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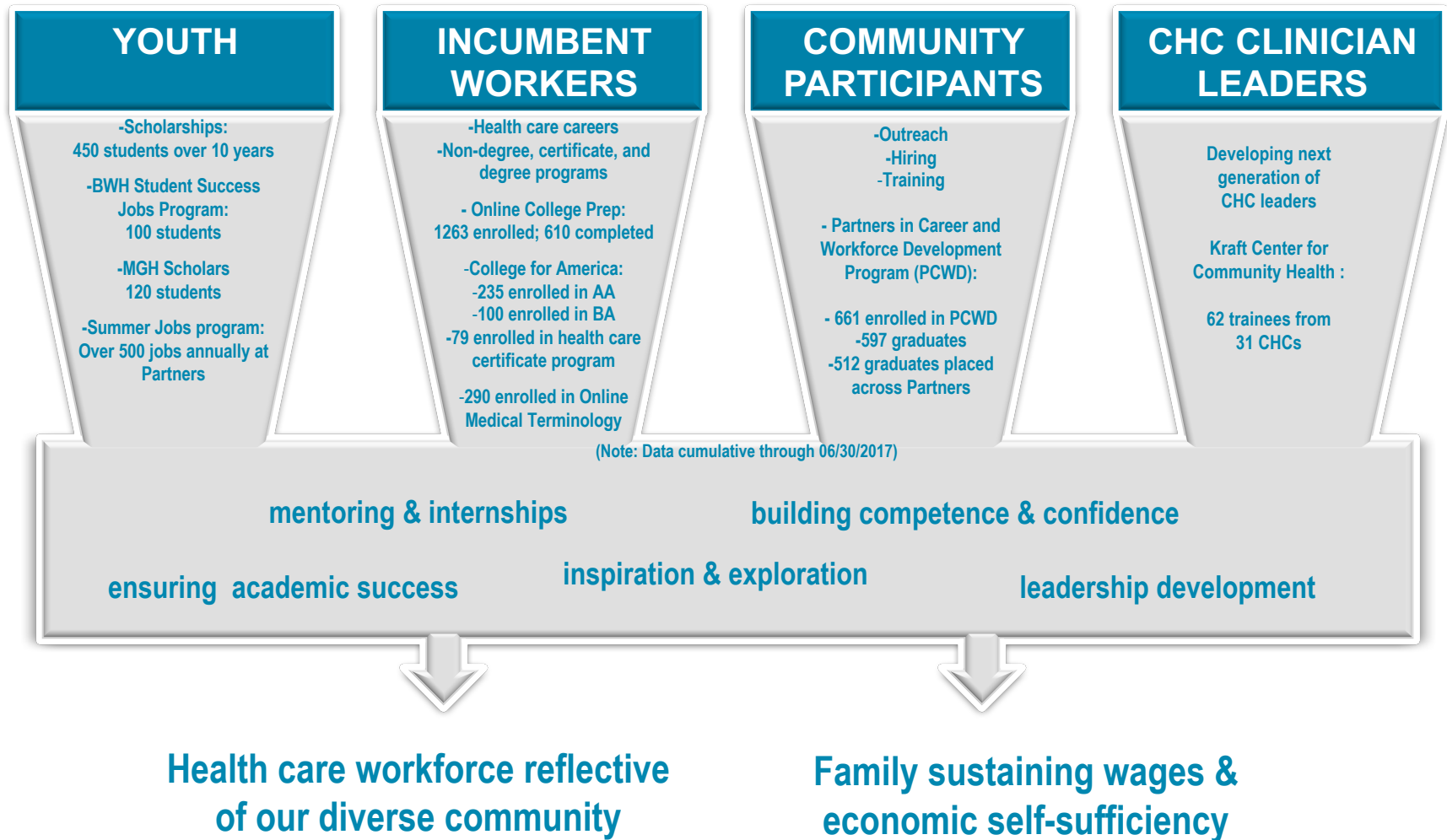
Partners HealthCare Workforce Development: Increasing access to Education and Career Advancement using Technology as Enabler

November 28, 2017


- Partners Workforce Development
 - Structure and strategy
- Incumbent Pipeline Development
 - Focus on college readiness
 - Challenges and barriers
- Technology as enabler
 - Broadening access and opportunity for all

WFD – Pipeline Approach

WORKFORCE DEVELOPMENT AND ECONOMIC OPPORTUNITY



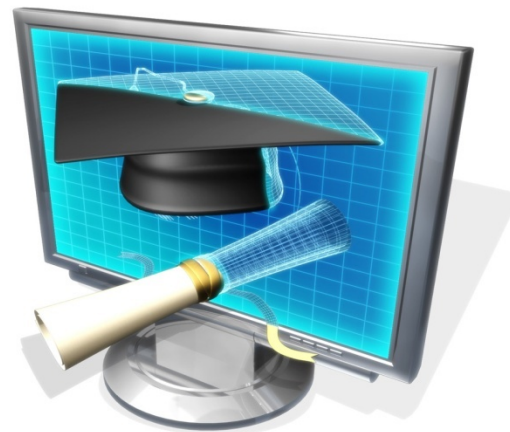
Incumbent Pipeline

- Education is key to advancement
 - Certificate to advanced degree requirements
 - Focus on college readiness and lifelong learning
 - Competency not seat time
- Multiple barriers for working adults
 - Time, money, competing priorities
- Building confidence and competence
 - Academic/career coaching
 - Onsite resources
 - Multiple options to fit individual situations
- Technology as Enabler 
 - Online learning not for all, but for many

Technology as enabler of college readiness and success

Online Learning benefits working adults

- Scheduling flexibility
- Commuting reduced or eliminated
- Child care issues minimized
- Release time not required
- Job-related technology skills improved
- Confidence and competence increased
- Equity: available for people on all shifts!



Online Learning Readiness

- Online learning does not just happen.....
- Experience has taught us...
 - Even those who use technology daily aren't naturally prepared for online learning
 - Tech skills do not equate to online learning success
 - Online learning is no longer new; lessons learned need to be leveraged and constantly updated to enable success
 - Study skills, discipline, reading comprehension, self-motivation, time management are key factors in online learning environment
 - “On the ground” coaching and support crucial for many
- So we created the Online College Preparation Program

Partners Online College Preparation Program (OCP)

- **Simulated online learning environment**
 - Developed in collaboration with online learning experts
 - Multi-media; interactive social learning platform
 - Supported by **human** online community manager
 - On the ground coaching support for all as needed
- **Current course modules:**
 - Orientation and Online Readiness Course
 - Study Skills
 - Time Management
 - Specific examples and resources to move on to various college programs
 - Upgraded and expanded based on user feedback; most recent upgrade made in collaboration with Rutgers University with Health Care Workforce Transformation Training grant

OCPP: Critical Success Factors

- **4 C's**

- Coaching
- Cohorts
- Community manager
- College collaborations



- **“Social learning” platform**

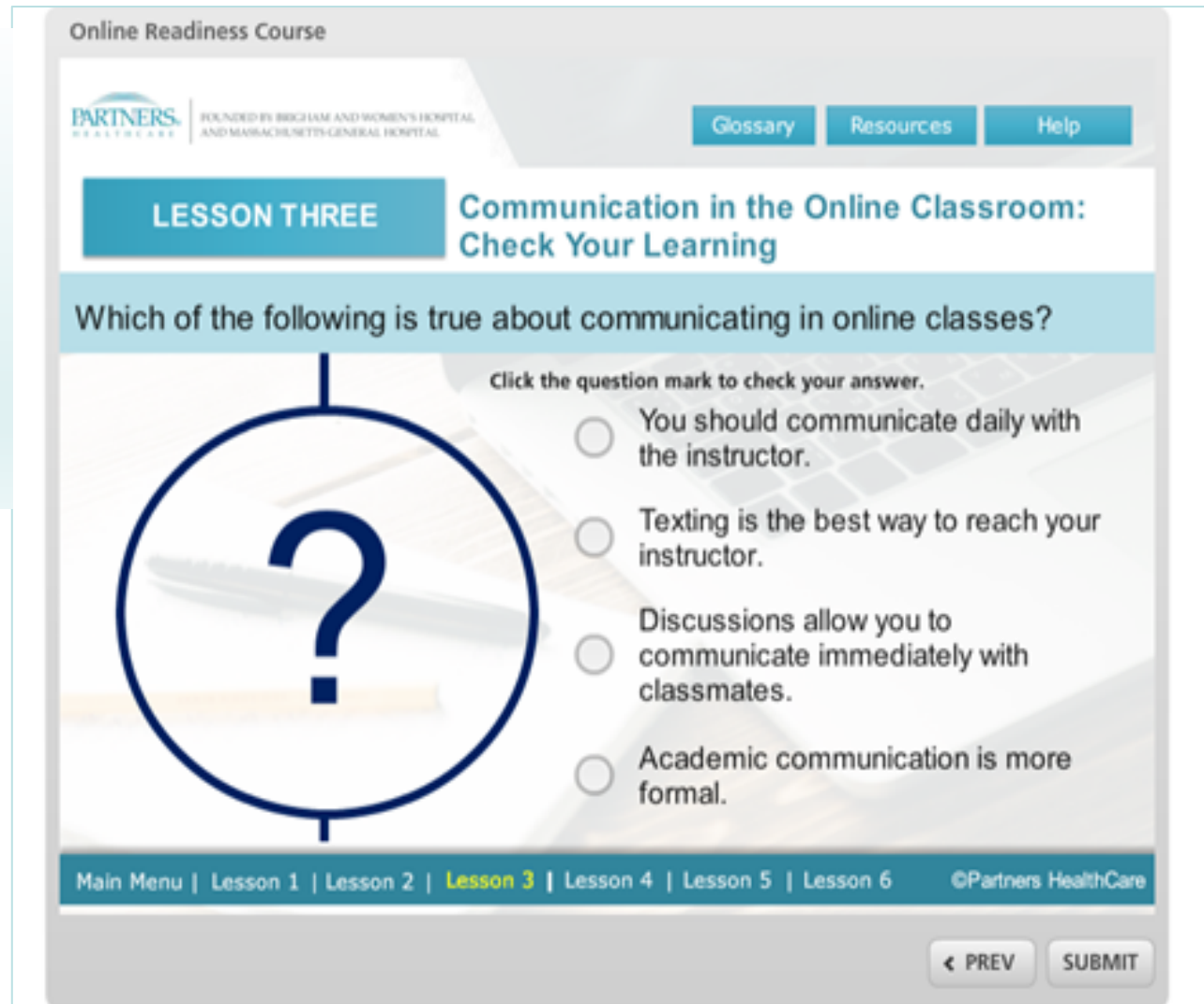
- Social networking combined with online learning technologies
- Interactive, not “online textbook”
- Peer learning and support
- Technology employed to provide practice for online learning (discussion forums, assignments, quizzes)
- Aligned with college partners; reviewed and enhanced regularly (now on V.3)

Partners OCPP: recently enhanced and improved with MA Health Care Workforce Transformation Training grant (2015-2016)

Online Readiness Course Design

Version 3.0 recently developed in partnership with Rutgers University

*launched 2016



Online Readiness Course

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[Glossary](#) [Resources](#) [Help](#)

LESSON THREE **Communication in the Online Classroom: Check Your Learning**

Which of the following is true about communicating in online classes?

Click the question mark to check your answer.

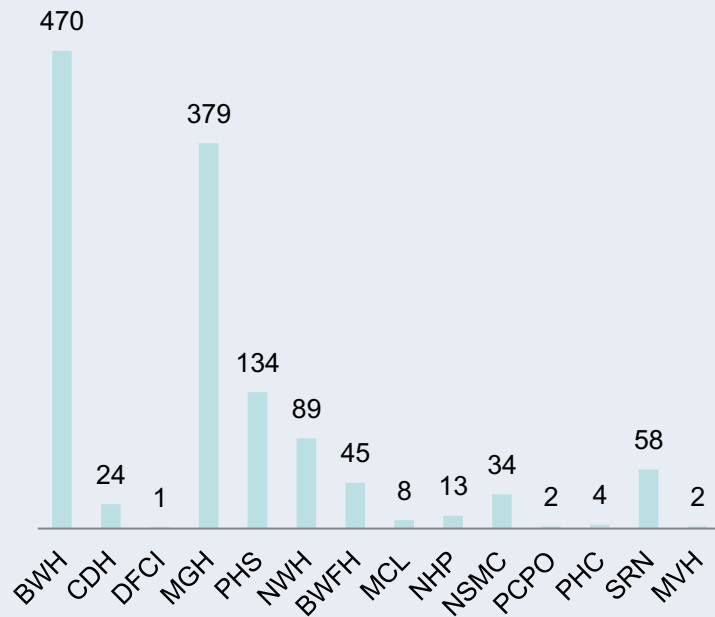
- ☐ You should communicate daily with the instructor.
- ☐ Texting is the best way to reach your instructor.
- ☐ Discussions allow you to communicate immediately with classmates.
- ☐ Academic communication is more formal.

Main Menu | Lesson 1 | Lesson 2 | **Lesson 3** | Lesson 4 | Lesson 5 | Lesson 6 ©Partners HealthCare

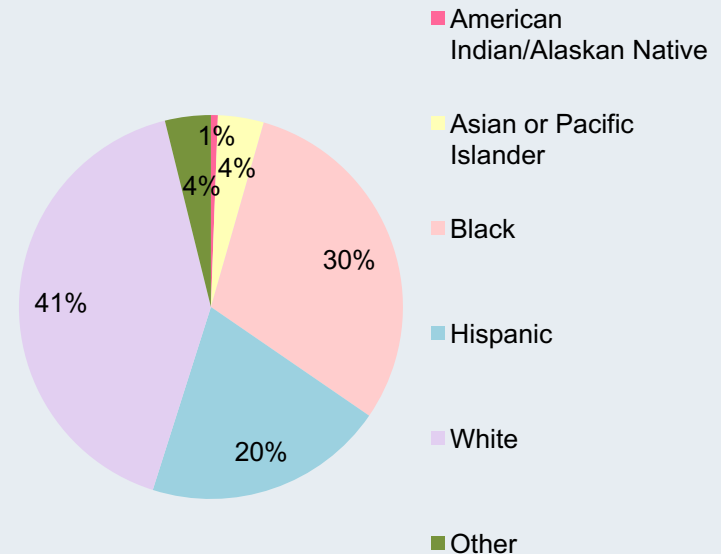
[← PREV](#) [SUBMIT](#)

Partners OCPP: 1263 enrolled/610 completed (1/2011 – 06/2017)

Enrollments by Affiliate (Total: 1263 Enrollments)



Participants Ethnicity (7/2014 - 06/2017)



From Classroom to Keyboard...

Our 10 year relationship with technology

2007-2010: Partners explores and pilots several online learning products, resources and programs; Partners works with Bunker Hill Community College to create 3 online Advanced Modality Imaging certificate programs; Approx. 40 PHS Rad Techs enrolled 2008-2011 (Efforts funded by Allied Health Initiative, The Boston Foundation)

2010: OCPP V.1 released; developed with online learning expert, Ryan Busch and launched on open source (free) social learning platform "Ning"; over 200 employees tested the program

2010-2011: Employee feedback reviewed and incorporated into OCPP development; Study Skills and Time Management modules added

2011: OCPP V.2 released: 3 modules (Online Readiness, Study Skills, Time Management: Virtual Community Manager made more identifiable and accessible

2010-present: Online Medical Terminology Course offered in collaboration with Quinsigamond Community College; 3 college credits; offered to OCPP completers to test efficacy of prep program; 290 employees enrolled/230 completed this course to date (06/17); excellent completion rates

2014: College for America of Southern New Hampshire University pilot program begins: 44 employees enrolled; competency-based, self-paced, online AA degree program

2015 to present: Open enrollment for CfA: multiple AA, BA programs included

2015-2016: Partners collaborates with CfA to create and deliver competency-based, online Health Care Fundamentals Certificate Program for frontline workers in Community Health Centers and Ambulatory Practices; OCPP V.3 created in partnership with Rutgers University (funded by MA Health Care Workforce Transformation Planning and Training grants)

2017: OCPP and PHS CfA partnership continues; Health Care Fundamentals Certificate Program opened to all CfA employer partners; Partners exploring more innovative, accessible programs with "Technology as Enabler" as key strategy in providing increased access to learning and career advancement for all

Partners WFD Cumulative Enrollments by Program* (2004-6/2017)

*Technology-based programs highlighted; 2010-through 6/2017

1967 of 3381 total employee program enrollments (close to 60%) are in technology-based programs;
Tech programs listed here started in 2010, vs. 2004 and 2009 for non-tech programs

Program Name Data Effective Date Range		BWH	CDH	DFCI	MGH	PHS	NWH	BWFH	MCL	NHP	NSMC	PCPO	PHC	SRN	MVH	TOTAL
Partners in Career and Workforce Development (PCWD) 1/1/04 to 06/30/2017	# Enrollments	PCWD enrollees and completers are community residents														661
	# Completions	therefore separation by affiliate is not applicable														597
	# Placements*	134	-	3	307	32	15	8	1	-	3	1	4	4	-	512
Online College Prep Program 1/1/11 to 06/30/2017	# Enrollments	470	24	1	379	134	89	45	8	13	34	2	4	58	2	1263
	# Completions	192	16	1	218	65	41	22	4	5	17	1	3	25	-	610
Citizenship Classes (includes employees only**) 1/1/09 to 06/30/2017	# Taken	198	-	2	350	48	44	75	-	-	25	-	-	11	-	753
	# Citizenship achieved	165	-	2	300	39	8	69	-	-	12	-	-	8	-	603
Online Medical Terminology 5/1/10 to 06/30/2017	# Enrollments	80	1	-	150	23	18	7	1	3	1	-	-	6	-	290
	# Completions	72	1	-	113	16	15	5	0	2	1	-	-	5	-	230
College for America AA Program 2/1/14 to 06/30/2017 (pilot ended 1/31/15)																
	# Enrollments	73	6	-	46	47	15	16	1	3	9	-	2	17	-	235
College for America BA Program 1/1/15 to 06/30/2017																
	# Enrollments	28	7	-	21	19	12	6	-	-	2	-	-	5	-	100
College for America Certificate Program 1/1/15 to 06/30/2017																
	# Enrollments	54	-	-	24	1	-	-	-	-	-	-	-	-	-	79
Re-enrolled participants only count once in this cumulative dashboard																
* PCWD employment outcomes reflect a “point in time.” Most PCWD grads are placed 1-3 months post-graduation; employment is reported on an ongoing basis and captured semi-annually. Current cumulative program placement rate is 85.76%; which may not be evident in the above metrics, based on timing of report																
** Citizenship program also attended by employee family members and other non employees, not included in dashboard report.																

Name that technology!

- **College for America (CfA) not only prepares students with content and information, but successful completers also use:**
 - Google Drive
 - Google Hangouts
 - Microsoft Office tools (Word, Excel, PowerPoint)
 - YouTube
 - Prezi
 - Video creation and editing tools
- **Quinsigamond CC Med Term Students use:**
 - Blackboard learning management system
 - Digital learning tools accompanying textbooks
- **OCPD platform includes:**
 - Drupal
 - Articulate Storyline
 - iFlyChat

Results to date

(Through 06/2017)

- **Online college course completed (often first online course and/or 1st college experience)**
 - 230 completed the Quinsigamond CC Online Med Term Course
- **New college graduates**
 - 33 CfA AA grads
 - 5 CfA BA grads
 - 16 CfA Certificate grads
- **Academic progression***
 - 7 grads have moved from CfA certificate to CfA AA or BA programs
 - 19 grads have moved from CfA AA to BA
- **Career progression for CfA students***
 - Over 50 promotions have occurred

*Some CfA enrollees and graduates have received multiple promotions.

Access to Education **Matters...**

- **To Employers:**

- Quickly changing health care environment and new care delivery models require new skill sets; higher level of performance from all caregivers
- Efficient team-based, patient-focused care delivery requires multiple-skills and competencies including:
 - Critical thinking, flexibility, adaptability, digital literacy, reading and writing skills, prioritization, access/utilization of information, confidence, understanding of health care environment, language of medicine

- **To Employees:**

- Individual income potential rises with educational attainment
- Individuals with increased knowledge, skills, and portable credentials are better prepared to adapt to changing conditions and to succeed and advance internally and externally
- Access and willingness to engage in lifelong learning is especially important in quickly changing industries such as health care

- **To Communities:**

- Increased access to better education and jobs helps to increase economic opportunity and related social determinants of health
- Parents as students become inspiring role models for their own children and others in their community

Access to Education **Matters** to Gwen White



For the last 2 years I have been a student at Southern New Hampshire University through College for America. It has been a challenge but very rewarding at the same time. I began working full time right out of high school with the thought that I would save some money and pay for school myself rather than burden my parents of (9) children with the expense. Well, a few years later I met the love of my life , married and began a family.

Getting a degree seemed like it was so far out of reach for so many years, I was just about to give up when a broadcast came out introducing the CFA program at Partners. The program was geared toward working adults and was not as costly as attending traditional classes at a college or university. I decided it was now or never and I began this journey with the support of my family and fellow co-workers.

Thanks to CFA for creating this type of platform for adult learners to reach goals that may not have been attainable otherwise. The projects often reflect everyday scenarios which make learning more interesting. Having the resources of 1:1 coach calls, tutors, reviewers and the CFA community of students cheering you on helps to keep you motivated.

I am now moving on to the BA program and excited about what the future holds for me as a college graduate.

Gwen White
Administrative Assistant
Cancer Center - MGH

January, 2013
Enrolled
ACE
Initiative



January, 2013
Completed
OCP



April, 2015 Enrolled
in College for America
(CfA)
AA Program with a
concentration in
Business



April, 2017
Completed
AA Degree,
CfA



May, 2017
Started BA in
HealthCare
Management with
concentration in
Communication, CfA

Access to Education **Matters** to Kelsey Reed



"After completing a vocational program and earning licensure as a Practical Nurse at age 20, I knew that I still wanted to earn a degree that would open more doors for future career advancement. Until College For America, both time and financial restrictions presented huge obstacles to getting my degree.

College For America is truly a blessing and I am grateful to be enrolled in such a program. The low cost and self-paced curriculum eliminated the majority of my anxiety. I have a sense of pride in knowing that I can handle this on top of working full time, being a wife, and being mother to my two-year old daughter. One day my daughter will know that I did this not only to set an example for her, but also to help secure our family's financial future.

I rest easier knowing that I'm moving in the right direction toward finishing a degree instead of just dreaming about it. Professionally, my manager has been very encouraging and very interested in my progress through the program. I am now a go-to person for support staff. Our hope is that as our practice continues to grow and move toward officially becoming a patient-centered medical home, and I will be able to be a key individual in that process."

*Kelsey Reed, LPN
Primary Care Associates of Norwood*

July, 2015
Completed the
Online College
Prep Program



**September,
2015**
Started CfA
Certificate
Pilot



May, 2016
Completed
Pilot/Started
CfA AA



March, 2017
Completed CfA
AA/Started CfA BA



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Access to Education **Matters!**



...just ask Judith Crawford