Optimizing Outcomes

Dual Credit and
Industry Recognized Certification (IRCs*)

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Outcomes : Disclaimer

Why focus on outcomes? - Continued funding, longevity, & growth

Who focus on outcomes? - Leadership: critical involvement via *translation* w/ staff

- Data Reporting: Quantitative vs Qualitative

When do I focus on outcomes? - Create a schedule for established trends/ data

- Too often may lead to missteps in data, too infrequent may not allow for change to affect current student body

How

How do I improve outcomes? - Identify outputs, generate outcomes, create impact

For each, identify primary and ancillary stakeholders:

stakeholder driven

DC & IRC Starts with Partnerships

Outcomes : IRCs and DC

Why focus on IRC and DC?

▫ Gateway learning: completion opens doors for higher education, associate degrees, advanced skills training (prelim data: 50% in SPR that take DC go on to college track, of 50%, ½-⅓ did not consider college) 36-42% Nationally (Multiple external studies)

▫ DC vs DE- Enrollment off campus, Credit on campus w/ our instructors

▫ Cost/Benefit: relatively minimal expense with greatest potential for increasing variety of outcome measures. (DC approximately $150-200/student, Entry IRCs approximately $250)

▫ Measure risk investment: Students that complete entry IRC/DC more likely to perform successfully in higher ed and advanced training programs

Outcomes : Your school/district

Arkansas: 60% grads earn IRC or college credit

Tennessee: 20% of graduates earn IRC, accepted into post-secondary school, find employment at greater than minimum wage

District of Columbia: 65% of graduates who have earned 3 college credits (1 course), OR earned an IRC

Missouri: 50% graduates earn IRC or have enrolled in higher ed (DC requires enrollment), within 6 months of graduation

Texas: [1a. Exit test 1b. Diploma 1c. IRC 1d. Enrollment Higher Ed 1e. Income] Academic framework calculation = .2(1a scaled score) + .5(1b scaled score) + .3 (1c, 1d, 1e scaled score – CCMR Component)

Indiana: "CCR"= DC or IRC completion, accountability requires CCR credit.

Outcomes : DC Partnerships

Think outside the box: Enrollments into colleges are down, use this to your advantage. More integrated/exposure = increased enrollments for them.

Try private universities: Often more flexible DC.

Be a salesperson: You are providing the human resource, they are generating free revenue.

Embrace Online Education: While not ideal, allows to bridge distance gap, extend staff expertise, generate more options. (Near future for MO?)

Check accreditation: Missouri = CORE42, which courses transfer in your state?

Outcomes : IRC Partnerships

<u>Try private universities</u>: Many starting to offer new certifications

<u>Be a salesperson</u>: Many associates degrees include certifications, ask for reduced costs, what can they give you to help give to them?

<u>Embrace Online Education</u>: countless options (Ed2Go, DruryGO, etc.)

<u>Develop "Scholarship form"</u> : Mitigate financial risk, increase performance

[Click Me for Missouri's Example](#)

DC Qualifications for Staff

Qualification for Missouri:

An accredited master's degree in ANY area

18 post graduate hours in field

18 graduate hours/credits in a teaching discipline in the CORE 42 (MO)

Incentive: Pay $500 stipend for any term instructor engaged/ linked outcomes

Indiana Free tuition for instructors. CLICK ME FOR INFO!

When Partnerships are <u>more</u> than just Outcomes

OTC, Ivy Tech: 1st course free for Excel Grads

Drury: Reduced tuition

IRC: embedded in associate degrees, take the next step

FAFSA assistance on campus

Registration assistance, meet and greets, field trips & off campus tours

AND…..

Questions, Comments, Concerns?