

SC Commission on Higher Education
Presentation



“New Front Door”
Knowledge Network

**Changing the way we operate
to change the lives of our citizens**



“Leveraging Higher Education for a Stronger SC”

**{ Creating a Stronger, More
Competitive Workforce in SC }**

**Goal 1:
Making SC One of the Most Educated States**



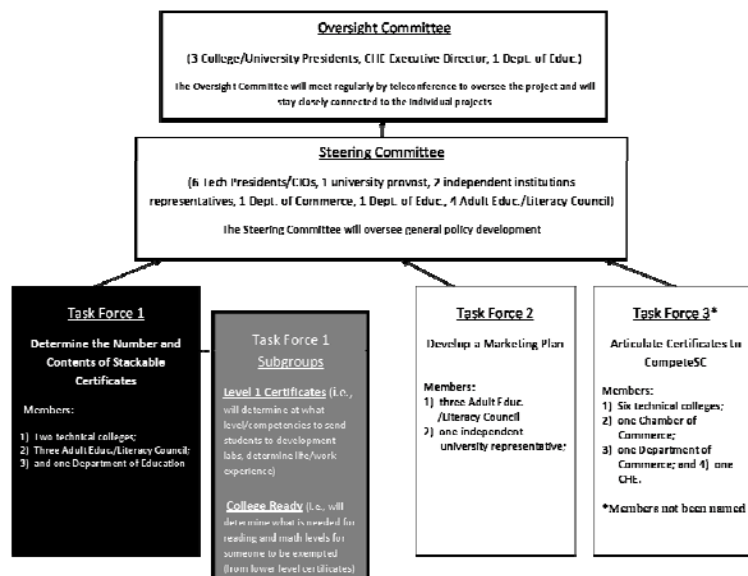
**Objective 4:
Increase Adult Participation in Higher Education**

Increase Adult Participation in Higher Education

Getting There

- Design Principle I
 - System must be easily understandable to the target audience; if we can't show them a simple picture plus words of how the system works for them, we'll have failed
 - **Focus groups**
(Oversight Committee, Steering Committee, Task Force Groups)
- Design Principle II
 - System must be prepared for massive marketing effort—advertising to include TV, radio, billboards, everything we can think of and afford

“New Front Door” Committees and Focus Groups





Task Force 1 Progress/Updates

Increase adult participation in higher education: "Stackable Certificates"

Pre-college Stackable Certificates

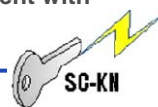
A uniform system of certificates earned before an adult is enrolled in an institution of higher education that can:

1. Provide a clear and accessible path for adults seeking to advance their education
2. Transfer to college credit
3. Articulate in a way that ensures the most effective interconnection of competencies offered in specialized training programs
4. Respond to the expectations of both the workplace and higher education
5. Be available from an array of providers, including adult career centers, institutions of higher education, and employers

Task Force 1 Progress/Updates

Task Force 1: Determine the Number and Content of Stackable Certificates

- **Core principles:**
 - self-paced and modular
 - competency-based and no-fail
 - low-cost
 - provide credit for existing competencies
 - standardized so that same basic approach can be marketed throughout the state.
- **Other key points:**
 - use available materials to the extent possible
 - stream improvements in rather than wait for them to be available;
 - design with continuous improvement at the core
- **Plan standardization of upper level certificate content with Developmental Education**



Task Force 1 Progress/Updates

Task Force 1: Determine the Number and Content of Stackable Certificates

○ Other issues discussed at meetings:

- Discussion regarding placement testing
- The college ready group discussed what would constitute a stackable certificate in computer technology and stated members of the group thought these skills would be addressed within the lower level certificates.
- Low-Cost:
Discussion of location of delivery of stackable certificates - Career Centers and Technical Colleges
- The use of WorkKeys scores



Task Force 1 Progress/Updates

Level 1- equivalent to GED+

- Add soft skills needed for employment, so not identical (to be administered by WorkKeys)
- People who pass GED will only need to add a soft skills component to get a Level 1 certificate

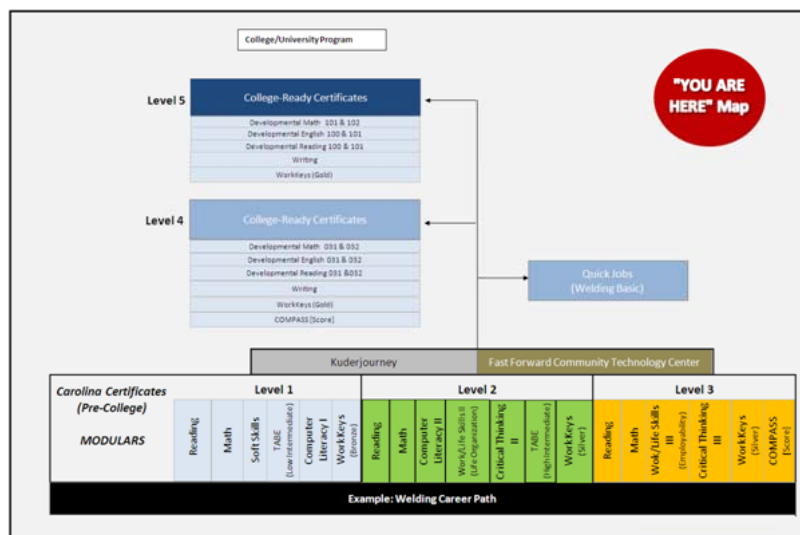
Examples of Certificates

Levels 2 and 3

- **Together comprise academic competencies needed to enter college free of remediation**
 - Shared with remedial education to save money and development time
- **Basic math, writing, critical thinking, and study/ education coping skills**
- **Emphasize effective diagnostics for accurate placement and connection to learning styles**
- **Modular scores within levels– e.g. a student could have a score like 2.3.4.7 meaning-**
 - Initial number is current level (completed level 1-- then within level 2 he/she is at math=3, English=4, and IT=7)
 - If the student drops out for a while and returns, would start at last level for each area, not from the beginning for all

Examples of Certificates

Stackable Certificates Modules



Getting There III

- Regional pilots to be implemented beginning Fall 2010

