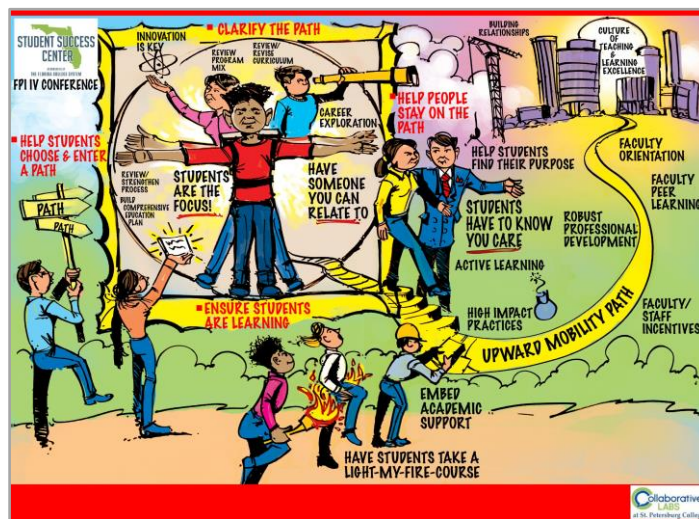
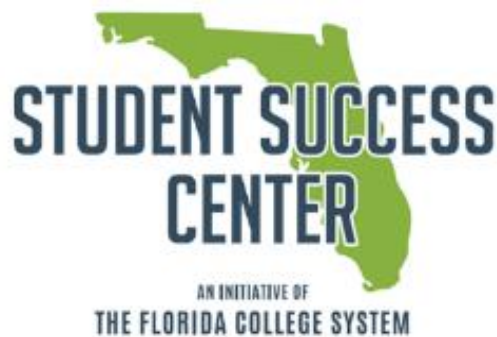


Florida Pathways Institute IV: Enhanced Learning for Student Success



Real-Time Record

April 12-13, 2022



at St. Petersburg College

EXPERT FACILITATORS IN
STRATEGIC COLLABORATION

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Agenda

Day 1

8:00 a.m. – 8:30 a.m.	Breakfast and Registration
8:30 a.m. – 8:45 a.m.	Welcome <i>Chancellor Kathy Hebda, Division of Florida Colleges</i> <i>Abbey Ivey, Florida Student Success Center</i>
8:45 a.m. – 9:45 a.m.	Opening Keynote: Teaching Excellence and Equity through Guided Pathways <i>Kay McClenney, American Association of Community Colleges;</i> <i>National Center for Inquiry & Improvement</i>
10:00 a.m. – 11:00 a.m.	Concurrent Session I
11:10 p.m.—12:00 p.m.	Team Time 1: Taking the Pulse – KPI Refresh & Review
12:05 p.m.— 12:55 p.m.	Lunch and Role-Alike Conversations
1:00 p.m. – 2:00 p.m.	Concurrent Session II
2:10 p.m.—3:00 p.m.	Team Time 2: Review of College Self-Assessment Results for Teaching and Learning Excellence
3:10 p.m.—4:10 p.m.	Afternoon Plenary Session: Equity-Focused Teaching Strategies that Build Community and Ensure Students Are Learning <i>Jon Iuzzini, Achieving the Dream</i>
4:15 p.m.—5:15 p.m.	Team Time 3: Review of the Learning Environment

Day 2

8:00 a.m.—8:55 a.m.	Breakfast and Legislative Update <i>Carrie Henderson, Division of Florida Colleges</i>
8:55 a.m.—9:00 a.m.	Opening Remarks <i>Abbey Ivey, Florida Student Success Center</i>
9:00 a.m.—10:00 a.m.	Morning Plenary Session: Pedagogy and What Really Promotes Learning - Faculty and Student Panel <i>Jon Iuzzini, Achieving the Dream (moderator) Daymaris Alvarez, Miami Dade College</i> <i>Joseph Brownlee, Palm Beach State College</i> <i>Chloe Folsom, St. Petersburg College</i> <i>Kaitlyn Hayes, St. Petersburg College</i>
10:05 a.m.—10:50 a.m.	Team Time 4: Next Steps Action Planning
11:00 p.m.—12:00 p.m.	Afternoon Plenary Session: Scaling Evidence-Based Strategies to Increase and Retain Enrollment <i>Laura Rittner, Success Center for Ohio Community Colleges</i> <i>Vicky Wood, Washington State Community College, Ohio</i>
12:00—12:20 p.m.	Celebration!
12:20 p.m.	Boxed Lunch and Safe Travels

Welcome



Kathy Hebda, Chancellor, Florida College System: Good morning! Yesterday was a little bittersweet; we are excited but sad it is our last institute. We are two for two for face-to-face sessions and four for four in terms of success. I base that on you and what you have put into this Institute.

We are focused on student learning today and tomorrow. We have worked hard on weaving student learning in and not saving it all for the end. I am excited to talk about teaching and learning. We have moved from national presenters to local presentations by you. That shows a lot. We look forward to hearing from you.

In the past, we have talked about lifelong learning as exceptional experiences, but now they are essential. Our mission is reaching out to students. It all comes down to what students' experience is in learning. That is the reason why we are all here.

Take a moment to think about success. Focusing on students is the number one thing we can do. Thank you for being here today.



Abbey Ivey, Florida Student Success Center: Good morning! We are thrilled to have you with us the morning. The theme of this institute is teaching and learning, one of the most important pillars. Faculty experiences have a great impact.

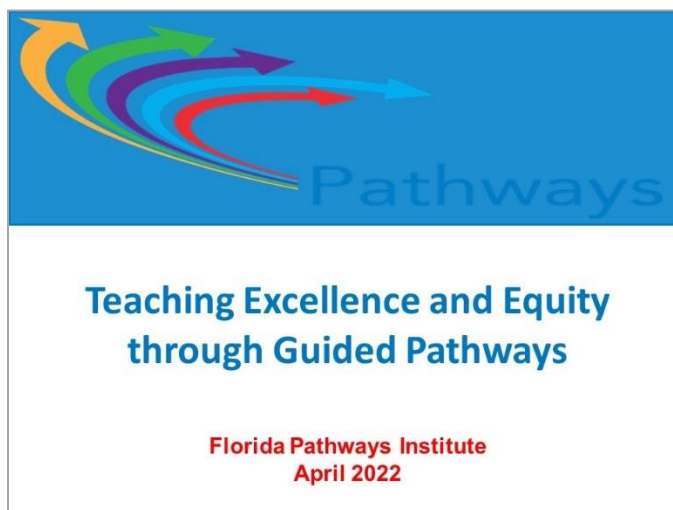
We have programs in your folders. Based on your feedback, we are wrapping up sooner on Day Two. The event is structured similar to other events. Team time sessions are the crux of the event.



Abbey: I wanted to acknowledge our partners, Helios, Jobs for the Future, and Collaborative Labs. I also want to thank Tina Hart in putting these events together and our team of Navigators.

Abbey: It is my honor to introduce our first speaker, Dr. Kay McClenney, Senior Advisor to the President & CEO of the American Association of Community Colleges and Senior Fellow at the National Center for Inquiry & Improvement. She is someone who needs no introduction, and she can be considered the godmother of guided pathways. We are so fortunate to have her with us today.

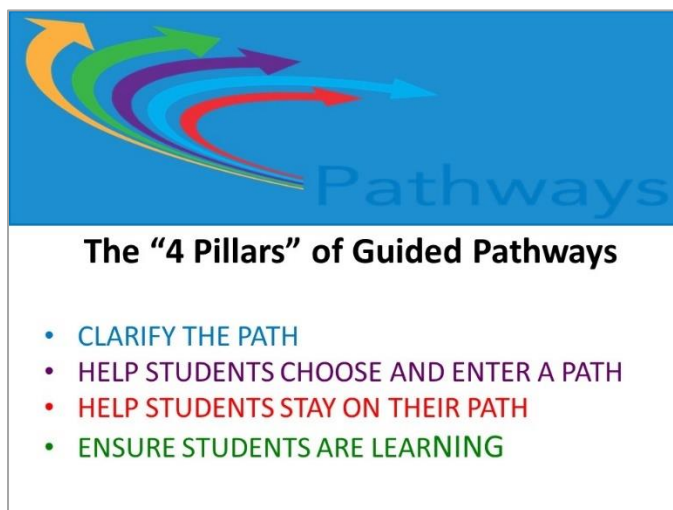
Opening Keynote



Kay McClenney, American Association of Community Colleges; National Center for Inquiry & Improvement: Good morning, everyone! It is great to be here; thank you for the work you are doing in Florida colleges on behalf of the students.

I am curious about who is in the room. How many are faculty? How many are instructional administrators? Other student services? Research people? Students? When we talk about teaching and learning, it is fitting that students are a part of that conversation.

This topic allows me to go back to my roots in community college work. As founding director of the Center for Community College Student Engagement at University of Texas at Austin, we had the opportunity to listen to a lot of students through surveys and focus groups on different topics. I went back and pulled some of my favorite video clips from students to share.



Dr. McClenney: There are four major pillars for guided pathways framework, as you know. When the focus is on teaching and learning, it is important to recognize that the work is embedded. It requires collaboration between faculty.

CCRC

Guided Pathways Model Practices

1 Map paths to student end goals • Meta-majors • Program maps to jobs/careers • Career + transfer information • Math pathways	2 Help students get on a path • Early career/transfer exploration, supported choice making • Focus on connection & purpose • Full-program plan/ Term 1
3 Keep students on the path • Monitoring progress on plan • Integrated and contextualized support • Frequent feedback • Predictable scheduling	4 Ensure students are learning • Field-specific learning outcomes • "Light-the-fire" course in field • Active learning throughout • Field-relevant experiential & co-curricular learning

Adapted from CCRC original.

Dr. McClenney: There is huge work for faculty in identifying meta majors and program mapping for students and making sure pathways are aligned with post-college environments. This is work that must be done in collaboration with student services and others on campus.



Dr. McClenney: This is not a one-classroom-at-a-time strategy. Guided pathways came to be because of our recognition of work in the past. It has been done by small groups of faculty on our campuses. This is about transformation of institutions and doing work at scale for *all* students. Community colleges got very good at doing outstanding work around the margins of our institutions and are not bothering the mainstream of the institutional work. That is why innovations fail. The leaders burn out and the institution continues as it always was. Guided pathways says we need to do this at scale for all.

What We Know From Experience

The “big needles” are tough to move.

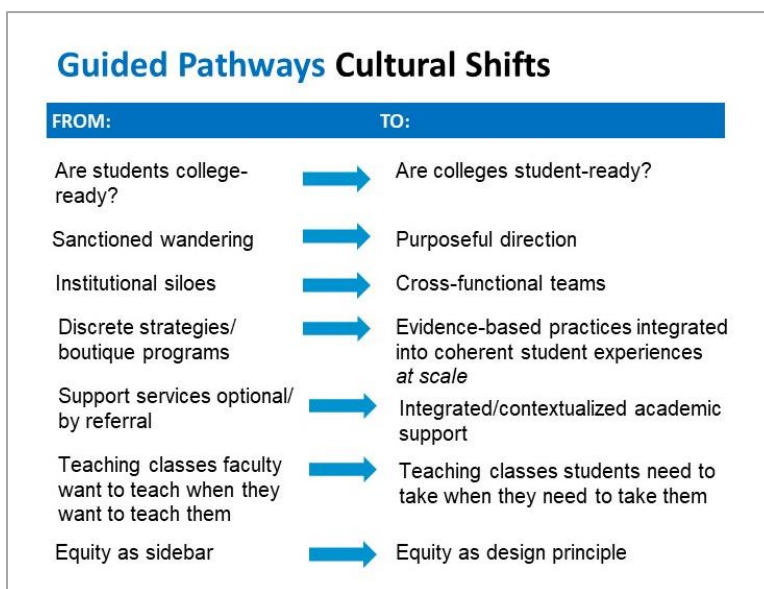
- Every college is perfectly designed to produce the results it is currently getting
- Problems of scale
- Challenges in institutional transformation
- Culture change is vital to implementation and sustainability
- Equity work must be central and pervasive.

Dr. McClenney: Colleges are now part of an intentional organized effort such as this one. The big needles do not move when we are not operating at scale. We have challenges in equity and completion because we are designed for that. Scale is challenging because we are asking a lot of people to do things differently and because of budgeting problems.

Our challenge is to figure out the student experience and how we can produce those experiences for all students. We have colleges far enough along that are at the point of asking how to sustain the changes. We have a problem of attention deficit disorder; we hop from one shiny objective to the next without completing the objective of the issues.

I am hearing that we haven't told the management or broadly engaged the faculty to have it be sustainable. Institutional transformation means doing the work of student experience and asking what it takes and what has to change to sustain the work over time. It is time to start asking questions. Change agents have been told they can't do certain things and I tell them to make a list of the things that need to change, prioritize the list, and start working on it. No one said it was easy.

You all have heard the saying, "culture eats strategy for breakfast." Without attending to culture, we are not going to bring this work to fruition. Equity has been in the heart of this work since the beginning and has to be if you are talking about student success for all. It is the center of the work, not a sidebar.



Dr. McClenney: What has to shift to support student success and equity to scale? Sanctioned wandering lives on, much to my chagrin, which is limiting the ability of students to explore. Guided pathways is not a prison, why haven't we supported exploration in a purposeful way?

Embed career exploration early in student experience throughout and in the classroom. We are about opening up experiences. Institutional silos, such as faculty to faculty or current enrollment to college enrollment, need to be adjusted. We are now working on integrating what we know into pathways (discrete strategies).

Students do not do optional. There is a persistent gap between what colleges provide and what students experience. If students don't participate in the opportunities provided, nothing happens. It is "B" students who want to be "A" students who take advantage of tutoring.

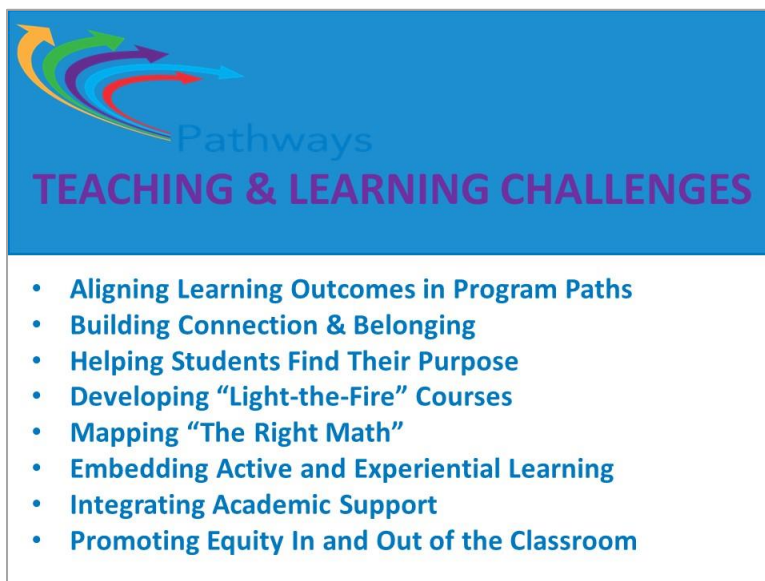
This shift is difficult. Teach students when they need to take courses.

Guided Pathways Mindset Shifts	
FROM:	TO:
Transfer vs. CTE, credit vs. non-credit	Career-connected transfer paths or livable-wage job w/ clear degree path
Full-time vs. part-time	On-plan vs. off-plan
Job/transfer support for near completers	Career/transfer exploration and planning for <i>all students</i>
Standardized placement tests	Multiple measures and in-class diagnostic assessment
Pre-requisite remediation	Integrated/contextualized academic support
Algebra and English comp "gatekeepers"	Critical program courses (including field-appropriate math)
In-class vs. co-curricular	Program-relevant active/experiential learning

Dr. McClenney: There is a shift from dividing students between full-time and part-time. Most students are both, so "on-plan" or "off-plan" is more appropriate. Standardized placement tests are moving to alternative assessments that show what students are capable of doing.

CHANGING FACULTY ROLES
• Re: Scale – student success and equity can't be a classroom-by-classroom strategy e.g., <i>Collective commitments</i> to culturally responsive teaching, experiential learning, integrated academic support • Thus: collaborative effort among faculty is essential • Cross-/ multi-functional work becomes the necessary norm • Advisors teach and faculty advise • Review of position descriptions, workload definitions, governance processes and collective bargaining agreements is requisite to sustainability and scale

Dr. McClenney: Some opportunities and challenges are available for faculty in this work. When you scale in the faculty, the student experience is more collectively committed to the elements important to students. Workplace learning is an example. What are the underlying structures that need to be reconsidered for these things to stick over time?



Dr. McClenney: I worked with a college that talked about learning outcomes and assessments and actual students. For example, they talked about Charlie, who was interested in Biology, but was in the “class clown” box. They talked about the experience they wanted students to have.

Focus on giving students a place to go for connection and belonging and to access support, a place to call home within the community college. Faculty members can be a big part of helping students find purpose, which is very important. This is not an exhaustive list; you can add to it. These teaching and learning challenges are based on what we've learned.

I would like to talk specifically about the tasks we have related to teaching and education and how they are integrated with our concerns about equity and outcomes.

This is James, who you may have seen before. We had a grant where we could do longitudinal focus studies. We interviewed students during registration, one month into the program, at the end of the first term, and in May. It gave us the opportunity to see how experiences develop over time.



Video: Student displays enthusiasm at the beginning of the semester and defeat in November.

Dr. McClenney: Have any of you met a “James?” What do you think his experience was?

Comments:

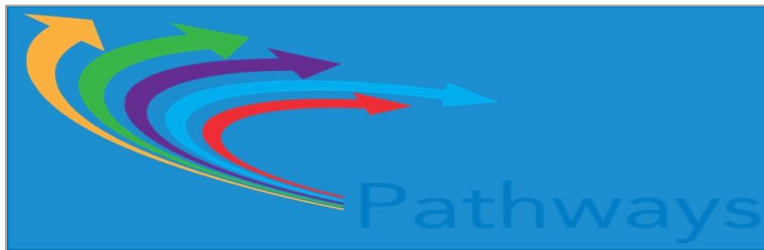
- He lost his gusto.
- There was a gap in what he expected and what he experienced
- Homework
- He went from hope to despair
- A student who doesn't have a support structure and doesn't know how to find it.

Dr. McClenney: He didn't find connection and purpose and he didn't know where to find it.

ACHIEVING EQUITY

- Won't happen by itself.
- Won't happen through small-scale special programs – requires sustainability and scale
- Requires intentional change in the educational experience designed for students – as it incorporates the best of what we've learned about what matters.
- Requires getting well past disaggregation of data...to the difficult work of uncovering and the addressing sources of institutional racism and unconscious bias.

Dr. McClenney: Equity doesn't happen by accident or with small scale. Typically, there are special programs staffed by a proud hero. You have to be knowledgeable about it and disaggregate the data. We have to ask questions about the data. We need courageous leaders at all levels.



The “4 Pillars” of Guided Pathways

- CLARIFY THE PATH
- HELP STUDENTS CHOOSE AND ENTER A PATH
- HELP STUDENTS STAY ON THEIR PATH
- ENSURE STUDENTS ARE LEARNING

The following slides provide illustrations of key equity-related tasks associated with each pillar. The list is by no means exhaustive but rather intended as a discussion-starter.

Dr. McClenney: We are going to talk about equity in each of the pillars. Again, this is not an exhaustive list.

CLARIFY THE PATH

- Review program mix; **develop an explicit institutional position and strategy related to programs that do not lead to livable-wage jobs/careers.**
- Review and revise curriculum **in pathways with a powerful equity, inclusion and anti-racism lens.**
- **Build maps to ensure that students complete transfer-level math and English in their first year.**
- **Select “the right math” for each program map – that is, the math that students genuinely need in order to thrive in their chosen career and in transfer.**
- **Restrict program pathways to 60-65 credits for an associate degree.**

Dr. McClenney: We have done program maps and learning outcomes for a while. That causes us to review the curriculum, programs, how people interact with others, and how we teach American history.

Program mix is my soapbox. Community colleges have the greatest opportunity to do some soul searching. I ask colleges if they have any programs with no job opportunities, for jobs making wages at or near the poverty level, or the same wage students started college at. The answer in almost all community colleges is “yes.”

I believe that we are the institutions to improve the economic mobility of our students. How are we going to do this if we enroll blacks and Hispanics in programs that result in low paying jobs? We communicate expectations of low-level jobs. We believe a nurse assistant credential or early childhood degree is better than being unemployed, but that is not the business we are in.

Community colleges have decided to be a solution provider for employers. If there are no jobs guaranteed or there is no career ladder, community colleges should talk about coming together with a plan for economic mobility over time. Communities need childcare centers but are we going to perpetuate limited economic mobility for certain people?

College-level English and Math has huge predictive value in the first year in the likelihood that students will complete a degree. Take a look at pathways using the right math to allow students to thrive in their program. It is fundamentally important.

Early in guided pathways we asked the number of college level credits required to get an associate degree. Ninety-three was the number in Texas. You should be at 60-65.



HELP STUDENTS CHOOSE AND ENTER A PATH

- Review and strengthen processes through which we support ALL students in exploring options and making choices.
- Examine and refine advising and counseling language through which we communicate beliefs about “realistic” options for students and what we believe they are capable of achieving.
- Build comprehensive educational plans that explicitly include stacked credentials and/or post-community college credentials as needed to ensure students achieve economic upward mobility.
- Focus on connection and purpose.

Dr. McClenney: Help students explore options and make choices for their career. This task is best distributed across the campus. I worked with a college focused on career exploration in California that asked faculty to embed career-related assignments early on in general education courses.

Look at the language used in advising and counseling. A single experience could make a change in someone’s life. You hear about micro credentialing, and I believe we have an obligation as a field to show them the whole pathway to an ultimate career with sustainability and family-supporting wages. We can stack credentials, but students don’t climb the stack; incorporate the stack in the overall comprehensive plan. How intentional we are about building a sense of purpose is important.

HELP STUDENTS STAY ON THE PATH

- Develop metamajors into large-scale learning communities, promoting connection, belonging, affiliation, access to support and special programs
- Attend to student financial stability/basic needs
- Diversify instructional faculty, advising/counseling, administration

Dr. McClenney: Colleges have discovered the power of the meta majors. St. Petersburg College was one of the colleges to build on this early. Understand that students don’t learn well

when they are hungry. Diversify by looking at policies and practices in recruiting of faculty and employees.

Video: Students talked about representation in faculty.

Dr. McClenney: You heard that faculty caring, being role models, and personally investing in student success matter. This shows the value of diversification.



HELP STUDENTS STAY ON THE PATH

- Embed academic support *inescapably* within courses

Dr. McClenney: We know community college students need academic support. We can embed academic support in the syllabus. All forms are different ways of packaging time-on-task. There is no harm that comes from too much time-on-task, and we can require it. Students told us that things they missed experiencing ought to be mandatory. They expect us to know what is best for them. "Students don't do optional" is likely to be engraved on my tombstone.

Video: Student pride is barrier to getting help.



ENSURE STUDENTS ARE LEARNING

- Ensure that all students take a "light-my-fire" course in their program/metamajor in their first term.
- Mandate training to strengthen culturally responsive teaching and eliminate unconscious bias and microaggressions from the classroom.
- Align co-curricular learning within metamajors/programs
- Incorporate active/experiential learning throughout every program pathway.

Dr. McClenney: Davis Jenkins and I went through a process before starting Institute work fighting for this pillar. You must have excellence in teaching. We need to have a “light the fire” program in their program or meta major in the first term that keeps them on the pathway. We need to put faculty ingenuity in those meta majors.

We do great professional development for the choir. I am about scale and sustainability, and we must have learning expectations for the adult professionals as well as the students.

Aligning co-curricular activities into a course is very powerful. We need to make it possible for students to have those experiences. We know hands-on active learning is an important element.

Experiential Learning

- Performances/ Demonstrations
- Internships
- Clinical Placements
- Apprenticeships
- Service Learning
- Job Shadowing
- Group Projects Outside of Class
- Field Work
- Work Study in the Field

Dr. McClenney: This will vary by discipline. It should be embedded across the program map.

I am appreciative of the work that is required to do this and sustain the work in the midst of a global pandemic. The final thought is, this is about students and their educational experience, their futures, and ability and opportunity to obtain their version of the American Dream.

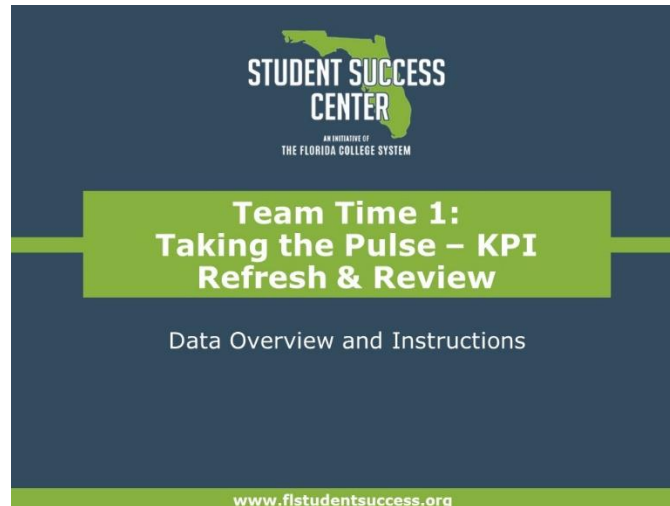
Video: Colleges hold students’ future in their hands.



Dr. McClenney: Thank you. *Applause.*



Team Time Overview



Dr. Carrie Henderson, Executive Vice Chancellor, Florida College System: Good morning, everyone. I am going to walk you through Team Time 1 and the data. We have some key momentum metrics.

What percent of entering A.A. students attempt and pass gateway English? The answer is 49.5%. What about entering A.S. students? It is 45.5%. What percent of entering A.A. students attempt and pass math? It is 32.3%. What about A.S. students? The answer is 20%. That is a sample of the types of data you will have for your institution.

Cohort

- 2016-17 through 2020-21
 - Data are reported using reporting year (summer, fall, spring)
- Disaggregated by sex, age and race/ethnicity
- Students included in cohort:
 - Associate degree seeking
 - First-time-in-college or formerly dual enrolled
 - Taking college credit courses
 - 1.1 Advanced and Professional
 - 1.2 Postsecondary Vocational courses

www.flstudentsuccess.org

Gateway Course Success in the First Year

- Gateway course completion data are included for mathematics and English
 - ENC X101
 - MAC X105, STA X023, MGF X106, MGF X107
- A student is considered to have passed the course if the student received a grade of A, B, C, S or P

Dr. Henderson: Florida College System data and institution data will be available to you for 2016-17 through 2020-21 (there may be Covid impact). There are three spreadsheets with attempts and pass rates, but each sheet has a different disaggregation method.

Making Sense of the Data

Year	Program Type	Gateway Courses	# of Students	% of Total
2017	AA	Pass Gateway English	2,775	59.0%
2018	AA	Pass Gateway English	2,940	56.5%
2019	AA	Pass Gateway English	3,033	57.9%
2020	AA	Pass Gateway English	3,100	59.2%
2021	AA	Pass Gateway English	2,113	56.8%
2017	AA	Pass Gateway Math	921	19.6%
2018	AA	Pass Gateway Math	943	18.1%
2019	AA	Pass Gateway Math	945	18.0%
2020	AA	Pass Gateway Math	1,140	21.8%
2021	AA	Pass Gateway Math	1,478	39.8%

- The data are sorted by gateway course subject, program type, and year to make it easier to examine changes in pass rates over time.
- The “percent of total” is intended to demonstrate the proportion of students in the cohort who attempted and passed the gateway course in their first year.
 - Of all AA degree-seeking students in the 2021 cohort, 56.8% attempted and passed gateway English in their first year.
 - Of all AA degree-seeking students in the 2021 cohort, 39.8% attempted and passed gateway Math in their first year.

Dr. Henderson: We encourage you to pick a population and degree-seeking type to have a discussion on. We have the year, program, course type, and the attempted and pass rate.

Making Sense of the Data

Year	Program Type	Gateway Courses	# of Students	% of Total	# of Students			% of Total		
					Male	Female	Unknown	Male	Female	Unknown
2017	AA	Pass Gateway English	2,775	59.0%	1,112	1,602	61	23.6%	34.1%	1.3%
2018	AA	Pass Gateway English	2,940	56.5%	1,162	1,676	102	22.3%	32.2%	2.0%
2019	AA	Pass Gateway English	3,033	57.9%	1,217	1,756	60	23.2%	33.5%	1.1%
2020	AA	Pass Gateway English	3,100	59.2%	1,298	1,738	64	24.8%	33.2%	1.2%
2021	AA	Pass Gateway English	2,113	56.8%	837	1,230	46	22.5%	33.1%	1.2%
2017	AA	Pass Gateway Math	921	19.6%	363	542	16	7.7%	11.5%	0.3%
2018	AA	Pass Gateway Math	943	18.1%	362	557	24	7.0%	10.7%	0.5%
2019	AA	Pass Gateway Math	945	18.0%	380	553	12	7.3%	10.6%	0.2%
2020	AA	Pass Gateway Math	1,140	21.8%	472	644	24	9.0%	12.3%	0.5%
2021	AA	Pass Gateway Math	1,478	39.8%	592	854	32	15.9%	23.0%	0.9%

- The “percent of total” is disaggregated by demographics to demonstrate the proportion of students in the cohort who attempted and passed gateway courses in their first year.
 - Of all AA degree-seeking students in the 2021 cohort, 22.5% of the students who attempted and passed gateway English in their first year were male.
 - Of all AA degree-seeking students in the 2021 cohort, 33.1% of the students who attempted and passed gateway English in their first year were female.

Dr. Henderson: When you zoom out of the spreadsheets, the percent of totals are by demographics. You can see in this example that 22.5% of males attempted and passed and 33.1% were female.

Team Time I Instructions

- You will have access to your institutional data in hard copy.
- Upon review, you will go through four guiding questions:
 - After reviewing the data for gateway course success in the first year, what specific findings are the most relevant to the college's current plan for guided pathways integration?
 - Are there differences between gateway course success based on program type (A.A. or A.S.) or student demographic characteristics? What might contribute to those differences?
 - Who else within your college should be aware of these findings? How will you share this information?
 - What potential new priorities for college action do these data suggest?

Dr. Henderson: You will have institutional data and go through four guiding questions with Navigators. We encourage you to look at trends, for example, to see if you are moving in the right direction.

We have Deb Bragg, an external evaluator, here today. It is important for Florida College System to understand what worked well and the improvements we can make in the future.

Concurrent Session I



A. Equity-minded Learning Outcome Assessment

Wendi Dew and Nichole Jackson, Valencia College



B. Re-Thinking, Teaching and Learning through Cognitive Science

Kevin Yee, University of South Florida

**C. Work-Based Learning – A Positive Disruption**

Chad Bridgman, Sinclair Community College

**D. The Coffee Shop: What's Brewing in Teaching and Learning?**

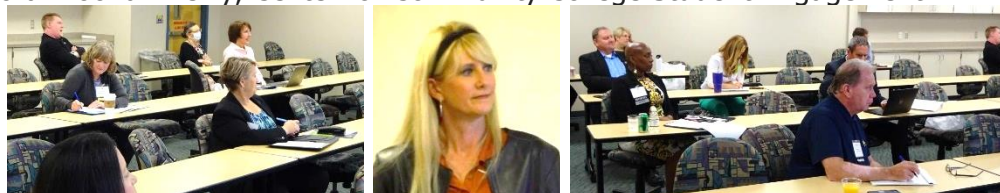
Jodi Robson, ACUE

Daymaris Alvarez, Miami Dade College

Wendy Varela, Broward College

**E. Student Voices: Hosting Focus Groups to Learn the “Why” About your College’s Data**

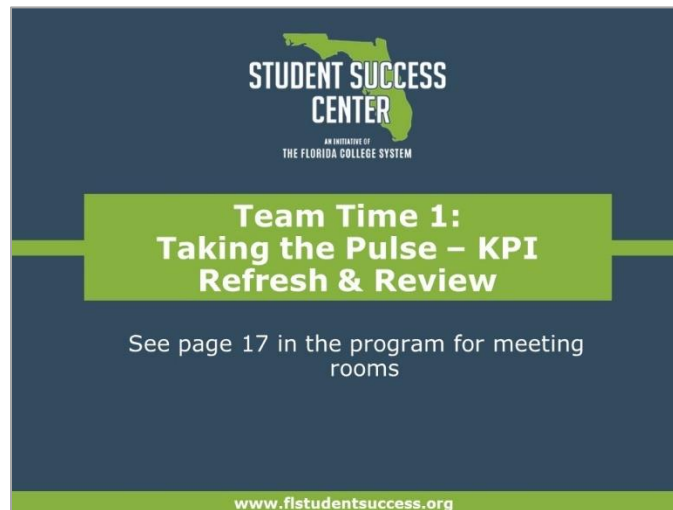
Coral Noonan-Terry, Center for Community College Student Engagement

**F. Online Learning During a Pandemic - Implications for What's Next**

John Oppen, Florida Virtual Campus



Team Time



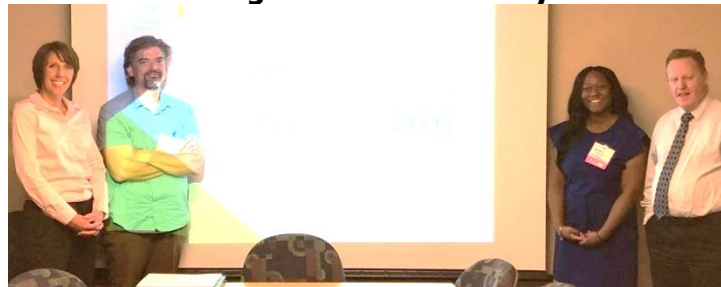
Over the two days, colleges broke out into workgroups in four time periods:

- 1: Taking the Pulse – KPI Refresh & Review*
- 2: Review of College Self-Assessment Results for Teaching and Learning Excellence*
- 3: Review of the Learning Environment*
- 4: Next Steps Action Planning*

Broward College



College of the Florida Keys



(Keturah Young served as the substitute Navigator)

Eastern Florida State College



Florida SouthWestern State College



Florida State College at Jacksonville



(All team members not pictured)

Gulf Coast State College



Lake-Sumter State College



Palm Beach State College



Pasco-Hernando State College



Seminole State College of Florida



South Florida State College



State College of Florida, Manatee- Sarasota



During lunch, participants sat at designated tables according to their role at their college.

Role-Alike Conversations

Stage		Discussion Questions
- Faculty (3 tables) - IR/IE (1 table)	- Deans (4 tables) - Enrollment Services/ Management (1 table)	
Student Affairs (5 tables)	- Academic Affairs (4 tables) - Advising (1 table)	1. What is working well on your campus regarding teaching & learning and the connection to guided pathways? 2. What are the challenges you are experiencing on your campus regarding teaching & learning and the connection to guided pathways? Have you identified strategies to mitigate some of those challenges? 3. How academic affairs and student services work together to promote pathways at your campus? 4. How are you going to support teaching and learning, faculty development, and guided pathways at your college?

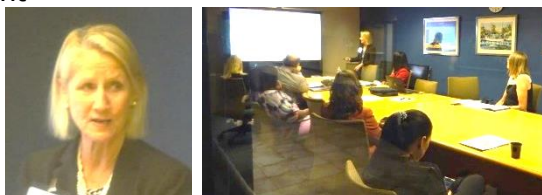


Concurrent Session II



A. Pre-Institute Webinar Reflection & Discussion Group – “A Time for Leadership”

Tina Hart, Consultant



B. Addressing learning loss – Secondary to Postsecondary Classroom

Megan Green, St. Lucie Public Schools; Creative Arts Academy of St. Lucie



C. Gen Z: Creators, Collaborators, and Influencers

Claire Brady, Ana G. Mendez University



D. Enhancing Physical or Virtual Classrooms with Technology

Vicki Westergard, St. Petersburg College

**E. Aligning Outcomes with Guided Pathways**

Nichole Jackson and Darren Smith, Valencia College

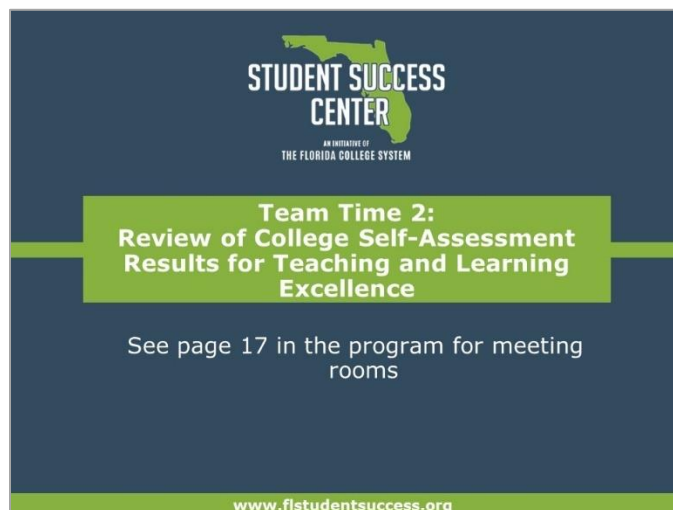
**F. Supporting Adjunct Faculty and Students to Success**

Daymaris Alvarez (MDC), Rachel Bennet (SPC), Mary Masi (PBSC)

**G. This is the (Path)Way: What Star Wars Teaches Us About Guided Pathways Implementation**

Shanna Autry, Division of Florida Colleges





Participants went into Team Time 2: Review of College Self-Assessment Results for Teaching and Learning Excellence.

Afternoon Plenary: Equity-Focused Teaching Strategies



Abbey: We are honored to be joined by Jon Iuzzini, who may be a familiar face to many of you as he was a speaker at a former Florida Pathways Institute. He will be talking about equity-focused teaching strategies, which is a huge topic for us.



Jon Iuzzini, Achieving the Dream: Good afternoon! I am excited to be here. I presented at an earlier pathways Institute and have been enthusiastic about pathways in other states. My background is in psychology, I have been at Achieving the Dream for six years and was at Monroe Community College before that. I will be talking about the four cornerstones of teaching and excellence and sharing resources with you.

OUR CURRENT MOMENT

Faculty Pandemic Stress Is Now Chronic

COVID-19-related changes to teaching and dealing with students' mental health continue to weigh on professors, with implications for their own mental health.





THE CHRONICLE OF HIGHER EDUCATION

Same Covid Stress, Different Benefits

The disparity in how institutions have treated staff versus faculty members during the pandemic reflects a long-term inequity in employee benefits.



Jon: Our work in community colleges was already demanding work and has become more so over the past two years. People are under stress and only some faculty are given support staff. We have to acknowledge that we are doing our best, give each other grace, and be kind to each other.

“Our collective reform efforts have not yielded the desired results. By almost any measure, as community colleges, we are still not meeting our goals, particularly for low-income students and students of color who now make up most of the students at our nation’s community colleges.”

- Karen Stout, President & CEO
Dallas Herring Lecture, 2018

Jon: This is from a speech that Dr. Stout gave in the Fall of 2018 talking about the attention that needs to be given to the classroom. We are not meeting our goals, particularly for low-income and students of color that make up most of the students at community colleges. Faculty has often been left out of the conversation. It is important when you get to the fourth pillar that it isn’t the first time you are thinking about it.

“Active Learning Narrows Achievement Gaps for Underrepresented Students in Undergraduate STEM.”

-- Proceedings of the National Academy of Sciences

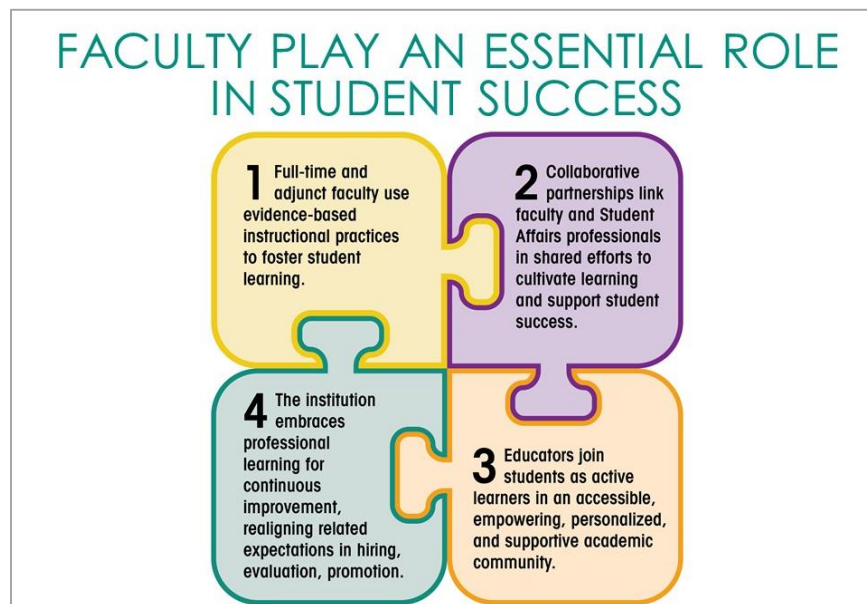
- Meta-analysis, reviewing results of hundreds of studies from colleges nationwide
- Faculty who employed active learning strategies showed higher outcomes for all students (measured by examination scores, course pass rates, etc.)
- African American, Latinx and Native American students benefited the most, reducing equity gaps by 30-45%.



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Jon: Researchers looked at active learning pedagogies compared to those not using active learning. They found consistent and powerful effects of high outcomes for all students, especially for students with minority backgrounds. Equity gaps closed by 30-45%. These approaches are not fads at this point.



Jon: We developed this framework from this research. These are the conditions we've seen at Achieving the Dream colleges. The cornerstones are at top: full time and adjunct faculty using evidence-based practices and talking about what is going on inside and outside the classroom. The two at the bottom are the ones you build on, the value of robust professional learning (part of the culture of the institution). It is a puzzle because they are working together and interlocking.



Jon: The *New Learning Compact* was the precursor to the *Teaching and Learning Toolkit*. It is all available on our website for free.

FACULTY PLAY AN ESSENTIAL ROLE IN STUDENT SUCCESS



1 Full-time and adjunct faculty use evidence-based instructional practices to foster student learning.

- Tennessee community colleges: *statewide implementation of High Impact Practices*
- Community College of Baltimore County: *High Impact Practices*

Jon: Community College of Baltimore County went department by department with teams identifying practices that made sense. It was faculty-led, and they made decisions and agreements together for their students.

PROVEN PRACTICES

Research confirms value of a wide array of pedagogies

- **High Impact Practices**
 - First Year Experience, Learning Communities, ePortfolio, Capstone Courses
- **Emergent Practices**, such as:
 - Open Educational Resources
 - Accelerated Remediation
 - Growth Mindset
 - Transparency Framework
 - Adaptive Digital Learning Tools

What Works?

- Active Learning
- Inclusive & Culturally Responsive Pedagogy
- Holistic Pedagogy
- Constructivist Pedagogy
- Inquiry Learning
- Collaborative Learning
- Experiential Learning

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Jon: There is a range of practices on the left side. Emergent practices have come along more recently but show impact. There is a foundation about active learning that is culturally responsive and takes student experience in account.

Key Common Elements:

Faculty design learning experiences where

- A) Students are actively exploring ideas, asking questions and solving meaningful problems
- B) Students are able to make connections between academic experience and their lived experiences – community, culture, personal, career, etc.

Jon: When these elements happen, we see more positive outcomes for student success.

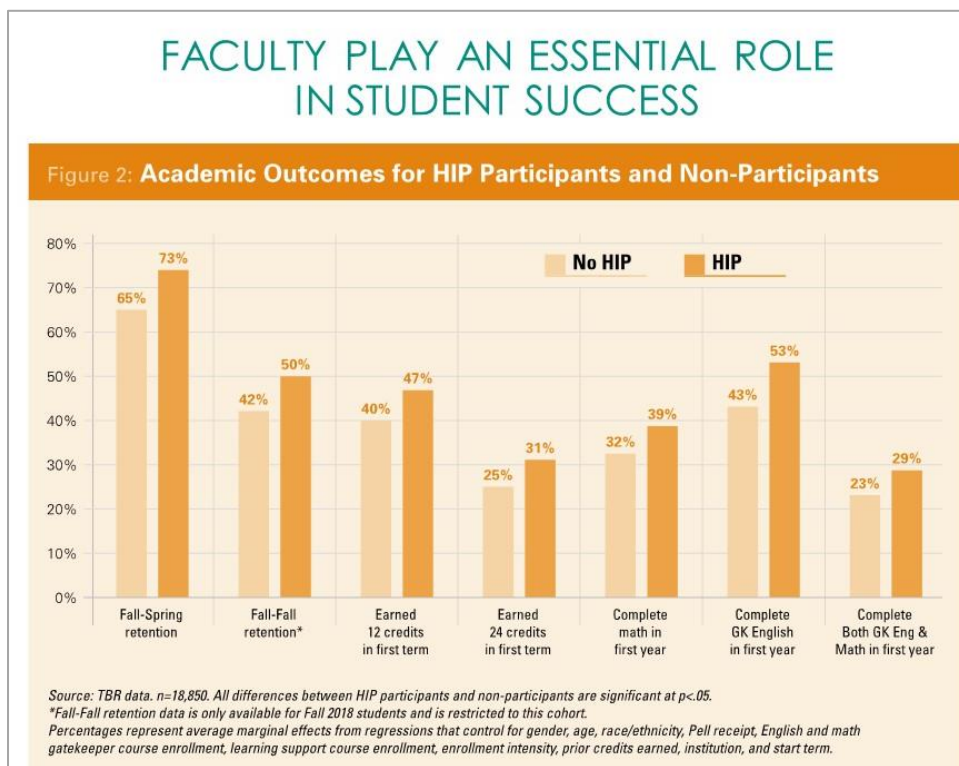
HIGH IMPACT PRACTICES: ACTIVE LEARNING IN ACTION

- Learning Communities
- Service Learning, Community-Based Learning and Internships
- Capstone Courses and Projects
- Undergraduate Research
- Collaborative Projects
- Certifications
- ePortfolios
- Writing Intensive Courses
- Diversity and Global Learning
- First-Year Experience
- Common Intellectual Experiences

HIPs expansion and systematic assessment of learning are successful because they are faculty driven.

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Jon: Implementation is most effective when faculty is leading the way.



Jon: The x axis shows the common metrics. The darker orange are students engaged with high impact practices and light orange are students not engaged with high impact practices. We see differences across all areas. These are urban, rural, and suburban colleges and across all colleges and courses, the impact is robust and consistent.

FACULTY PLAY AN ESSENTIAL ROLE IN STUDENT SUCCESS

Table 2: Academic Outcomes for HIP Participants and Non-Participants, for Black and Hispanic Students

	Black students (n=5,718)			Hispanic students (n=1,616)			All students (n=18,850)		
	No HIP	HIP		No HIP	HIP		No HIP	HIP	
Fall-Spring retention	+8%	59%	67%	+6%	73%	79%	+7%	66%	73%
Fall-Fall retention*	+8%	35%	43%	+4%	50%	54%	+7%	42%	49%
Earned 12 credits in first term	+10%	25%	35%	+8%	46%	54%	+7%	40%	47%
Earned 24 credits in first year	+5%	12%	17%	+4%	31%	35%	+6%	25%	31%
Complete GK math in first year	+7%	22%	29%	+6%	39%	45%	+7%	32%	39%
Complete GK Eng. in first year	+11%	40%	51%	+13%	51%	64%	+10%	43%	53%
Complete Both GK Eng. & Math	+5%	18%	23%	+7%	30%	37%	+6%	23%	29%

Source: TBR data

With the exception of coefficients in italics among Hispanic students, all differences between HIP participants and non-participants are significant at $p < .05$.

*Fall-Fall retention data is only available for Fall 2018 students and is restricted to this cohort.

Percentages represent average marginal effects from regressions that control for gender, age, race/ethnicity, Pell receipt, English and math gatekeeper course enrollment, learning support course enrollment, enrollment intensity, prior credits earned, institution, and start term.

Jon: When we disaggregate the data, we see the data is the same and equity gaps are closing.



"Our results support calls to replace traditional lecturing with evidence-based active-learning course designs across the STEM disciplines and suggest that innovations in instructional strategies can increase equity in higher education."

— Eli Theobald and colleagues

CHAPTER 1

Evidence-Based Pedagogy & Practice

Excellence Cornerstone I: Full-time and adjunct faculty use evidence-based instructional practices to foster student learning

To improve student learning and success, higher education must value and support quality teaching. Research has confirmed this common sense yet often overlooked idea. Study after study shows that what faculty do in the classroom makes a difference to shaping the student learning experience, building achievement and increased persistence to graduation. "Instructional quality" found one major review of the research literature, "is positively correlated with student learning and motivation, retention, course pass rates, and subsequent interest in a subject, all of which have the potential to decrease course retake and time to the degree." As Lorelle Espinosa wrote after studying the success of women of color in STEM fields at 135 colleges, "Simply stated, pedagogy matters."¹

This chapter discusses the best new research, which helps us understand what kinds of pedagogies and practices make a difference. When "done well," active learning pedagogies such as inquiry and collaborative learning build student achievement and help to close equity gaps, as do High-Impact Practices such as First-Year Seminars and learning communities. Inclusive pedagogy and active learning strategies for using digital tools such as Electronic Student Portfolios (ePortfolios) and Open Education Resources also help build student learning and success.

None of these pedagogies and practices work without skilled and insightful faculty. To achieve success with evidence-based strategies, ATD believes that colleges must support full- and part-time faculty—and engage them as respected partners in learning about these approaches, adapting them to specific contexts, and effectively putting them into use at scale. This chapter seeks to help teams prepare for that process, highlighting salient evidence-based practices that faculty and institutions should consider as they work to advance a culture of teaching and learning excellence.

Research, Pedagogy, and Practice

In recent years, research on learning and teaching has exploded. Cognitive researchers have deepened our understanding of how the brain functions and the science of learning. Building on the magisterial 2000 synthesis *How People Learn: Brain, Mind, Experience and School*,² thousands of new studies have examined

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TEACHING & LEARNING TOOLKIT • ACHIEVING THE DREAM

RESOURCE GUIDE • SIDEBAR 1.1

Key Evidence-Based Pedagogies

The literature on evidence-based pedagogy is vast, making any summary list inevitably flawed. Moreover, many pedagogies are interrelated and intersect with High-Impact Practices. With those caveats in mind, here is one possible list of major categories of evidence-based pedagogies to consider in developing strategies for advancing student learning and success. For each item listed, we've offered one scholarly source and one more accessible "Getting Started" source (often web-based).

Active Learning/Leamer-Centered Pedagogy: Engaging students in active processes of gathering, considering, applying, and demonstrating knowledge.

- Getting Started:** Active Learning: Resource page created by Cynthia J. Barne, Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/sides-sub-pages/active-learning>
- Scholarly Source:** Active Learning: Creating Excitement in the Classroom, by Charles C. Bonwell & James A. Eison. Published in 1991 by Jossey-Bass.

Holistic Pedagogy: Recognizes the complex interplay between the cognitive and affective dimensions of learning and calls on faculty to address "the whole student."

- Getting Started:** Holistic Education: A Comprehensive Guide, by Barton Lovelass. Published in The Education Corner. <https://www.educationcorner.com/holistic-education.html>
- Scholarly Source:** Teaching to Promote Holistic Learning and Development: Barter Magolda, M. B. (2000). New Directions for Teaching and Learning, 82, 88-98. <https://doi.org/10.1002/982092>

CHAPTER 1

Evidence-Based

(sidebar continued from previous page)

Inquiry and Problem-Centered Learning: A form of active learning where students engage in structured processes of gathering and analyzing evidence to solve complex, discipline-based and/or "real-life" problems.

- Getting Started:** What is Inquiry Learning? 7 Benefits and Strategies You Need to Know. <https://www.prodigygame.com/blog/inquiry-based-learning-definition-benefits-strategies>
- Scholarly Source:** Science as Subject Matter and as Method, by John Dewey, in R. D. Archambault (Ed.), John Dewey On Education: Selected Writings (pp. 182-195). Published in 1964 by University of Chicago Press.

Collaborative Learning: Student active learning processes take place in structured groups with an emphasis on dialogue and carefully constructed shared tasks.

- Getting Started:** Collaborative Learning: A Handbook for College Faculty (2nd ed.), by Elizabeth F. Barkley, Claire Howell Major, & K. Patricia Cross. Published in 2014 by Jossey-Bass.
- Scholarly Source:** Collaborative Learning: What Is It? Last, M., & Last, M. (2012). Procedia - Social and Behavioral Sciences, 31, 491-495. <https://www.sciencedirect.com/science/article/pii/S1877042811000217>

Experiential Learning: A variant of active learning that stresses hands-on experiences, often outside the walls of the classroom. Often used to describe the pedagogy behind service learning, internships, study-abroad, and co-curricular activities.

- Getting Started:** Experiential Learning Resource page created by University of Texas's Faculty Innovation Center. <https://facultyinnovate.utexas.edu/experiential-learning>
- Scholarly Source:** Experiential Learning: Experience as the Source of Learning and Development (2nd ed.), by D.A. Kolb. Published in 2014 by Pearson.

Integrative Learning: Seeks to help students make connections across courses and learning experiences, building capacity to transfer and apply learning and developing new identities as students and emerging professionals.

- Getting Started:** Integrative Learning, by Hillary Steiner. <https://cft.vanderbilt.edu/integrative-learning>
- Scholarly Source:** Integrative Learning: Mapping the Terrain, by Mary Taylor Huber & Pat Hutchings. Published in 2004 by the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching. <http://gallery.carnegiefoundation.org/tpl/uploads/mapping-terrain.pdf>

Writing to Learn: A social pedagogy that posits the act of writing as thinking process and emphasizes scaffolded and low-stakes writing processes to help students build cognitive and communication skills.

- Getting Started:** What is Writing to Learn? WNC Clearinghouse, Colorado State University. <https://wnc.colorado.edu/resources/wncintro.html>
- Scholarly Source:** Writing as Learning through the Curriculum, Knobel, C. H., & Brannon, L. (1983). College English, 45, 465-474.

Jon: These are screen shots of the PDF with links to resources online to learn more about pedagogy practices.

TOOLS TO SUPPORT IMPLEMENTATION OF EVIDENCE-BASED INSTRUCTIONAL PRACTICES

Worksheet 1.2

Creating an Inventory of Evidence-Based Instructional Practices at Your College

Some of your faculty colleagues are already using evidence-based instructional practices, and this can be a valuable resource for your project. This Worksheet offers your team a way to identify strengths and gaps in evidence-based instructional practice on your campus.

We suggest you start by reviewing the evidence-based pedagogies and practices identified in Sidebars 1.1, 1.2, and 1.3, as outlined in the prior Worksheet.

As a group, list your most promising pedagogies and practices in the left-hand column of this chart. Then, for each, do your best to answer the questions listed at the top of each of the other columns. (This is an estimate, necessarily imprecise.) When you're done, consider the reflective questions, either as individuals or as a group. To add rows for additional promising evidence-based practices, please use the editable version of this worksheet from the A2D website.

Promising evidence-based practice	Where is this practice common? (If possible, identify course number/name)	What % of full-time faculty and adjunct faculty use this instructional practice? What percent of course sections?	What do we know about how well this practice is being used? Have all faculty utilizing this practice come to agreement on what it means to use it well?
Example: Collaborative learning	Psychology 101 (Introduction to Psychology)	60% of full-time faculty 10% of adjunct faculty 30% of course sections	Full-time faculty worked together to create a standardized set of collaborative learning experiences for students in Psychology 101. There are eight collaborative in-class activities (one per week) in an eight-week term, and two individual collaborative projects. Full-time faculty led a professional learning program to support adjunct faculty in the adoption of this set of standardized activities.

Questions for reflection and discussion:

- What were some of the reasons behind your list of chosen evidence-based instructional pedagogies and practices? How might they be particularly helpful for your students?
- When you review this chart, what patterns emerge? What evidence-based instructional pedagogies and practices are widely used on your campus?
- What do we know about the impact of faculty use of these practices on our students' experience and learning?
- What gaps do you see? What support do faculty need to expand their use of these practices?

Worksheet 1.3

Where to Pilot Evidence-Based Instructional Practices?

Adapted from the Digital Promise resource kits created by Every Learner Everywhere

One way to focus your initiative is to identify courses that could particularly benefit from teaching and learning innovation by examining disaggregated course outcome data.

Step 1 of this assessment will help to surface possible target courses with large equity gaps and barriers to student success. This sets the stage for Step 2: considering which evidence-based instructional practice could be helpful for this course.

Step 1: Collect and Analyze Disaggregated Course-Level Data

Work with your Institutional Research office to gather and review data on possible target courses.

- List courses that are being considered (course name, code, and discipline).
- With the help of your IR Office, collect course-level data (number of sections, instructors, students enrolled and overall course success and DFW rates).
- Break down the number of students enrolled and success rates by different student groups (e.g., Pell eligible, African American, Latina, female, part-time).
- Calculate differences between the overall course success rates for each subgroup identified.
- Based on the analysis, identify courses that have large equity gaps.
- Think about the relationship between this data and the data you reviewed for the Introduction, based on A2D's ICAL. What might the juxtaposition suggest?

Step 2: Identifying Evidence-Based Practices to Address Campus Needs

Review the results of Worksheet 1.2, through which your team considered strengths and gaps in terms of evidence-based instructional practices on your campus. Think about the implications or your findings in terms of possible interventions.

- Which evidence-based instructional practice(s) could help faculty address the identified equity gaps? Are there combinations of pedagogies and practices that you think could be powerful?
- What aspect of these practices would make them a good fit for the course(s)? In what ways would the innovation be used? What issue or barrier to student success will it impact? For whom?
- What kind of support would full-time and part-time faculty need to implement this practice well, at scale? What might faculty need to learn? What campus resources could help support their learning?
- What implementation barriers within the team's sphere of control and influence might you encounter when implementing this evidence-based instructional change? How might you address these barriers?

We encourage you to create and save notes summarizing your team's thoughts related to these questions, as they will be useful at later stages of this process.

Jon: This would allow you to do an inventory.



Jon: The second cornerstone takes us outside the classroom.

"Academic pressures conflate with financial and psychological pressures, and **they become impossible for students to disentangle.**

When you're socially isolated *and* worried about money *and* struggling in all your classes, it doesn't feel like three distinct problems.

It feels like one big problem."

eveTheDream | #ATD_Network

Achieve the Dream

Jon: This is from Paul Tough. If you work with students outside of the classroom or as a faculty member, you may have experienced this as students retell their story again and again when seeking support.

"Being a non-traditional student, I was not expecting the cost when I first came back to school. That first month almost killed me. I was tapped out, completely broke, barely had enough gas to get to school. I would just talk about that in class to a fellow student and one of my professors overheard the story and at the end of class she pulled me aside and asked me how bad my situation was, and she was able to refer me over to student services where we have a student needs program where they help us with gas, bills, food to get us by."



“Without that **support**, I probably wouldn’t have made it past the first month of school. On top of that it just showed me that the school, the teachers – they actually care about the students. When you feel that sense of care from the school, you reciprocate it back. It becomes a circle where they give to you and you try to give it back to the school.”

- Tuan Nguyen,
student at Northeast State Community College;
2020 DREAM Scholar

Jon: That is a testimony to what it looks like when faculty is listening and knows how to provide support. Sometimes it doesn’t always work out this way.

SUPPORTING STUDENT SUCCESS: FULL-TIME FACULTY, ADJUNCT FACULTY

- There is no difference in course outcomes when we compare students taught by full-time faculty vs. adjunct faculty, taking the same gateway or foundational course.
- But students taught by adjunct faculty are less likely to move on to the next course in the academic sequence.




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Jon: The pitfall comes in the role adjunct faculty can play. One assumption of adjunct faculty is they are not as effective as full-time faculty. This was dispelled and it was found there was no difference in outcomes of students. However, it was found that students taught by adjunct faculty were less likely to continue on to the next course in their academic sequence. Students need to get the right advice and adjunct faculty did not provide the same supports as full-time faculty. There is a role for institutions in how they communicate to all faculty.



TOOLS TO SUPPORT FACULTY PARTNERSHIPS

Worksheet 2.1

Faculty Engagement in Student Advising

Chapter 2 discusses a range of ways for faculty, Student Affairs professionals, and other key administrators and staff to collaborate to support student success. Engagement in student advising is one critical way for faculty to support student success and, as the chapter suggests, faculty work in this domain is often strengthened by their relationships with colleagues across the college.

This Worksheet guides you to consider the extent to which full-time and adjunct faculty engage their students in informal advising and formal advising, how the college supports this work, and the ways in which faculty engagement in student advising presents opportunities to build or deepen collaborative working relationships.

Informal advising interactions Examples include spontaneous conversations initiated by faculty or students just before or after class, in the hallway, or when students stop by for a chat during office hours and the conversation moves beyond course content.	In what ways do our faculty have informal advising interactions with their students? When and where do these interactions occur? How frequent are they? To what extent do faculty consider these to be acts of teaching?
	Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not?
	What professional learning supports could the college offer to faculty to strengthen the quality of their informal advising interactions with students? How could such professional learning be designed to also build/ deepen relationships between faculty and Student Affairs professionals?

Formal advising interactions

Examples include advising conversations by appointment, or Advising Days in which students may meet with their faculty advisor before registration each semester. Faculty may be required to do a certain number of advising hours per term; students may be required to have this advising appointment before they can register.

In what ways do our faculty provide formal advising for their students? When and where do these interactions occur? How common are they across the college? Is this a requirement for faculty (e.g., a required number of advising hours per term, a required number of students to advise)? To what extent do faculty consider these to be acts of teaching?

Are our responses true for our full-time faculty and adjunct faculty? If yes, why? If not, why not?

What professional learning supports could the college offer to faculty to strengthen the quality of their formal advising interactions with students? How could such professional learning be designed to also build/ deepen relationships between faculty and Student Affairs professionals?



Worksheet 2.2

Faculty Roles in Supporting Students Beyond the Classroom

Worksheet 2.1 asked your team to focus on faculty engagement in student advising. We now ask that you build on those discussions to consider the wider range of ways your college looks to full-time and adjunct faculty to support students beyond the classroom.

To begin, please make a list in the left-hand column of any student support service in which your faculty should have a role (we have provided several common services). Then, thinking about one service at a time, consider the ideal role of faculty in connecting students to the support service, delivering the support service to students, and evaluating and refining the service.

Finally, reflect as a group on the questions at the bottom of this chart.

Services	Ideal Faculty Role in ...		
	Connecting Students to the Support Service	Delivering the Support Service to Students	Evaluating and Refining the Service
Example: Food pantry	All faculty include pantry information in their course syllabi and advise awareness of it in their first class meeting.	Many faculty help stock the pantry by bringing in food to donate or donating via their paycheck.	Faculty members serve on the Pantry Committee that analyzes the data related to food pantry use and decide on refinements and resource allocation.
Academic advising and planning	All faculty refer students they find out are experiencing food insecurity to available supports.		
Career advising and planning			
Emergency aid			
Financial planning and counseling			

Services	Ideal Faculty Role in ...		
	Connecting Students to the Support Service	Delivering the Support Service to Students	Evaluating and Refining the Service
Childcare supports			
Public benefits access			

Questions for reflection and discussion:

1. Do formal roles and responsibilities for full-time and adjunct faculty outline the ways in which they are expected to contribute to student learning and success outside the classroom? How are these roles embedded in structures for faculty hiring, professional learning, evaluation, recognition, and reward?
2. Do these roles reinforce opportunities for faculty and Student Affairs colleagues to collaborate to ensure student learning and development? How does your college demonstrate that these collaborations are valued?
3. How are faculty given preparation and support to excel in these roles? What kind of professional learning process would be helpful and appropriate?

Worksheet 2.3

Identifying Opportunities for Partnerships and Collaboration

What is the current state of collaboration between faculty and Student Affairs professionals at your college? What collaborations focus on advisement and other holistic student supports? What collaborations focus on evidence-based classroom learning and teaching practices?

Worksheets 2.1 and 2.2 focused on the roles of faculty in supporting student learning and success beyond the classroom and the opportunities these roles present for collaboration with colleagues across the institution. We now ask you to dive deeper into thinking about how partnerships and collaboration happen at your college.

To begin, please make a list in the left-hand column of existing partnerships/collaborations or opportunities to form something new. In the next two columns, respond to each of the prompts as a group, sharing what you know about how these partnerships or collaborations function.

Then, in the next blank row, think about potential future collaborations, focused either on classroom learning and teaching or on holistic support. What collaborations would be useful to advance your initiatives? As you address this, be sure to consider the professional learning and support needs you identified in Worksheets 2.1 and 2.2. In this part of the worksheet, respond to the prompts as you would envision or hope these collaborations would take shape.

(Please complete Worksheet on next page, then return to this page to complete the questions for reflection and discussion.)

Questions for reflection and discussion:

1. What areas of student support on our campus would most benefit from the engagement of full- and part-time faculty?
2. How could we use professional learning to engage faculty in advisement, strengthen our student supports, and build partnerships linking faculty and Student Affairs professionals?
3. What makes such partnerships work? What obstacles would we need to consider? What strategies might be particularly effective? What ideas do you have? What are your questions?

Please take notes on your team's discussion of these questions, and save them for future reference.

Opportunity for partnership or collaboration For each partnership listed, briefly identify its goal(s).	Who is involved? How frequently does this group come together? What do we know about the quality of their partnership or collaboration?	What could we do to advance quality in this area? Could shared professional learning strengthen this group's work? What would be helpful? What are we learning from this work that could inform how other partnerships and collaborations are created and organized?
Example: Cross-division professional learning communities Each year the college's Center for Teaching & Learning collaborates with the Student Affairs Professional Development Council and Human Resources to form cross-division professional learning communities (PLCs) designed to advance work on self-selected projects related to the College Strategic Plan.	These are open to all faculty, staff, and administrators. The organizers structure the PLCs so that each cohort has a mix of roles represented. Each cohort meets monthly for the academic year. The primary goal is around professional learning and each PLC produces a product of some kind (e.g., a manual or handbook to support work on a specific student success issue) that will be of use to colleagues across the institution. These collaborations are typically of a high quality because the groups are working toward an explicit goal.	These PLCs are usually given their focus by college leadership. This is often useful, but we should also have opportunities for faculty, staff, or administrators to propose topics/focus areas for these PLCs. We have learned that it is helpful for the PLCs to be co-led by two people with different roles on campus. This helps to model the cross-division partnership needed to further our success.

Jon: There are resources to support faculty. Classroom pedagogy and this work are both important and need to work in tandem.



Jon: Professional learning is important for all faculty and educators working at a college. With small group feedback at Harper College, colleagues engage students at the end of class about what is working/not working in the classroom and debrief with the professor. This is done mid-semester and changes can be made midterm. The faculty had no idea about the blocks to learning.

PROFESSIONAL LEARNING IS VITAL

- 1) Stronger professional learning leads to
- 2) improved teaching and learning, which is essential to
- 3) better student outcomes and greater equity.



Jon: Stronger professional learning leads to better teaching and learning, which results in better student outcomes.

BRONX COMMUNITY COLLEGE

<i>FYS faculty engagement level</i> <i>Student n = 3,589</i>	FYS Pass Rates	1 st Semester Credit Accumulation	Next Semester Retention
Robust professional development	82.3%	7.26 Credits	82.2%
Minimal professional development	72.0%	5.86 Credits	76.5%
Difference	10.3 percentage points	1.4 Credits	5.7 percentage points

"The critical implication is that intensive professional development is worth the investment of money and time, as it helps an institution not only improve retention and graduation rates, but also deepen students' learning and improve their long-term professional and personal success."

*High Impact Catalyst for Success
Gutman-Erasmus & Gulkis, 2018*

Jon: This shows faculty teaching first year semesters and embedding an additional high-impact practices. Some faculty participated in a minimal professional learning experiences and others had a robust professional development experience. Those with more professional development had high student outcomes at the end of the semester. Of course, there were other variables, but this shows that it matters.

MAKING PROFESSIONAL LEARNING HIGH IMPACT



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Research shows that professional learning, done well, makes a difference:

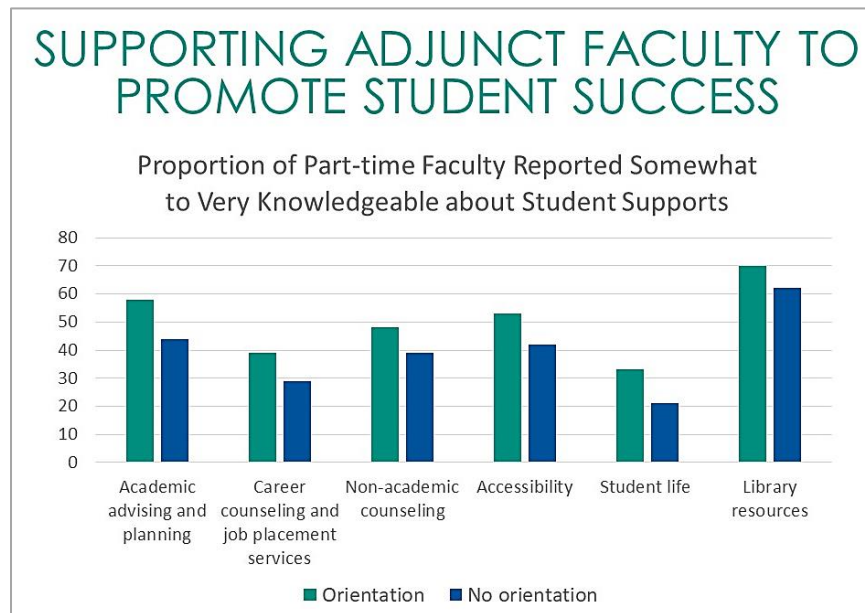
- ✓ Helps faculty learn about and adapt new approaches to their courses
- ✓ Supports faculty as they test new approaches in practice
- ✓ Advances change at scale
- ✓ Stimulates the growth of a culture of teaching and learning excellence



Jon: We are advancing change at scale and creating a culture of teaching learning and excellence.

Principles of Good Practice Individual Dimension • Respect Educators' Knowledge • Connect with Practice • Engage Inquiry and Reflection • Protect Participant Time	Principles of Good Practice Institutional Dimension • Integrate Changes in Pedagogy, Curriculum, and Assessment • Connect Professional Development with Strategic Priorities • Leverage Reward Systems as a Resource • Build a Learning Culture
Principles of Good Practice Community Dimension • Create Supportive Professional Communities • Involve All Sectors of the Professoriate • Bridge Boundaries • Learn From and With Students	Principles of Good Practice Ecosystem Dimension • Build Partnerships and Exchange • Capitalize on Strategic Messaging • Leverage External Funding • Engage Internal and External Stakeholders

Jon: We have activities and design principles for the professional learning experiences at your campus. These are our principles of good practice, and we have examples of what this looks like.



Jon: This comes from the Community College Research Center. Faculty report how they help students when they have engaged in professional learning. Those who attend a simple evening orientation are much more knowledgeable about student resources. There is a significant difference from professional learning even just once or twice a year.

FACULTY PLAY AN ESSENTIAL ROLE IN STUDENT SUCCESS

1 Full-time and adjunct faculty use evidence-based instructional practices to foster student learning.

2 Collaborative partnerships link faculty and Student Affairs professionals in shared efforts to cultivate learning and support student success.

4 The institution embraces professional learning for continuous improvement, realigning related expectations in hiring, evaluation, promotion.

3 Educators join students as active learners in an accessible, empowering, personalized, and supportive academic community.

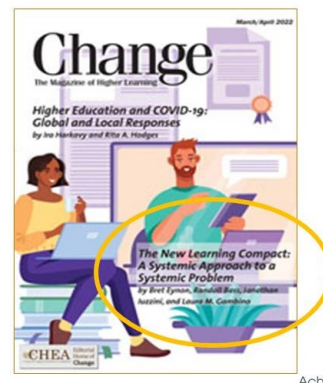
JUST PUBLISHED ...

CHANGE Magazine March/April 2022

"The New Learning Compact: A Systemic Approach to a Systemic Problem"

Bret Eynon, Randy Bass, Jon Iuzzini and Laura M. Gambino

<https://www.tandfonline.com/journals/vchn20/54/2>



Jon: I want to give you time for individual reflection to jot down some notes for yourself and then have discussions at your tables focusing on these questions.

Individual Reflection (5 minutes)

- What experience do you have with evidence-based pedagogies?
 - (in courses you teach; supporting faculty colleagues to implement them)
- What support would help faculty at your college to use promising evidence-based pedagogies at scale?
 - What kind of professional learning would help?

Jon: I would like to hear what rose to the top for your teams and what expertise you want to leverage. Please share.

Full Group Share

- What rises to the top as priorities for your team to take this work forward?
- What expertise can you leverage (from team members, from other key stakeholders at the college?)



Speaker: One thing to help us to move the work forward is coming up with additional incentivization for faculty. We engage faculty in our academy for teaching and learning. Using our faculty to build professional learning opportunities helps to create buy-in.



Speaker: I have been to your training, so I have experience with your toolkit. I knew about high impact best practices but was surprised with the amount of data there was to support it. We leveraged our experience in the ATD training to develop a center for teaching and learning.



Speaker: We talked about tapping into what our faculty are already doing that can be brought to the forefront.



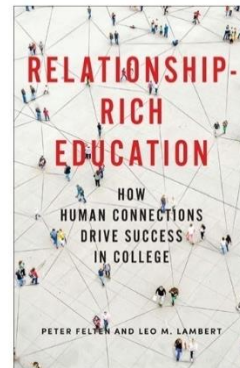
Speaker: We spoke about giving faculty time to learn about high impact practices and develop ways to implement it.

Jon: "How" is a key theme, to give people time and space to do this work.

"Early in Calculus 2, we started getting into really difficult things and I suddenly began having these feelings like I didn't belong in this class, that my education, what I was trying to achieve, wasn't possible. I went to Professor Arco to say that I might have to drop out ..."

- Joshua Rodriguez,
student at Oakton Community College

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Achieving
the Dream™

"He told me, Joshua, I don't want you to do the homework tonight. I want you to look up 'imposter syndrome' and then come talk with me. I did that, and I learned that it is extraordinarily common among students. That interaction bolstered my confidence to realize that I'm not alone in this, that everyone has these feelings. I went from contemplating dropping out to getting tutoring help, and then getting an A in the course."

- Joshua Rodriguez,
student at Oakton Community College

Jon: One last student quote I love because it pulls the thread from what we talked about this morning. There is so much that educators can do to pull students along. This is about forming a meaningful relationship.



Jon: This photo was shared with me from a colleague from Monroe Community College, who I worked with a little over a year. He felt he had shifted from being full of energy and that his motivation was waning. I was being proactive about trying to change that. He started implementing active learning strategies and late in our process learning together, he shared that he felt like engaging his students in Chemistry was like trying to figure out how to scale this wall. During the process in engaging with students and faculty, he began to think about the door; moving through it would be easier than scaling the wall. He finally realized he doesn't teach Chemistry, he teaches students. Pathways can be like this wall if you are willing to work at it.

I thank you for your time and energy. Please be in touch if you have any questions. *Applause.*

Thank you!

Jon Iuzzini, Director of Teaching & Learning
jiuzzini@achievingthedream.org
Twitter: @joniuzzini

@AchieveTheDream | #ATD_Network

Abbey: There is a link to teaching and learning toolkit in your email I sent earlier. We have one more Team Time session.



Team Time 3: Review of the Learning Environment

See page 17 in the program for meeting rooms

Focus Group 2 (5:20-6:00 p.m.)
Room 1-450

www.fistudentsuccess.org

Participants ended the Day One going into Team Time 3: Review of the Learning Environment.

Legislative Update



Legislative Updates

Carrie Henderson, Ph.D., Executive Vice Chancellor



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Dr. Henderson: I want to go through the 2021 legislative session updates as they relate to Florida pathways and preview the 2022 legislative session, which is already over. The governor will sign the bills in the summer.



Learnings from Yesterday

- "Select "the right math" for each program map – that is, the math that students genuinely need in order to thrive in their chosen career and in transfer."
- "Shift mindset from standardized placement tests to multiple measures and in-class diagnostic assessments."
- "Review program mix; develop an explicit institutional position and strategy related to programs that do not lead to livable-wage jobs/careers."

Dr. Henderson: I wanted to reflect on what Kay shared as they relate to clarifying the pathways: selecting the right math for students' programs, shifting mindset from standardized testing, and institutions reviewing programs that do not lead to livable wages. There were two bills that had components to help facilitate this at the statewide level: Senate Bill 366 and House Bill 1507.



Mathematics Pathways Legislation

- SB 366 stated:

"To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future career, **the articulation agreement must establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers.** A representative committee consisting of State University System faculty, faculty of career centers established under s. 1001.44, and Florida College System institution faculty shall collaborate to **identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success** in the corresponding academic programs and careers."

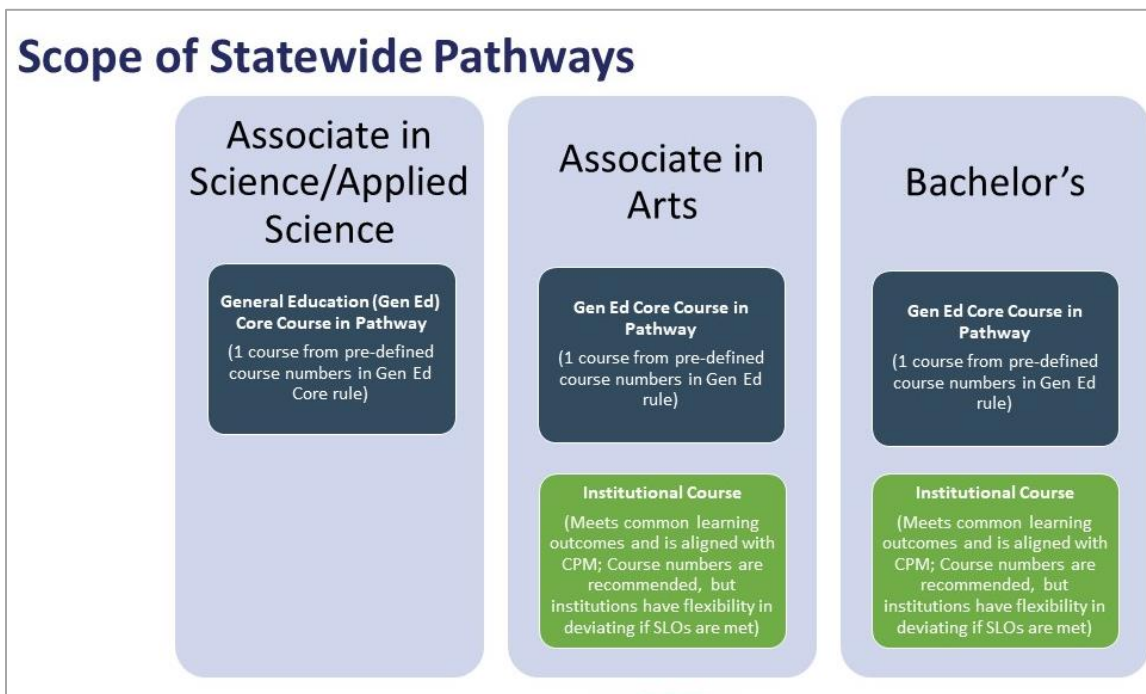
Dr. Henderson: When the Student Success Center was formed, we set out to reform what math pathways looks like. House Bill 366 establishes that Florida should have three math pathways designed by universities and colleges.



Committee Details

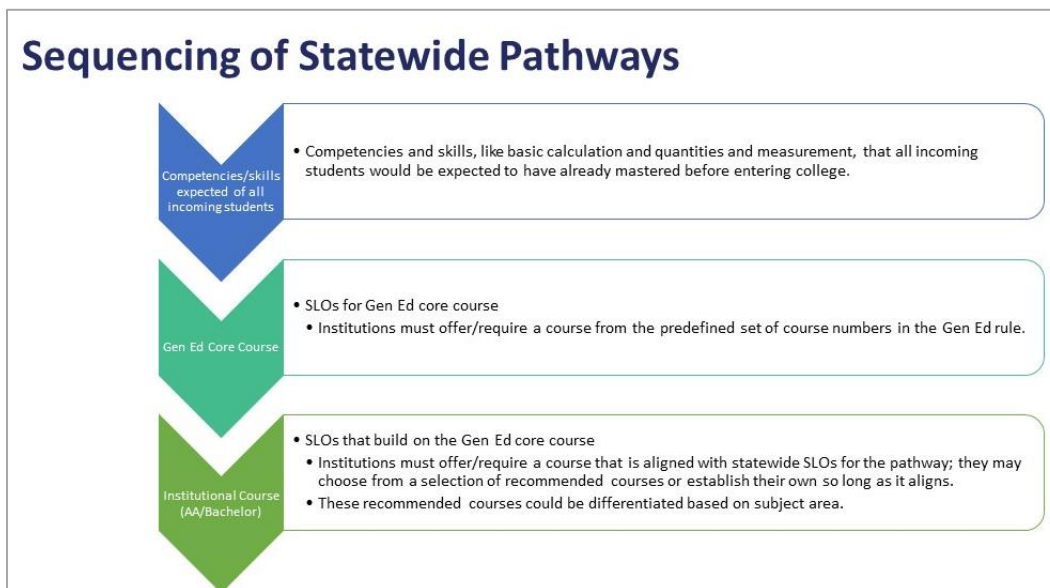
- Members of the committee have been collaborating since fall 2021 to identify the three mathematics pathways and corresponding course sequences.
- The committee is composed of:
 - 8 members representing the State University System (SUS)
 - 8 members representing the Florida College System (FCS)
 - 2 members representing the school district career centers
 - 1 non-voting member who serves on the Articulation Coordinating Committee - Dr. Kathleen Ciez-Volz (Also a Pathways Navigator!)

Dr. Henderson: Since the fall of 2021, the Student Success Center has worked with the Department of Education and the Board of Governors to facilitate the workgroups. We have great representation across the state.



Dr. Henderson: This is how we envision the math pathways work. This would apply to all degree-seeking students in state colleges and the university system. Starting this fall, A.S./A.A.S. students need one Gen Ed core course in each of the five subject areas. Associate in Arts has general education core requirements, and we hope to narrow what course is needed. Bachelor's degree seeking students include this core course and may start at a higher core course.

Once we link math pathways to disciplines, students would all have a general education course recognized for credit that fulfills the math pathway requirement. For A.A. and bachelor's degree-seeking students, there is another course in the sequence covering core competencies. The goal is to increase the depth of knowledge in their area. The institution would help in selecting that course. The goal is that A.A./ A.S. students only have one math course and get it right.



Dr. Henderson: There are going to be competencies expected of all students. The next level is a general education core course, with intent to modify core statute to include math pathway. It will have student outcomes consistent throughout the state. Institutional to A.A./Bachelor's seeking students would build on content of a general education core course and contextualization could occur here.



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Status Update

- The committee has identified the three pathways and their associated learning outcomes and courses:
 - Algebra through Calculus.
 - Statistical Reasoning.
 - Mathematical Thinking in Context.
- The next step is for discipline-specific faculty to confirm the appropriate mathematics pathway(s).
- After the disciplines are mapped to the pathways, the Articulation Coordinating Committee, State Board of Education (SBOE) and Board of Governors (BOG) will review and approve the pathways.
- Anticipated implementation: 2023-24 academic year.

Dr. Henderson: The committee has identified three pathways and their associated learning outcomes and courses. The committee wanted to rebrand it to Algebra to Calculus to show that students will need to take a Calculus course in that pathway. Statistical Reasoning captures data science and statistics, which are becoming more prevalent. Mathematical Thinking and Context is a Liberal Arts piece that teach the basics of math at a college level. We expect two new courses to be developed here.

Florida adopted the BEST standards, and these roughly align on the K-12 side. We would backwards map it to ensure there are K-12 courses in alignment. We found there are not a lot of Statistics courses in K-12.

The next step is outreach to discipline-related faculty to ensure there is alignment. We asked faculty in a survey what skills students needed to be successful. The articulation coordination committee will continue work on that and adaption. Implementation will be in 2023-24. There will be professional development courses available, and we will work with faculty in development.



Alternative Methods to Assess College-Level Computation and Communication

- SB 366 amended multiple Florida statutes to expand the mechanisms institutions may use to assess readiness for college-level work.
 - *College Credit Admissions Counseling*: SB 366 amended s. 1007.263, F.S., to add alternative methods for admissions counseling in college credit programs.
 - *College Credit Dual Enrollment Eligibility*: SB 366 amended s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement. In effect, this revision allows approved alternative methods to be used in eligibility determinations.
 - *Developmental Education and Meta-Majors*: SB 366 amended s. 1008.30, F.S., authorizing FCS institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement.



Alternative Methods in Rule

- At the February 9, 2022, meeting, the SBOE approved revisions to Rule 6A-10.0315, F.A.C.
- The amendment to Rule 6A-10.0315, F.A.C., added the following categories of alternative methods and associated minimum standards:
 - Tests and assessments;
 - Performance in high school coursework (courses taught at Florida public high schools and accelerated high school courses);
 - Credit-by-examination; and
 - Local placement methods (Form No. ALTPPLACE-01) (Developmental Education Only).

Dr. Henderson: We heard about multiple assessments to assess college readiness. State Bill 366 was amended to allow for alternative placement methods. At any time, institutions can choose to use alternate methods to place students in college level courses.

During Covid-19 when testing was more difficult, this was temporarily allowed. The Student Success Center worked with six colleges to collect data to determine student success in the first term; students were as successful as those placed with standardized testing.

This gives alternative options if desired. We encourage you to expand opportunities for students. This gives us time to be intentional with this.



Recognized Tests and Assessments

- PSAT/NMSQT (PSAT 10), The College Board
- PreACT®
- General Educational Development (GED®) Test
- Test Assessing Secondary Completion (TASC™)
- High School Equivalency Test (HiSET®)
- End-of-Course Assessments

Dr. Henderson: If an institution uses alternative methods, they have to use it in all categories. The four common placement tests are still in rule. The alternatives are listed here.



Courses Taught at Florida Public High Schools

- Unweighted high school GPA of 3.0 and a grade of “B” or better in any of the courses listed below.
- Mathematics
 - Algebra 1/Algebra 1 Honors
 - Algebra 2/Algebra 2 Honors
 - Pre-Calculus
 - Calculus
 - Geometry
 - Probability and Statistics
 - Math for College Algebra
 - Math for College Statistics
 - Math for College Liberal Arts
- English Language and Literature
 - English 4/English 4 Honors

Dr. Henderson: Institutions can use grades with GPA for courses taught at Florida high schools to demonstrate college readiness. These are the courses high school students can use.



Accelerated High School Courses and Credit-by-Exam

- Unweighted high school GPA of 3.0 and a grade of “B” or better in accelerated AICE, AB, IB courses.
- Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework.

Dr. Henderson: Credit-by-exam is also recognized for students coming in.



Local Placement Method

- For developmental education and English for Academic Purposes placement, in addition to other standardized tests/assessments and high school course recommendations, FCS institutions may use local placement methods that are reliable and valid. Examples include, but are not limited to:
 - Other standardized tests/assessments not in rule
 - Diagnostic tests
 - Writing samples
 - Student guided self-placement
 - Institution-derived assessment tools
 - Surveys with decision trees
 - Automated processes based on algorithms
 - One-on-one meetings with advisors

Dr. Henderson: In-class diagnostics come into play here. If institutions can demonstrate a method that is effective in placing students, we will accept those, such as homegrown assessments or third-party assessments.



Next Steps

- There is not a specific implementation date; since the rule is effective, institutions may begin using alternative methods anytime.
- Institutions have the authority to establish local policies for implementation.
- If using alternative methods for dual enrollment eligibility, Dual Enrollment Articulation Agreements need to be updated.
- State reporting discussions will occur over the next few weeks.

Dr. Henderson: The state board approved this in February, so institutions can use alternate methods at any time; there is no implementation date. Local policies may be established for local methods. There might be hesitancy on the K-12 side for alternate methods, so we will do joint work in the districts to increase dual enrollment.



FPI 2.0 Opportunity

- The Florida Student Success Center is launching *FPI 2.0: Alternative Placement Methods Professional Development Program* in summer 2022.
- Technical assistance and support to a cohort of participating institutions planning to implement alternative methods for placement purposes.
- The program will include:
 - Opening convening in June 2022.
 - Implementation toolkit.
 - Coaching opportunities with national experts during the fall 2022 and spring 2023 terms.
 - Closing convening in Spring 2023.
 - Ongoing learning community.

FPI 2.0 Opportunity

- Cohort colleges will be expected to:
 - Maintain participation over the course of the program.
 - Identify a college team of 5-7 representatives to participate in cohort activities, including the face-to-face convenings and coaching sessions.
 - Complete any pre- and post-convening assignments.
 - Engage with cohort participants and national experts.
- Participating institutions:

• Eastern Florida State College • Indian River State College • Florida State College at Jacksonville • Lake-Sumter State College • Miami Dade College	• Pasco-Hernando State College • State College of Florida, Manatee-Sarasota • Tallahassee Community College • Valencia College
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Dr. Henderson: There is a free opportunity for institutions to receive technical assistance on alternative placement systems. The Florida Student Success Center can work with you. It is a one-year commitment that includes an opening convening, implementation toolkit, support, a closing convening, and learning communities going forward. We have commitment from nine institutions and are still accepting colleges if you plan to implement alternative methods now or later. Let us know if you would like to be on our list. Work starts in June.



Reimagining Education and Career Help Act

- To create greater alignment among Florida's Workforce Development System (WDS) for the delivery of programs suited for the 21st century which are focused on equity and efficiency, the bill creates the Reimagining Education and Career Help Act (REACH Act).
- The REACH Act serves to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training and providing for equity and access to a more integrated workforce and education system for Florida.
- To facilitate alignment and coordination of entities responsible for Florida's WDS, the bill creates the Office of Reimagining Education and Career Help (REACH Office) in the Executive Office of the Governor.

Dr. Henderson: House Bill 1507 relates to program mix and programs with living wages. This was a large bill with components related around workforce development and self-sufficiency. One big component is the creation of a workforce development system to identify programs aligned with what the workforce needs.



No-Wrong-Door Entry Strategy

- The bill requires the REACH Office to improve equity and access to the myriad of state and federally funded workforce related programs offered across different entities by creating a no-wrong-door entry strategy whereby a Floridian must not be required to visit multiple locations when seeking access to education and workforce training. In creating the no-wrong-door strategy, the office is required to do the following:
 - Develop a training course to cross-train all staff within Florida's WDS on workforce related programs, including how to use an integrated case management system, develop an individual employment plan, conduct a comprehensive needs assessment, pre-certify individuals for workforce related programs and on any other activities to reinforce the no-wrong-door-entry strategy;
 - Coordinate and facilitate a common intake form and case management system for use by workforce related programs to minimize duplicate data entry.

Dr. Henderson: REACH pulls data and looks at programs to determine how Florida can have a No Wrong Door Entry Strategy. Any person would have a coordinated system across the state that will connect them with an experience that will lead to positive outcomes. This will take years to implement, but the vision is to streamline the process. It includes creating a statewide portal for intake and management.



No-Wrong-Door Entry Strategy Continued

- In creating the no-wrong-door strategy, the office is required to do the following:
 - Coordinate and facilitate a MOU between the DEO and the DCF to permit Supplemental Nutrition Assistance Program (SNAP) and TANF clients to pre-certify for WIOA training services without having to physically visit a one-stop center;
 - Oversee the performance evaluation of workforce related programs and services for participants receiving family self-sufficiency benefits and in welfare transition programs; and
 - Identify other state and federal programs that serve individuals with significant barriers to employment as demonstrated by low placement, employment and earnings rates and identify strategies to increase the utilization of such programs by LWDBs.

Dr. Henderson: There will be coordination with Department of Children and Families, and they will track data over time to see how they did when the program was completed and if it leads to living wages.



Workforce Opportunity Portal

- The portal provides the public with more effective access to available federal, state and local services and a system-wide, global view of workforce related program data across various programs through actionable qualitative and quantitative information. The portal will serve as an important tool for Floridian's looking to reskill or retrain for the workforce.
- The workforce opportunity portal will assist Floridians as they:
 - Explore and identify career opportunities.
 - Identify in-demand jobs and associated earning potential.
 - Identify the skills and credentials needed for specific jobs.
 - Access a broad array of federal, state and local workforce related programs.

Dr. Henderson: The workforce opportunity portal gives access to federal, state, and local services to help make decisions about programs of interest.



Workforce Opportunity Portal Continued

- The workforce opportunity portal will assist Floridians as they:
 - Determine the quality of workforce related programs offered by public postsecondary educational institutions and public and private training providers, based on employment, wages, continued education, student loan debt, and receipt of public assistance by graduates of workforce, certificate or degree programs.
 - Identify opportunities and resources to support individuals along their career pathway.
 - Provide information to help individuals understand their potential earnings through paid employment and cope with the loss of public assistance as they progress through career pathways toward self-sufficiency.
 - Map the timing and magnitude of the loss of public assistance for in-demand occupations across the state to help individuals visualize how their incomes will increase over time as they move toward self-sufficiency.

Dr. Henderson: The portal will help individuals reach self-sufficiency by identifying programs that can help them. It also helps institutions think about program mix and the outcomes of these programs and of the students entering them.

Topics We're Tracking

Textbook Affordability	OER	Accreditation	Statewide Course Numbering System
Workforce	Law Enforcement	Health Care	Apprenticeship
Fee Waivers	Military	Special Populations	Grant Programs

Dr. Henderson: The governor has yet to sign the post-secondary bills and we typically do not provide comment or assistance until that happens.

The topics we are tracking are bills 7044 and 2524. Bill 7044 includes the components at the top of the screen. Bill 2524 includes workforce and grant programs in specific populations, such as homeless students. There are initiatives around military, such as a fee waiver for 100% disability. Law enforcement is a big area; there is a requirement of credit for training and there are scholarships and incentives.



Investments

- \$18.1 million for the Dual Enrollment Scholarship Program to increase and expand student access to dual enrollment opportunities.
- \$6 million for the Law Enforcement Academy Scholarship and the Out-of-State Law Enforcement Office Equivalency and Licensing.
- \$35 million for the “Open Door Grant Program” to cover up to two-thirds of the cost of short-term, high-demand workforce education programs.
- \$15 million for the Pathways to Career Opportunities Grant to provide high-quality pre-apprenticeship and apprenticeship opportunities to students.
- \$30 million in Student Success Incentive Funds.

Dr. Henderson: The budget was a good year for the state and college system.



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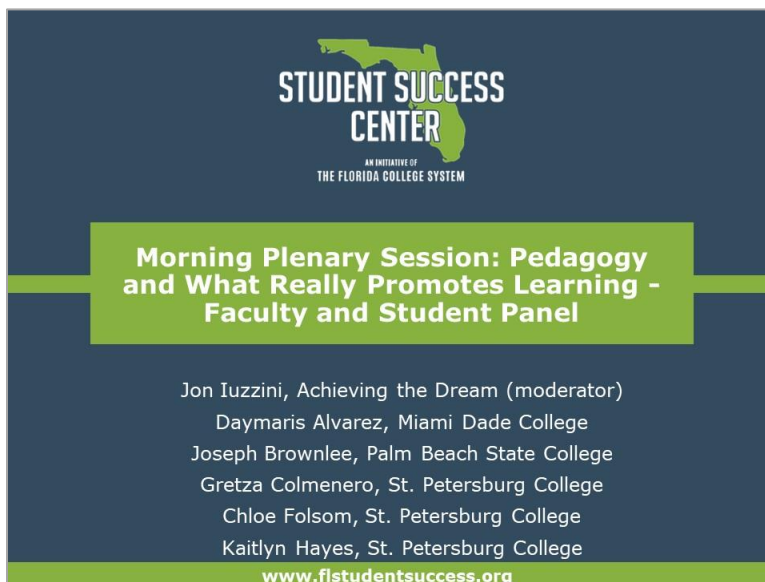
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Dr. Henderson: We will be working on communication to consolidate everything that happened in the session and will work with you on implementation.



Morning Plenary: Pedagogy and What Promotes Learning



Jon Iuzzini, Achieving the Dream (moderator): Good morning! We will start with each panelist introducing themselves.



Kaitlyn Hayes, St. Petersburg College: I am a senior getting my Bachelor's in the Biology program and plan to pursue medicine to be a pediatric neurologist.



Chloe Folsom, St. Petersburg College: I am in the A.A. degree program for an engineering transfer and plan to transfer to University of South Florida in the summer or fall. I am also a tutor at St. Petersburg College.



Daymaris Alvarez, Miami Dade College: I am a full-time faculty member at Miami-Dade college and have been there for almost five years. I teach business and fashion and am in the process of shifting to FIU to do instructional design.



Joe Brownlee, Palm Beach State College: I am a professor and department chair of mathematics and have been at Palm Beach State College since 2013 and teaching since 2016.

Jon: What is most helpful to you when learning new content? *(Students)*

Chloe: It is helpful when the instructor gives an overview of what we are going to cover at the beginning of class. Having have more one-on-one, demos, and practice helps.

Kaitlyn: It takes me a while for something to stick, so learning material in different ways helps, such as flash cards or working with a partner, to work different areas of your brain.

Jon: What is a method or strategy you learned or came up with that generates a positive result? *(Faculty)*

Daymaris: Equitable learning is a focus of mine. We have different options for different learners. Nearpod is a tool that gives the option to make students anonymous and engage without judgment. This really opens up discussion and opens doors.



Joe: It is important for me that students do not leave the classroom with gaps. Open Math allows you to create an assessment that is delivered to students one question at a time. They see me do a problem and then they do a problem. I get data back in-the-moment and can see who is getting the content. It lets me know whether to move on or stay on the topic. In-the-moment is very important.

Jon: What do you wish teachers would do more of and less of in the classroom? *(Students)*

Chloe: It depends. Instructors should try to reach out to students by asking them all questions but without putting them on the spot. Sometimes there are too many resources, and it is hard to focus.

Kaitlyn: Professors should read off the PowerPoint slide less and slow down. My teachers have extensive backgrounds and sometimes forget students don't know the extent of what they know.

In class, sometimes a student doesn't know when to stop and ask a question. Everyone has different learning style and sometimes you raise your hand and stop their train of thought. With designated question times at the end, you wait too long and forget your question after the topic has moved on. *Applause.*

Jon: This makes me think about the strategy of Transparency Framework from TILT Higher Ed (www.tilthighered.com) that creates more transparency between faculty and students. If we had transparency, it would help the learning process. As an instructor, I haven't communicated why I selected the resources and how they relate. It redesigns how you communicate with your student: what, why, and how. It is important to think about making adjustments that are significant to the student experience.

What are your most effective student strategies? (Faculty)

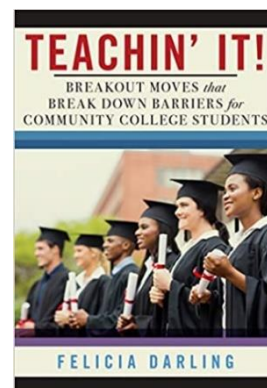
Daymaris: I use the flipped classroom approach, where students do an activity outside of class and we ask questions in class based on the project. I keep my PowerPoints very simple. Visuals are helpful, but we are the vessels and the ones that should be having discussions. Students are not listening when they are reading and copying down the slides.

I use exit and entrance tickets. With the entrance ticket, I ask students what they need, such as money for counselling or textbooks or childcare. We provide resources for our students, but I discovered we are not bridging the gap of what is going on at home in the classroom. For example, finding out a student needs a graphic calculator in week eight is too late. Students know I care about what is going on and I do what I can to help them be successful.

Joe: On day one it is about building relationships. I tell students they may be nervous, and that I've worked hard at math myself. I project my transcript showing I failed college Algebra twice. I tell them I had to work my way up and if I can do it, they can do it.

I also require students to take a selfie with me during office hours and post it on our classroom Canvas. This gives them an opportunity to make a personal connection (with snacks and coffee) and they can tell me how I can support them during the semester. *Applause.*

Jon: I love this. This reminds me of a book by Felicia Darling from Santa Rosa College called, *Teaching It!* During the first two weeks of term, she has student support colleagues come into the class and talk about their services. This shows that it is important and sends message that students shouldn't feel badly about it. Referring to it in crisis stigmatizes it; bringing into the class at the onset normalizes it.



When are you most comfortable talking with teachers about challenges? (Students)

Kaitlyn: After the first week you see how they are going to be and if they care about me as an individual. The first week is the biggest impact on the student. After first month, I know if I can come to the teacher outside the classroom. After that you are in nowhere land.

Chloe: First week is the best time to get a first impression. I feel most comfortable after the first test, after I have demonstrated that I am in the game and have demonstrated my worth. I try to go to their office before I need to ask them about a grade or something serious.

Joe: Some conversations happen best outside the office, in a less formal environment, such as the student tutoring center. It allows students to open up and be honest with their faculty.

Jon: What kinds of professional learning have you found most valuable for strengthening learning in classroom? (Faculty)

Joe: We have a robust teaching and learning center at our college. We have partnered with ACUE to redevelop how to be excellent faculty, especially in the online environment. We have discipline and research circles, facilitators on campus, and we are big on partnering with each other to see best practices.

Daymaris: We have a lot of professional development opportunities. I highly recommend ACUE. Taking the course changed me as an educator. Equity and emotional intelligence are also important. We have more empathy for students, and we understand each other better. Take advantage of everything your college offers!

Jon: Joe, in your department chair role, how do you encourage faculty to participate in professional development opportunities?

Joe: We transitioned to Canvas during the pandemic, so there were opportunities for faculty to engage in professional development around the transition. We used that opportunity to encourage them to redesign their classes. We used design tools from Cidi Labs. Faculty are self-motivated on behalf of their students. It is like a competition, a "rising tide lifts all ships" mentality. Courses that are well-designed are filling up faster. We have a culture where we are supportive and encouraging.



Jon: Students, do you have a preference on how you take courses?

Chloe: I prefer face-to-face, especially in math and science courses. The online format works for English or reading-heavy classes because you can fit it around your schedule and use less fuel. Most students prefer in-class environments. They get better grades online but learn more in person.

Kaitlyn: My view has changed. I would've said face-to-face all the way prior before the pandemic. My preference has shifted to blended because of how the teachers have it set up and my work schedule. We have in-class activities at the beginning of the week and online activities at the end of the week. I can rewatch lectures with my notes next to me to reinforce the information I am learning. We have to come back the following week with questions after taking time to process the information.

Jon: What is a common challenge in the classroom and how did you overcome it? (Faculty)

Joe: Accessibility of course resources. It is already difficult to afford the college experience and one more barrier is put in front of students (textbooks, lab materials, calculators). Students having access to everything they need on day one was transformational. The savings was \$300,000 from not purchasing textbooks from publishers. I encourage you to transition your courses because equal access improves success rates.

Daymaris: The Affordability Counts program (www.Affordabilitycounts.org) recognizes faculty as having an affordable classroom if their book expense is less than \$60. First-generation students have a need out there.

It is a challenge for me to create connections with students in an online environment. Students in need are not able to always turn on their camera but how do you know if they are confused and are connecting with you? Professional development is so important as we all face these same issues. How we turn that into a success is a big question.

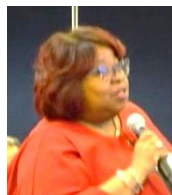
Jon: Students, when you think of your favorite teacher, what makes them special?

Kaitlyn: My favorite faculty member was the one who told us how the class works, how she runs it, and then let everyone know she was available for support outside the classroom.

Chloe: My favorite teacher made expectations clear and stuck to them. They also encouraged students along the way, invested in you as a person, and kept office hours open.

Q&A

Jon: Who has a question for a student or faculty member?



Speaker: At our institution, we expanded online office hours to include Zoom and in-person time. What are your experiences with online office hours?

Kaitlyn: Having an online format to see professors has been helpful because sometimes you are working or have family obligations. Pre-pandemic, I went to office hours and now my schedule is not as flexible. Having evening, online office hours is helpful.

Chloe: Keep online office hours; it is very helpful for flexibility. If you are doing a lab, it is easy to pull up your work and see an example.

Daymaris: Remind allows you to text students without giving out your personal number; sometimes emails take longer. There is more than one way to communicate with students.



Speaker: With the shift to online courses, what is the number one thing do students to cheat and how would you prevent that?

Chloe: In online science classes you need academic honesty, but it can take time and you can frustrate students. Students can paste notes on their monitor. We would prefer multiple choice tests and take-home work for longer questions where you show your work. We had to tear up our exam paper and we couldn't learn from it; it wasn't fair that we couldn't show our work. Faculty could collaborate and students can be time tested without notes and have take-home tests and show their work. In North Carolina, my school testing policy allowed scratch paper and only ten minutes to upload the work; it was not enough time if you don't know the material.

Kaitlyn: When we took classes online, one of my professors streamlined learning to use color to indicate what topics students would be tested on, however not everything in color was on the test. Cheating is a crutch when students don't know what to expect. He worked with the tutoring center and hosted online studying sessions weekly and test reviews. He made the information known, useful, and pertinent. The anxiety wasn't there and there was no cushion needed to cheat.

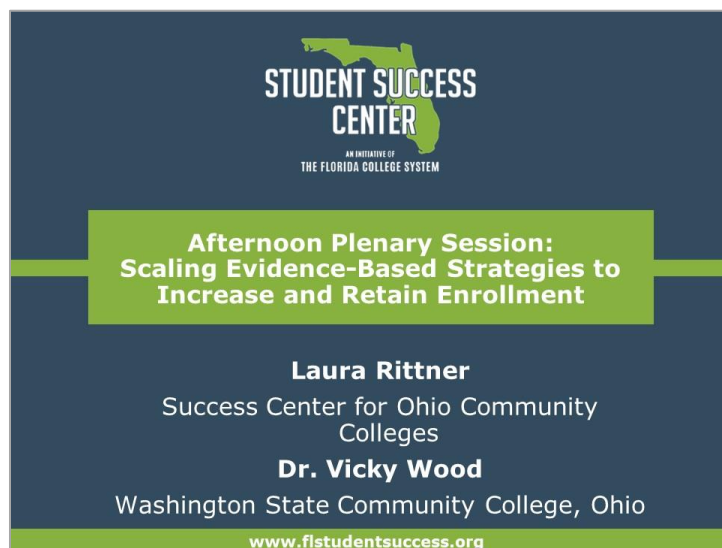
Jon: To close, a quote from the program, where Adrianna Kezar states that: "Study after study demonstrates that students' experiences in the classroom and with faculty are one of the most important factors in student outcomes ranging from persistence, graduation, sense of belonging, and academic self-efficacy to other important psychosocial outcomes associated with learning and graduation."

I thank all of you for your expertise on the panel and thank everyone for their attention.
Applause.



Participants went into Team Time 4: Next Steps Action Planning

Afternoon Plenary: Evidence-Based Strategies to Increase & Retain Enrollment



Abbey: I am thrilled to introduce our final speakers, President Vicky Wood of Washington State Community College, and Laura Rittner, Executive Director of the Ohio Success Center. Florida Student Success Center is part of a national network. They will focus on scaling strategies to increase enrollment and retain students, which we know is a topic that is top of mind for colleges across the nation right now.



Laura Rittner, Success Center for Ohio Community Colleges: We are thrilled to share our story with you. We have been doing a lot of work at the state level. I am an executive director; I am the “Abbey” of Ohio. We are an older success center.



Laura: We have 23 colleges and serve all colleges in the Ohio. The Student Success Leadership Institute is housed in the Ohio Association of Community Colleges (OACC).



Laura: We share funders and national partners. This really is a national effort. We are learning from you and elevating that to the national conversation. Your work is being followed nationwide.



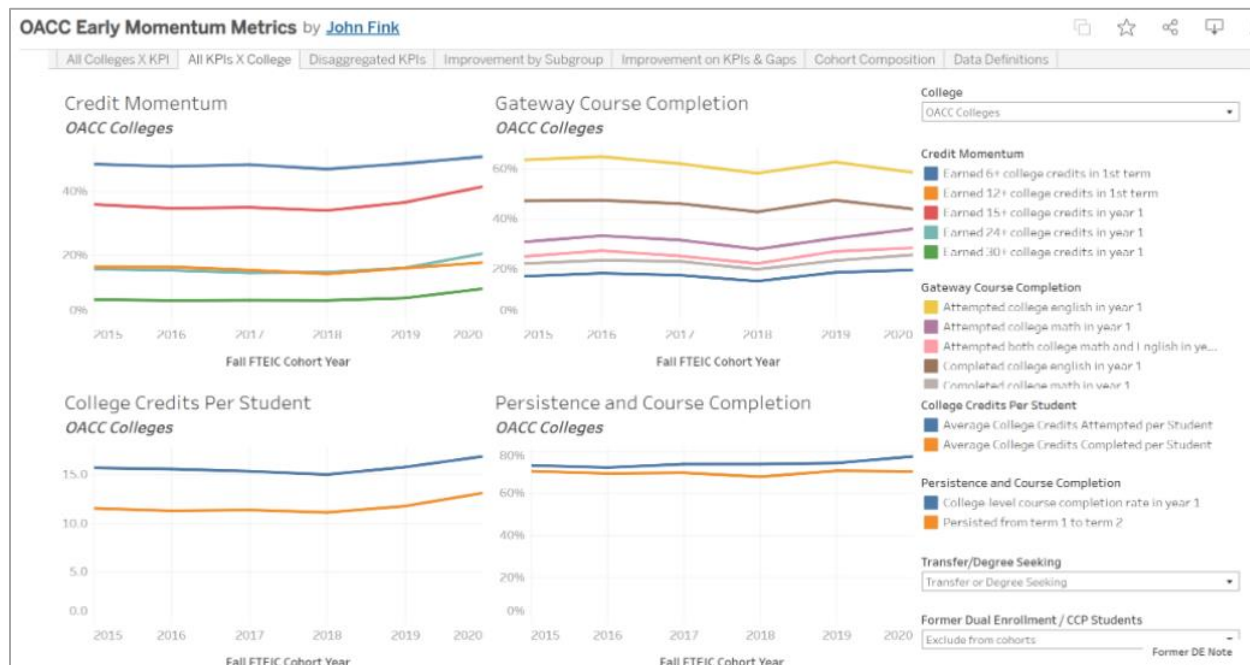
Laura: I started in 2013 and we have learned a lot. The scale part has been challenging. We will share things that are working and have found pockets of things working in some colleges.



Laura: These are the things we do. We do a lot of leadership and professional development. We are focused on teaching and learning in the classroom and offering holistic student supports.

College	Student Success Leadership Institute by OACC Success Center	Leadership Academy for Student Success by OACC Success Center	Completion by Design	AACC Pathways Project	Ohio Strong Start to Finish	Network Demonstration Project (NDP) with Jobs for the Future	#RealCollegeOH Technical Assistance with the Hope Center	Achieving the Dream College	ACCT's Strengthening Rural Community Colleges Initiative	Scaling Up College Completion Efforts for Student Success (SUCCESS) with MDRC	Tools for Postsecondary Schools Partnership with MDRC	Encouraging Additional Summer Enrollment (EASE) Project with MDRC
Belmont	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes
COTC	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes
Cincinnati	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No
Clark	Yes	Yes	No	No	Yes	No	No	Yes	No	No	No	Yes
Columbus	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes
Tri-C	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No	No
EGCC	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No	No
Edison	Yes	Yes	No	No	Yes	No	No	Yes	Yes	No	No	No
Hocking	Yes	Yes	No	No	Yes	No	No	Yes	No	No	No	No
Lakeland	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes
Lorain	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	Yes
Marion	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
North Central	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Northwest	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes
Owens	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Rhodes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	No
Rio Grande	Yes	Yes	No	No	Yes	No	Yes	No	No	No	No	Yes
Sinclair	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	Yes
Southern	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Stark	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes
Terra	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes
Washington	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Zane	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	No	Yes
Total # of Colleges	23	23	3	3	18	19	15	10	10	2	3	17
Total % of Colleges	100%	100%	13%	13%	78%	83%	65%	43%	43%	9%	13%	74%

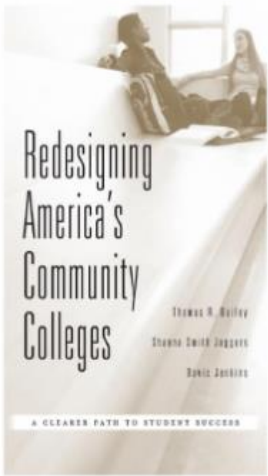
Laura: This is the volume of work underway; we are tracking everything everyone does across the state. We have one-hundred percent participation in pathways. We find out what is working and share it with the network of colleges.



Laura: We are tracking our data, credit momentum, gateway course completion, etc. These KPIs let you see how our colleges are doing. We are seeing small gains, but equity gaps persist. Our work is paying off but there is still more to do. Everyone is tired, so we have ongoing need for leadership and development.

FALL ENROLLMENT ACROSS OHIO'S COMMUNITY COLLEGES	
Percent Change in Headcount Fall 2020 - Fall 2021	
	-0.5%
	-18.9%
	-0.2%
	-6.3%
	-8.2%
	-7.3%
Eastern Gateway Community College	6.8%
Edison State Community College	8.4%
	-1.8%
Rhodes State College	2.3%
	-9.2%
	-5.3%
Marion Technical College	23.6%
	-6.3%
	-14.5%
	-0.8%
Rio Grande Community College	0.7%
	-5.1%
	-4.3%
	-1.9%
	-7.9%
Washington State Community College	2.3%
	-19.3%
Community College Total	-2.4%

Laura: We are also experiencing enrollment decline. We can learn from those who are experiencing a gain.



OHIO'S HIGHER ED STRATEGIES

Student Access

- Apprenticeship Training
- College Credit Plus – Dual Enrollment
- Encouraging Additional Summer Enrollment (EASE)
- Innovative Financial Incentives

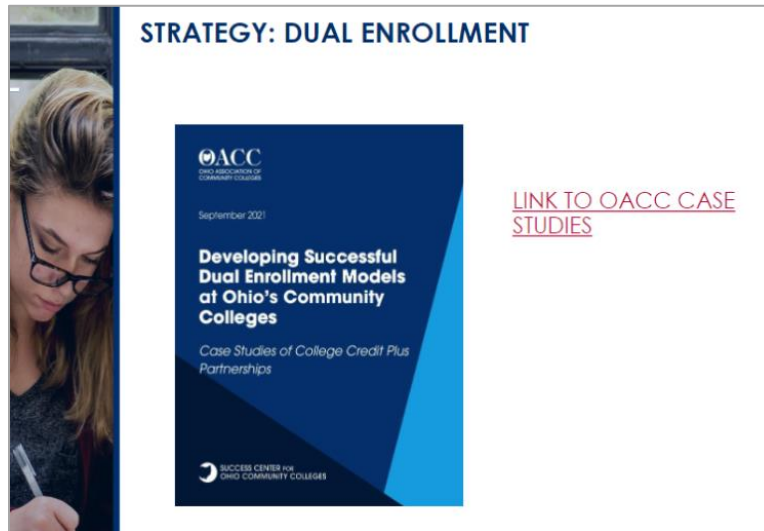
Student Success

- Strong Start to Finish
- Holistic Student Support
- Corequisite Remediation
- 8-Week Course Delivery Model

Community and Workforce Development

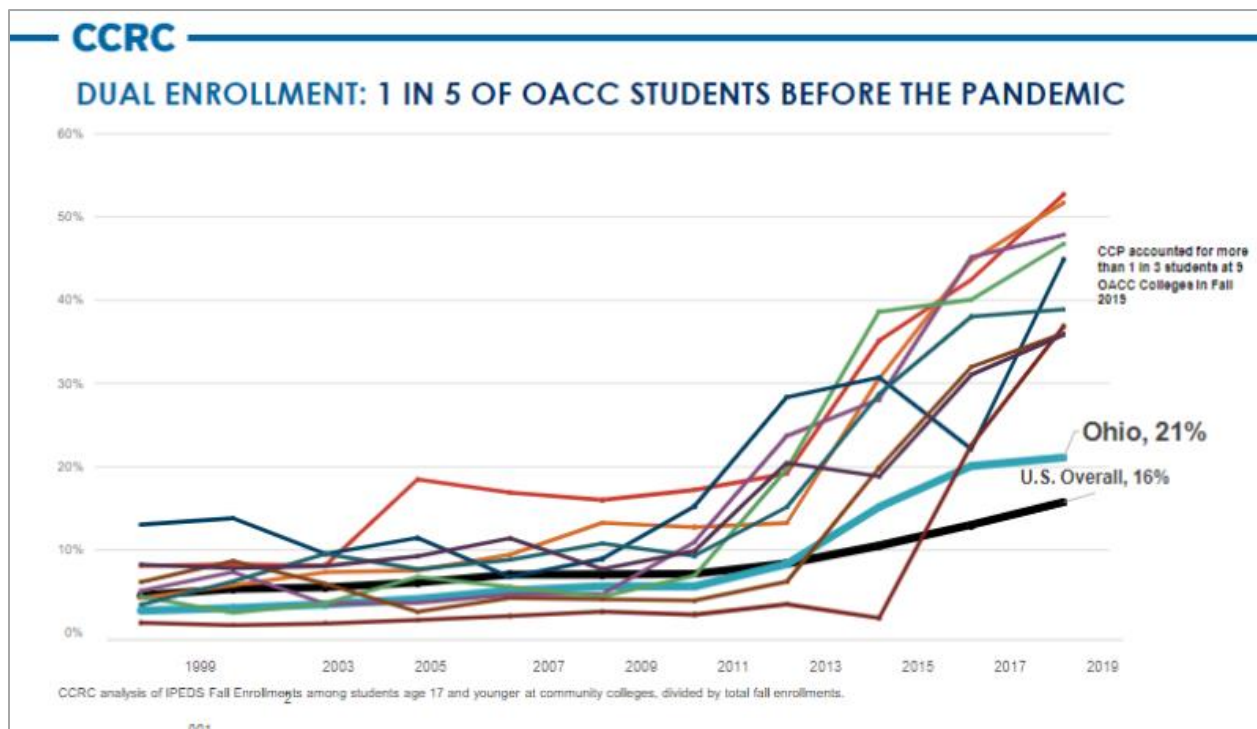
- Industry Credentials; Tech Cred
- Strengthening Partnerships
- Apprenticeship & Workforce Training
- Professional Development for Faculty & Staff

Laura: We have used *Redesigning America's Community Colleges* as our bible among the other resources listed here. I picked two strategies to talk about.

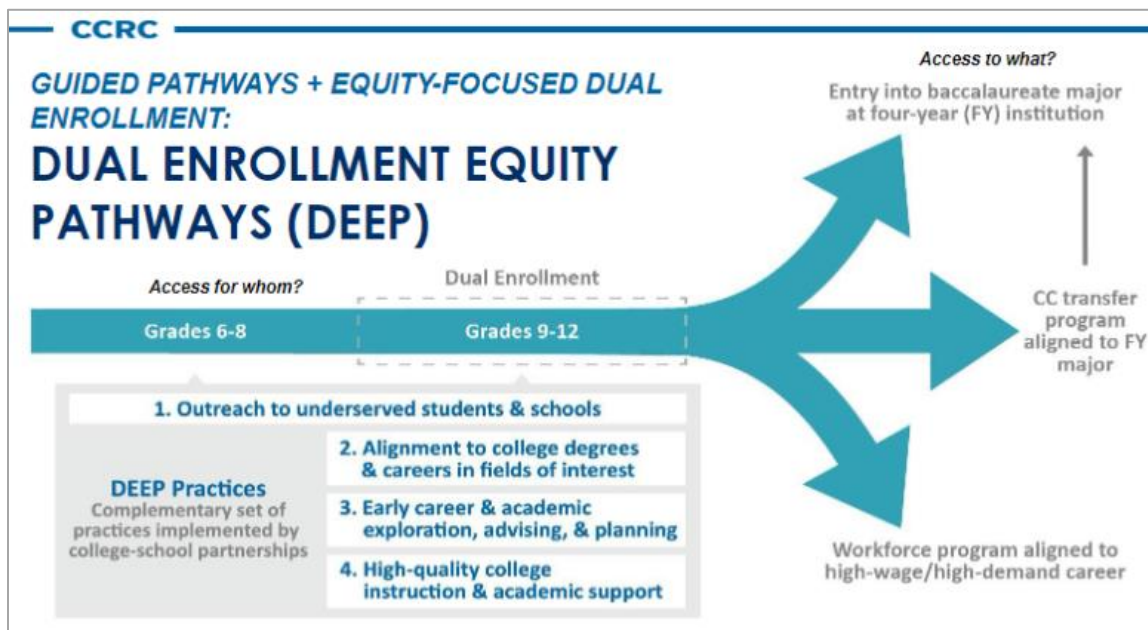


OACC Case Studies: <https://ohiocommunitycolleges.org/wp-content/uploads/2021/09/OACC-CCP-Case-Study-Series-September-2021.pdf>

Laura: Our first strategy is around dual enrollment. We have a robust college credit plus program in Ohio that has grown rapidly. Early on, there were discussions about the rules, policies, and financing, but not what is happening in dual enrollment strategically to get students on the pathway.



Laura: This shows the growth of dual enrollment.

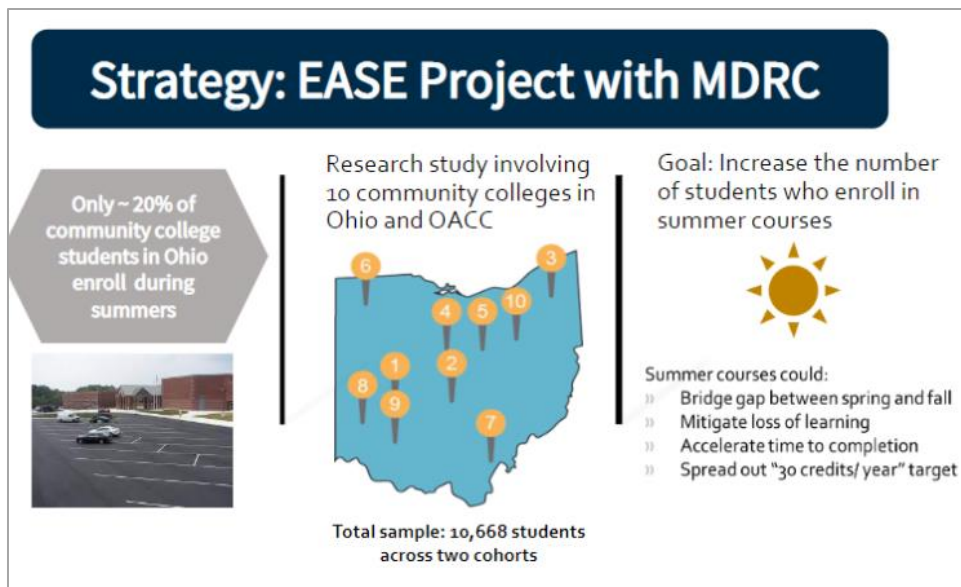


Laura: We are pushing towards growth and how we can move to dual enrollment equity pathways rather than random enrollment. Are we applying guided pathways principles to dual enrollment students? Are we reaching underserved students in the schools? Are they getting the support they need? What is the experience they are having in those classes? We are thinking about access for whom and to what.

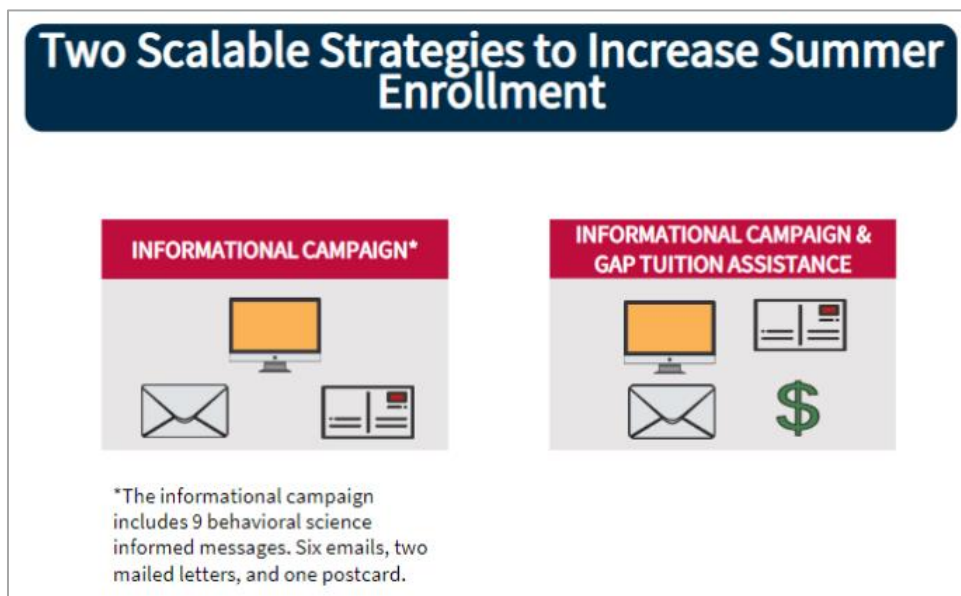
TO BUILD BACK ENROLLMENTS LOST TO PANDEMIC, COLLEGES ARE RETHINKING DUAL ENROLLMENT TO EXPAND ACCESS TO HIGH-OPPORTUNITY POSTSECONDARY PATHWAYS	
Programs of Privilege, Random Acts	Dual Enrollment Equity Pathways (DEEP)
DE courses <i>made available</i> to students who are already "college-bound" ✓ →	Active outreach and support for underrepresented students and families starting in middle school
Focus is mainly on strengthening students' <i>academic preparedness for college</i> ✓ →	Focus also on building motivation for college by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest
Colleges and schools mainly emphasize <i>general education courses</i> ✓ →	Colleges and schools introduce students to high-opportunity postsecondary pathways through program foundation courses
Focus on achievement of <i>academic content standards</i> ✓ →	Added focus on helping students become confident college learners through active teaching/learning
High school career technical education focused mainly on <i>immediate post-HS employment</i> ✓ →	High school career technical education students readily able to apply HS CTE credits toward college degree programs in high-opportunity fields CCRC

Laura: This is what we have and where we want to be. Courses were made available to students already in a college pathway. What about students that were not? Instead of academic preparedness, what is the motivation for going to college? We have students not seeing the benefits of going to college. How can we move in that direction? Can we move from general

education courses to give them a “light the fire” course? There are opportunities to be strategic and intentional.



Laura: Another strategy was that we partnered with MDRC in Encouraging Additional Summer Enrollment (EASE). Twenty percent of students enroll during the summer. We recruited ten community colleges to increase the number of students enrolling in summer to help them meet their KPIs.



Laura: We had an informational campaign sending students nine messages. Another campaign sent information campaign plus a financial aid offer.

The Informational Campaign...



MENTIONS FINANCIAL AID (PELL GRANT OR LAST-DOLLAR GRANT)



Includes multiple messages



Uses multiple modes of communication



Incorporates behavioral science principles

The Tuition Assistance Grant...



LAST-DOLLAR



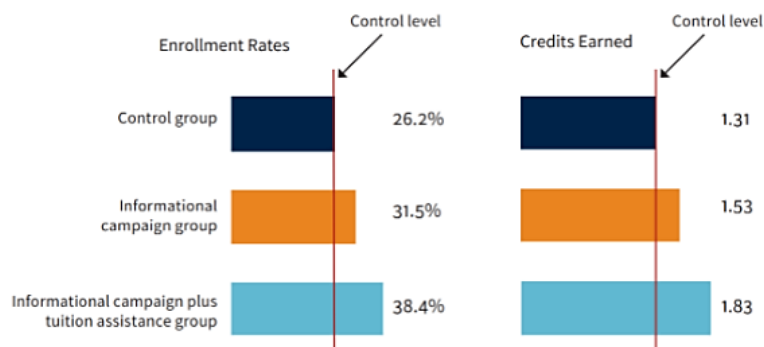
Marketed through an Informational Campaign



Simplifies messaging around summer funding

Increase Summer Enrollment & Credit Attainment

Figure 1. Summer Enrollment Rates and Credits Earned



SOURCE: MDRC calculations using transcript data provided by each of the 10 colleges in the study.

NOTES: Estimates are for the full sample of 10,668 students.

Estimates are adjusted by interactions between college, cohort, and enrollment level in the semester of random assignment (full time/part time), as well as race/ethnicity, gender, age, dependency status, and Expected Family Contribution (EFC).

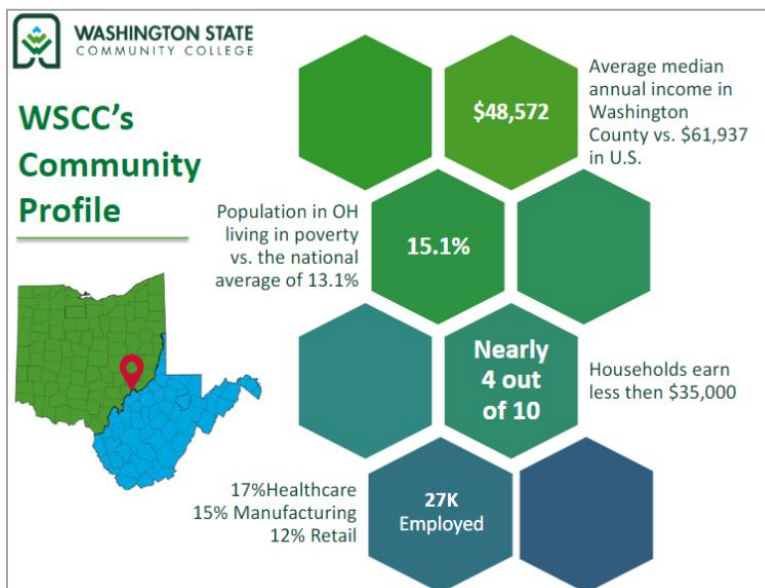
No effect on Fall re-enrollment

Laura: The campaign did increase the number of credits and enrollment; the information campaign alone increased enrollment and it was even larger with tuition aid. However, there was no effect on the fall re-enrollment. Colleges didn't start fall enrollment campaigns in the summer. It did increase the number of credits students accumulated.

EASE Summary

- A well-designed behavioral messaging campaign can cause more students to enroll in summer courses - *When paired with an inexpensive tuition-waiver, the impact is even larger*
- Both strategies help students earn credits, bringing them closer to degree completion and increase net revenue + Pell Grant take-up
- Simple, cost-effective ways to boost student success at scale

Laura: More students enrolled in the summer as a result of the EASE strategy. We have shared this with other colleges but have not seen scaling. We have a lot of work left to do and we are still sharing.



Vicky Wood, Washington State Community College, Ohio: I am the president of a small community college in Ohio, and we get to implement these things that OACC brings us. I am impressed with the Florida College System and will be taking some of your points back to my faculty.

Washington State is a small, rural college in Appalachia. We have a high percentage of students living in poverty; 44% have a \$29,000 yearly family income or less (four out of ten of our students). We do not attract large industry; most of our employment is in healthcare, manufacturing, or the service industry.

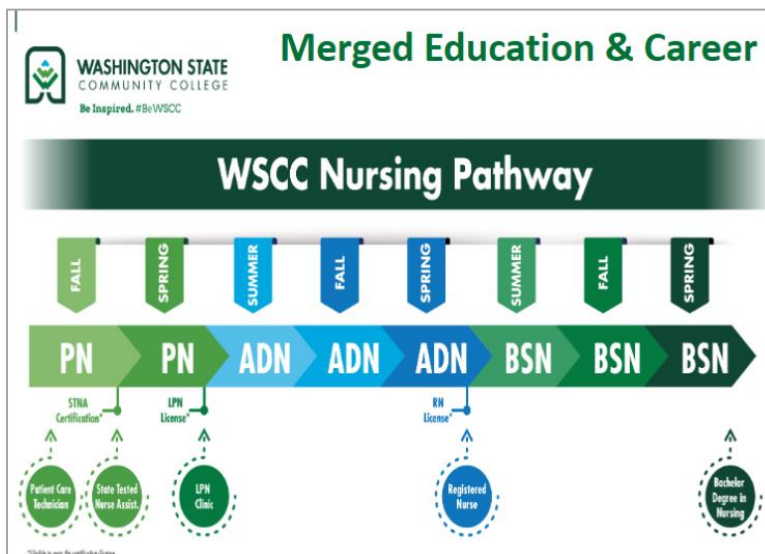
Washington State Community College

- Founded in 1971
- 150 acres
- 2200 Students
- Over 40 different academic programs
- Small class sizes; personal attention
- Clinicals, internships, hands-on learning

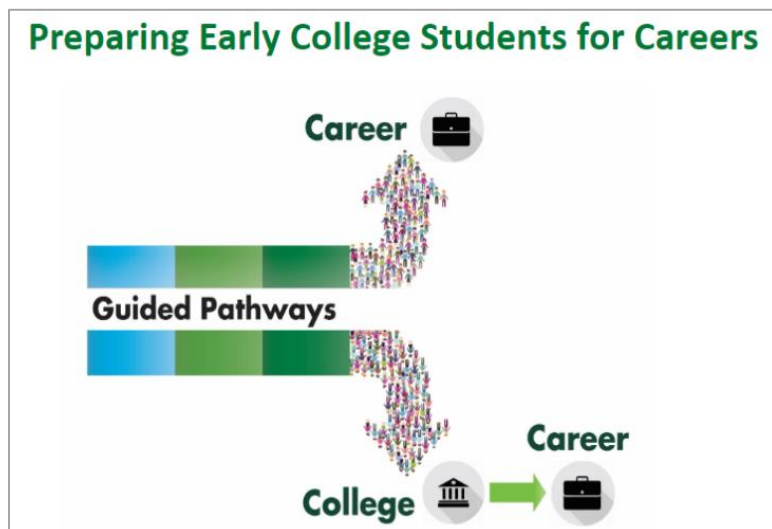
Dr. Wood: This is a snapshot of our campus.

 WASHINGTON STATE COMMUNITY COLLEGE Guided Pathways	
Redesigned Program Mapping	
FROM	TO
Algebra as default math requirement	➤ Program - or field - specific math requirements
Alphabetical program lists	➤ Academic and career communities (meta-majors)
A la carte courses	➤ Program maps
Certificates and degrees as disconnected credentials	➤ Certificates and certifications embedded in degree pathways
Unclear connections between programs and career and transfer options	➤ Clearly specified career and transfer opportunities for all programs

Dr. Wood: We added guided career pathways to our pathways. Second generation poverty students do not know about different types of careers. We redesigned our math pathways and moved from talking about a program to a career and incorporated that across campus. We redid program maps and industry certificates. Many don't complete a degree but can exit and have an employable skill.



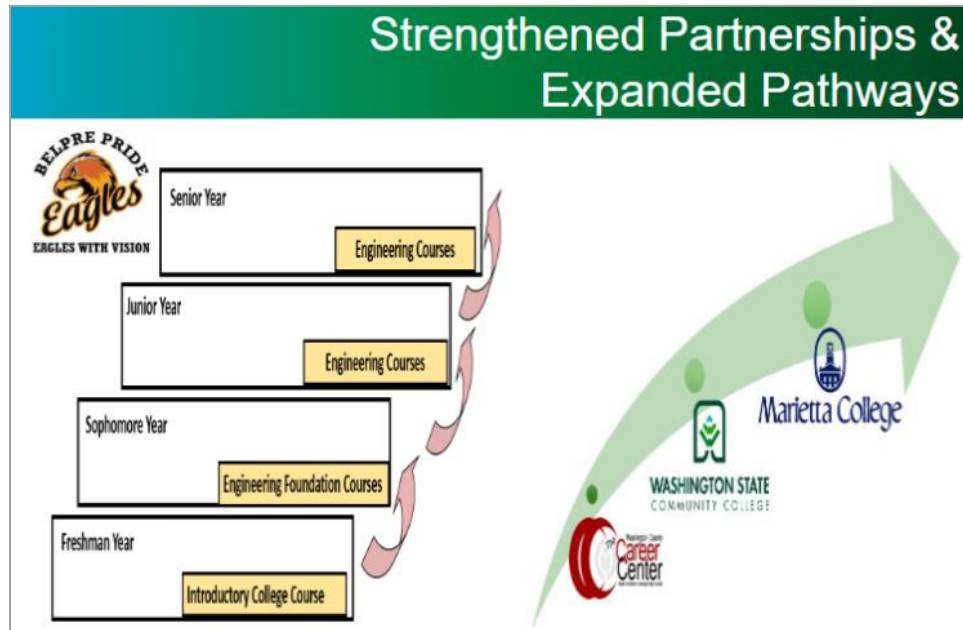
Dr. Wood: We also employ students while they are in college. We created partnerships like this one with the hospital in our region. After one semester, students can be a patient care assistant. If they must stop on their path, they are still employed at the hospital. This has been very successful. It is difficult for community colleges to offer a baccalaureate in nursing, and we are hoping to be able to do that.



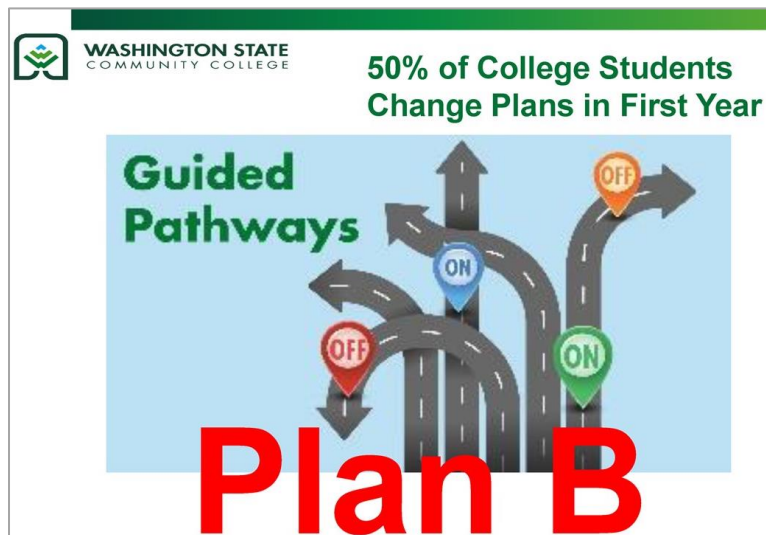
Dr. Wood: Our CCP students are early college. Five years into the CCP data, we found we were serving a lot of students in the top 25% -- students with parents with college degrees. However, I am passionate about the next 50% -- the students who do not think they are college ready. We start career conversations in middle school, not just about general education courses; we want them in our technical education courses.



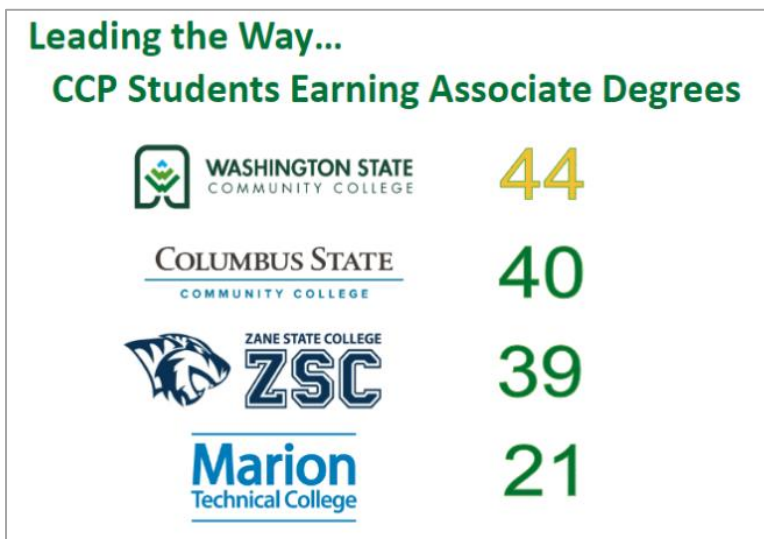
Dr. Wood: We put our programs into career communities and work with students to figure out the career they want.



Dr. Wood: This is an example in a high school of robotics and automation starting in freshman year and then coming to our campus.



Dr. Wood: We learned we need to do a better job of being the Plan B for students in dual enrollment. We give them career options and if they go to a college and it doesn't work out, they can come back and get a degree from us.



Dr. Wood: We are getting more students getting an Associate's degree than other colleges in the state.

Impact



"Throughout high school I was an average student, I was not involved in anything, and I had not yet found myself. **Once at Washington State I began to thrive!** I started to excel in my academics and I truly started to see myself grow. I found myself enjoying my school work and this gave me ambition to do more!"

Dr. Wood: We have students that come to our campus in their junior year and senior year.



WASHINGTON STATE
COMMUNITY COLLEGE

Vision 2021: Phase I

Center for Student Success



- Student support services in one location
- Food Pantry
- Mental health counselling
- Appreciative Advising/ & Project Teal
- Student success coaches

Dr. Wood: I have a great team and been able to lead transformational change on campus in three phases, which I call Vision 2021. Our library was often empty, and we turned it into a center for student support offering advising, a food pantry, mental health counseling, and success coaches.



WASHINGTON STATE
COMMUNITY COLLEGE

Vision 2021: Phase II

Student OneStop



- Merged Financial Aid, Business Office, and Enrollment Services
- Personalized service
- Help completing the FAFSA
- Financial planning support
- Foundation: Emergency Services



One Location. Endless Support.

Dr. Wood: We followed what happens from an initial inquiry to the first day of enrollment. We have been intentional about how we work with students. We put enrollment services in our technology training center, which was empty. OneStop is what we call it, and it is next to the Center for Student Success.

 WASHINGTON STATE
COMMUNITY COLLEGE

Vision 2021: Phase III

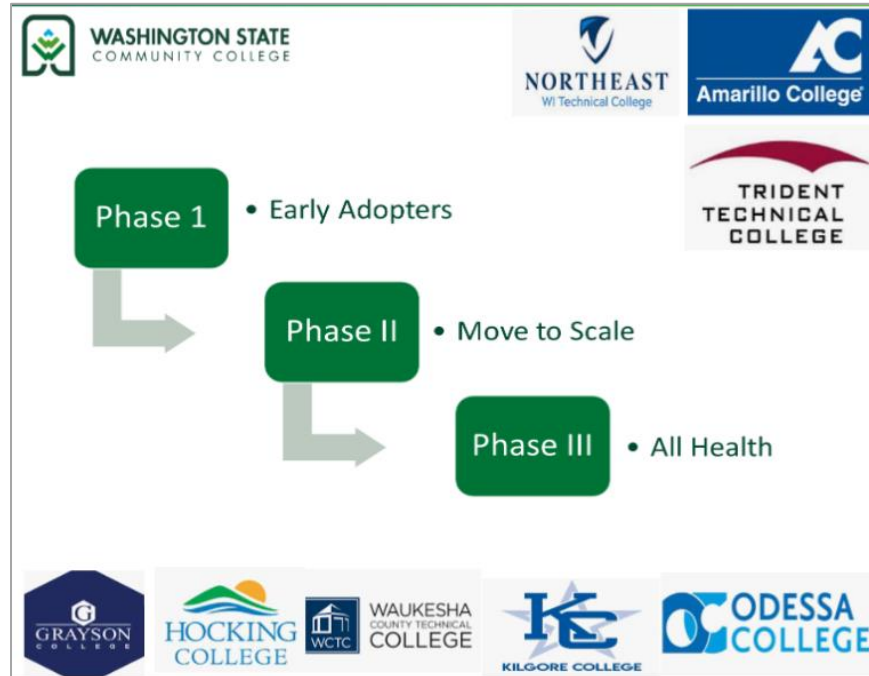
8-Week Course Delivery Model

- Programs are Current and Relevant
- Strengthened Pathways: Stackable Certificates
- Short-term Training that leads to Industry Credentials
- State-of-the Art Labs

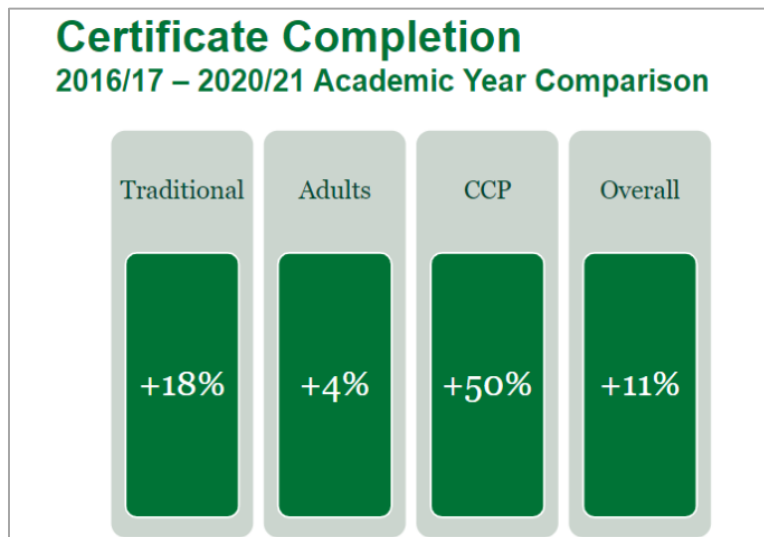


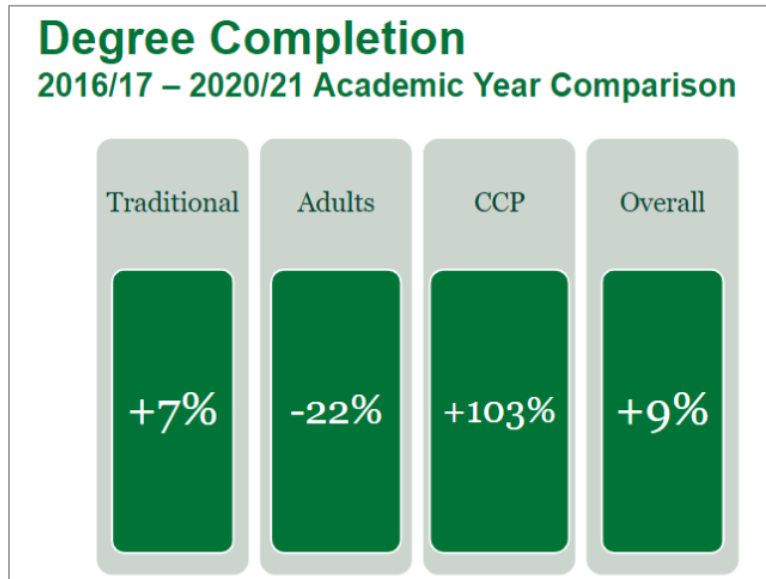
- Increase access to courses faster with flexibility
- Move students from part-time to full-time
- Reduce time to degree completion
- Increase academic success
- Increase enrollment and improve retention

Dr. Wood: We are in the middle of the eight-week course model. We have tried multiple approaches to increase adult enrollment at the college. I brought the eight-week model to campus, and it was not well-received. We found champions to help me sell it and we started with the goal to get adults through and obtaining an industry certificate in the shortest time possible. There are many benefits to this model for the adult learner.



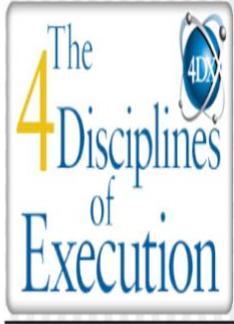
Dr. Wood: Phase 1 was when my champions showed successful data and that it works. Every group showed higher percent of completion. Students didn't hit a wall and completed more quickly. We got pushback from high schools, which was unexpected. I hired a well-regarded K-12 administrator as a dean. We looked at other colleges doing it well and had them talk to people in our college. Phase 3 will be our health programs in the fall.





Dr. Wood: It is working, and we have turned our enrollment to an upward trajectory. Degree completion of adults is still a struggle. I hope the eight-week model helps that.

Professional Development



1. Focus on the Wildly Important Goal (WIG)
2. Act on Lead Measures
3. Keep a Compelling Scoreboard
4. Create a Cadence of Accountability

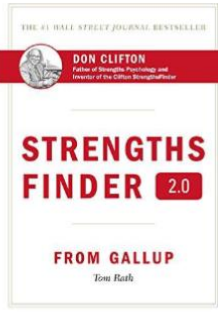
Dr. Wood: When I first arrived on campus, I asked team members about the goals they were working on. Our pamphlet had 26 goals and objectives, but there were no specific goals. *The 4 Disciplines of Execution* allowed us to focus on two major goals. It allowed us to focus on lead measures and not lag measures. It has changed our execution strategy.

Professional Development

StrengthsFinder

5 Unique Sessions of Training

1. Introduction to StrengthsFinder
2. Better Understanding Individual Strengths
3. Team Strengths
4. Team Strengths and Strengths Grid
5. Action Items for Managers



Dr. Wood: We learned that professional development is very important, but we were not focused on investing in our team. Coaching employees to optimal performance was missing. *Strengths Finder 2.0* helped us open the conversation to recognize each other's strengths.

Employee Appreciation

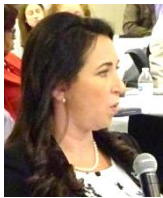


Dr. Wood: We also learned to celebrate our employees because they are the ones doing all the work. As a small college, we do not have the resources that OACC brings to us. We huddle each week and recognize an employee each month.



Dr. Wood: We owe a lot of our success to OACC. We will open up the floor for questions now.

Q&A



Speaker: We see that dual enrollment increased. What was the minimum GPA requirement? Was it lowered?

Laura: They had to take a standardized test and be college ready, but the change was the use of high school GPA rather than test scores, although we had a waiver process for testing. I think the GPA requirement is 2.75.

Dr. Wood: The biggest change was the math requirement; that blocked a lot of people out.



Speaker: Dr. Wood, what is the role of the advisors in your career community?

Dr. Wood: I hired a dean who loves students and has built the center as a career coach. We focus on job outlook for our region, not nationally. We put a lot of professional development into educating the advisors about career options.



Speaker: Dr. Wood, could you talk about the eight-week courses and the K12 concerns?

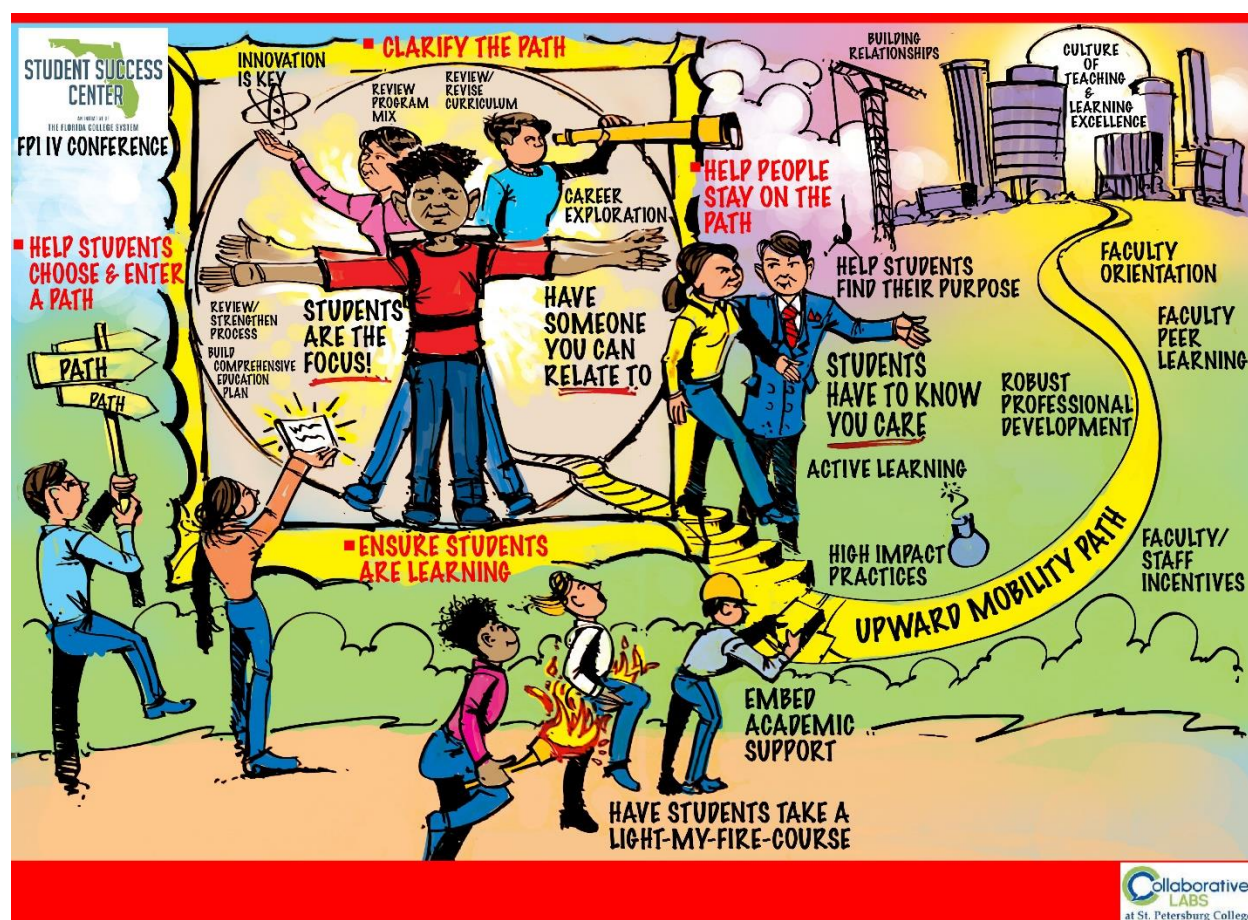
Dr. Wood: Many high schools that offer courses as dual enrollment requested to keep their schedule. The top 25% of students are also involved in other extracurricular activities. I have

seen kids going through the program getting bored and know they can make it through an eight-week course. Sports is another factor, but they can enroll in a second semester.

Thank you, you are doing amazing work in Florida. I wish you the best!

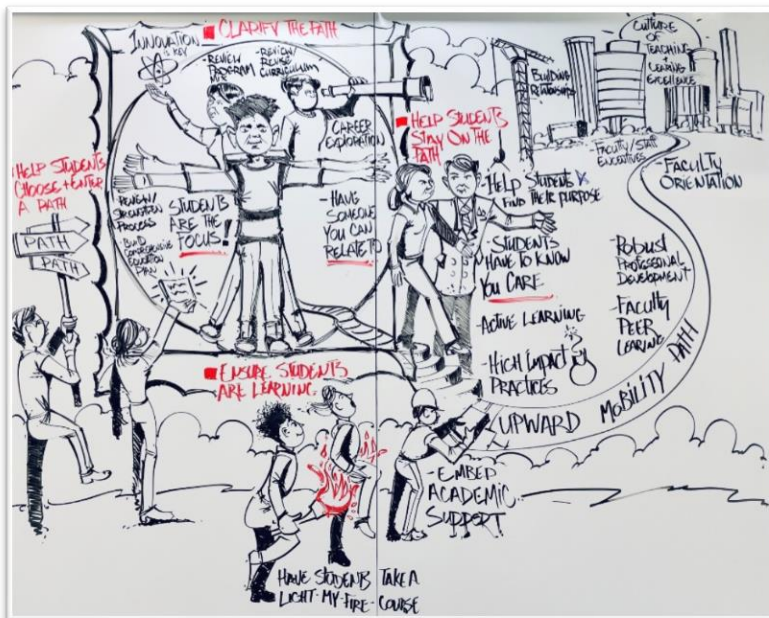


Artwork

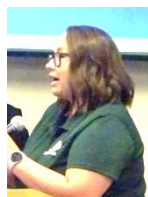
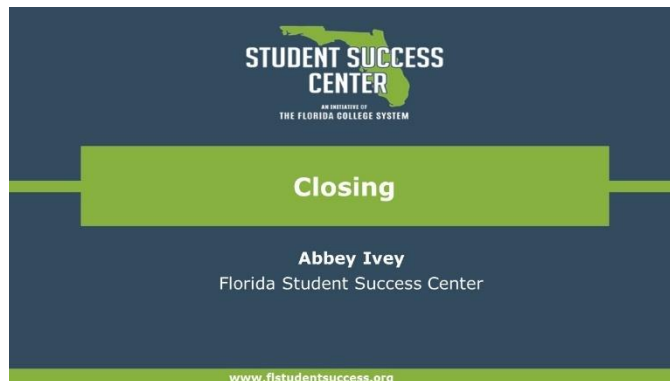


Jonathan Massie, Business Illustrator, Collaborative Labs: Thank you. We have multiple boards that I have been working on. I summed everything up in the black drawing using the concept of putting the student first and center. Everything revolves around the student and what they want to achieve. We highlight innovation and career exploration. Around the student are the pillars and guideposts to strengthen students' decision making and help them stay on the path. It is an upward mobility path the leads to excellence. We also talked about things that

help them stay on the path, such as high impact practices and active learning. At the bottom, we have an illustration showing lighting the fire to support the student experience.



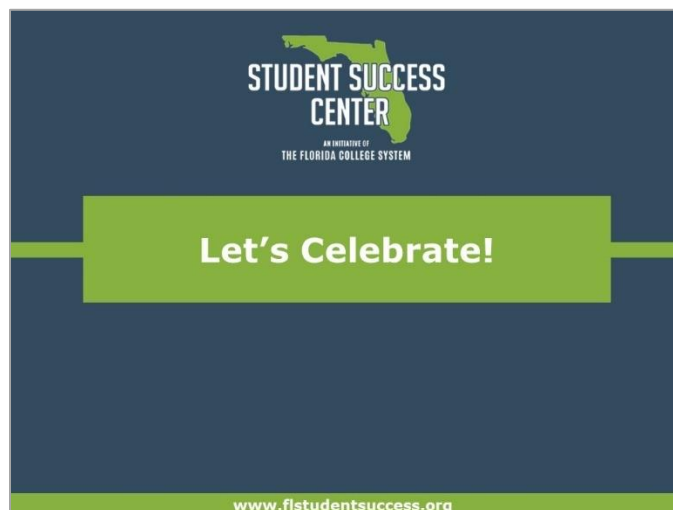
Celebration and Wrap-up



Dr. Henderson: Thank you, all. This is the conclusion of the first Florida Pathways Institute cohort. You have been gracious to trust us for the past two years. We appreciate our Navigators. (*Applause.*) I want to acknowledge all the success that Abbey Ivey has brought to our center. She also just finished her dissertation and should be Dr. Ivey the next time you see her!



Abbey: We have reached the end and it is time to celebrate. I thought I would feel relief, but I feel a little sad. It has been awesome seeing all the progress that has been made.



Abbey: We have a token of gratitude for the work you have done over the past two years. I will call each college up to receive a plaque. *Each college was called and recognized.*

Broward College



Eastern Florida State College



Florida Southwestern State College



Florida State College at Jacksonville



Gulf Coast State College



Lake Sumter State College



Palm Beach State College



Pasco-Hernando State College



Seminole State College



South Florida State College



State College of Florida



College of the Florida Keys - *Not present*

Abbey: We appreciate you completing your evaluations, and if you signed up for the focus group, that is immediately following this. Safe travels, everyone!