

Driving Change in Higher Education Through Innovation



WCET Boot Camp
Vail, Colorado
June 18, 2014



NCHEMS

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The Context for Decision-Making in Higher Education

- Increasing Expectations
 - Improve student success
 - Graduate more students – especially those meeting particular workforce needs
 - Reduce attainment gaps
 - Contribute to economic development
- With limited resources – the concern for sustainability of
 - Institutions
 - Programs
 - Initiatives

The pressure to perform better and more responsively within constraints of limited resources makes change an imperative – and inevitable.

Working harder at business-as-usual isn't a recipe for success.

The key questions:

- Change what?
 - How?

The Options

- Student markets
- Programs offered
- Modes of service delivery
 - Instruction
 - Credentialing
 - Student support services

Making decisions in all of these areas requires information.

Student Markets

- How many different student bodies are currently being served?
- Which are being served successfully?
- What are characteristics of populations not being served?
 - Prior education
 - Industry and occupation of employment

Program Offerings

- What programs prepare graduates for jobs with high employer demand?
- What are the opportunities for short-term certificates that have high pay-off?
- What are the opportunities for (meaningful) degree completion programs?

Modes of Delivery

- Instruction
 - Face-to-face (on the ground or mediated)
 - On-line
 - Hybrid
 - Competency-based
 - ⋮
 - The list goes on
- Credentialing
 - Accumulation of course credits
 - Assessment of competencies
- Student support services
 - Separate offices
 - Concierge-type services
- The relative emphasis placed on each of these

Sustaining Change

- On-going source of funding for innovation
 - Must be generated from program revenues
 - Can't come from one-time funding after start-up phase
- The key to sustaining change/innovation is flexibility in utilizing human resources
 - The mix of employees
 - The assignment to activities
 - Instead of employing staff, using
 - Technology
 - Purchased services

Remember – A really good innovation is of little use if it's not economically viable.

Activities by Provider(s) of that Activity

<i>Type of Provider --></i>	Full-time Faculty	Adjunct Faculty	Non-Faculty Staff	Students	Technology	Open Source/ External Contract
<i>Type of Activity</i>						
<i>Design course specifications</i>						
<i>Create learning materials</i>						
<i>Select learning materials</i>						
<i>Delivery of course content</i>						
<i>Academic assistance/tutoring</i>						
<i>Facilitation of student group activities</i>						
<i>Design/select assessments</i>						
<i>Administer assessments</i>						

Activities by Provider(s) of that Activity

(continued)

<i>Type of Provider --></i>	Full-time Faculty	Adjunct Faculty	Non-Faculty Staff	Students	Technology	Open Source/ External Contract
<i>Type of Activity</i>						
<i>Evaluate/ grade assessments</i>						
<i>Monitor student engagement and progress</i>						
<i>Intervention/referral for at-risk students</i>						
<i>Institutional academic support resources for at-risk students (Writing Center, Math Lab, etc.)</i>						
<i>Academic advising/coaching</i>						
<i>Technical support</i>						
<i>Program admissions / selection</i>						
<i>Career counseling</i>						
<i>Orientation</i>						