MCMC 2.0

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COMPACT

WHAT DIDN'T WORK/WHAT DID AND WHY IN 1.0

What Didn't Work & Why in 1.0

Goal

- A majority of states have increased the number of servicemembers who graduate with an associate degree by a percent to be determined.

- A majority of states have increased the number of servicemembers who graduate with a baccalaureate degree by a percent to be determined.

Analysis

- Not achievable at this date due to lack of institutional and state data collection specific to this element.

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What Didn't Work & Why in 1.0

Goal

- A majority of states have at least half of 2-year campuses and one-third of 4-year campuses that have identified a number of course equivalencies (to be determined) for the ACE credit recommendations that can be accessed through Transferology™.

Analysis

- Getting campuses together and then to agree on equivalencies and in what programs areas to work on was challenging.
- Institutions either didn't know how to enter equivalencies if they had them into Transferology™ despite several training opportunities.
- Institutions did not have the staffing available to enter the equivalencies
- Faculty and staff stated that there wasn't enough information in the ACE Military Guide Online to ensure appropriate equivalencies
  - Barriers to access to the complete information in the ACE Military Guide
  - ACE Military Guide is not successfully searchable using academic terminology.

What Didn't Work & Why in 1.0

Goal

- Using Transferology™, CollegeSource has produced analytics that indicate the extent to which ACE credit recommendations have resulted in credits that count as specific course equivalencies versus electives and that satisfy degree requirements.

Analysis

- Didn't receive usable analytics from CollegeSource to track progress.

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What Didn't Work & Why in 1.0

Goal

- Not able to really gain momentum in articulating military training and experience into college credit
- Providing states the same amount of grant funds
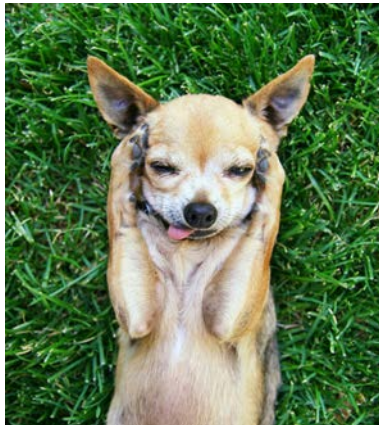
Analysis

- Lack of staffing to focus on this initiative
- States are in different places regarding their work with military connected students.
  - Some states needed more for their projects while others needed much less.
  - Also, we should have reimbursed states for activities rather than give them the funds beforehand.

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What Didn't Work & Why in 1.0

Goal

- Agreeing on one definition of the term "veteran."

Analysis

- Many states left this up to the institutions to determine, while others had it via a state statute.
- Decided to potentially focus on specific GI Bill chapters to collect data.

What Worked & Why in 1.0

Goal

- The project produced much-needed conversations at 2- and 4-year postsecondary institutions
- More partnerships were created between postsecondary institutions with state veterans and military organizations

Analysis

- State plans that were required as part of this project were incentives.
- As the work groups got together, folks learned about other organizations that might be able to help them meet their project goals.

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What Worked & Why in 1.0

Goal

- Several states and postsecondary institutions reported that more meaningful credit was awarded, while others continue to pursue this

- Increase in professional development

Analysis

- The state plans that were required as part of this project were incentives.

- As many state budgets had been cut, especially travel, the funds states were awarded help send folks to learning and presentation opportunities.

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What Worked & Why in 1.0

Goal

- Access to MOS data on potential returning servicemembers to states
- Course mapping summits

Analysis

- Helped institutions see what returning servicemembers may want to focus studies on if they wanted to continue with their military occupation.
- Using available POIs in conjunction with military educators and postsecondary faculty to review course materials for matched and alignment for awarding meaningful college credit for military education.

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What Worked & Why in 1.0

Goal

- Evaluating one course for multiple programs/MOSs
- Access to demobilization events at bases/instillations to discuss higher education options.

Analysis

- By evaluating a course, it can be utilized throughout multiple programs thus having more immediate impact for more students.
- Able to answer questions about postsecondary education and guide servicemembers in appropriate directions (e.g. MN State)

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What Worked & Why in 1.0

Goal

- Well written legislation in collaboration with state higher education executive officers and/or postsecondary institutions
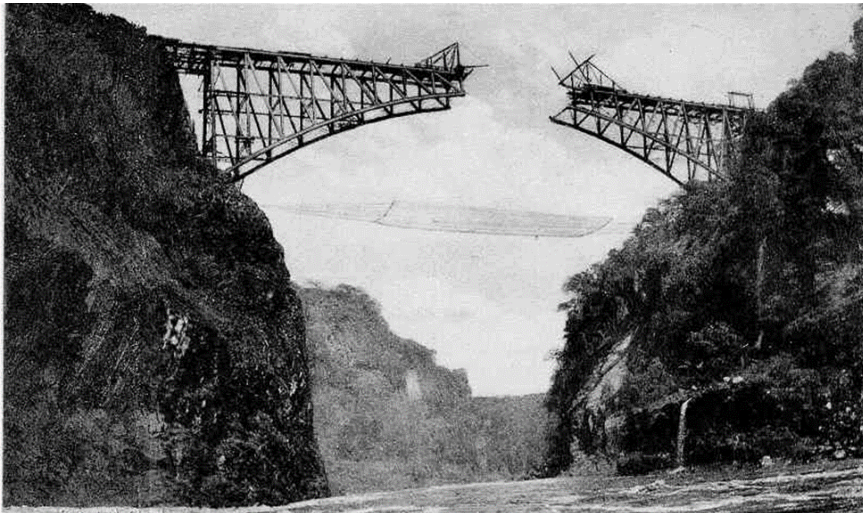
Analysis

- Included the perspectives brought to the table by these groups who would be implementing such

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Still to be Determined

Goal

- Creation of bridge programs

Analysis

- Some states tried to create bridge programs specifically for healthcare programs but received pushback

- Concern that there wouldn't be enough students enroll in bridge programs to make them viable

- Other campuses have several bridge programs in place (e.g. Vincennes University)

MCMC 2.0 SUGGESTED GOALS

#1

- Establish a uniform method of collecting the number of credit hours awarded for military training, the number of military enrolled, and eventually the number of degree awarded by state.

  - Annual data reports on progress for each state to monitor growth of credit hours awarded for military training.

#2

- MCMC could facilitate the development of a military-to-student app. This app would provide broad relevant information for all potential students and connect students to local and systemic resources.
  - An app that would serve both as an information resource for service members exploring education options and a direct connector to member institutions and systems.

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#3

- MCMC should continue to focus on sharing information with one another and spreading the word nationally on academic success for veterans.

    - Presenting together as states and institutions at relevant conferences, focusing on "how-to" resources for institutions, including published articles, video tutorials, or standard programming options for institutional stakeholders to "plug and play" in developing more streamlined academic pathways for veterans.

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#4

- Increased exchange of information with military agencies about learning objectives in military training courses.
  - Increased access to military training programs to foster greater credit transcription. (Note: Some of this is occurring on limited levels but improvements are needed)

#5A

- Identify strategies for communicating military credit options and veteran services to veteran students and families throughout MCMC states.

    – To identify strategies for communicating military credit options and veteran services to students who are (or will soon become) veterans, as well as to their families.

#5B

- MCMC can play a key role in disseminating the outcome of specific course and specific MOS military credit evaluation decisions made by collaborating MCMC by hosting an online database that reflects the decisions, both positive and negative.

  – An "empty" database could be up and running within a year. Filling the database with credit decisions will be an ongoing process.

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Thank you