3/6/20

Implementation team notes

**Inventory**

- Continue to collect
- Clearly describe how each model works, (functions) operational definitions, the students who enrolled/best served/typically served
- Eligibility- who is being served by what models
- Future-thinking focus: operational definitions that provide a base for data collection moving forward
- Probe outliers to learn from them

**Interpretation**

- Co-req outcomes may reflect a student population “more ready” to handle content in credit-bearing- thus outcomes look “better” that traditional which serves less well-prepared students
- Co-req seems to be scaling at cc’s and growing at universities

**Other**

- Scaling co-req has institutional capacity implications (.e instructor quality/prep; time; resource intensive, - how do we support this with and equity lens.
- Six cc’s do not appear to have a “traditional’ model-we need to understand how they are doing co-req and more about student outcomes
- Consider an academy model for incenting developmental/adoptions/learning communities of IHE’s implementing best practices
- ICCB recognition process can help drive positive momentum (with charter mentors)
- Enrichment model versus a compliance model. Compliance model will be detrimental to the success
- Specific fund that is sustainable and continue to move the project forward
- Any report of recommendations must include money, staffing and timelines