |

*Many first-generation college students are extremely self-reliant and are reluctant to seek help in our tutoring center because of the stigma associated with being identified as needing help. The on-line modules will offer these students some level of anonymity that will provide them with the help they need.*

# DFWI Rate for Targeted Bottleneck Courses

| English 1101 DFWI Rate (2011-2013) | ITEC DFWI Rate (2011-2013) | Math 1111 DFWI Rate (2011-2012) |
|---|---|---|
| 28  26  29 | 28  24  19 | 38  37  29 |

While we have an impressive tutoring center, many of our most needy students are least likely to take advantage of the assistance. Many at-risk students feel stigmatized by having to seek help in a public setting.

As a result, we will develop on-line modules that will offer both flexibility and a certainly level of privacy. Students will have the ability to access the material from any location and at any time of day.

These on-line modules will be created by our faculty and GGC students. We find that students respond favorably when they receive help from peers. Therefore, we will recruit students to act in these videos.

For each of the targeted classes, we will create nine on-line learning modules that will target the areas with which our students have greatest difficulty.

These modules will be customized to the needs of our students and are driven by the learning objectives GGC faculty have identified for each class.

As an example, English 1101 will create a module entitled *Research: Resource Retrieval and Evaluation*, which will focus on learning objective "Become acquainted with research and documentation techniques".

ITEC 1001 will create a module entitled *Advanced Application Software Concepts,* which focuses on the learning objective "Students without any large business experience will relate to and understand complex business processes."

To make the modules more manageable, the course modules will be divided into three parts. The Math 1111 module below gives one a sense of the structure.

**EXAMPLE: Math 1111**

**A.    Functions and Graphs.**

Module 1:  What does a function definition tell us?

Module 2:  The difference between finding $f(x)$ when $x = 0$ and solving $f(x) = 0$

Module 3:  Visualizing a function and reading a graph

**B.    Exponential and Logarithmic functions.**

Module 4:  How exponents work when applied to numbers and variables

Module 5:  What does a logarithmic function do?

Module 6:  How logarithmic functions "inherit" properties from exponential functions

**C.Polynomial and Rational functions.**

Module 7:  Linear, quadratic, and absolute value inequalities

Module 8:  Factoring techniques

Module 9:  Working with rational expressions using fractional arithmetic

# Graceland University LIFE PORTFOLIO

## *A guide to high impact practices*

Graceland University (GU), a small private liberal arts institution in rural Iowa, serves a highly diverse residential student population. The University also serves distance learners through its Missouri campus, which administers online programs in nursing and education. Over 50% of GU's residential students are what the American Association of Colleges and Universities (AAC&U) calls 'new majority' students – low income, first generation, transfer, adult learners, or ethnic minority. GU seeks to increase student success through High Impact Practices with our prototype: *The GU Life Portfolio*.

## AT A GLANCE:

**Targeted Degree Programs:**
Bachelors and Masters (multiple disciplines)

**Targeted Student Populations:**
Residential and online students

**Anticipated Rollout Date:**
Fall 2015

**Prototype Reach:** 1,500

**Anticpated Growth:** 5,000 over five years

## HALLMARKS:

- Gamified electronic portfolio
- Mobile and web access
- Master Competencies document LEAP's Essential Learning Outcomes
- High Impact Practices embedded in available activities
- Tracks student's social, academic, and leadership activities
- Social media and resume builder features
- Costs included in student technology fee
- Focused on student success

Like most portfolios in higher education, the *GU Life Portfolio* will be a systematic collection of evidence that demonstrates what each student has learned or accomplished over time. Unlike most portfolios, students will access all levels of the *GU Life Portfolio* through a computer application (an app). Undergraduate students are currently developing the application and have voiced their commitment to create a highly gamified product that will encourage high engagement and deep learning experiences. *Master Competencies* will document learning within the *GU Life Portfolio*.

Modularizing learning opportunities will enable more students to begin to experience general, practical liberal arts skills and realize their practicality in and out of the classroom.
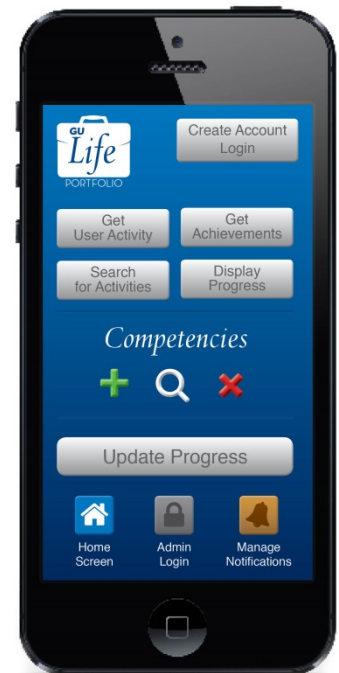
Learning modules will be designed to address Liberal Education America's Promise's (LEAP) Essential Learning Outcomes:

- knowledge of human cultures and the physical and natural world;
- intellectual and practical skills;
- personal and social responsibility; and
- integrative and applied learning.

Each section will contain areas where students can save earned *Master Competencies*.

According to the National Institute of Learning Outcomes Assessment, the purpose of a portfolio is to bore a deep, narrow hole into student learning. *GU*'s *Life Portfolio*, in contrast, will show both deep vertical knowledge that students have learned in their major as well as a broad set of horizontal skills, some of which will be developed through High Impact Practices. This is known as T-Shaped education, which has been shown to encourage student persistence.

The *GU Life Portfolio* will enable GU to embrace students at the prospective stage and continue to design and track individualized learning experiences once they matriculate. Students will be able to view available *Master Competencies* through the portfolio, and plan their courses and activities accordingly.

The *GU Life Portfolio* will be implemented in four phases. The first phase will be focused on Graceland's residential undergraduate students. This is where we find the biggest need and believe we can make the biggest impact. The second phase will contain both the pre-college student and Graceland's graduate student population. We believe that parts of Phase I will be adapted to these two audiences to fit their unique needs, desires and life stages. The third phase is the Skillpath Seminar participants. The fourth is a non-degree seeking student who will build a portfolio through credit for prior learning and competency-based education.
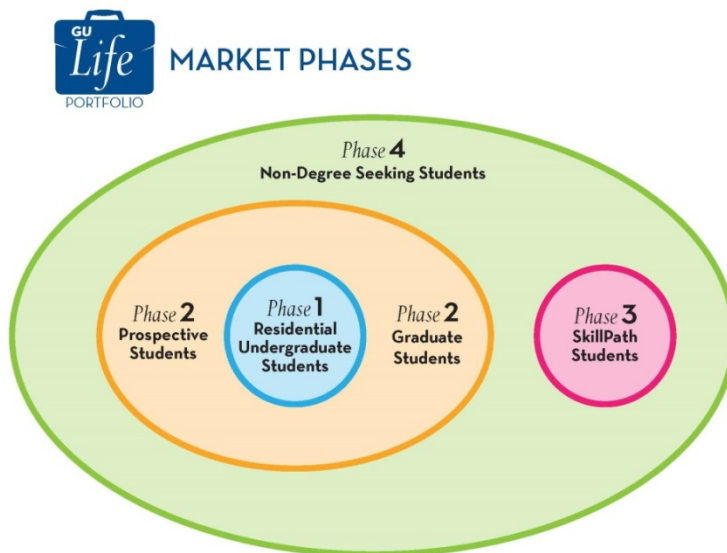


**Intended Outcomes:**

- Ultimately the goal is to make the *GU Life Portfolio* a guide to the essential learning outcomes that will ensure that GU is effectively serving new majority students in this more purposeful manner. The portfolio will also ensure that all users engage in multiple High Impact Practices. Modularizing learning opportunities will enable more people to begin to experience general, practical liberal arts skills and realize their practicality in the classroom, their application on the resume, and their usefulness in the workplace.
- The *GU Life Portfolio* will enable more students to succeed as lifelong learners who can communicate, problem-solve, create, collaborate, lead and make a living and a life in both a local and a global context.
- GU's six year graduation rate will increase from 50% of each cohort to 65%.

## A Sustainable and Replicable Model for Serving First-Generation Students

### AT A GLANCE

**Targeted Degree Programs**

Degrees will align with targeted NE Ohio businesses that have an unfulfilled need for college-educated workers. Such businesses need graduates in chemistry, biohealth, industrial and aerospace engineering, financial services, and information technology.

**Targeted Students; Targeted Schools**

The program targets underrepresented, low-income, and first-generation high school students. Schools with high proportions of these students usually have low college-going rates.

**Anticipated Rollout Date**

Recruit and mentor the first high school cohort in Spring 2015. Assist them with the 2016 college application process in anticipation of Fall 2016 admission.

**Prototype Reach & Anticipated Growth**

Launch the pilot with one high school, one business partner, and a small cohort of students. For each of the next four years, add one high school and one businesses for a total of five of each with total cohort members in the range of 25-30 per year.

**Partners**

Regional high schools with high proportion of underrepresented students and low college-going rates; regional businesses with unfulfilled need for college-educated workers; charitable foundation and other donors (to provide seed funding for initial revolving student loan fund).

## INTRODUCTION – Program Impetus and Rationale

### The Catch-22 of Success

Hiram College is very successful at recruiting and graduating first-generation students. But, in today's world where financial pressures affect colleges and students alike, Hiram must create a model to support the unmet financial needs of these students. This will allow Hiram to continue serving first-generation students at its historically high level.

### Engaging Regional Business for a Win-Win

An obvious partner for the new funding models is the business community, a key beneficiary of the educated workforce that Hiram produces.

The Hiram Collaborative seeks to demonstrate—beginning with a highly-targeted, pilot program—that commercial enterprises stand to benefit directly from stepping in to fill the funding void.

In particular, the Hiram Collaborative will demonstrate that small liberal arts colleges are exceptionally adept at equipping adults who are interested in living, learning, and earning in the local community with the technical, interpersonal, and leadership skills required by regional businesses.

## HOW IT WORKS – Program Description & Key Features

### Collaboration with High Schools for Early Student Engagement

As part of the Hiram Collaborative, Hiram faculty will ask teachers at regional high schools that serve a high proportion of low-income, first-generation students to identify and recruit juniors who show promise for success in college.

After being recruited to the program, these high school students will participate in workshops and summer academies that are geared toward honing academic skills, building group cohesion, and fostering a college-going aptitude. All of these correlate to college admittance and success.

Once admitted to Hiram, students and their families will have access to mentoring and other specially-developed services offered throughout the students' undergraduate tenure. Hiram College can already boast a much higher-than-average graduation rate for first-generation students. The likelihood of building on this success to achieve an even higher graduation rate seems probable given the additional support that students will receive as part of the Hiram Collaborative.

Along with their classroom activities, students will be expected to enroll in an internship or co-op experience sponsored by one of the Hiram Collaborative business partners. This will help prepare them for the real world of work.

**Tailored Workforce Development for Business**

In addition to the mentoring and personalized support services, Hiram Collaborative's most distinctive feature will be the significant involvement of the businesses partners that join the program.

Feedback from local businesses solicited in September 2014 indicates that CEOs are interested, but wary of high-level financial support until the program has proven itself. Until the time that businesses can more substantially support the program, the Hiram Collaborative will seek seed funding from a variety of sources to establish a revolving loan fund to meet the needs of the first four cohorts of students.

Though the CEOs resisted offering a high-level of subsidy to the inaugural program, they did indicate a willingness to participate in the pilot phase of the project. They suggested their early contributions to be in the form of providing paid internships and cooperative education opportunities for students.

These internships and co-ops will allow business partners to evaluate the students as prospective employees. They will also identify how to align and, if necessary, modify the curricula to meet the specific needs of the business.

This tailored curriculum is another distinctive feature of the Hiram Collaborative. Like other small, private colleges, Hiram is nimble. The College can make structural and curricular changes that serve business's ever-evolving skilled-labor requirements in a timely manner. Hiram faculty will work with business partners to ensure that Hiram's degree programs are preparing graduates to fulfill regional workforce needs "to a tee."

If student participants effectively transition to employment with the business partner, the business will be called upon to "pay-for-success" by contributing additional financial assistance. This support will likely come in the form of a post-graduation student loan forgiveness program. In this case, employees who have demonstrated competency and the loyalty may have a portion of their student loan forgiven.

## HALLMARKS

**Pre-College Training for Student Participants**
The Hiram Collaborative will work with high schools to recruit and prepare high school juniors and their families for college application, admission, and enrollment.

**Engagement of Regional Businesses**
The model asks local businesses to partner with liberal art colleges like Hiram that have deep roots in the community. Such a partnership will showcase the ways that liberal arts colleges fuel the local workforce and the local economy.

**Focus on Small, Private Colleges**
Hiram and other private colleges are already adept at recruiting, retaining, and graduating low-income and first-generation students. Funding, rather than graduating, these students emerges as the key challenge for these institutions. The Hiram Collaborative develops a sustainable funding model for furthering the success that Hiram College and other private colleges already demonstrate in serving underrepresented students.

**Self-Perpetuating Success**
First-generation students tend to stay in the areas in which they grew up. Over time, the model's live-learn-and-earn-locally mantra will become the norm. When college educated workers stay in their communities, they not only serve as a skilled workforce but as the leaders and mentors that fuel civic engagement, business growth and economic development.

## INTENDED OUTCOMES

- **Development of a sustainable, replicable financial model for Hiram and other small, private liberal arts colleges** to continue their success in serving a higher-than-average number of underrepresented, low-income, and first-generation students.
- **Engagement of businesses in financing the education of underrepresented students in their communities** by promoting small, private liberal arts colleges as a viable resource for workforce development and a source of educating competent, well-rounded, loyal employees.
- **Creation of a self-perpetuating culture of college attendance and economic growth in distressed communities** through supporting students from these communities in attaining a college degree and returning to the area as employees of partner businesses and role models for younger generations.

**Lehman College's *Fast4 Business* Degree Program**
(http://lehman.edu/business-bba)

Herbert H. Lehman College is a senior college of the City University of New York, the nation's largest public urban university. As a Hispanic-serving and minority-serving institution of predominantly non-traditional students, we are cognizant of the need to facilitate baccalaureate degree completion by providing flexible curriculum delivery modes and credit accumulation for our primarily first-generation, Pell grant recipients and working student population.

Lehman College developed the *Fast4Business* program to encourage and promote the timely completion of a 120 credit-hour baccalaureate degree within 4 years for freshman, and within 2 years for transfer students as described in the program's 4-year curriculum map. The *Fast4Business* program includes the first-ever guarantee within CUNY to cover to cover additional tuition costs should required courses not be available per the curriculum map. The BBA Business degree program was selected for the pilot that was launched in Spring 2015 because it is the largest major on campus and has a student profile reflective of the College's student body. The program is available to both full and part-time students who are committed to completing 30 credit-hours per calendar year. If successful, the pilot is intended to scale to other majors

Students must apply for admission to the *Fast4Business* program and can begin at the start of any term. In return for their commitment to the *Fast4Business* Degree Program Guarantee, students will:
- Declare business as a major and meet every term prior to registration with their designated academic advisor.
- Sign the *Fast4Business* Degree Program Guarantee.
- Receive early advising/support and priority registration into required major courses.
- Receive financial assistance to include textbook vouchers and mass transit discounts.
- Obtain a GPA $\geq$ 2.7 in the first four required BBA courses, and maintain good academic standing throughout the program.
- Receive priority internship opportunities with Lehman's Business Incubator program.
- Complete the required courses/credits defined by the *Fast4Business* program curriculum map.

**Program Hallmarks**:
- Identification of pilot students in first term with 15 students added per year (combination of new freshman and transfer students).
- The *Fast4Business* program promises to cover additional tuition costs should required courses not be available for completion in 4 years or 2 years for transfer students.
- High-achieving students will be eligible for the FastTrack BBA-to-Masters program.

**Program Outcomes**:
- Increased retention through focused, intrusive advising/support and internships.
- 90% graduation rate
- Increased quality and success of graduates judged through meaningful employment, admission to graduate and/or professional schools.

**Spring 2015 pilot** – 9 students

- Freshman
    - Five freshman students were recommended by faculty and completed their freshman year successfully with GPAs ranging from 3.5 to 3.9. Four of the five students earned 30 or more credits for the year. One student withdrew from a class, having accumulated 27 credit-hours due to a family issue. The student is now on track for the 30 credit-hour requirement.
    - Each student had between three and five advising meetings during the semester. They discussed issues related to their classroom activities, personal issues, and plans for internships. All five students worked during the summer and three were accepted to the CUNY Service Corps program for part-time, paid work experience at an approved off-campus site. (CUNY Service Corps creates opportunities for students, faculty, and staff at the University to work on projects that improve the city's short and long-term civic, economic and environmental sustainability).
- Transfer
    - Faculty who taught BBA courses recommended transfer students who had earned an Associate's Degree and had transferred with at least 60 credits-hours. Of the four students who initially accepted, two later declined to participate as they felt the program would interfere with their job responsibilities. These two students accumulated 86 and 79 credits with GPAs of 3.8 and 2.4 respectively.
    - Two students remained with the *Fast4Business* program and achieved 90 credits after their junior year with GPAs of 3.5 and 3.8 respectively. One student worked full-time and took summer classes to complete the required 30 credit hours per calendar year. The other student worked part-time and secured an internship with the help of the Career Services Office.

**Fall 2015 pilot** – 7 students have joined the program this semester.

**QUESTION:** How can we assist our transfer students to become more successful at Mercy College?

**ANSWER:** Build on the success of our current PACT model to include the needs of our transfer population.

◀ **Back to Challenges**

The Mercy College PACT model was established in 2009 as a revolutionary solution to increase success rates for *first-time, full-time undergraduate students* at Mercy College with the following **goals:**

- Create an integrated advising and mentoring program that helps students improve their financial literacy and develop academically, socially, personally, and professionally
- Mentors will serve as a single point of contact for students to solve any problems that may arise, thus eliminating confusion, frustration, and barriers to success in college that are common for students from historically underserved backgrounds
- Increase retention and 6-year graduation rates

The PACT program has identified core components of success for a **ONE point of contact** mentoring program:

- Increased engagement with students through smaller caseloads and greater contact opportunities between mentor and student, caseloads average approximately 125 students per mentor (average academic advising caseloads can be between 200-500 students)
- Holistic advisement (academic, career, personal) that allows mentors to know their students as individuals and, in turn, provide higher levels of customized support
- Directly addressing and impacting historic risk factors of Mercy College students that challenge persistence and retention (financial aid and first generation)

**Mercy College "At a Glance":**
- Mercy College is a four-year, private institution in New York that serves a high percentage of first and second generation college students
- Federally-designated Hispanic Serving Institution
- Mercy's investment in college access: one of the largest non-profit private colleges in the U.S. serving greater than 50% low income (Pell grant) students
- Mercy's investment in affordability: one of the lowest tuition rates of any non-profit, private college in the U.S. ($17,166)

**PACT Model Successes:**
Our revolutionary first-time/full-time PACT program has proven itself effective over the past 5 years in providing holistic, informative advisement:
- Average number of contacts between mentor and student is 16.51 per semester *(National average for advisors is approximately 2 contacts per semester)*
- Higher retention (increases of 13-20% fall to fall)
- Projected graduation rates (increases of 15-18%)
- By retaining over 100 more students than before, tuition revenue pays for the program

**Implement PACT** *Four Pillars of Success*
**To ALL transfer students**

Our PACT mentors serve as ONE point of contact for each student for all college and personal related services, thus our program will be:
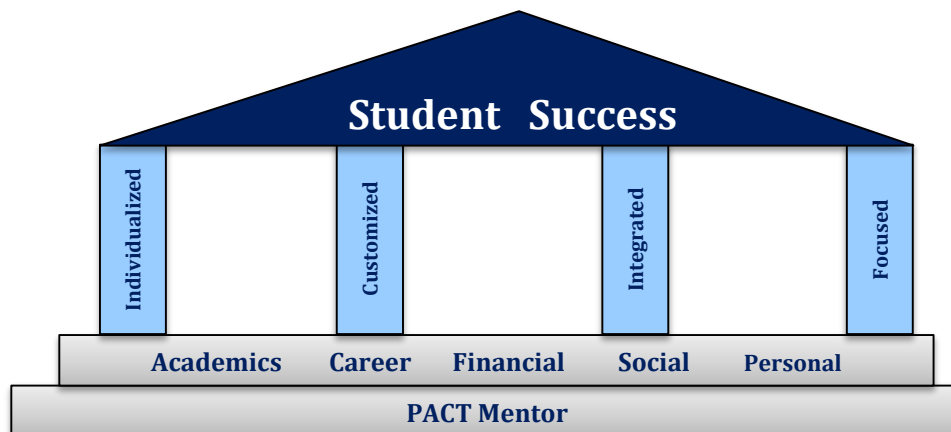
- **Individualized:** Each student is provided with a personal mentor that is highly trained in academic advising, student life, career preparation, financial services and leadership training. Students are encouraged to establish a close relationship with their mentor through frequent meetings and other points of contact.
- **Customized:** our PACT mentors develop an academic and extracurricular plan specific to each student with a clear set of goals. The plan is a collaboration between mentor and student, specifically addressing each student's strengths, passions and goals.
- **Integrated:** Unlike most schools that have many satellites of assistance, our PACT mentors serve as the "one point" of contact for all Mercy College related

**Transfer PACT Implementation:**
- Anticipated growth for Transfer PACT: New program model will include ALL 3,500+ transfer full-time/ part-time bachelor and associate degree seekers
- Effective Date: July 1, 2015
- Successful Transfer PACT implementation will include teamwork with the following key departmental offices: financial aid, bursar, registrar, student affairs, student services, and admissions

issues. Meetings with mentors can include discussions on academic progress, self-management, character development, career exploration, mock interviews, internships and networking.

- **Focused:** Mercy College embraces a *"4 and 40 year"* commitment that stems from our mission to provide a transformational four-year college education that prepares each student for the next forty years of their life. As such, our mentors work with our students to ensure that they are focused on career readiness and life-long learning.

## Student  Success

| Individualized | Customized | Integrated | Focused |
|---|---|---|---|

| Academics | Career | Financial | Social | Personal |
|---|---|---|---|---|

**PACT Mentor**

**Transfer PACT Measures of Success – Intended Outcomes by year 5:**
- Increased Year 1 retention rates to 90%
- Increased graduation rates by 10% by transfer cohort type
- Increased quality of student experience and success
- Increased career readiness through increased internships, externships and career opportunities

# Queens Undergraduate Enrichment Scholars Teams

To stimulate access and excellence, **QUEST** is engineered to increase the enrollment and success of African American students, particularly males, at Queens College. In this 5-year intervention, 3-4 students students apply to join a QUEST: a Queens Undergraduate Enrichment Scholars Team. Students in a QUEST receive housing for their first year; can access funds for conducting research, studying abroad, and other high-impact experiences; receive enhanced support and specialized mentoring; and participate in program-specific activities. By coming to college with friends, students experience a smooth adjustment to college, leading to significant academic and social gains.

The ultimate goal of QUEST—a goal central to QC's mission—is to create a vibrant self-sustaining community of socially and intellectually engaged students reflecting the diversity of the Borough.

QUEST's robust recruitment and retention mechanisms will foster strong ties with high schools and community-based organizations to further attract African American students from the area, beyond those supported by QUEST, thus creating a pipeline of African American talent. Current enrollment does not reflect the Borough's demographics, and the academic performance, retention, and graduation trends for students from underrepresented groups lag behind those of their peers, most extremely for African American males, whose graduation rates are over 10% lower, year-by-year retention rates 5% lower, and grade point averages close to 0.5 points lower than QC's average. QUEST promises to change these trends directly, through a model that scales up in its replicability.

## Outcomes

**Robust pipeline of African American talent**, via enhanced enrollment and retention of QUEST students, leading to enhanced post-college success for this population

**Coordination among support services** to enrich and sustain student achievement

**Replicability** at other campuses (including university-wide) and with other target populations

## QUEST at a Glance

*Target population:* African American undergraduate students, particularly males, from the Borough of Queens in New York City

*Rollout:* recruitment teams begin work in spring 2016; summer program piloted in summer 2016; first cohort admitted fall 2017

*Reach:* 60-80 new students per year in teams of 3-4 students each; 200-300 students over 5 years (assuming students graduate in 4 years, but teams experience a 5% attrition rate annually)

*Anticipated growth:* population of African American students at QC grows to 12% over 8 years, approaching representation in the Borough

*Partners, external*: targeted local high schools, community based organizations, city agencies; *internal*: QC faculty, admissions office, comprehensive student support services

## Hallmarks

**Residential summer at QC** program for pre-freshman students serves as recruitment vehicle and provides prospective applicants opportunities to learn about QC and get to know peers with whom to apply to QUEST

**Specially trained recruiters** work in concert with local high schools and community based organizations serving communities with high African American populations to promote QC
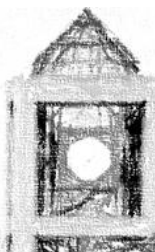
**Enhanced student support** includes specialized advice for navigating systems, program-specific tutoring, and program-wide activities to foster the development of social, emotional, and academic college-readiness

**Prestigious scholarship** includes residential freshman year and access to opportunity funds for high impact activities

**Evaluation and assessment team** tracks academic and social progress with state-of-the-art technology, producing thorough and routine analyses of the impact of program as reflected in student achievement

QUEENS COLLEGE — CUNY The City University of New York

65-30 Kissena Blvd.
Flushing, NY 11367
http://www.qc.cuny.edu

# FALCONNECT

www.utpb.edu

*The University of Texas of the Permian Basin (UTPB) is a regional comprehensive master's-granting institution located in Odessa, TX. Enrolling approximately 5,600 students, UTPB serves our West Texas community by offering innovative programs and opportunities through face-to-face, online, and dual-credit courses. A federally-recognized Hispanic Serving Institution (HSI), UTPB's undergraduate enrollment is 46 percent Hispanic.*

## FALCONNECT

In order to address the holistic needs of students and to improve retention and graduation rates of all students, including Hispanics, the University seeks to provide more engaged access to the existing academic and student support services through its Falconnect mobile app. Falconnect will connect students in individual high-DFWI (D grade, F grade, Withdrawn, and Incomplete) courses to the faculty, staff, student peers, and resources (advising, tutoring, financial, health, counseling, childcare services, etc.) they need to be more academically and socially engaged and ultimately successful. By addressing the issue of attrition in these challenging courses, we hope to improve retention and graduation rates of all students, including Hispanics.

The Falconnect app will incorporate highly engaging technological features, and offer a gamified social media platform, that will respond to modern students' academic, social, psychological, and other human needs by providing enhanced anytime, anywhere access to information, people, and university services. Falconnect will address students' need to be "connected" at all times by providing a system of immediate, Augmented Reality (AR)-enhanced information and multiple forms of communication between university staff and students and among students.

Beyond delivering enhanced access to information (including an interactive AR-enabled campus map feature), people, and university services, Falconnect will appeal to students by providing incentivized value in a gamified and awards-based environment. Students who engage in positive activities (attending study sessions, reposting important class/university announcements, accessing the AR campus map feature, etc.) will receive points, badges, level changes, and endorsements from staff and peers. Additionally, the analytics feature of the app will provide faculty with real-time information about the level of student engagement and allow users to receive immediate feedback, rewards, and validation for engaging in positive activities that lead to academic progress and success. Students not only will be encouraged to keep track of their engagement status but also that of their peers with whom they can compare and compete in the reward-based gamified environment.

By implementing these popular technological and social media features, UTPB will enter the social and technological domains of students who will be encouraged to use the app to access the information, people, and the academic and non-academic services that address their holistic needs.

### AT A GLANCE

**Targeted Courses:**
High-DFI Courses

**Targeted Student Populations:**
Students Enrolled in High-DFWI Courses

**Anticipated Rollout Date:**
Spring 2016 (ENGL 1302 pilot)

**Prototype Reach in Year 1:**
677 (based on Fall 14 and Spring 15 enrollment in ENGL 1302)

**Anticipated Growth in Next 5 Years:**
1,000-2,000 students

- More connected, robust interaction between students, peers, and university
- Student/Human Centered
- Course-Based

- Social Media and Gamified Platform
- Augmented Reality Features
- Analytics tracks and reports Student Engagement
- Connection to Learning Management System

# IMPLEMENTATION PHASES

Falconnect will be implemented in three phases. In the first phase (Spring 2016), the Falconnect app will be piloted in selected sections of ENGL 1302 (Composition II), a high-DFWI course. Based upon the data and feedback, the app will be refined and then made available to all ENGL 1302 students in the second phase (Fall 2016). In the third phase (Fall 2017) the Falconnect app will be introduced to other high-risk courses.

# INTENDED OUTCOMES

- Increase in percentage of students who received a grade of "C" or better in ENGL 1302 for all students from 62 to 70 percent and for Hispanics from 61 to 70 percent.

- Four (4) percent increase in One-Year Retention Rates for all students from 69.1 to 73.1 percent and for Hispanics from 73.9 to 77.9 percent.

- Four (4) percent increase in Four-Year Graduation Rates for all students from 20.8 to 24.8 percent and for Hispanics from 22.3 to 26.3 percent.

- Four (4) percent increase in Six-Year Graduation Rates for all students from 33.7 percent to 37.7 percent and for Hispanics from 29.9 to 33.9 percent.

- Cost Savings to students who need not repeat ENGL 1302 ($15,436/year).

- More satisfying university/academic experience.

- More efficient use of existing Student Support Services.
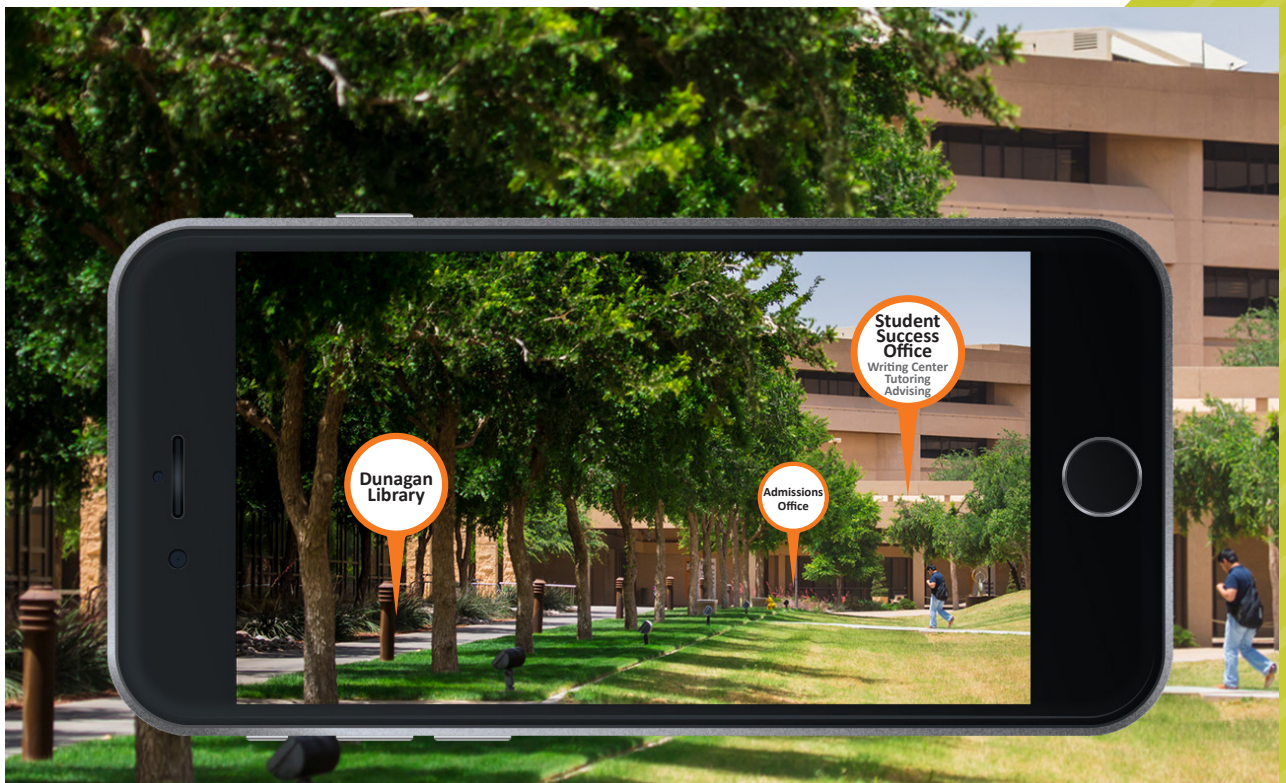
**WEST VIRGINIA STATE UNIVERSITY (WVSU)** was founded under the provisions of the **SECOND MORRILL ACT OF 1890** as the West Virginia Colored Institute, one of **19 LAND-GRANT INSTITUTIONS** authorized by Congress, and designated by the state, to provide for the **EDUCATION OF BLACK CITIZENS** in agriculture and the mechanical arts. It is a **HISTORICAL BLACK COLLEGE AND UNIVERSITY (HBCU)**. Today, WVSU offers **22 BACHELOR'S** degrees and **FIVE MASTER'S** degrees.

According to WVSU's strategic plan, Vision 2020: State's Roadmap to the Future, West Virginia State University will become the most student-centered, research and teaching, land-grant university in the state of West Virginia and beyond. The ability to provide a competency-based degree in information technology will serve as a crucial step toward the University achieving this goal. This project has two components:

The first is the development and implementation of a competency-based degree in information technology.

The second is the founding, development, and implementation of the Center for Competency-Based Education (CCBE).

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Once the information technology degree is established, the ability to disseminate the data collected through the CCBE will help the University move beyond the state to assist other HBCUs and any other institution with underrepresented populations. This will lead to the possible development of future competency-based programs in such fields as business and education, two fields within our community, state, and nation that consistently experience serious need for highly-skilled, knowledgeable individuals.

It is important to note that the degree program is the impetus for and/or the underpinning of the CCBE. The CCBE will begin and continue as a type of student-support service for anyone seeking the degree in information technology and mature into a resource for any HBCU or other school interested in developing similar programs. The purpose of CCBE is to collect, analyze, and share data about the need for and effectiveness of competency-based education, as well as the best practices for delivering competency-based learning.

One of the major goals for the state of West Virginia is to increase the number of college graduates by 20,000 students, and the development of a competency-based program will increase opportunities to obtain a degree by building upon students' past successes, prior knowledge, and professional experiences. For the competency-based degree student, this creates the possibility of a new career opportunity and/or future growth in a current position. Based on the West Virginia Bureau for Labor Statistics projections, the need for individuals with degrees in information technology will increase in the next five years. This degree program will directly address that need.

## OUTCOMES FOR THIS PROJECT ARE AS FOLLOWS:

▶ WVSU will address the pressing global need for employees with degrees in information technology by developing and implementing a degree program.

▶ WVSU will develop and implement a competency-based education system, enhancing its land-grant mission through outreach to underrepresented populations.

▶ WVSU will create a Center for Competency-Based Education to support its students, as well as fill a void in the field of competency-based education research and data, through a think-tank environment and information sharing with schools within the WVSU demographic.

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**January 2015 Recap**

On January 14-15, 2015, ACE kicked off the second cohort of the Lumina Foundation-funded Change and Innovation Lab (CIL). Seeking to build on the successes of the initial ten institutions to go through the CIL, five historically Black, Hispanic and minority-serving institutions were invited to participate in this groundbreaking project to help colleges and universities implement significant and sustainable initiatives to increase the number of first-generation and nontraditional students who earn a college degree:

· California State University, Fresno
· Queens College, City University of New York
· Savannah State University
· The University of Texas of the Permian Basin
· West Virginia State University

2Revolutions, a national education design lab that facilitated both cohorts, designed the two-day workshop with several objectives in mind: Introduce the cohort to the CIL process, set the context for the work, establish the need to build a culture of innovation, introduce the role of design thinking in developing innovative prototypes.

The first day began with the introductions of the teams from ACE, 2Rev, and each institution. Bryan Setser, a partner at 2Rev, then lead teams through a quick design exercise in which they discussed their hopes, fears and doubts with regards to a video that presented a radical vision for the future of learning and set the context for the CIL by establishing important shifts currently underway in higher education and the need for innovative problem-solving to stay ahead of them. Building on these concepts, admit.me founder Eric Allen gave a keynote address on the need for innovation, developing an innovation mindset and establishing an entrepreneurial culture. He also discussed using the Lean Startup methodology as a way to build, measure and learn when prototyping new ideas. After a lunch that involved engaging conversations amongst the teams, the afternoon centered around two activities. The first asked teams to scan their CIL applications, read the articles *Shifts in Higher Education* and *Ten Forecasts for the Global Landscape* and then connect their concepts to the ideas in the articles. The other activity, led by 2Rev design manager Ami Desai, focused on exploring several concepts for reinventing college that were developed by the Institute of Design at Stanford University.

The second day was designed to introduce the teams to a design thinking process, articulate ways to develop a culture of innovation and begin to plan out the virtual supports the teams would receive between January and the convening at the end of July. The morning began with 2Revolutions outlining their short-cycle prototyping process for the teams, and interspersed the content with real-world examples and design challenges to allow the teams to apply what they learned. The afternoon gave the teams time to work on lean prototype loops, providing them with time and structure to begin to develop key aspects of their prototypes before returning to their campuses. The day finished with 2Rev sharing the calendar of service, a series of virtual

supports that would help the teams continue to build out their prototypes through access to learning activities and subject-matter experts, as well as push their thinking on utilizing new technologies to create and sustain a culture of innovation.
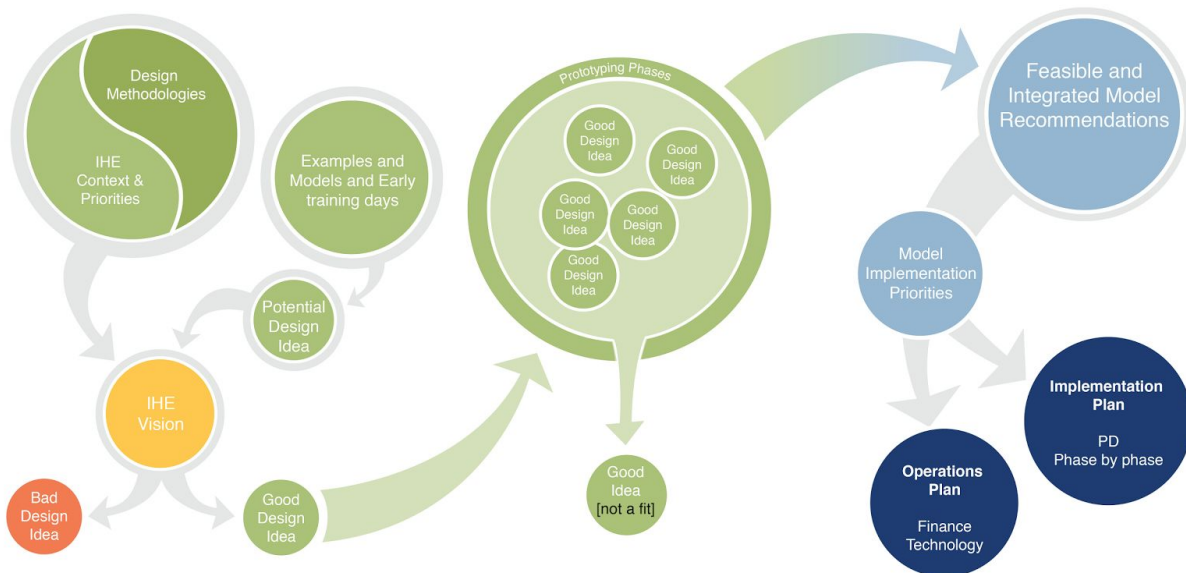
**ACE 2 July Recap**

After launching in January 2015 with a two-day workshop, the second cohort of the Change and Innovation Lab (CIL) returned to their institutions to continue working on their prototypes for student retention and degree attainment with synchronous and asynchronous virtual supports developed and facilitated by 2Revolutions. These supports included a flipped webinar from the Clayton Christensen Institute, a webinar on stakeholder engagement, a Twitter chat the RPK Group's Rick Staisloff, and on-demand coaching sessions from members of the 2Rev team as well as subject matter experts from their talent cloud.

### Change and Innovation Lab Process for the American Council on Education



2Revolutions worked with the teams to hone their presentations as the July workshop drew near, and everyone reconvened at the ACE office in Washington, D.C. on July 29th and 30th to showcase their work while continuing to develop their prototypes with the help of their peers and a carefully assembled group of experts from a variety of fields.

On the the morning of the 29th, the teams were welcomed back by Deborah Seymour, ACE's Vice President for the Center for Education Attainment and Innovation, and Bryan Setser, partner at 2Revolutions. Bryan began with a video and discussion with the purpose of pushing the teams to think about challenges and opportunities in an increasingly automated world where humans need to be proactive and bold in their solutions, and then he engaged them in a design challenge in which each team modeled the short-cycle innovation process by building a tower

with limited materials. The group then transitioned to an audit exercise on assessing their culture of innovation and steps for further developing and strengthening it.

From there, the workshop moved to the prototype pitch presentations. Modeled after *Shark Tank*, a television show where individuals pitch their products in the hopes of obtaining funding, each team was given five minutes to "pitch" their prototype to a diverse panel of experts, as well as the other teams, as if they were trying to obtain funding to develop and scale their prototypes. This was followed by seven minutes for questions and rapid feedback. The panel consisted of ten subject matter experts from diverse fields both in education and beyond, including entrepreneurship, finance, technology, strategy, and policy. They were tasked with identifying the strongest facets of each pitch as well as those most in need of further development. The rest of the cohort was actively engaged in this process as well, sharing their feedback through a digital evaluation protocol, providing each team with a wealth of information on their prototype and performance.

During lunch the teams collected and analyzed their feedback in anticipation of the afternoon advisory sessions. For the bulk of the afternoon, the panel of experts got split into small groups of two or three through which the teams would rotate, allowing them to further unpack their prototypes and receive deeper, more detailed feedback. The advisory sessions were followed by team work time, as well as some closing remarks and what to expect on the following day.
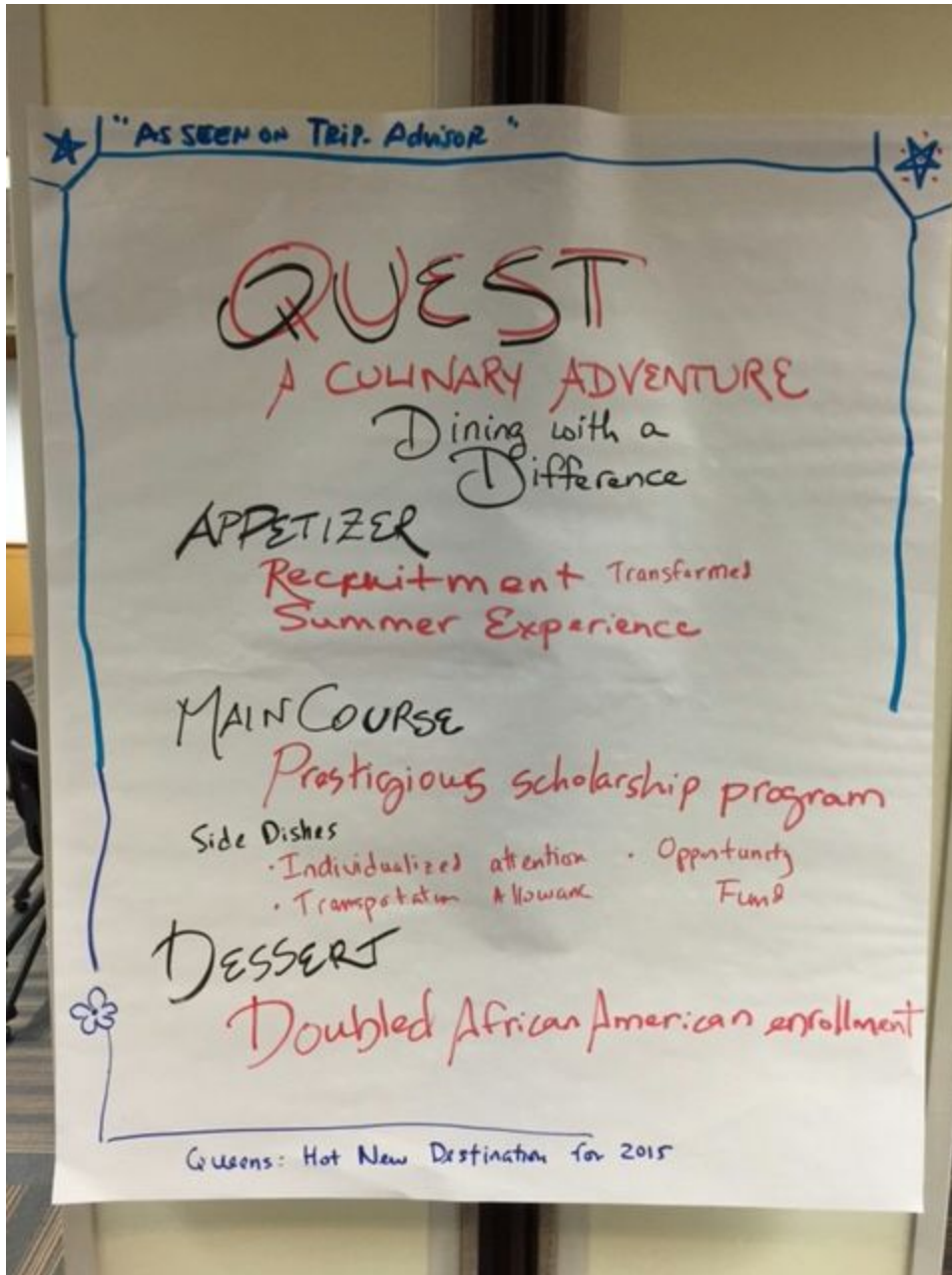
The second day began with two short thought exercises to establish engagement and energy from the teams while taking a moment to acknowledge the previous day's work and the overall purpose of the CIL. Afterwards, the workshop shifted into a keynote address from Tim Renick, Georgia State University's (GSU) Vice Provost and Vice President for Enrollment and Student Success. The keynote focused on GSU's efforts to create a culture of data-based change in order to retain and graduate at-risk students. Specifically, he discussed how GSU uses data systems to clearly identify at-risk students; prototype, test, refine, and scale interventions developed to address the areas of financial aid, academics and advising; and the transformative results of these programs. The keynote was followed by a Q&A session.

The rest of the day mirrored the previous in some ways, but also diverged in others. The keynote was followed by the pitch sessions, lunch and the advisory session. The teams, however, came in with completely new pitch presentations that were bolstered by the previous day's feedback. There was also an influx of several new experts in addition to some that also participated the day before. The most significant departure came after the advisory session, when Bryan Setser presented to the teams on planning for project success. Looking at this workshop as a point on a continuum, as opposed to an end point for the work, Bryan guided the teams through several key aspects of project planning, management, execution, and collaboration. The day concluded with Steve Taylor, ACE's Associate Director of Special Initiatives, addressing the teams and commending them for their incredible effort throughout the CIL process.

In all, it was a powerful two days in which the teams works incredibly hard, were receptive to feedback, and came away with a greater understanding of what it takes to be an innovative organization. The project will culminate with a report from 2Revolutions, ACE, and the Lumina Foundation on December 31, 2015. Impact stories from both cohorts will be featured in the report and serve as wayfinders for other higher education organizations seeking to create a culture of change and innovation on their campuses nationwide.

Click here for a full list of CIL Cohort Two participants

### Subject Matter Experts

| Name | Organization |
|------|--------------|
| Scott Milam | Afton Partners |
| Rachel Fishman | New America |
| Eric Allen | Admit.me |
| Nirvani Budhram | World Savvy |
| Britni Stinson | Camelback Ventures |
| Susan Cheng | Georgetown University |
| Howard Weiner | NobleStream |
| Lydia Logan | Educology Advisors |
| Nooraine Fazal | Inventure Academy |

| Betsy Griffith | Boston College |
| --- | --- |
| Andrew Pratt | CityBridge Foundation |
| Tim Renick | Georgia State University |
| Michael Cosack | Cos Cos, LLC |

**Calendar of Service for CIL Cohorts**

**1. CIL Kickoff** – ACE and 2Rev kickoff the new CIL cohort with a two-day workshop that introduces the cohort to each other, details the work ahead, and explains the principles underpinning the process. Teams will be introduced to the process through a series of engaging speakers, including CIL 1 participants, and activities designed to introduce design thinking, disruptive innovation and other concepts that are central to the Change and Innovation Lab.

**2. INSPIRED Organization Webinar** – 2Rev checks in with each team to see how their work has progressed since the in-person session, address where 2Rev can further support them, and provide them with an introduction to 2Rev's INSPIRED platform as the primary means of communication and knowledge sharing.

**3. Disruptive Innovation Flipped Webinar** – This interactive webinar, by Michelle Weiss from the Clayton Christensen Institute, is designed to expand on the concept of disruptive innovation and look at where it is occurring in higher education. Michelle will push teams to think deeply about their prototypes with regards to the size and scope: Are they thinking big enough and is their prototype truly disruptive?

**4. Stakeholder Engagement WebEx** – Stakeholder engagement is a critical aspect of the CIL prototype process. This call will guide teams through stakeholder outreach, particularly helping to surface who the key stakeholders are and uncovering a number of ways to initiate and maintain contact with them throughout the process.

**5. Building a Sustainable Finance Model Twitter Chat with Rick Staisloff of the RPK Group** – In this Twitter Chat, Rick Staisloff will guide the teams through the shifts taking place in higher education business models. Rick will examine current issues in higher education finance, discuss how institutions can successfully navigate through this time of change, and touch on how to develop a business model that provides accountability, sustainability, and value to stakeholders.

**6. Pitch Preparation Session** – 2Rev will schedule a virtual meeting with each team in order for them to do a practice run of their pitch prior to the

second in-person session. 2Rev will provide guidance and feedback in order to improve the pitches as well as inform the teams of what to expect at the in-person session.

**7. Final Pitch Presentations to IHE Partners, Experts and Funders** – ACE, 2Rev, and the teams will reconvene in Washington, DC for a two-day workshop in which teams will share their work with the cohort, further develop their prototype pitches, and work in several small consultation groups with a varied team of experts in order to continue strengthening their ideas.