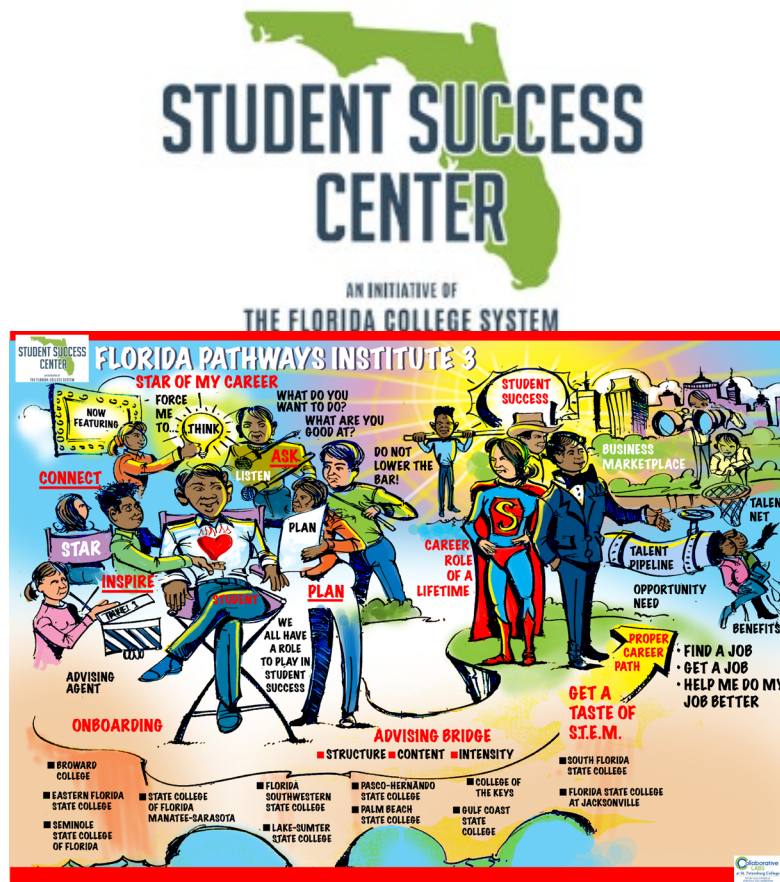


Florida Pathways Institute III: Integrating the Onboarding Experience for Student Success



Real-Time Record

October 19-20, 2021



at St. Petersburg College

EXPERT FACILITATORS IN
STRATEGIC COLLABORATION

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Agenda – Tuesday, October 19, 2021

Agenda

Tuesday — October 19, 2021

2:10 p.m.—3:20 p.m.

Team Time 2: Onboarding Flowchart

See page 16 for meeting rooms

3:30 p.m.—5:00 p.m.

Peer to Peer Cross Talk

Each topic cluster will be located in the same meeting room for the duration of the session. Colleges teams should split up among the cluster groups. See page 17 for meeting rooms.

Topics:

Cluster 1

- Pathways Implementation and Time Management
- Connecting with FTIC Students/First Year Experience
- Advising and Caseload Management

Cluster 2

- New Student Orientation/Onboarding Redesign
- Communicating the Guided Pathway Plan College-wide
- Career Exploration Tools for Pathway Decision-making

Cluster 3

- Expanding Faculty Involvement
- Focus on Equity and Meeting Students Where They Are
- Application and Admissions Process Redesign

Cluster 4

- Utilizing Meta Majors
- Success Coaching Models
- Doing More with Less: Financial and Staff Resources

Agenda – Wednesday, October 20, 2021

Agenda

Wednesday — October 20, 2021

All main sessions and meals will be held in the Executive Boardrooms (1-451, 1-453, 1-455)

- | | |
|-------------------------|---|
| 8:00 a.m.—8:30 a.m. | Breakfast |
| 8:30 a.m.—8:45 a.m. | Welcome
Abbey Ivey, Florida Student Success Center |
| 8:45 a.m.—9:45 a.m. | Morning Plenary Panel: Equity as the Why
Maria Harper-Marinick, Retired Chancellor, Maricopa Community College District and Senior Fellow, College Excellence Program, Aspen Institute (moderator)
Gregory Haile, President, Broward College
Christina Royal, President, Holyoke Community College
Robert Vela, President, San Antonio College |
| 9:50 a.m.—10:50 a.m. | Team Time 3: Review Strategies to Achieve Equitable Outcomes for All Students
<i>See page 16 for meeting rooms</i> |
| 11:00 a.m. – 12:00 p.m. | Concurrent Session 2
<i>See pages 13-15 for meeting rooms and session descriptions</i>
A. Maximizing Momentum in the Pandemic (Virtual)
Kimberly McKay & Jonathan Fuentes, Odessa College
B. MDC's Shark Path: A Holistic Guided Pathway Experience
Adam Porro, Miami Dade College
C. Aligning Career Pathways for Dual Enrollment Students: Using Data Partnerships to Lead the Way
Amanda Sterk, Florida SouthWestern State College
D. How Community Colleges are Using Guided Pathways to Personalize Student Support (Virtual)
Hana Lahr, Community College Research Center
E. Pathways to Equity in the Florida College System
Shanna Autry & Tashi D. Williams, Division of Florida Colleges
Michele Yovanovich, Florida SouthWestern State College
F. Impact of Senate Bill 366: Increasing Opportunities for Students through Alternative Placement Methods
Carrie Henderson, Division of Florida Colleges |
| 12:05 p.m.—1:05 p.m. | Lunch |

Agenda

Wednesday — October 20, 2021

- | | |
|---------------------|---|
| 1:10 p.m.—2:10 p.m. | Afternoon Plenary: Listening to the Student Voice: Student Panel
Tina Hart, Former Vice President of Enrollment and Student Services,
Indian River State College (Moderator)
KeAndre Chisom, St. Petersburg College
Khanh Mai, Hillsborough Community College
Nick Onishchuck, State College of Florida, Manatee-Sarasota
Mayra Peres Spears, Pasco-Hernando State College
Therese Simoneau, St. Petersburg College |
| 2:20 p.m.—3:30 p.m. | Team Time 4: Next Steps Action Planning
<i>See page 16 for meeting rooms</i> |
| 3:35 p.m.—4:00 p.m. | Closing |

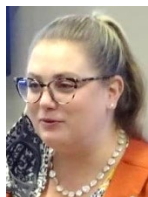
Welcome



Kathy Hebda, Chancellor, Florida College System: It is so nice to see everyone! It feels like dog years since we've been together. The work you've been doing in your institutions with the Florida Pathways Institute is noble. I would like to thank the Helios Education Foundation and the Department of Education for their support. I am honored to be sitting with Davis Jenkins, our keynote speaker this morning. It is an honor to be with this team.

The theme today is *onboarding*. We need to get students on to the pathway. I challenge you to celebrate what you have done. We are always looking at continuous improvement and sometimes it is hard to take stock of what we have accomplished. We want to keep the things that are working well, and this is good time to check that. We have all recognized how the pandemic has flipped things; we are in a time of transformation about acquiring education. Lifelong learning is important to keep your job and earn money. We do not learn the same way we did five or ten years ago or when we were young; people have different expectations about education. When you think about onboarding and outreach, I challenge you to think differently about how we reach people to provide lifelong learning that may be different than what we are used to.

Our Florida College System team is incredible. The opportunities you have to talk and interact with some of the presidents is remarkable. We have a full agenda; it is action packed. We appreciate all of you. What you do and your outcomes does go noticed. *Applause*.

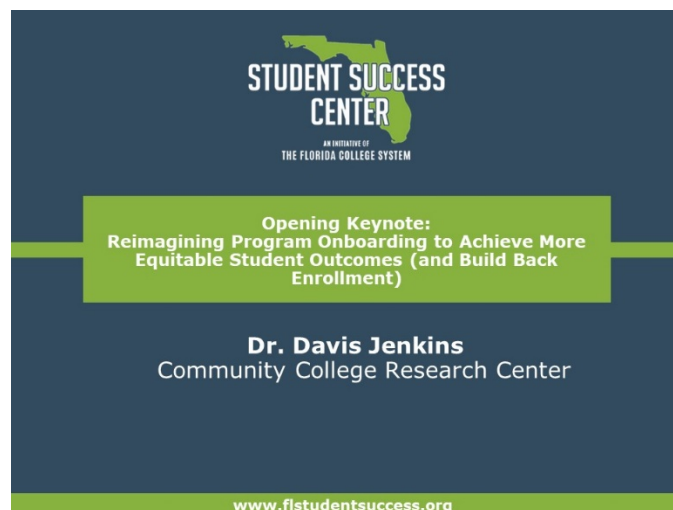


Abbey Ivey, Director, Florida Student Success Center: I echo those thanks and reiterate your dedication to the Florida Pathways Institute. As mentioned, the theme is student support and onboarding; we are focusing on the student services side. *Abbey reviewed the handouts and the schedule of events for the two days.*



Abbey: I want to reemphasize our thanks to our sponsors and Collaborative Labs. Thank you to Tina Hartman, who helped us prepare for this event and to our navigators.

Opening Keynote



Based on 6 years of research, our thinking on guided pathways has evolved.

REPORT | SEPTEMBER 2021

How to Achieve More Equitable Community College Student Outcomes
Lessons From Six Years of CCRC Research on Guided Pathways

Davis Jenkins | Maria Lator | Amy Mazzarelli



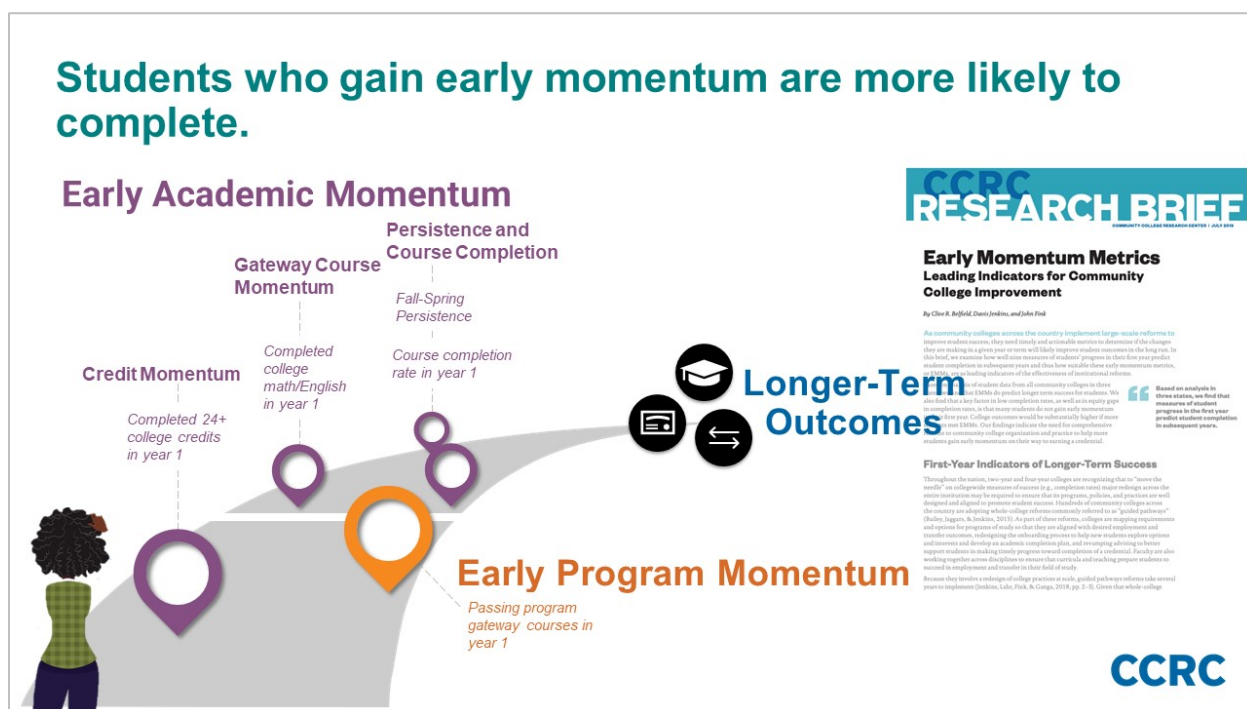
CCRC

Source: <https://ccrc.tc.columbia.edu/publications/equitable-community-college-student-outcomes-guided-pathways.html>



Dr. Davis Jenkins, Senior Research Scholar, Community College Research Center:

I am happy to be here. We learn as much from you as you from us. We are talking about the onboarding process in an academic community. Our thinking has evolved, for example, we've seen meta majors evolve into an academic and career community. We have emphasized maps, which are ultimately a guide. Most important is to have an individual student plan; they love having a personalized plan to follow. In 2015, the focus was on developmental education, but more important is helping them to become confident and inspired learners in their first term. Our thinking has evolved.



Dr. Jenkins: Guided pathways reform is a long, complicated process, but one way to help is to focus on the student onboarding process. Research has shown that students who earn a substantial number of credits early on are more likely to graduate. Taking courses in a program of study is very powerful for students.



Early momentum has added benefits for students of color and low-income students...

Benefit of completing 12+ college-level credits on transferring and completing a bachelor's degree

Black students
2.4x

Hispanic students
4.2x

Other students
1.7x

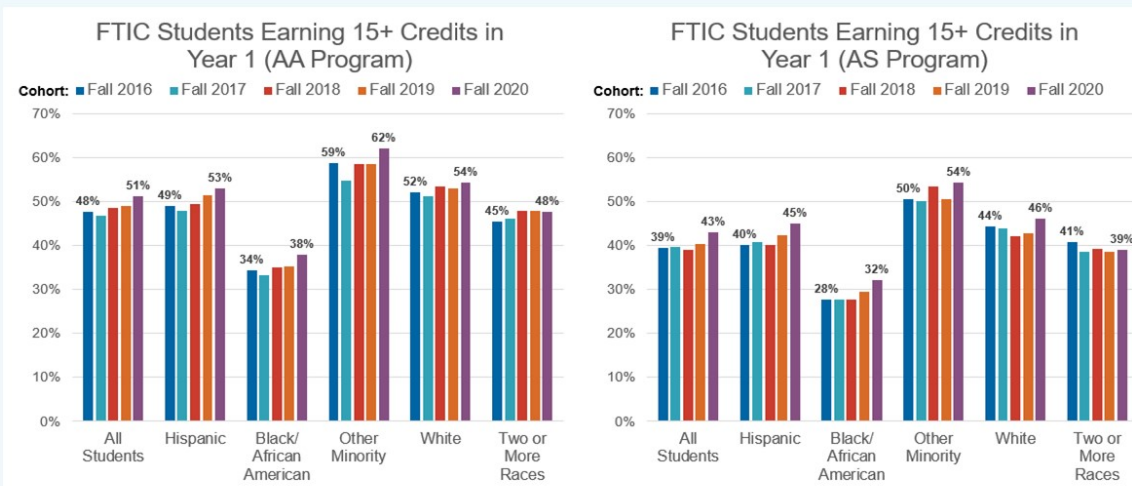
Effects even larger for...

Transfer to a four-year institution	Benefit of milestone (baseline group: White)	Black students	Hispanic students	Low-income students
Credit momentum (6+, 12+, or 24+ college credits)	3–5x	3–6x	6–11x	7–8x
Gateway English/math (college-level)	3–4x	3–4x	6–8x	4–6x
Completed transfer degree	7–8x	9–11x	11–18x	11–13x
Transfer and bachelor's completion				
Credit momentum (6+, 12+, or 24+ college credits)	1.7–2x	2–3x	4–5x	7–9x
Gateway English/math (college-level)	1.6–3x	2–4x	4–5x	4–5x
Completed transfer degree	3–4x	5–6x	5–9x	6–7x

Source: Yuxin Lin, Maggie Fay, & John Fink (2020). CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009 and 2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for student characteristics, college fixed effects, and cohort fixed effects.

Dr. Jenkins: This is a study we did in Washington state. We see early momentum was a predictor of success in transferring and getting a bachelor's degree, especially for students of color and low income. Unfortunately, too few underserved students gain momentum.

...but only about 40%-50% of FTIC FCS students gain early momentum...

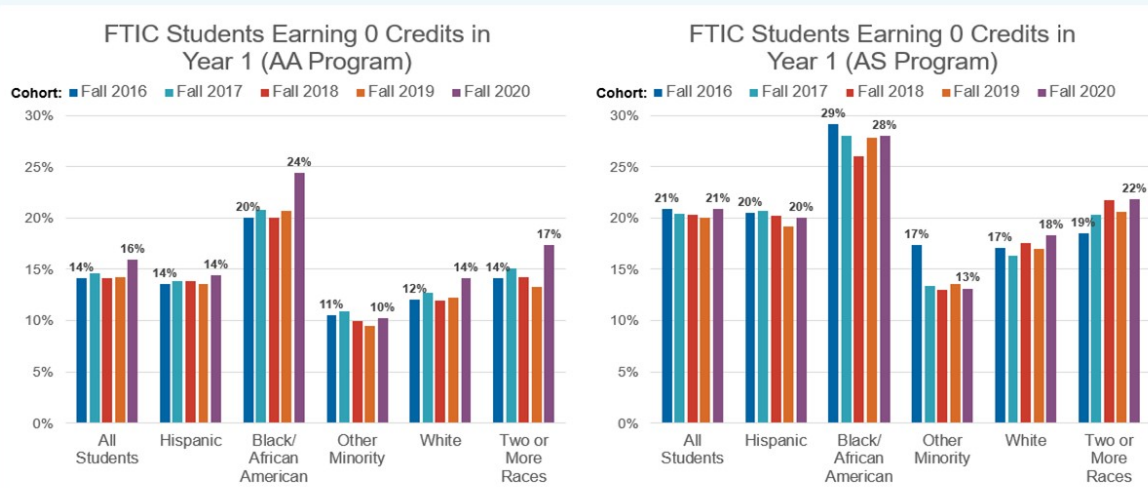


Source: CCRC analysis of FCS KPI data.

Dr. Jenkins: The state averages only 40-50% of first-time students earning 15 credits. We prefer to see at 20 credits per year to complete an associate degree in three years and a

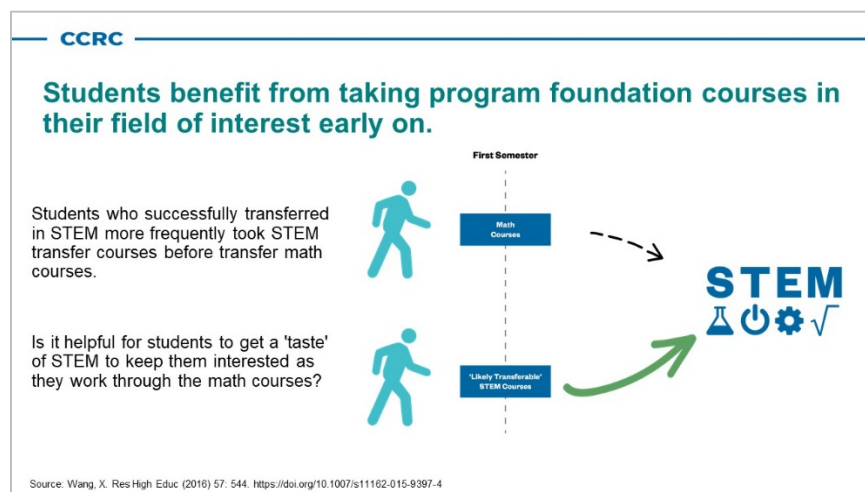
bachelors in six years. Among African American students in associate of arts programs, there are only a third on that track, and there are fewer in associate of science programs earning early momentum. Early momentum works, but too few minority students are earning enough credits.

...and too many, particularly students of color, earn no college credits in their first year

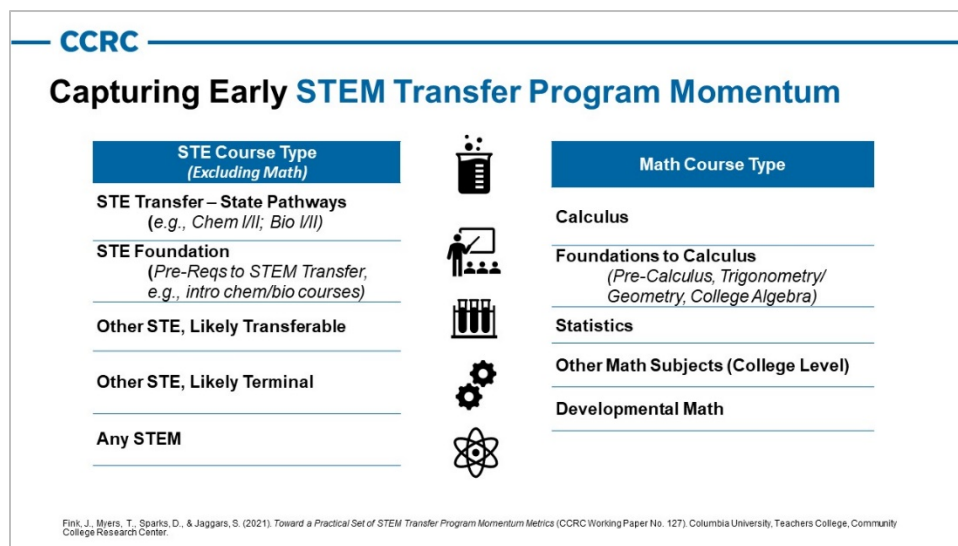


Source: CCRC analysis of FCS KPI data.

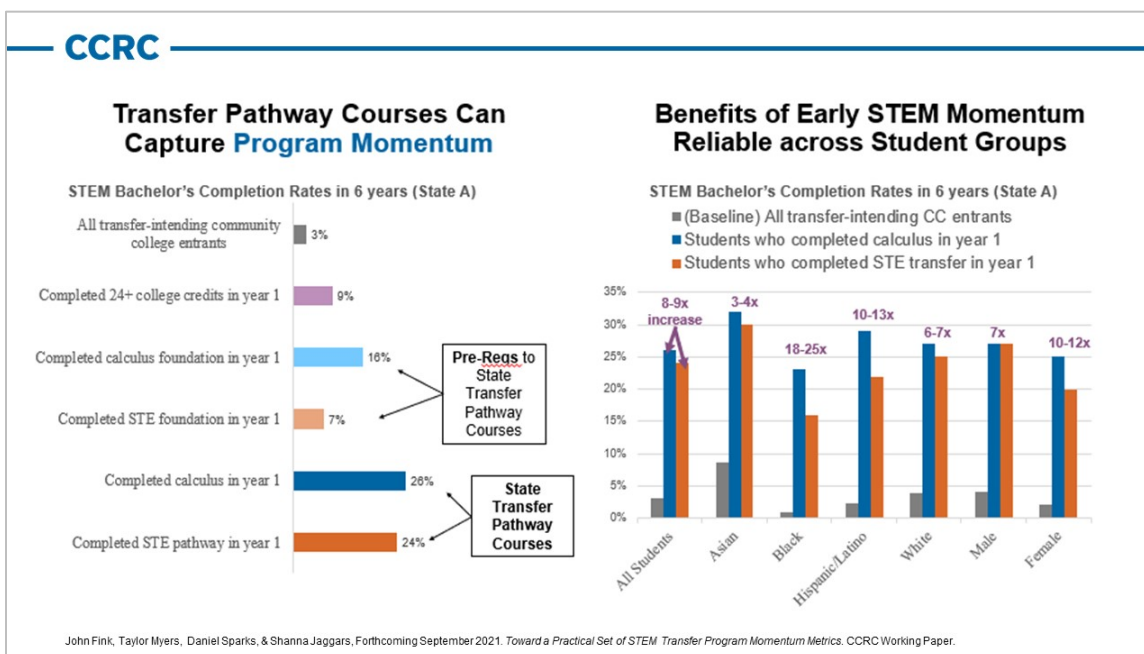
Dr. Jenkins: This is the percentage of college students earning zero credits in the first year. Over 20% of African American students in the AA program are not earning any credits and almost over 30% in the AS programs. There are equity gaps. We have 15% of students not earning any credits and not getting early momentum. These are important to look at for your college's scorecards.



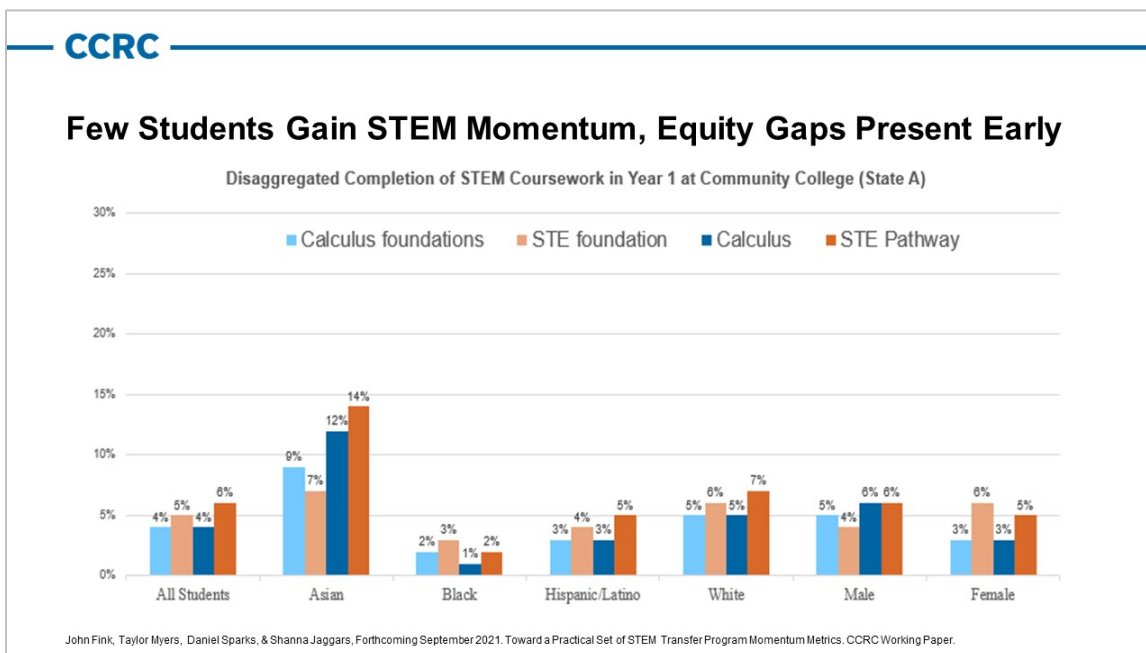
Dr. Jenkins: More important is getting credits in fields of interest. *On My Own*, a study by Xueli Wang, found it is very difficult for students starting in a community college to transfer in STEM and get a bachelor's degree. Students most successful in navigating this path took a science course first then math. She didn't know why, but that was the case. **If academic preparation is an issue, we have to think about motivation and confidence as learners. If you have connection to a community of interest and a plan, you are on your way.** That is the momentum we see that is a predictor.



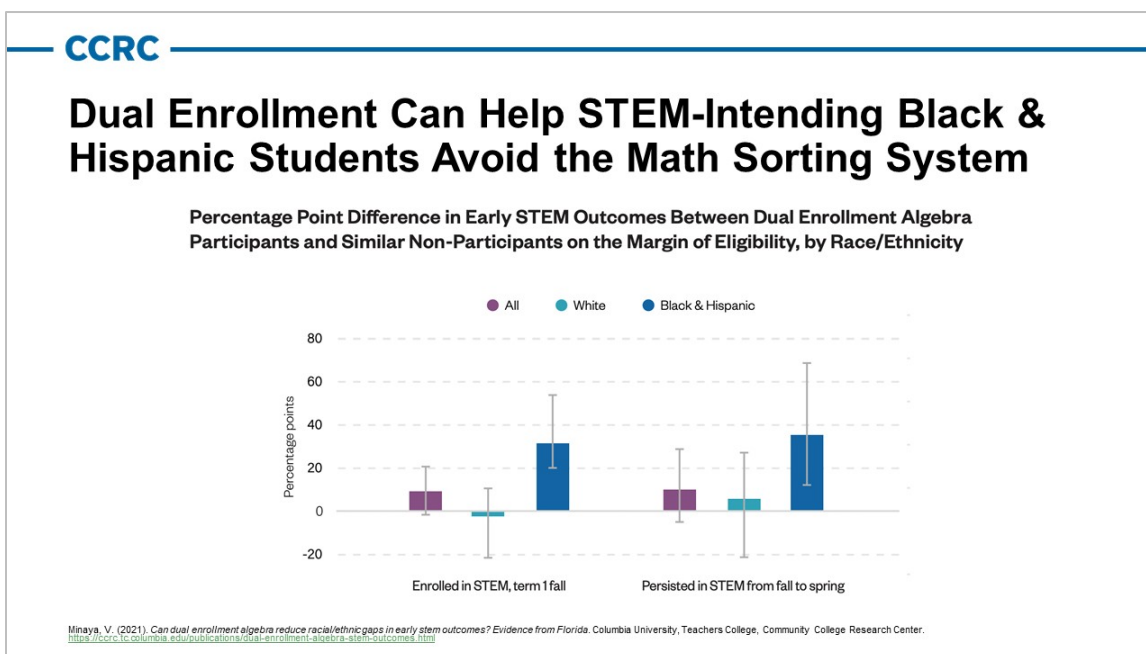
Dr. Jenkins: This is research from three states trying to understand measures of momentum. We looked at math and STEM transfer courses as opposed to STEM foundation courses.



Dr. Jenkins: We find only 3% of students that started at a community college transferred to a university and got a bachelor's degree in STEM. Those that took STEM transfer courses were more likely to transfer to and get into a STEM pathway.



Dr. Jenkins: There is a strong benefit for students of color, low income, and academically less prepared. We have to ask why students are not taking STEM transfer classes.



Dr. Jenkins: This is from a study tracking high school students into Florida colleges and universities. Students who passed dual enrollment Algebra were more likely to major and

persist in STEM in a state university, especially black and Hispanic students. We find this enables the student to start courses in fields of interest because Algebra is out of the way. Getting the weed-out courses out of the way is something students in-the-know have been doing for a while. The question is, how can we meet the needs of underprivileged students?

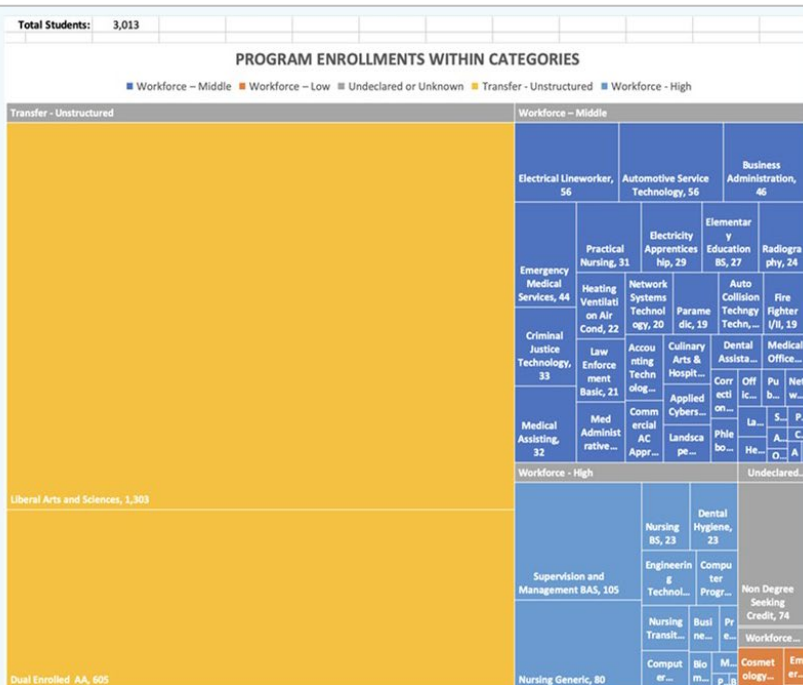
Is it clear to students where their programs lead?		
Category	Description	Examples
Workforce: Low	Program places students into jobs with low average earnings (e.g., less than \$14/hour)	Criminal Justice, Automobile Technology, Early Childhood
Workforce: Medium	Program places students into relatively middle-paying job (e.g., between \$14-\$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
Workforce: High	Program places students into a relatively high-paying job (e.g., more than \$17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
Transfer: Structured	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
Transfer: Unstructured	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
Undeclared or Unknown	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
Uncategorized or Other	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Running Start

Source: Fink and Jenkins (2020). <https://ccrc.tc.columbia.edu/publications/unpacking-program-enrollments-completion-equity.html>

Dr. Jenkins: Ask what programs students are in and if it is it clear to them. It isn't about academic preparation; it's about motivation. It needs to be clear to the student where their program leads. We looked at pre-major programs in Washington state and compared workforce and structured programs against unknown and unstructured programs.



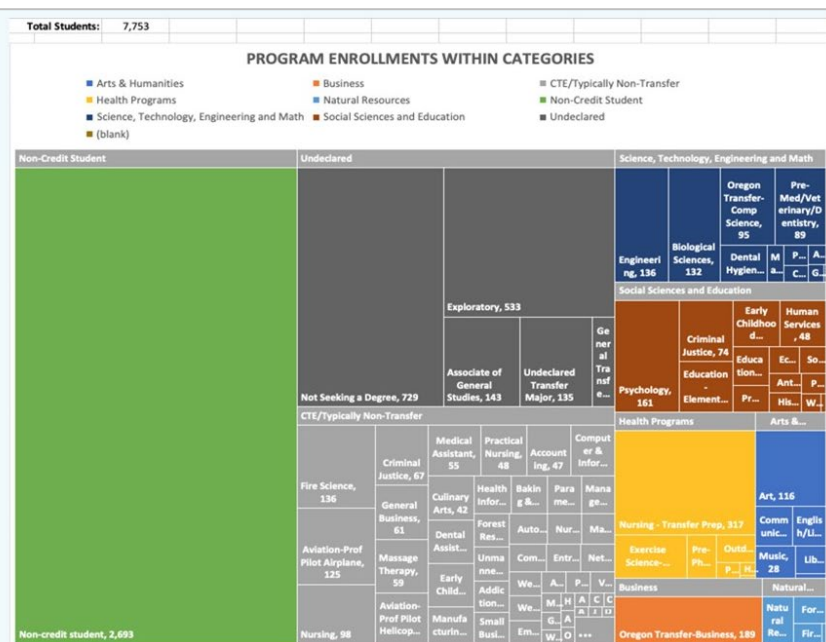
What motivation do these students have to complete their programs?



Source: Fink and Jenkins (2020). <https://ccrc.tc.columbia.edu/publications/unpacking-program-enrollments-completion-equity.html>

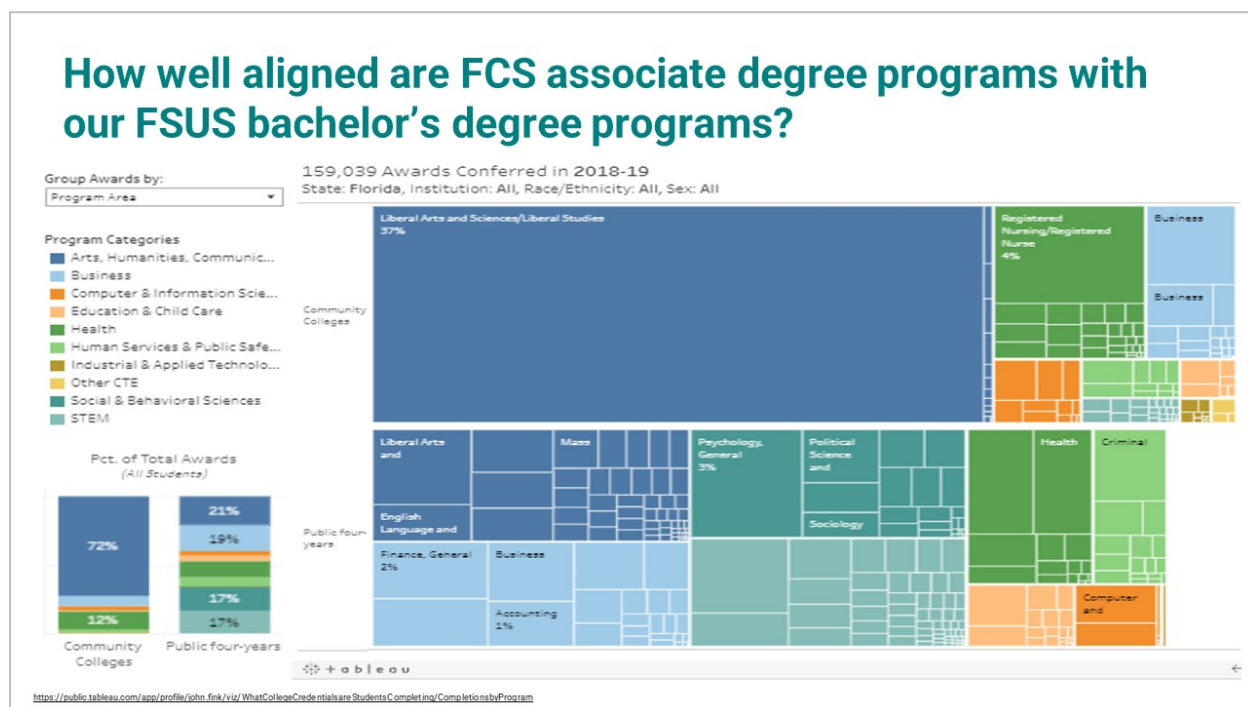
Dr. Jenkins: We have adult education students and noncredit workforce students in our programs that want and need to connect to our credit programs.

Most colleges do not actively help noncredit adult education and workforce students to bridge into credit programs.

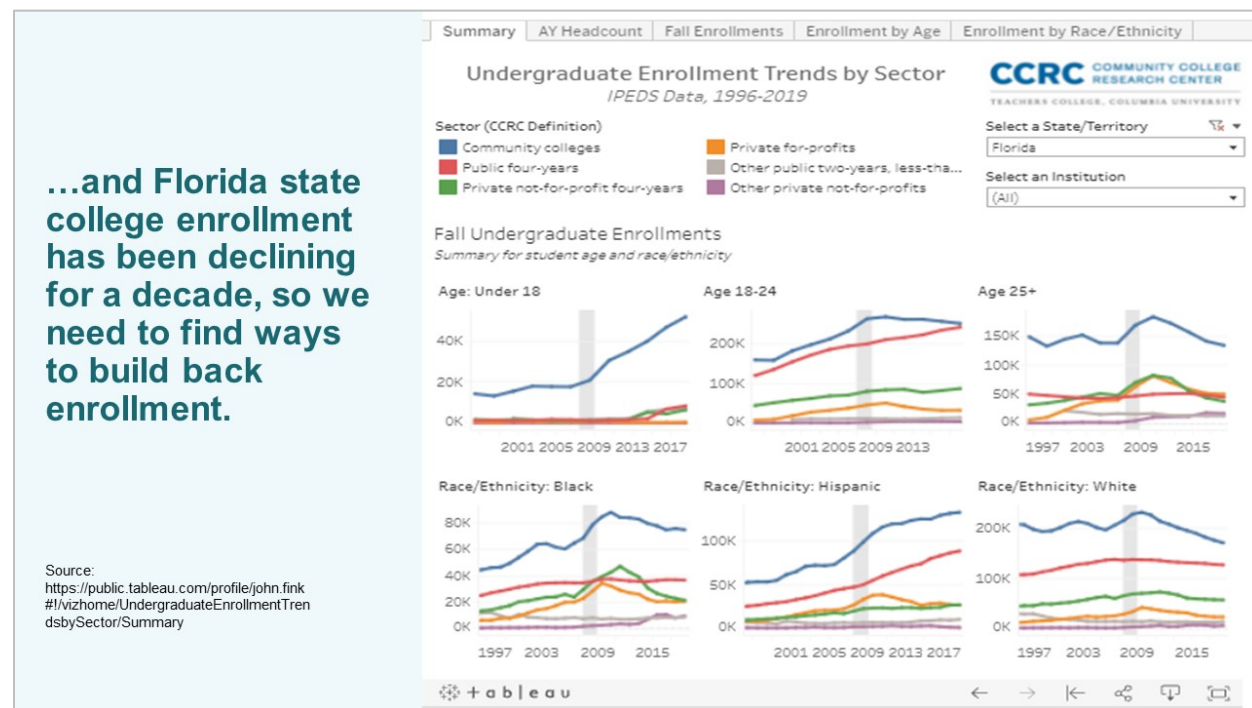




Dr. Jenkins: If community colleges build back enrollment you have to build programs worth completing. Liberal Arts and Sciences is the large blue area, the grey is short term certifications, which by themselves are not enough to get a student into a livable wage.



Dr. Jenkins: This compares the degrees awarded on the top and the fields of the degrees by the Florida colleges with the Florida state university system. Seventy-two percent of the degrees you award are in Liberal Arts and Sciences and general education compared with 21% of the state university bachelor's degrees. Florida has stronger transfer pathway programs than other states, but too many students don't know what they are majoring in. How can we ensure students to get on a path and plan of study early on?



Dr. Jenkins: We see declines in enrollment from 2011, especially in older students. The blue lines are community colleges, and the red are state universities. There is a decline in enrollment of white students in community colleges. We need to find ways to build back enrollment and expand enrollment in students that wouldn't otherwise go to higher education.

To achieve more equitable outcomes (and build back enrollment) community colleges need to reimagine the program onboarding experience using these research-based design principles:



ASK: Ask every student about their interests, strengths, and aspirations and help them explore relevant programs.



CONNECT: Help all students connect with faculty, students, alumni, others and coursework in a field of interest from the start.



INSPIRE: Ensure every student has light-the-fire learning experience in term 1 and active and experiential learning opportunities throughout.



PLAN: Help every student develop a full-program educational plan by the end of term 1.



Dr. Jenkins: It is important to align students coming in. We need to develop ideas around research-based design principles. **Ask** students what they are good at and direct them who to talk to. **Connect** them to people in fields they might be interested in. **Inspire**; light their fire in the first year. Challenge them to think like college students. Every student has to have a **plan**, at least a preliminary plan after the first year.

Take a minute to reflect



How did you choose your college major?
What experiences and people were most meaningful?

Dr. Jenkins: Think about how you chose your college major and what experiences were most meaningful to you. How many people have had a transformative learning experience? Someone challenged or connected us. I learned statistics in a Sociology 101 course. As a resource, how can we create connections for our students, especially in the ones that don't seek it out on their own?

Ask

- When do we ask students about their interests, strengths, and aspirations?
- What students would benefit from these conversations but aren't currently being reached?

Central Carolina Community College Embark (two parts):

RIASEC-based assessment of career interests

Matching career interests
to our programs

Career Decision Inventory

Questions to determine
confidence in career choice



Please indicate your interest in ALL activities.

Like	Unsure	Dislike	
😊	😐	😞	Study the population growth of a city
😊	😐	😞	Investigate crimes
😊	😐	😞	Give a presentation about a product you are selling
😊	😐	😞	Draw pictures
😊	😐	😞	Keep accounts payable/receivable for an office
😊	😐	😞	Proofread records or forms



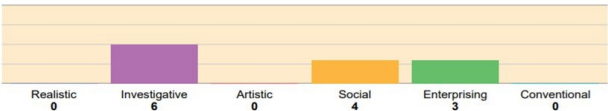
Dr. Jenkins: Central Carolina Community College developed their own two-fold assessment.



this document was prepared for

Emily

Your Overall Results



Interest Type	Score
Realistic	0
Investigative	6
Artistic	0
Social	4
Enterprising	3
Conventional	0

Programs That Match Your Interests

- Associate Degree Nursing
- Dental Hygiene
- Practical Nursing
- University Transfer: Associate in Arts
- University Transfer: Associate in Science



Your Advisor

Advisor's Name _____

Advisor's Phone _____



Career Decision Inventory

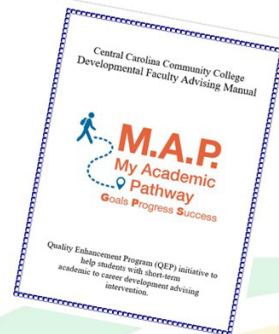
- Used to estimate career decision readiness and career problem solving
- Assesses career certainty, satisfaction and clarity
- Based on the work of Leierer et. al (2017)- Career State Inventory
- Score determines interventions

Career Decision Inventory Questions	
7	Please refer student to Developmental Faculty Advisor.
List all occupations you are considering right now (separate with commas). Divorce Lawyer, Criminal Lawyer, Screenwriter, Dancer	
Which occupation is your first choice? If undecided, write "undecided." Undecided	
How well satisfied are you with your responses to the questions above? Satisfied	
If I had to make an occupational choice right now, I'm afraid I would make a bad choice. False	
Making up my mind about a career has been a long and difficult problem for me. True	
I am confused about the whole problem of deciding on a career. True	



Asking students about their interests, strengths, goals

- Developmental Faculty advisors - Students with an intermediate career decision (CDI) readiness
 - Short-term intervention
 - Training developed by career counselors
 - Career advising, online inventories, hands-on career activities
 - Students then referred to academic advisor or career center counselor
- Career counselors see students with the highest career decision concerns



Embark Referral Process:



Dr. Jenkins: They get their confidence. Of most importance is the conversation with the student after completing the assessment.

Program Information sheets

LASER AND PHOTONICS TECHNOLOGY

ABOUT THIS PROGRAM

The Laser & Photonics Technology (LPT) two-year associate degree program teaches students how to control light and electrical energy to prepare them for careers in photonics and electronics engineering technology. These high-tech, high-paying, career tracks include the research, design, manufacture, sale, and field service of products, like in the rapidly growing field of lasers. Jobs include working on engineering teams to build, test and troubleshoot designs in areas like laser weapon systems, medical instruments, detection equipment, laser fusion energy sources, fiber telecommunications, and industrial laser systems. Acquired LPT technical knowledge and problem solving skills create valuable graduates for these fields.

POSSIBLE JOB TITLES:

- Optical Technician
- Optical/Laser Optics Research Technician
- Electronics Technician
- Laser and Optics Repair Technician
- Field Service Technician

MEDIAN SALARY:

\$42,190 annually (Electrical and Electronics Engineering Technicians)

BUREAU OF LABOR STATISTICS CLUSTER WEBSITE:

bls.gov/ooh/architecture-and-engineering/electrical-and-electronics-engineering-technicians.htm

JOB PLACEMENT OF RECENT GRADUATES OF THIS PROGRAM:

- Lawrence Livermore National Laboratory
- Crac
- Phonetic

SKILLS/APTITUDES NEEDED FOR PROGRAM:

- Basic Algebra Skills
- Attention to Detail
- Critical and Independent Thinking Skills

Confirming knowledge of programs

DEGREE(S)

Associate in Applied Science in Laser and Photonics Technology (A40280; Harnett Main Campus - day; Lee Main Campus - First Semester Only) – five semesters (summer included)

DIPLOMA(S)

None

CERTIFICATE(S)

Certificate in Electronics Engineering Technology (C40200; Lee Main Campus - Day, Harnett Main Campus - Day) – three semesters (summer included)

TRANSFER OPTIONS

Yes – East Carolina University and University of North Carolina – Charlotte (Contact the program lead below to discuss transfer options further.)

ADDITIONAL COSTS OF PROGRAM

Electronics Toolkit (\$25 – \$50)

STATE LICENSURE/EXAMS/INDUSTRY CERTIFICATIONS

None

ADDITIONAL ADMISSIONS PROCESS

None

CONTACTS

Gary Beasley, Lead Instructor, Laser and Photonics Technology:
(910) 814-8828 or gbeasley@cccc.edu



Is it working?

- Most students (75-80%) have selected a program that corresponds to their top two RIASEC categories
- About 90% of the students who have selected a program outside of their RIASEC categories switch to one which does
- About 24% of students need additional career conversations based on CDI
- 95% of the students recommended that entering students should take the RIASEC; 98% found it easy to do

100% IPEDS graduation

+10%

150% IPEDS graduation

+19%

Program Changes

-10-

16%



Dr. Jenkins: They find most students choose a program in the field that the assessment indicated. Many that selected another program outside of the assessment ended up switching back. A quarter to a third of students have no idea and we give them career coaches. A lot of students are first generation students without connections. These are percentage points not percentages.

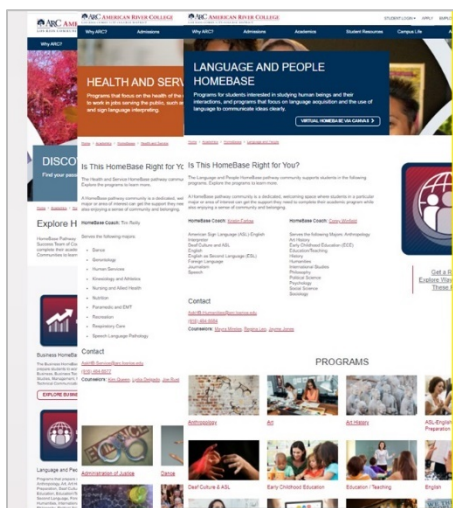
Connect

- How are entering students connected with faculty and other people in their field of interest?
- How is the college helping new students to develop a sense of belonging?
- How can meta-majors be used to facilitate these connections?

Connecting students to academic and career communities

- Orientation and advising based on meta-majors
- Program and field showcase events by metamajor – for current and prospective students
- Faculty liaisons

Dr. Jenkins: Asking questions and having that conversation are important. You could also do this in a student success course. More often, colleges are organizing their orientations by meta major.



HomeBase Structure

- Launched as virtual HomeBases, Fall 2020
- ✕ Tied to 6 Areas of Interest
- Success Team approach
- Guided by Tri-Chair model

Goals

Why HomeBase Pathway Communities?

- Students First**
Including ESL, older students, and exploratory.
- Case Management @ Scale**
Scale successes of traditional case management programs
- RPT**
Retention, Persistence, Time to Completion

Dr. Jenkins: American River College uses Canvas and builds meta majors. Creating these communities was engaging the students. Each of the communities are headed by a tri chair model. They have a satellite center an hour and a half away and those students are engaged as well.

Inspire

- How can we ensure that every student has a 'light-the-fire' learning experience on issues of interest in their first term?
- What supports do faculty need to make this happen?

Dr. Jenkins: Connecting is important, but the hardest thing to do is light the fire for the student.

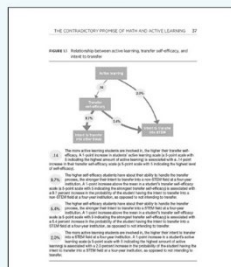
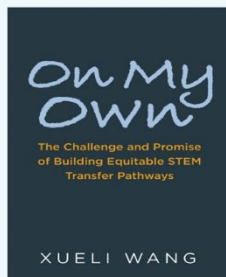
INSPIRE: Building confidence as college learners

The courses students take during initial terms of enrollment:

- define the college experience
- facilitate exploration of interests
- can create confidence as learners which research indicates is key factor in college success
- demonstrate the value of investing in higher education

Dr. Jenkins: If I picked one of the four, INSPIRE is the one I would pick as being most important based on the research.

Active learning is key motivator for underserved STEM-transfer intending students to persist in STEM



Source: Wang, X (2020). *On My Own: The Challenges and Promise of Building Equitable STEM Transfer Pathways*. Harvard Education Press.

Dr. Jenkins: This is the book I mentioned previously. The author has done transcript analysis and detailed surveys of students about social capital outside of college, their supports, and experience in their first term. She looks at students starting community college intending to

transfer to bachelor's programs in STEM. She finds that for students of color, low income, and underserved students, having an active, challenging learning experience was the most powerful predictor of success of staying on the pathway. The problem is some students didn't find that. Not just in STEM, but in all majors. How can we work with faculty in those areas to light the fire?



Dr. Jenkins: We do not want this!

What courses are
new students
taking in their first
term of enrollment?



Are students taking courses in their first terms that “light the fire” for learning?

#1 Program

Liberal Arts and Sciences – Associate in Arts (N = 1300 students)

Rank	Course Title	Course ID	# of program students who took the course	% of program students who took the course
1	INTRODUCTION TO PSYCHOLOGY	2012	254	19%
2	FRESHMAN ENGLISH I	1101	250	19%
3	HUMAN ANATOMY/PHYSIOLOGY I	1085C	248	19%
4	FIRST-YEAR EXPERIENCE SEMINAR	1106	241	18%
5	INTRO TO MICROCOMP/WINDOWS	1100C	180	14%
6	FUND OF SPEECH COMMUNICATION	2608	164	13%
7	INTERMEDIATE ALGEBRA	1033	146	11%
8	AMERICAN GOVERNMENT	1041	128	10%
9	COLLEGE ALGEBRA	1105	126	10%
10	GENERAL SOCIOLOGY	2000	90	7%
>10	2 other different courses attempted by at least 1 student from this program			

Dual Enrollment

(N = 605 students)

Rank	Course Title	Course ID	# of program students who took the course	% of program students who took the course
1	FRESHMAN ENGLISH I	1101	223	37%
2	COLLEGE ALGEBRA	1105	186	31%
3	INTRO TO MICROCOMP/WINDOWS	1100C	117	19%
4	FUND OF SPEECH COMMUNICATION	2608	111	18%
5	INTRODUCTION TO PSYCHOLOGY	2012	87	14%
6	AMERICAN GOVERNMENT	1041	68	11%
7	SURVEY OF ECONOMICS	1000	60	10%
8	FRESHMAN ENGLISH II	1102	42	7%
9	INTRODUCTORY SURVEY TO 1877	1010	40	7%
10	PRECALCULUS ALGEBRA	1140	38	6%
>10	2 other different courses attempted by at least 1 student from this program			

CCRC

Dr. Jenkins: It is important to look at the courses that students are taking. The courses are important, but in these courses, how can we light students' fire for learning as well?

Growing body of research offering practical guidance on how to teach undergraduates effectively and equitably

The APA Guide to College Teaching
Essential Tools and Techniques
Based on Psychological Science

Design & Teach your Course

Design your course to meet the needs of your students and your institution. This guide provides a framework for designing a course that is effective and equitable. It includes sections on course design, teaching strategies, and assessment.

Teaching principles

- Design your course to meet the needs of your students and your institution.
- Use a variety of teaching strategies to engage your students.
- Assess your students' learning and provide feedback.
- Be a role model for your students.

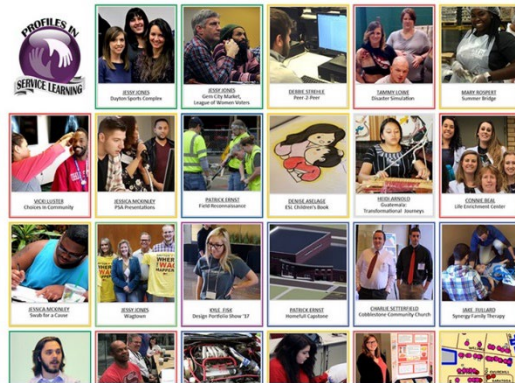
Teaching principles

- Design your course to meet the needs of your students and your institution.
- Use a variety of teaching strategies to engage your students.
- Assess your students' learning and provide feedback.
- Be a role model for your students.

Dr. Jenkins: The most exciting work we are seeing nationally now is faculty and others working by meta majors to identifying those courses and working with faculty to bump up teaching in those courses. For example, Sinclair College is bumping up impactful learning in those courses, which is important in education and careers. This is about student services, but it also has to be fundamental in the courses.

Service Learning at Sinclair Community College

#Profiles in Service Learning



<https://ctl.sinclair.edu/teaching-and-learning/student-engagement/service-learning/>

Dr. Jenkins: It doesn't all have to be in the classroom. Sinclair has service learning color-coded by their career and academic community. Experiential learning outside of classroom is important, so build that in.

Plan

- How can we help every student develop a full-program educational plan by the end of their first term?
- How can advising appointments and first-year experience courses be restructured to include educational planning?
- What processes do we need to develop to ensure advisors are working with students to modify their plans as needed?

Planning a path to help students achieve their goals



Most GP colleges help students develop a plan through advising and required first-year experience courses

Elements of a good education plan:

- Covers the entire program and is based on a program map
- Customized to account for prior credits, educational goals and personal interests (electives), transfer destination and major, timeline to completion
- Easily accessible to students, advisors, and faculty
- Regularly updated to reflect changes
- Tied to scheduling and registration processes

Dr. Jenkins: Every student needs to be on a full program plan. The plan needs to cover the whole program, including the major program, and we need to schedule courses and monitor progress. Every student should have a plan like this, including dual enrollment students. It can change and that is okay, then we change the map and have a conversation.

What FSC students say they want during onboarding

- ❑ Assistance exploring academic and career interests
- ❑ Information on program options in fields of interest and their connection to career and baccalaureate transfer opportunities
- ❑ Opportunities to interact with other new and current students, faculty, and others who share similar academic and career interests
- ❑ Chance to take a course on topics of interest in term 1
- ❑ Help developing a full-program academic and financial plan

Source: Kopko and Griffin (2020). <https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html>

CCRC

Dr. Jenkins: We talked to incoming students at Indian River Community College and St. Petersburg College about what they liked about the onboarding experience. They do not like challenging courses but challenging them creates a transformative experience.

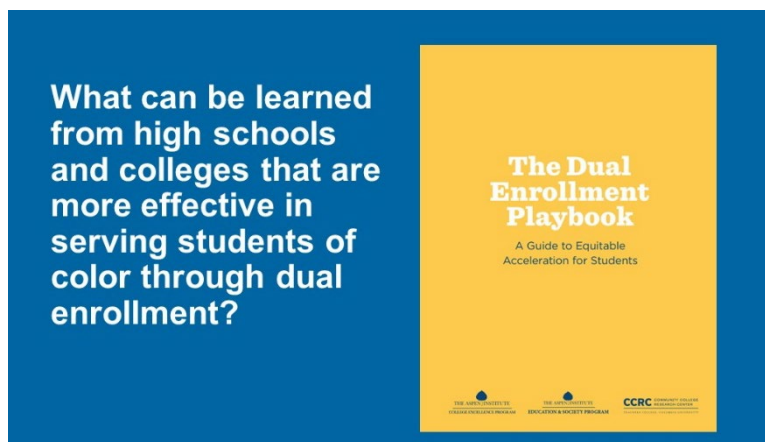
Ensuring program onboarding advances equity

To achieve equity in outcomes for marginalized and underserved students, it is critical to tailor onboarding support to meet the needs of different student groups, for example:

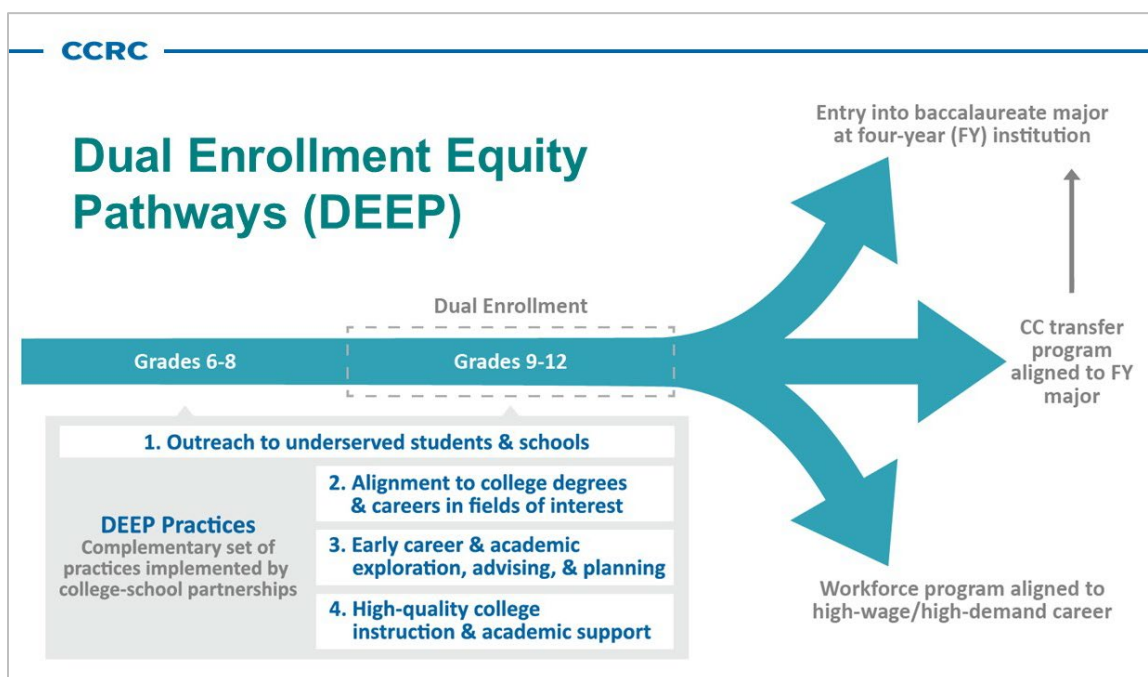
- Students from races/ ethnic groups historically excluded from higher education, English learners
- Military students
- International students
- Students with disabilities
- Undecided students
- Adult students
- Recent high school graduates
- Dual enrollment students
- Students enrolled in basic skills programs
- Additional target populations at our college

CCRC

Dr. Jenkins: Every student has to have this experience and the question is, how do we customize Ask, Connect, Inspire, and Plan for different students? The adult students need this as well.



Dr. Jenkins: We want to think about the Ask, Connect, Inspire, and Plan for our dual-enrollment students. This is a study we came up with last fall that looks a broadened access of students of color to dual enrollment. We came up with a series of practices that colleges are doing. Most of the colleges we identified were early adapters of guided pathways and were incorporating it to dual enrollment students.



Dr. Jenkins: The idea with this program is reaching out to underserved students in schools. Many African American families didn't know about dual enrollment or understand that the program was free. Once those families are on board, they do just as well. The progressive legislation from Florida broadens access. We are just starting exciting research with Texas and the Florida College System to learn about how colleges are expanding access. We are developing metrics on students going on to college and university and in what fields, what the incentives are, and how can we make this work for students.

Guiding questions for colleges seeking to reimagine the program onboarding experience:

- ❑ How can we help every student make a **purposeful program choice and plan**?
- ❑ What activities and experiences will help students **build connections** with people in fields of interest to them?
- ❑ How can we ensure that every student takes an **inspiring college-level course** in their first term?
- ❑ How can we **personalize Ask-Connect-Inspire-Plan** supports for underserved student groups?

Dr. Jenkins: I am honored to be here. Think about how we can help students build connections on things they are interested in. Rely on our experienced students and alumni. How can we make this work for dual enrollment? Actively reach out to students typically not served in this system. Thank you.

Thanks!

Davis Jenkins, pdj2102@tc.columbia.edu



ccrc.tc.columbia.edu



CommunityCCRC



CommunityCCRC



ccrc@columbia.edu

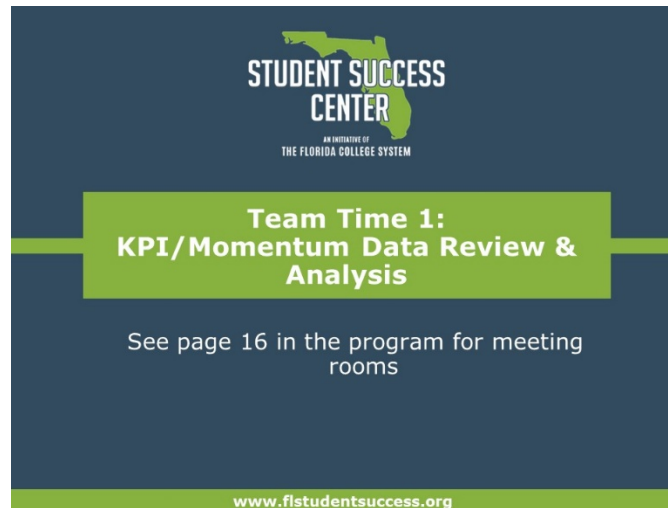


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Team Time 1: KPI/Momentum Data Review & Analysis



The slide features a dark blue background with a green banner across the middle. At the top, the 'STUDENT SUCCESS CENTER' logo is displayed, which includes a green outline of the state of Florida and the text 'AN INITIATIVE OF THE FLORIDA COLLEGE SYSTEM'. The green banner contains the title 'Team Time 1: KPI/Momentum Data Review & Analysis' in white. Below the banner, the text 'See page 16 in the program for meeting rooms' is centered. At the bottom, a green bar contains the website 'www.flstudentsuccess.org'.

STUDENT SUCCESS CENTER
AN INITIATIVE OF THE FLORIDA COLLEGE SYSTEM

**Team Time 1:
KPI/Momentum Data Review &
Analysis**

See page 16 in the program for meeting rooms

www.flstudentsuccess.org

Cohort

- 2016-17 through 2020-21
 - Data are reported using reporting year (summer, fall, spring)
- Disaggregated by gender, 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



Carrie Henderson, Executive Vice Chancellor, Florida College System:

Good morning. We want you to look at your institutional data related to credits accumulated, attempted, and earned. There are three spreadsheets that cover five years of data.

Credits in First Year

- The number of credits is grouped into four categories:
 - 0 Credits
 - 1-14 Credits
 - 15-23 Credits
 - 24+ Credits
- Measure 1: The range of credits students in the cohort attempted in their first year.
- Measure 2: The range of credits students in the cohort earned in their first year. Credit is earned if the student received a grade of A, B, C, S or P.

www.flstudentsuccess.org

Carrie: We are looking at range of credits attempted and earned within three terms, summer, fall, and spring.

Making Sense of the Data

Year	Program Type	Credits in 1st Year	# of Students	% of Total
2016-17	AA	0 Credits Attempted	1,529	2.6%
2016-17	AA	1-14 Credits Attempted	16,369	28.1%
2016-17	AA	15-23 Credits Attempted	18,857	32.4%
2016-17	AA	24+ Credits Attempted	21,474	36.9%
2016-17	AA	0 Credits Earned	8,214	14.1%
2016-17	AA	1-14 Credits Earned	22,243	38.2%
2016-17	AA	15-23 Credits Earned	16,684	28.7%
2016-17	AA	24+ Credits Earned	11,088	19.0%
2016-17	AA	Total	58,229	100.0%

- The sum of credits attempted is equal to the sum of credits earned for each reporting year. In other words, credits earned are not a subset of credits attempted. This is intended to capture what students actually accumulated their first year.
- For example, 22,243 A.A. students earned 1-14 credits their first year. This figure is larger than the number of students who attempted 1-14 credits (16,369) because many students who attempted more than 15 credits did not pass all their classes.

www.flstudentsuccess.org

Carrie: This panel data set is similar to what you will see in your session. The first four rows are credits attempted. The next rows are the actual number of credits earned. The sum of credits attempted is equal to those earned. Often students attempt more than they earn. The percent of total is intended to demonstrate the proportion of students in the cohort attempting credits.

Team Time I Instructions

- You will have access to your institutional data in hard copy.
- Upon review, you will go through four guiding questions:
 - What are our institutional patterns in student course taking during their first year?
 - Are there differences between credit accumulation based on program type (A.A. or A.S.) or student demographic characteristics? What might contribute to those differences?
 - Do any of these data suggest the need for changes to first-year advisement and supports?
 - How do we ensure that students have sustained intensive guidance and academic support beyond their first year?

Team Time I Instructions

- For purposes of responding to the questions in your action plan, you may wish to hone in on one program type or one demographic area, as time is limited.
 - For example, analyzing data for A.A. students disaggregated by race/ethnicity.
- An Excel file containing these data is provided in your Google Drive folder for continued analysis and discussion following the institute.

Carrie: There is a lot of data to go through; determine if there is there a population of students you want to focus on.

Participants broke out into workgroups by college.

Palm Beach State College



South Florida State College



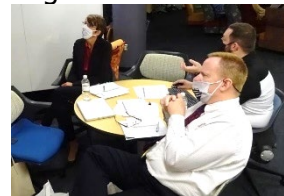
Florida State College at Jacksonville



Gulf Coast State College



College of the Florida Keys



State College of Florida, Manatee-Sarasota



Eastern Florida State College



Broward College



Seminole State College



Florida Southwestern State College



Lake-Sumter State College



Concurrent Session 1

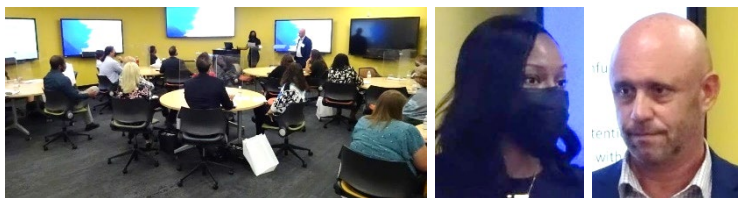


Concurrent Session

See pages 10-12 in the program for meeting rooms and session descriptions

www.flstudentsuccess.org

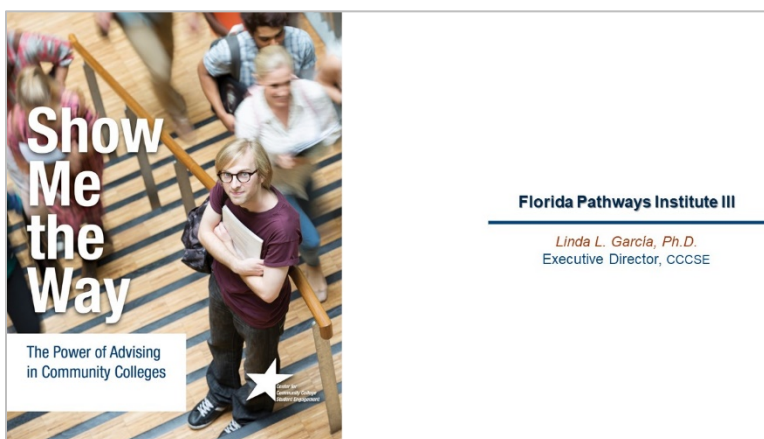
Participants attended their session of choice from the concurrent sessions offered.





Afternoon Plenary Session: Aligning Pathways with Integrated Advising and Student Supports

Abbey introduced Linda Garcia, the afternoon speaker.

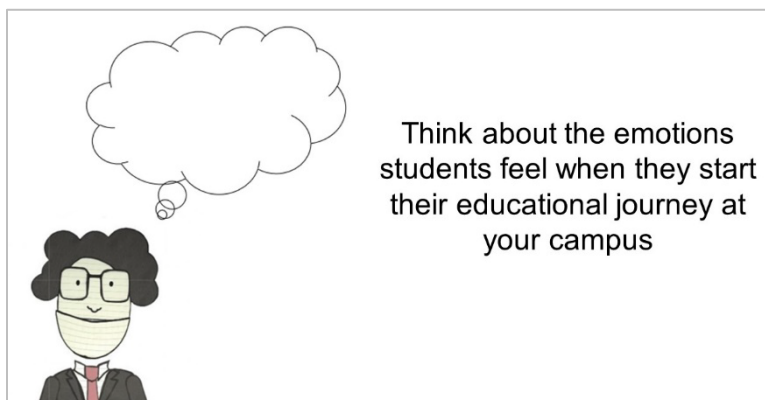


Dr. Linda Garcia, Community College Survey of Student Engagement:
Good afternoon, it is great to be here! I am going to talk about advising today. This morning, you heard Ask, Connect, Inspire, and Plan. I am going to add three more: **Structure, Content, and Intensity**. This is a conversation starter to help you dig in deeper with your data.

"The purpose of academic advising is to **HELP** the student **CHOOSE** a program of study."

Dr. Terry O'Banion (1972)

Dr. Garcia: Has your role changed as an advisor? Yes. We now look at the students holistically. Your role has changed; you are doing so much more.



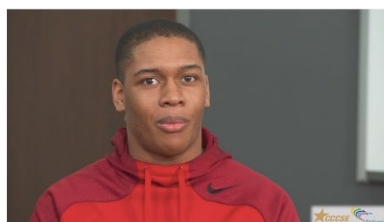
Dr. Garcia: Think of one word that describes how students have felt coming into college.
Answers: Excited, nervous, overwhelmed, confused, anxious, uncertain.

Dr. Garcia: When students come to our campus, they bring that with them, and they come to you to be successful. Do they feel greeted, connected, or hopeful after an advising session? Their mindset may not be hopeful, but they need that connection to feel confident.



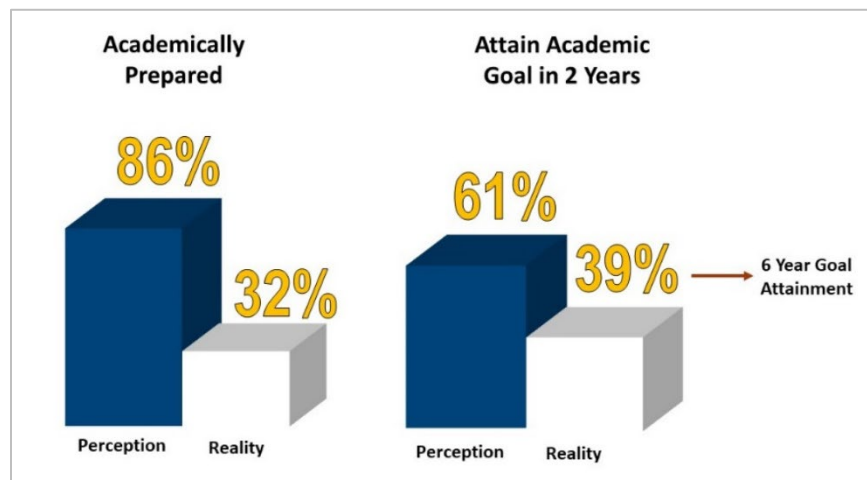
Video – Students shared reasons and feelings about going to community college, including excitement, determination, and success.

Dr. Garcia: They bring hopes, aspirations, and dreams; they want to start a new life, be an example for their children. Those impressions impact their belief if they can or can't make it.



Video – Student shared the relationship forming before he came to campus and felt like people were there for him.

Dr. Garcia: We heard him say, “they had my back,” it “felt like home,” and feeling a “sense of belonging.” How many of your advisors do this?



Dr. Garcia: We asked students how academically prepared they felt and if they think they will complete their goal in two years. These are their beliefs. When reality sets in, think about how that impacts their mindset. Do you have conversations with students that if they are going to school going part-time, that they won't earn their degree in two years? When they understand their reality, think how that impacts their progress.



Video – A student shared his progress in college three different times in one semester.

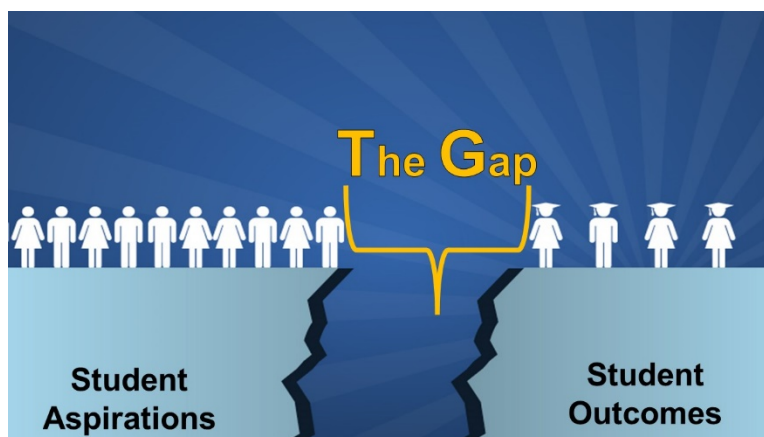
Dr. Garcia: What stood out? He looked defeated during the last interview. There was confidence in the first video, and he lacked it in the third video. Think of students like James. What do we do to help a student like him to the finish line? Do we ask those questions? It is a challenge for students to come ask for help. They have challenges beyond the classroom. Students have told us that because they don't have food it makes it hard to go to class.



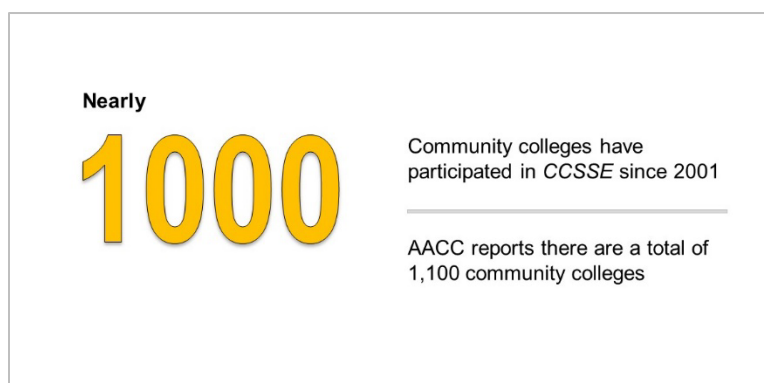


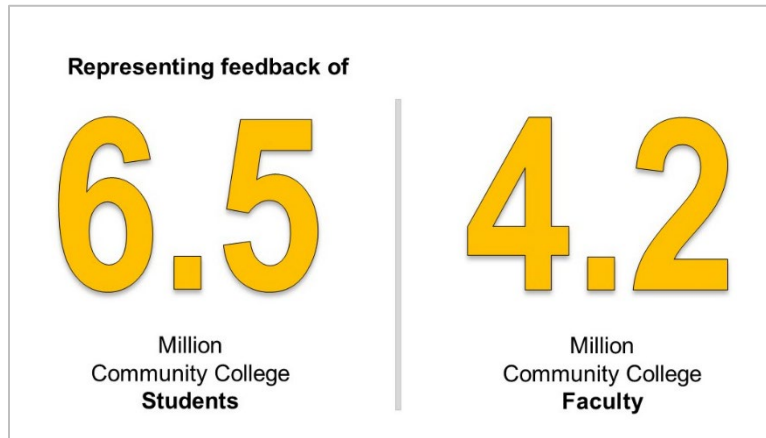
Video – Student shares that his college was the only one that gave him a chance for education.

Dr. Garcia: His statement is loaded with experiences where he felt like he didn't belong. It is our role to get them to the finish line.

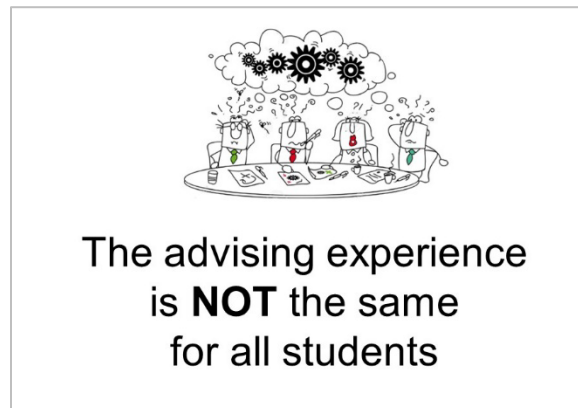


Dr. Garcia: There are more students enrolled than will finish.





Dr. Garcia: Student engagement has to be intentional. Today is a conversation starter with data. We collect our data through surveys. We love to tell stories with our data. There are some institutions here that have not seen their data; if you haven't, ask.





Videos – What students say about advising and their different experiences.

Dr. Garcia: You heard different perspectives. How do we make sure all students have a great experience like the first student? Talk about why some students do not have a great experience with their advisors.

What could be some reasons
that some students
are not satisfied with advising?

Speaker: We think the factory approach of one after the next turns students off.

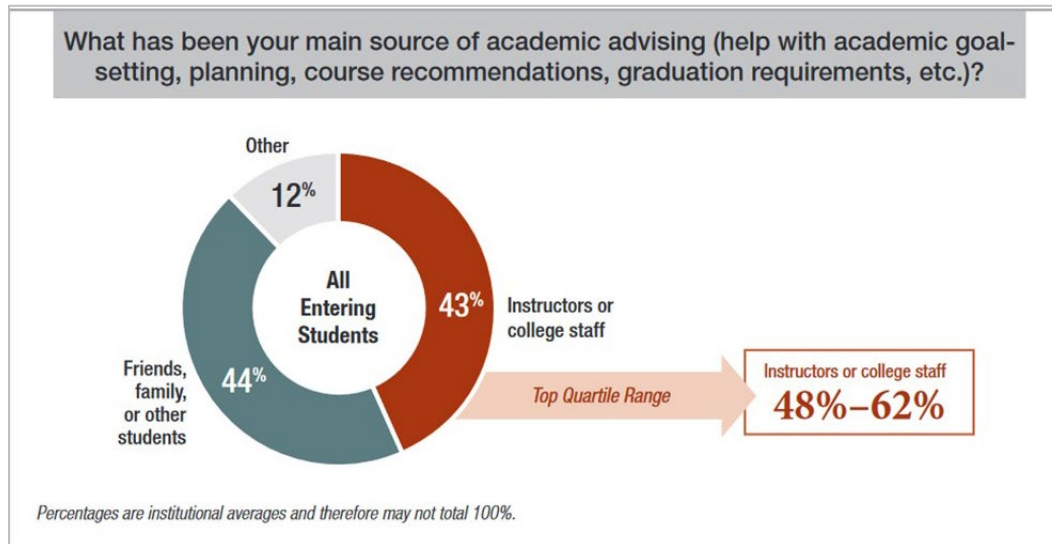
Speaker: They think, “they don’t know me or my background” or do not see themselves in the advisor.

Speaker: We talked about the student’s expectation, what they think the advisor does.

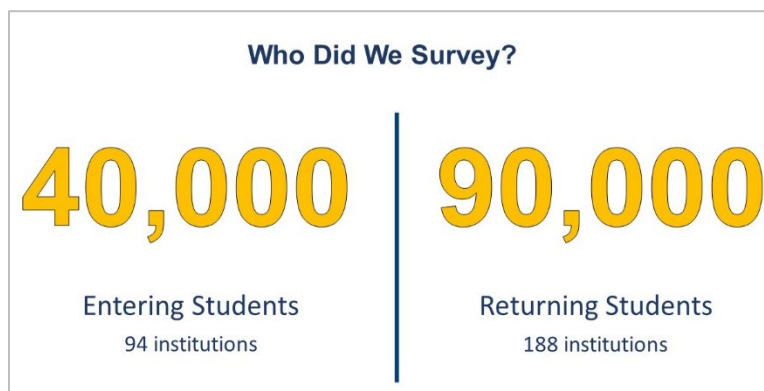
Dr. Garcia: Some colleges create a syllabus about the role of the advisor and what they will talk about through the year.



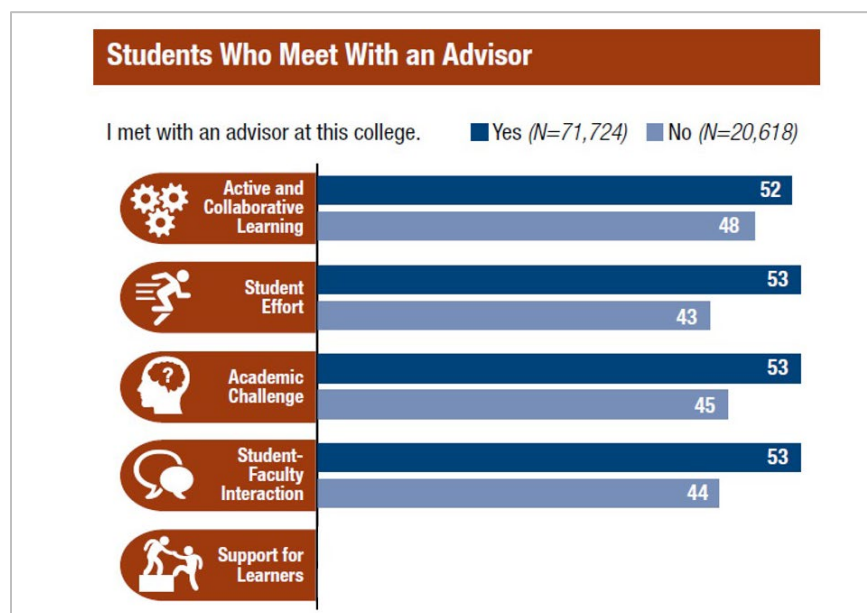
Video – Advisor speaks about why she thinks the advising is not working as well as it should be (not enough consistency, inability to enroll students in classes, just a starting point).



Dr. Garcia: We asked students about their main source of academic advising. Students are more likely to rely on friends and family for advising. When they become continuing students, the number relying on academic advisors goes up.



Dr. Garcia: When we did the survey, we had a grand reach.



Dr. Garcia: There is a difference between students that meet with an advisor and those that don't. They are more engaged and successful.

3

Advising areas that we looked at for this report

1. **Structure**
2. **Content**
3. **Intensity**

Dr. Garcia: There are programs students may not have considered. Advising opens up conversations.

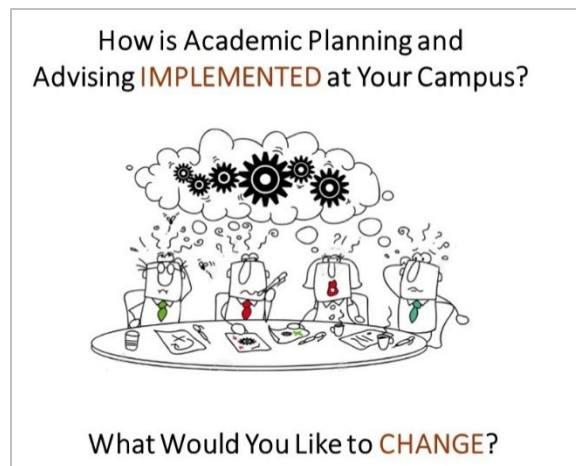
Structure

Dr. Garcia: How is advising implemented in your campus? Is it required and what are the policies?



Video – Advisors talk about structure: part-time students work during the day and their needs are different; advisors meet their needs after hours and through email conversations; advisors anticipate the questions students don't know to ask and try to get them with the correct advisor for their path.

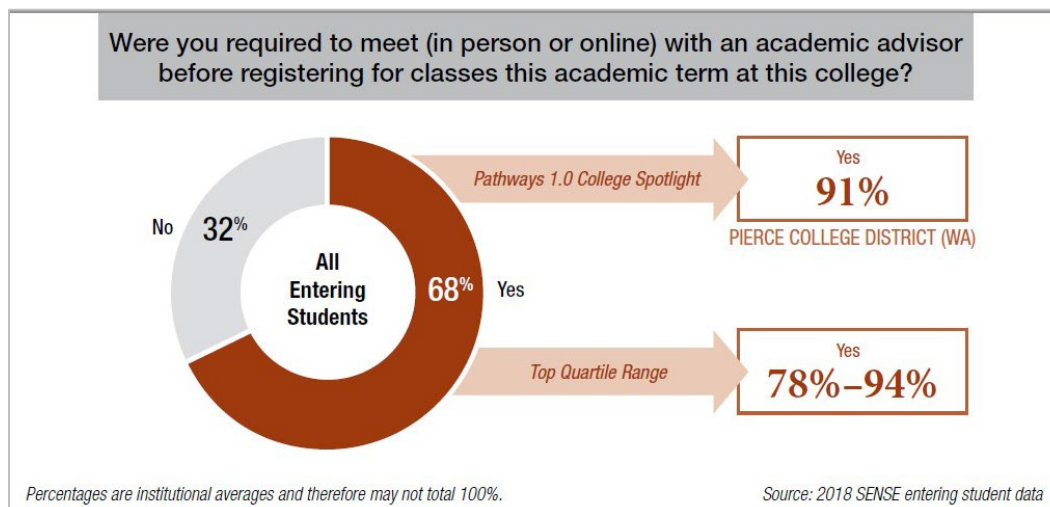
Dr. Garcia: Think about how advising is implemented at your campus and what you would change.



Speaker: Movement towards assigned advisors to have a dedicated focus.

Speaker: We talked about required advising and the perks and downfalls; is full advising a barrier or guiderail?

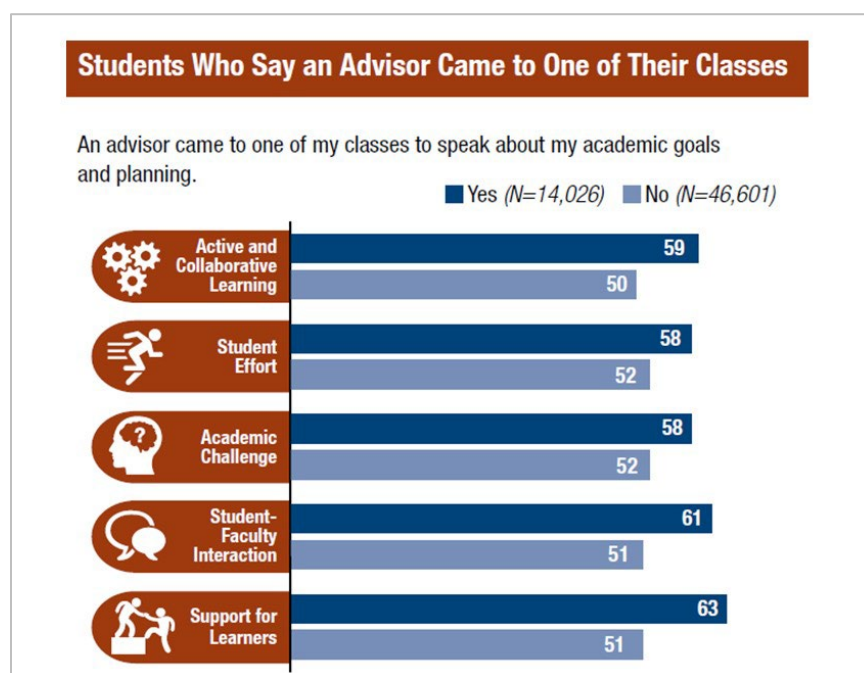




Dr. Garcia: We looked at colleges who participated in guided pathways 1.0 and we wanted to know if momentum was building. You'll see when we took one of those colleges out, it went to 91%. It is about being intentional.

23% of returning students said...

an advisor came to one of their classes



Dr. Garcia: Those students are more engaged. More engaged they are, the more successful they are.

Content

Dr. Garcia: What conversations occur between advisors and students? What conversations do not occur?



Video - Topics discussed in an advising session.



Dr. Garcia: Can you name the top items discussed with at student in an advising session?

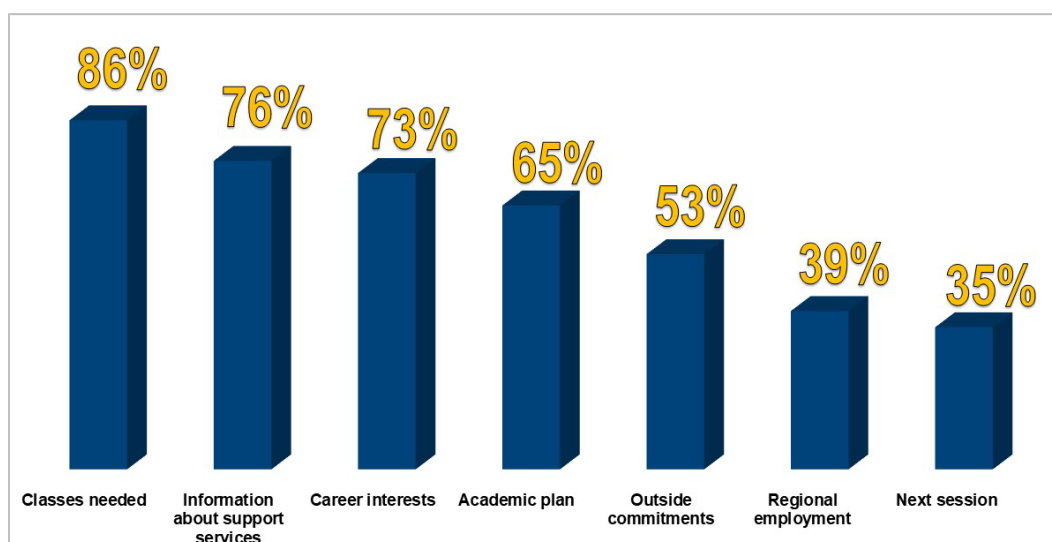
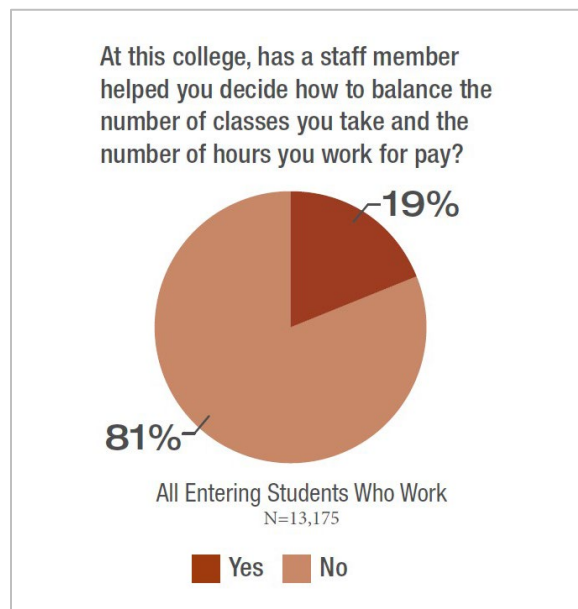
Answers: schedule, course selections, program requirements, goals.

What things are sometimes discussed? *Answers: support services, career, financial aid, tutoring.*

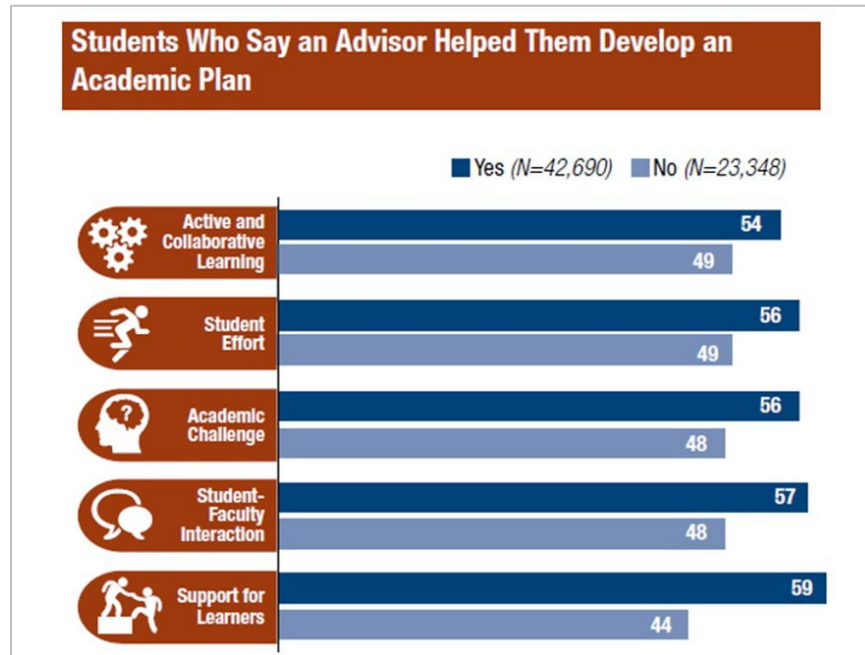
What things are not discussed? *Answers: personal topics, accommodations, financial.*

Does anyone have a checklist for an advisor?

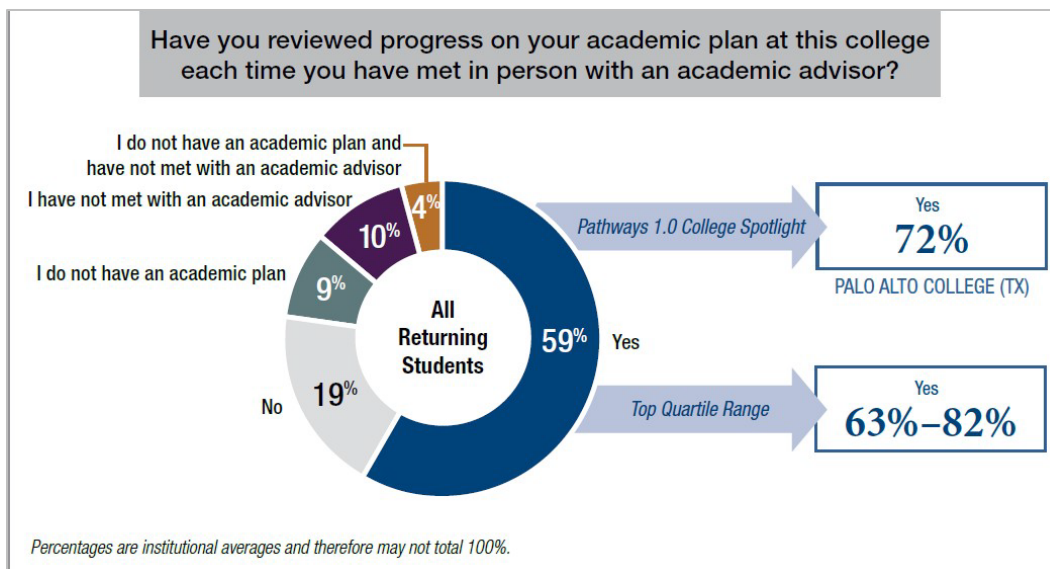




Dr. Garcia: We were looking at items discussed from most to least. We will take a closer look at the topics of an academic plan and the next session.

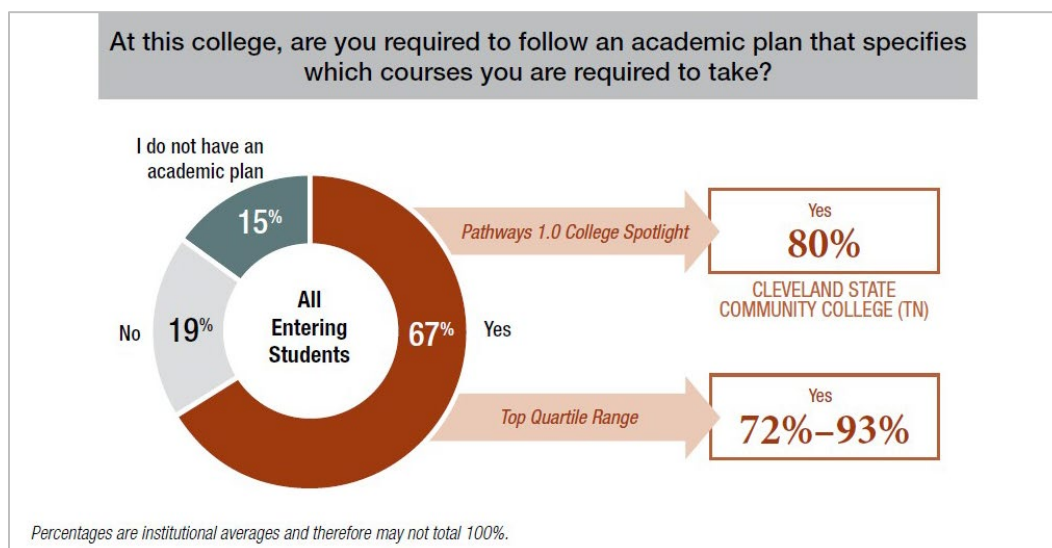


Dr. Garcia: You can see the benchmarks and how it varied.



Dr. Garcia: There is a difference of 72% at Palo Alto College.



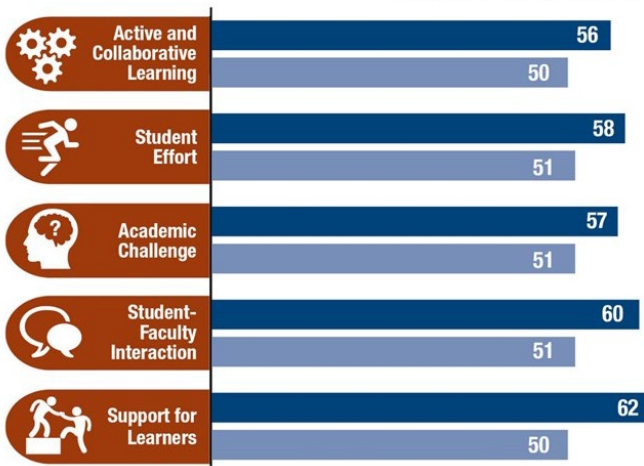


*Video – The importance of having an academic plan.
The student said he was "doomed to stay here" without it.*

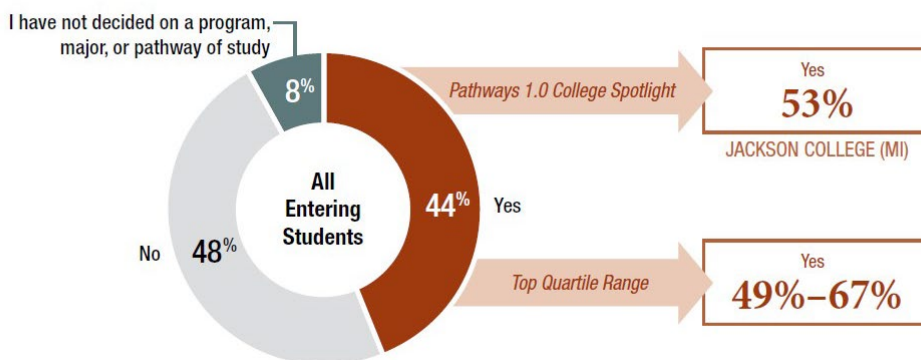
Students Who Say Their Advisor Discussed When Their Next Session Should Be

During my most recent meeting with an advisor this term, he or she discussed when my next advising session should be.

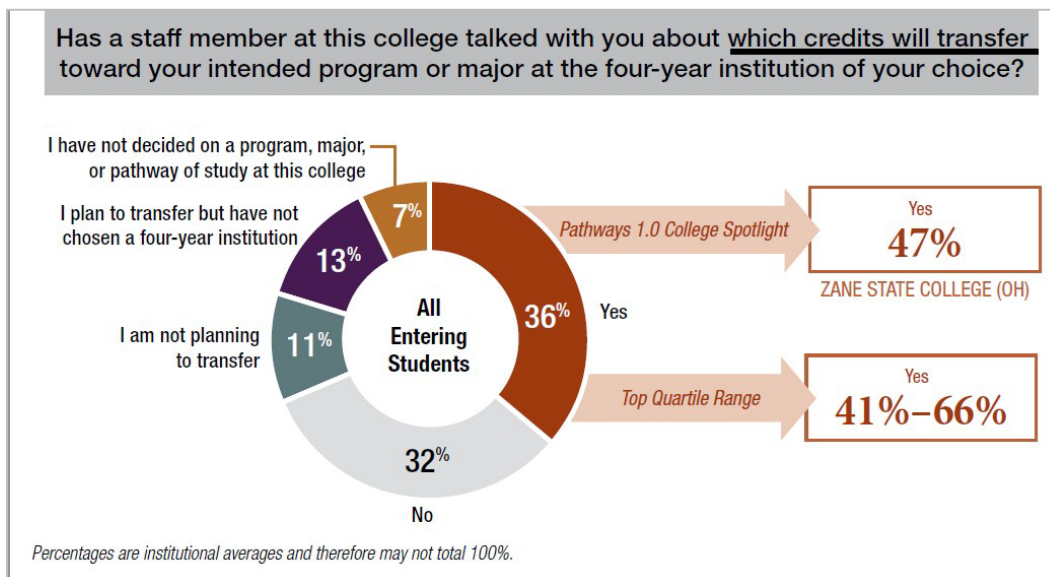
■ Yes (N=21,137) ■ No (N=40,019)



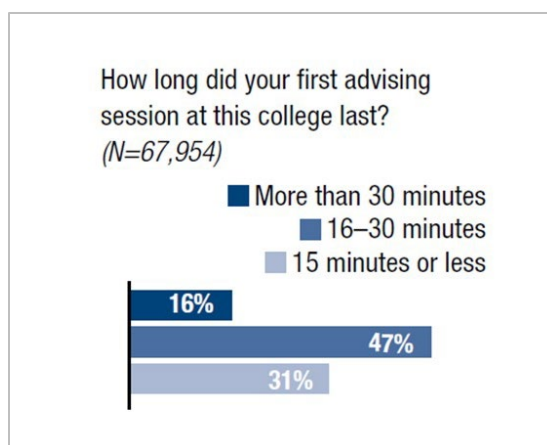
Has a staff member at this college talked with you about the types of jobs your program, major, or pathway of study might lead to?



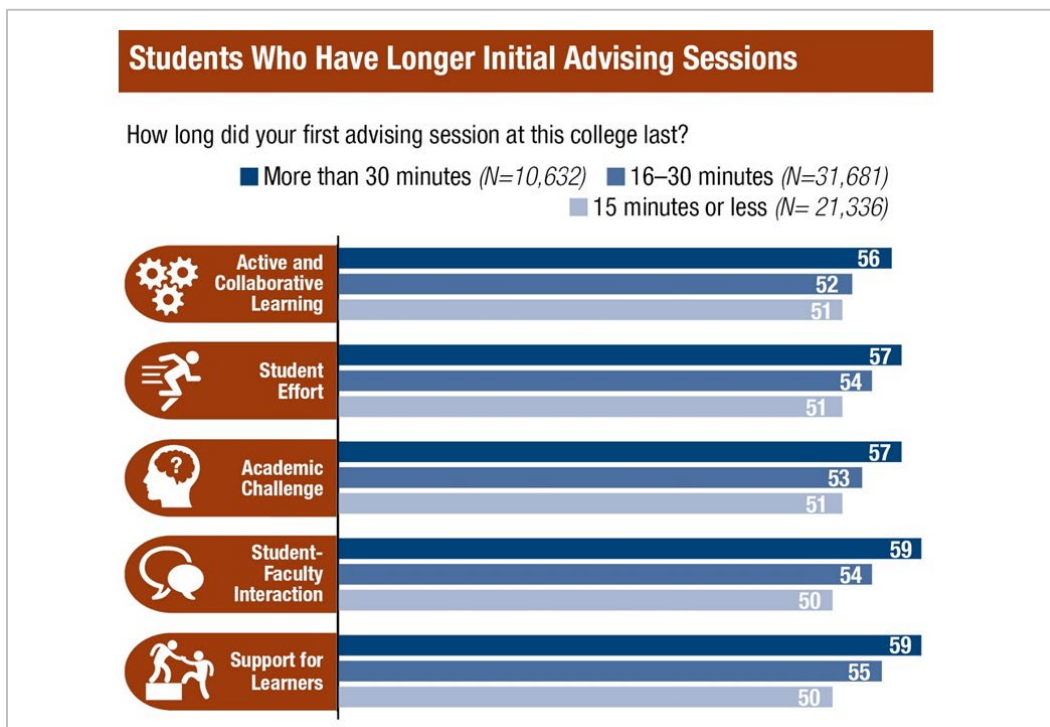
Percentages are institutional averages and therefore may not total 100%.



Video – Student talks about advisor blocking out an hour and helping the student with schedule, it was a "clean process."



Dr. Garcia: Students spend an average of 47 minutes with an advisor.



Dr. Garcia: The advisors that spent more than 30 minutes had more engagement. It matters.



Dr. Garcia: The reports I referenced were academic advising and I added data points from other national reports. I encourage you to look at them on our website along with videos.

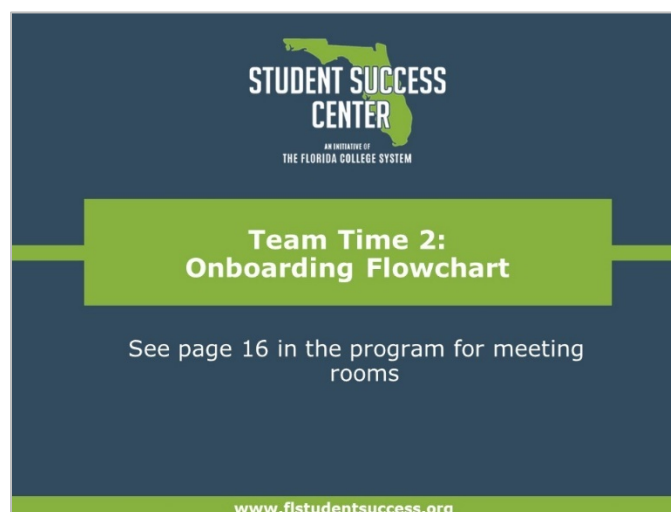
These are conversation starters. You had four points this morning, Ask, Connect, Inspire, and Plan and three more today, Structure, Content, and Intensity. Thank you for joining me today, I appreciate it.

cccse.org/20years

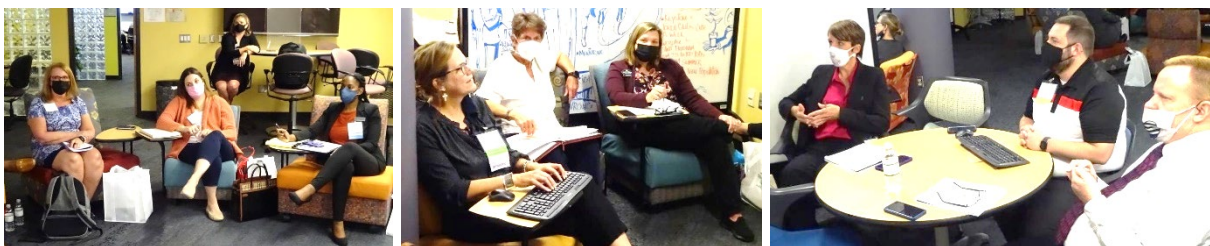
 @CommCollSurveys

 youtube.com/CCCSEVideo

Team Time 2: Onboarding Flowchart



Participants broke out into workgroups by college.





Peer to Peer Crosstalk



Colleges had opportunity to talk to each other on different topics with a Pathways navigator at each table.

Cluster 1 Topics:

- Pathway Implementation and Time Management
- Connecting with FTIC Students/First Year Experience
- Advising and Caseload Management



Cluster 2 Topics:

- New Student Orientation/Onboarding Redesign
- Communicating the Guided Pathway Plan College-wide
- Career Exploration Tools for Pathway Decision-making



Cluster 3 Topics:

- Expanding Faculty Involvement
- Focus on Equity and Meeting Students Where They Are
- Application and Admissions Process Redesign

*Cluster 4 Topics:*

- Utilizing Meta Majors
- Success Coaching Models
- Doing More with Less: Financial and Staff Resources

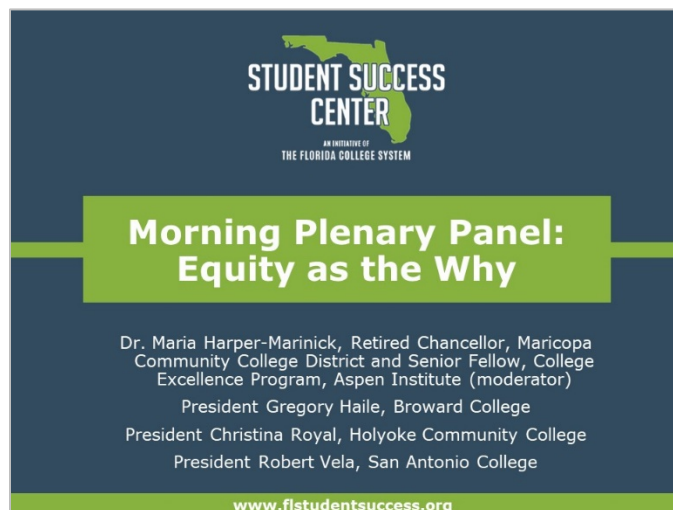


Day 2 Welcome



Abbey: Good morning! Welcome back for Day 2. We look forward to more of the same today. Today's agenda and session descriptions can be found in your program. Thank you for being here. *Abbey introduced the panel speakers and moderator.*

Morning Plenary Panel: Equity as the Why



Maria Harper-Marinick, Aspen Senior Fellow (moderator): I am pleased to be here with my colleagues doing amazing work. Our topic is building on the work you have been doing since yesterday. We are looking at the guided pathways in terms of equity and why it is important. We want to bring out the “why” of this work and what we define as equity, in post completion outcome, before, and during. **I will ask the panelists to put into context each their institutions and their community.**



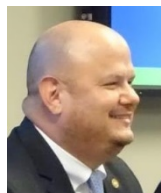
Christina Royal, President, Holyoke Community College: We are located in Massachusetts on the other side of state from Boston in a county that is 50% Latinx in population. It is the largest minority representation in the county. We have 28% Latinx in our college and 6% African American and other minorities. We have a significant focus on that community. We also have ESOL students and one of the largest cities in mainland America of Puerto Rican individuals, they are the primary subgroup. We also have largest percentage of students we serve with disabilities at about 11%.



Gregory Haile, President, Broward College: We have about 60,000 students based in Broward County, Florida. We have a diverse population: 35% Latins, 25% African American, and 150 countries of origin and fifty languages spoken in our student body. We have a high percentage of Pell grant and first-generation students. The dynamics in Broward include growth in the county from the northeast; we had thirty people a week moving to Ft. Lauderdale before the pandemic.

We see declines in secondary enrollment and are speculating about it. Included in those declines by race are white students (22%), a slight decline among African Americans, and Hispanics up 12 points. We are starting to look ten years down the road.

Dr. Harper-Marinik: San Antonio College was the recipient of this year's Aspen prize! *Applause.*



Robert Vela, President, San Antonio College: It is a pleasure to be here. I am in the heart of San Antonio, Texas, and we are one of five institutions serving around 70,000 students county wide. We serve about 20,000 students; we are a large, urban institution. Sixty-eight of our students are Latinx and 10% are African American; we are a highly minoritized institution. Having faculty representing our students is our goal. Ten percent of students are veterans, 40% are parents, and 15% single parents—that is important to note for student life programming. Forty-five percent are housing or food insecure and 12% are or have experienced homelessness. It is important to understand your student body. Until you ask, you don't know, and the amount of need and work we need to do will shock you. I am not a social service agency, these are retention efforts to make sure students cross the finish line

Dr. Harper-Marinik: Can you reflect on hybrid thinking on equity in completion and post completion outcomes, how this work serves diversity, and how has understanding the community shaped how you look at equity at the college?

Dr. Vela: For us it is a commitment to continued quality improvement, commitment to data, and being accountable. No one thought a Texas school would win an Aspen award. To win this because of our efforts is huge. It has been a commitment to disaggregate the data and understand the achievement gaps. You have to assess everything. We assess 2,200 sections every semester. Every department has student learning outcomes. Every interaction with a student should be meaningful. If you can assess, you can perform.

We see what subgroups are struggling. Right now, our African American males are struggling, and we are going targeting our programming. It is a commitment to data, to understanding your institution is a learning institute. How many treat your enrollment office as a simply transactional? You cannot apply strategy around equity if your institution is not in check. I made a commitment to interview every employee and look for the educator's heart, people looking to fulfill a mission. When you start changing the culture of an institution, you are able to apply effective, intentional strategy centered around equity.

Dr. Harper-Marinik: When you talk about disaggregation of data, is for all levels and groups and do you make it available to everyone?

Dr. Vela: We close the college one time each semester and bring everyone to the table and everyone sees where they are. There are no secrets or hiding. We shine light on the data, but it is not punitive. We want to help each other out to raise the expectation. It is all in, not sampling. Every student learning outcome is all aligned with our strategic plan, to our priorities.

Dr. Royal: I am a social justice warrior at heart. I change the language I use to convey that equity is an economic issue for our community. The nation is changing, and we are going to have minority and majority populations that will continue to shift in the next couple of decades. We did an economic impact study and showed for every dollar spent in community colleges, there is a \$6.30 return for society, and we showed the return on investment for students and taxpayers.

I adjust my language regarding equity and post completion outcomes when talking to external audiences. That has increased partnerships with employers and bringing them to the table beyond providing guidance for our programs. We bring them in to talk about the workforce they need and building pathways for students. That is a different conversation than we used to have. We used to focus on our needs and now we shifted looking at changing demographics of the community and that is where the equitable issues come in. Our wraparound services help students find a job and do it better. We disaggregate data at all levels and it is all available. We had an external analysis of all our programs, which was met with mixed reactions. When we don't disaggregate data, you mask areas you are not having success, which are usually related to equity. That responsibility falls on the institution, not the student.



Dr. Harper-Marinik: Many times, the data brings reality to the students you actually have.
Greg, same question, and can you tell us about having a successful pathway with a lens of equity in a college representative of your community?

Greg: I like to start with the basics for our existence, 1947 and the Truman Commission report. That is when we were given our charge to give equality of opportunity. Equity is our fundamental charge. It is important to lean into that in everything we do.

The data tells us we haven't done it enough. There is a gap based on neighborhood and the income gap. We ask if we are living our truth. What does it look like from a financial strategic initiative? We look at the data of having the right number of advisors. We had 750 students to 1 advisor ratio and our goal is 300 to 1. Food insecurity came up, we embraced it, and embedded resources. It isn't just the data, but what does the program and investment look like. Post completion success includes the employers tied into that success. We are the pipeline for those that need the talent and we provide the talent.

We have the highest unemployment rate and lowest post-secondary attainment rates. We asked ourselves what the difficulties and challenges are. We looked challenges relating to underlying issues, like technology, transportation and time, and where we were in relation to those communities, and we didn't even touch them. We had a conversation with the business community. Their issue was they needed talent and we needed to ask was where were they looking. Look for areas of opportunity, such as ZIP codes with high rates of unemployment. We partner and add locations in the community and marry the opportunity for workforce. Workforce employers are investing because they need the talent, and the talent needs the opportunity.

Dr. Harper-Marinik: Employers just want people to do the job, they are not thinking about a pathway to prosperity. Tell me about your conversations with employers about pathways when they just want a worker for a minimum-wage, dead-end job. **How do you educate the community to lift people out of minimum wage jobs and lift their family out of poverty?**

Dr. Vela: I tell employers we are still antiquated. Students go for an interview after graduation and talk about grades and classes, but that is not what employers want to hear. They are looking for specific skills. We are creating e-portfolios to talk about mastery of inter-communication, interpersonal skills, leadership, etc. They may not be asking the right questions; we need to help them understand. We have 300,000 students that have taken some college no degree; what is the value? We didn't empower students to talk about their value; students feel like a failure because they didn't finish. Admit our system is antiquated. If we don't change what we deliver, someone else is going to do it better. We need to be integrated into our community and get businesses involved with what they want. A lot of the time it is soft skills. Those are the things students have trouble articulating. Employers will come to understand the value of a San Antonio degree.



Dr. Harper-Marinik: I hear about training opportunities that lead to credentials that thousands of companies recognize and when that happens, the value of the college diminishes. Colleges may need to offer that and be nimbler to compete.

Christina, can you address future education competition and the value of pathways in early childhood in the community?

Dr. Royal: There is a threat to the model of higher education with credit for prior learning and with Google and Amazon getting into education business. It begs the question, what is the value of a degree? In our strategic planning process we asked what it looks like if we are primarily workforce and credit is the minority. That is where we are headed with the competitive landscape and marketplace right now. We have to adjust and show the value of education. I am working on legislation right now to provide financial aid for workforce programs. We do not want to have those difficult conversations, but they are inevitable. Change to that scale happens slowly. We are also seeing colleges merge and consolidate.

I think the conversation about meta majors mirrors the conversation with employers. We can zero in on the mission and business model to tailor our offerings to get students in their places of employment. We have an early childhood pathway, one of the best, that leads to a low-wage job. We got funding so students do not accrue debt to go through the program. This isn't a pathway that could be obsolete, but one we can restructure to lead to more sustainable wages.

Dr. Harper-Marinik: It is important to create value around that. Early childcare is primarily women of color or single women. Through the lens of equity, having the pathway is not enough; it is an economic mobility thing. I also think workforce development also needs to shift. Going back to the Truman Commission Report, everything we do is about workforce

development, which leads to the conversation about eliminating barriers around credit and noncredit programs.

Greg: I think we could all be better about thinking about what the future looks like. There is the market asking for short-term certification. Workforce training continues to grow and be a need. From the access side, we cannot ask everyone to sign up for a two- or four-year degree, but we can ask them to give us six weeks at a time. We do a good job creating a sense of belonging people on our campus and we can do that years before they get to us. We have not had wage inflation in a while. Employers want to give out more college opportunities to students. What is our role? When we go to employers, they need to understand the students, for example, that benefits are important, and they can offer Lyft to get to work on time. Low-income employees are turning down jobs because they lose benefits, and employers need to understand that.



Dr. Harper-Marinik: Let's talk about the role of equity on transfer pathways—do you have any lessons learned, advice, or what is working well?

Greg: We have a high transfer rate for our AA students that are we are proud of. We invested in Association of College University Educators (ACUE), a program for teachers to learn skills help connect with our students. It told us we were seeing gaps based on race. Our goal is to get every full-time faculty member to get ACUE training.

Dr. Vela: Association of College University Educators is the best for pedagogy and andragogy. It is how you get faculty motivated. How many of you know if your transfer students are graduating? Ours are graduating at a higher rate than any other institution in Texas. We are raising the bar, so they are prepared when they transfer and graduate.

Leadership is important; have the courage to speak up when the institution tries to push back. I was asked how we can raise the bar if we open up to everyone and I went out on a limb and spoke from my heart. I got a standing ovation. Our role in the community is important. Strip all our titles away, and what is at core is an educator's heart. When people know that, the leadership part resonates with your college.

Dr. Harper-Marinik: Everyone should read the Truman Commission Report. Robert, you talk about raising the bar and it reminded me of the saying, "no one rises to low expectations." I was part of the team doing site visits this year for the Aspen prize. There is one word that came up repeatedly when we were at your college when we asked students what helped in their growth and learning at the college, and it was "care."

Dr. Royal: I wanted to comment about transfers. Every semester in our transfer area, they update the assumptions for students' needs. This model is different from the college as a whole. They review their situation, for example, food pantry needs, academic tutoring, housing

insecurity; it is a great strategy for retention. It is not college-wide yet, but we would like to get there.

I also wanted to talk about the attitude we espouse. When I came in as president, I wanted to talk to the students about growth mindset rather than a perfunctory president's welcome. They have all the things they need to succeed and can start to chip away at the narrative that has held them back from pursuing their dreams and taking risks. We recognize the investment in changing the attitude is critical to student success.

Greg: One thing we should focus on is how comfortable we are being honest with each other. We are here to make lives better. To do that, sometimes you have to confront the difficult things. Amy Edmondson from the Harvard Business School asks, what is one's willingness and comfortableness to speak up in a room. I can't stand when people make comments *after* they leave the room. I challenge you speak up. Also recognize there are brilliant ideas throughout the organization.

Dr. Vela: When we started developing transfer guides to universities, it was important to understand that what was on their website doesn't always apply to a specific department. Some are elitist about what they want, and it doesn't align; students are losing hours and time. We created a partnership compact to figure that out. We were not going to recommend our students to those universities until they figured those things out. They are now "university friendly" to our students.

Dr. Harper-Marinik: In closing, I remind you of the importance of humanizing the work. Every data point is a human being. Listen to your students. **What one- or two-words do you leave for your colleagues?** I say, gratitude and hope.

Dr. Royal: Learning and optimism

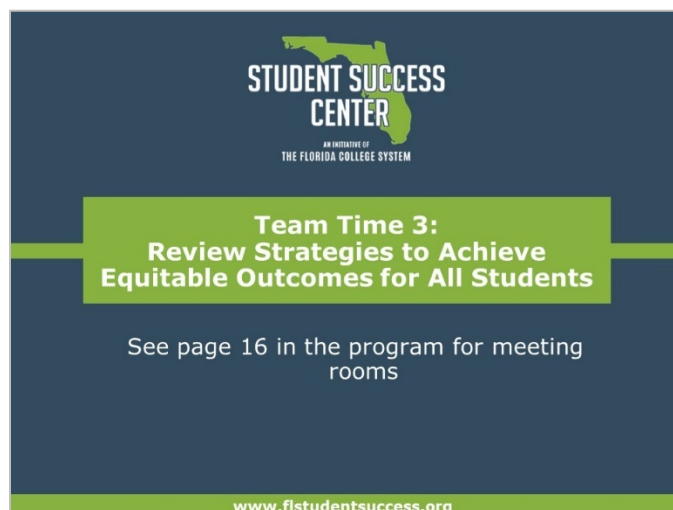
Greg: High expectations.

Dr. Vela: Care and hope.

Abbey: Thank you! That was so inspiring, and we appreciate you taking the time to be with us today. We are going into our team time and concurrent sessions now.



Team Time 3: Review Strategies to Achieve Equitable Outcomes for All Students



Participants broke out into workgroups by college.

Palm Beach State College



Pasco-Hernando State College



South Florida State College



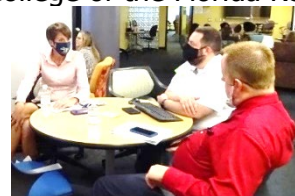
Florida State College at Jacksonville



Gulf Coast State College



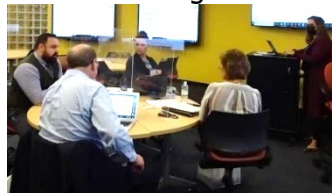
College of the Florida Keys



State College of Florida, Manatee-Sarasota



Eastern Florida State College



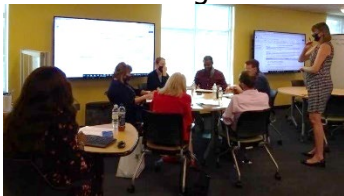
Broward College



Seminole State College



Florida Southwestern State College



Lake-Sumter State College



Concurrent Session 2

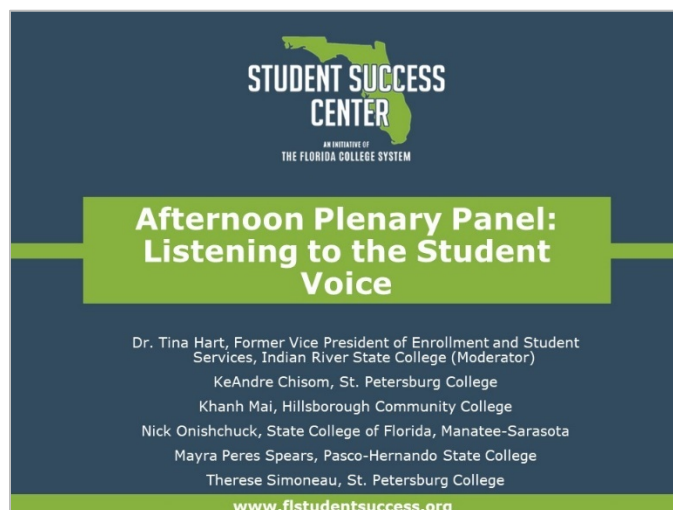


Participants attended their choice from the concurrent sessions offered.





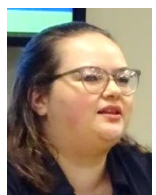
Afternoon Plenary: Listening to the Student Voice: Student Panel



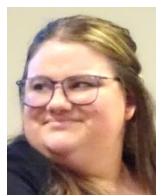
Carrie: Now we are going to hear the student voice. There is importance in hearing from the students in providing student support services.



Tina Hart, Former Vice President of Enrollment and Student Services, Indian River State College (Moderator): Thank you for your attention on this panel. We saved the best for last; we are all here for our students. We are always striving to improve. Please tell us about yourselves.



Mayra Peres Spears, Pasco-Hernando State College: I was born in Mexico City and got my GED. I started out just wanting a certification and I ended up getting an associate degree in the Arts. I am working on bachelor's degree on organizational administration. I have a two-year-old that has been with me in my college journey.



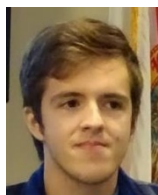
Therese Simoneau, St. Petersburg College: I am on a physics journey, and I am disabled, which takes 20-30 hours per week of my time. I love my college.



Mai Khanh, Hillsborough Community College: This is my second year here in Florida and it has been mostly online. I have an AA degree in biomedical science and am switching to a nursing program next spring.



KeAndre Chisom, St. Petersburg College: College was not in my pathway, it seemed too hard. I did enough to get by as a student. My change was when I got an A. I challenged myself and went to honors and then AP. I got a scholarship to St. Petersburg College. I challenged myself to be an architect. I already got my AA degree and will get my bachelor's in the spring.



Nick Onishchuk, State College of Florida, Manatee-Sarasota: I moved to Florida ten years ago and went to Manatee High School in Sarasota. I started going for an AA degree because I didn't know what I wanted to do. I decided to go for a career in computers/IT for financial stability.

Tina: Nick, why did you select State College of Florida?

Nick: It was close and the one my friends were going to, and it was affordable.

Tina: What was the most helpful thing college did to make you feel welcome?

Mai: Attending the executive board was most fulfilling. I can improve leadership skills and meet other students seeking solutions. It is good for socializing and getting to know more people in the U.S.

Tina: Myra, how do you balance activities such as working and community involvement while taking classes?

Mayra: It is hard because I have a baby. The activities that PHSC has keeps you engaged and you like doing it.

Tina: Therese, what resource are most helpful to you?

Therese: The accessibility resources. I am not obviously disabled. My professors have been understanding and it has been helpful to have my paperwork to go to one place. I have a great advisor that got me to the right place. The staffing has my back.

Tina: Are there any others that can respond to resources they are grateful for?

Mayra: We have a food pantry, and an accessibility office. I thought about going to get more time for testing because English is my second language. The pantry is good because students struggle sometimes.

Nick: The ones that have been helpful are tutoring in math and writing and student employment. I was trying to find a job and that really helped. It is part-time and flexible; they understand classes come first.

KeAndre: At St. Petersburg College, tutoring was helpful in Trigonometry. My tutor was so good, he became my goal. I told him he would be seeing me a lot more. At the Clearwater campus, there are study rooms that I can use for free.

Tina: How did you find out about tutoring?

KeAndre: I check my grades a lot and every time I logged in, I saw "Resources." I checked it out and saw Trigonometry and it took me to a building I passed by every day. I passed the class with an A.



Tina: KeAndre, what stands out as the most helpful experience as you navigate through college?

KeAndre: I am a first-generation college student, and I needed a backbone. I was going through programs St. Petersburg College offered: Summer to Success and Brother 2 Brother. They focused on getting into college, using resources, and getting through college. Without them, I wouldn't have gotten as far as I did.

Mai: A reliable resource is the school home page. You can email faculty and staff and get responses right away.

Therese: The honors program was my support. In high school, I had a 2.26 GPA. When I came into college, I was afraid, but the more I was challenged, the more I rose. Now I have a 3.8 GPA. They want you to be there and advisors are there to help you. When you are involved, it is hard to drop out or not do the work. You don't want to be the worst one in the Honors program!

Mayra: When I started, I learned about the academic success center and computers in the library. The first semester I spent all day there. We have great tutors and now you can access an even wider variety.

Tina: What is the biggest challenge about being a college student?

Mayra: I used to be a student worker and I loved the flexibility. When I was pregnant, I was tired and taking tough classes. I was exhausted but driven at the same time. All the activities we have power you through, for example, I love Peace Week. It helped me stay focused. I had some rough times, but you do it.

Therese: I have a rare disease that takes a lot of time. During the last midterm, there were weeks that were very heated, and I had two surgeries during that time. It is hard to miss classes. My college has made every effort to go above and beyond. My professors will proctor special tests and talk with me individually. It is hard to get through it, but the college is not leaving me out. When I was in high school, teachers didn't have the ability to do individual instruction, but the college allows for that. I am getting the knowledge, not just passing the class.

Tina: Powering through and having support when you are exhausted helps you keep going.

Therese: I have people that will personally reach out to me and it makes all the difference.

Tina: Was there one person that had a strong impact on you at the college? What was their role and what did they do?



KeAndre: I had an advisor who stepped out of their role. Sometimes, you don't know what someone's going through. My friends I went to college with had already dropped out. I decided I was going to drop college and was getting a smoothie and the advisor came over and talked to me. She had me try new classes, she had repetitive communication, and showed she cared. She left the college but still reached out to me. I email her back to this day with my every success.

Therese: I had a freshman class where my professor was very set on preparing students for a realistic college experience, such as wanting to drop out at one point and seeing friends drop out. I think that class set me up for success.

Mayra: My first class was impactful; it was a business communication class. A man sat next to me who I thought I was too old to go to college and I realized it's never too late to start and get a career.

Nick: When I started college, I worked in financial aid office and I got help myself from my boss. I met another person that helped me by asking about my classes.

Mai: I intended to attend school in my home country and my aunt asked if I wanted to study in the U.S. I thought it would be expensive and adapting would be difficult. My aunt encouraged me, and I got admitted to Hillsborough Community College. Although there are barriers, I am getting used to it and thankful I can attend the college here. Everyone respects and accepts my limitations.

Tina: How did you select your major? Did you engage in career exploration?

Mai: When I was little, my grandmother was an inspiration to me as a pediatric nurse. She told me stories about being a nurse and overcoming obstacles to treat patients. It is a calling and I want to help and serve other people. My academic advisor helped me find the right courses and activities to take. Studying to become a nurse is hard, but I will be successful.

Therese: Everyone in my family thought I was crazy to go into physics. When I came to St. Petersburg College, I was encouraged by the resources they gave me. They didn't say you can't do this; I could succeed at it. This is a new start.

KeAndre: My goal to be an architect came from the heart. I was born and raised in St. Petersburg. I was cleaning the garage with my dad and I told him how it could be designed better. He said I should be an architect, so I looked up and began researching it and drawing. I follow architectural firms on social media.

Mayra: I felt it was meant to be in my life. I took a few career tests, but I didn't like the results. When I was 7 years old, I had a business selling candy I collected from a pinata to my neighbors. In middle school, I had my mom buy animations and I would sell them to my classmates. I was born an entrepreneur.

Tina: Did anyone participate in dual enrollment?

KeAndre: I had the opportunity to participate but I looked at them like they were crazy. I wish I had in my 11th or 12th grade year.



Nick: I tried to get in but scored one point below the point you needed so I didn't get it, but it would've been helpful.

Therese: I was in dropout prevention in high school. They gave students a lesser curriculum in hopes they would succeed. I do better when I am challenged and having boundaries. Sometimes that is a mistake to give students less; if you expect them to do bad, they will. If you challenge them, they will rise up.

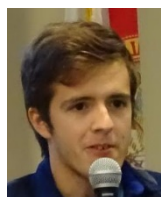
Tina: Do you listen more to parents, students, instructors, or advisors, when it comes to academics? Who do you listen to the most?

Mayra: It has been my husband and someone at the college I go to when I don't know what to do.

Therese: A trusted advisor. I have had some that I haven't had a connection with because sometimes personalities don't mesh. A good advisor is someone that cares and has the knowledge base to help you. I have connected to my potential next step colleges and asked them what they are looking for and am trying to become that.

Mai: My aunt is knowledgeable about college and the applying. When I feel down or don't know where to go, she will show me a link or give me a phone number. In America, asking questions and seeking help is important for seeking opportunities.

KeAndre: I value everyone's perspective. I depend on everyone's way of thinking. If I construct a model, I get feedback from different perspectives. I overthink a lot and that is when I rely on others to guide me. I also like to network.



Nick: My family. I ask them if they see me doing a certain job or if they can help me find information or resources and they are very helpful. Advisors also help me.

Tina: You all responded with people that you trust. If you were to talk to high school students, what advice would you give them?

Nick: I would tell them to take the opportunity to do dual enrollment and start thinking about colleges. As a high school student, you think about the now or just after high school. Seize every opportunity to pursue your career.

KeAndre: I would tell them to go up to honors classes in 9th and 10th grade and push for dual enrollment in 11th and 12th grade. And you need self-discipline.



Mai: Be confident but not overly confident, know your limitations and advantages. Know who can help you and speak up for yourself. Work hard in school.

Therese: Your education is your responsibility, and you need to take control over it. I was administratively promoted in my middle school years, and I wish they failed me. Do not be afraid to fail and make mistakes. Be bold and educate yourself. Learning the wrong thing is better than learning nothing. Education is power, especially as a woman. It is important to know who to listen to and who not to.

Mayra: Do not be afraid of going to a local college because they also offer quality education. Get involved because that keeps you engaged. Follow your heart.

Tina: If you can give colleges a piece of advice from a student perspective, what would that be?

Therese: Stay engaged with the students, even if they are not responding. I have a teacher that reaches out a lot and I don't have time to respond, but I see it. It makes students feel like someone cares.

Mai: Get involved in the clubs and activities to know more people. You can learn a lot from your friends.

KeAndre: Don't be rude. If they reach out to you for information, don't just submit a form, engage with them. Ask the student about their goal and their steps to reach the goal.

Nick: It is about communication and connection and engaging with the student. Keep up with them. Every student is different and has a different approach of how you talk to them. Keep sending them emails and asking about their life. Set aside your beliefs.

Therese: One of the worst feelings is when a professor sends you an email that is curt. You want to please them. You don't know what the student is going through and getting a discouraging email can be hard.

Mayra: Online classes are awful; I like the personal connections. I had a class where the professor offered one hour a week to connect to the students online to ask questions. Online is self-taught much of the time and can be difficult.

The audience had a chance to ask questions.

Speaker: What is your preferred means of communication?

Nick: Myspace. *Laughter.*

Mayra: Social media is a great tool. You can reach a group of students.

Therese: It is the tone of the communication. If it feels fake, generic, or is a robo-message, we pick up on it. It doesn't feel like the person cares.

Mai: In-person communication is instant.

KeAndre: Everything: email, a meeting in person, calls, voice mail. If I'm looking for something I will check all types for a response.

Nick: Email is supposed to be professional; text is more personal. I don't mind text, voice, email, face to face. The way you communicate for each student is different.



Speaker: Mayra, will you talk about what we do on Monday nights and your purpose and the benefits?

Mayra: We have Study with the Dean. That is a time to focus on your homework and you are all studying together. It is hard to find time to study but this is valuable because it is a designated time. It is a Zoom meeting.

Tina: It has been interesting hearing how the student voice has validated what we have been talking about. We are grateful that you spent this time with us. We want to be here for you always.

Applause.

Abbey: We appreciate the student panel being here today. We are heading to our final team time.

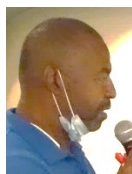
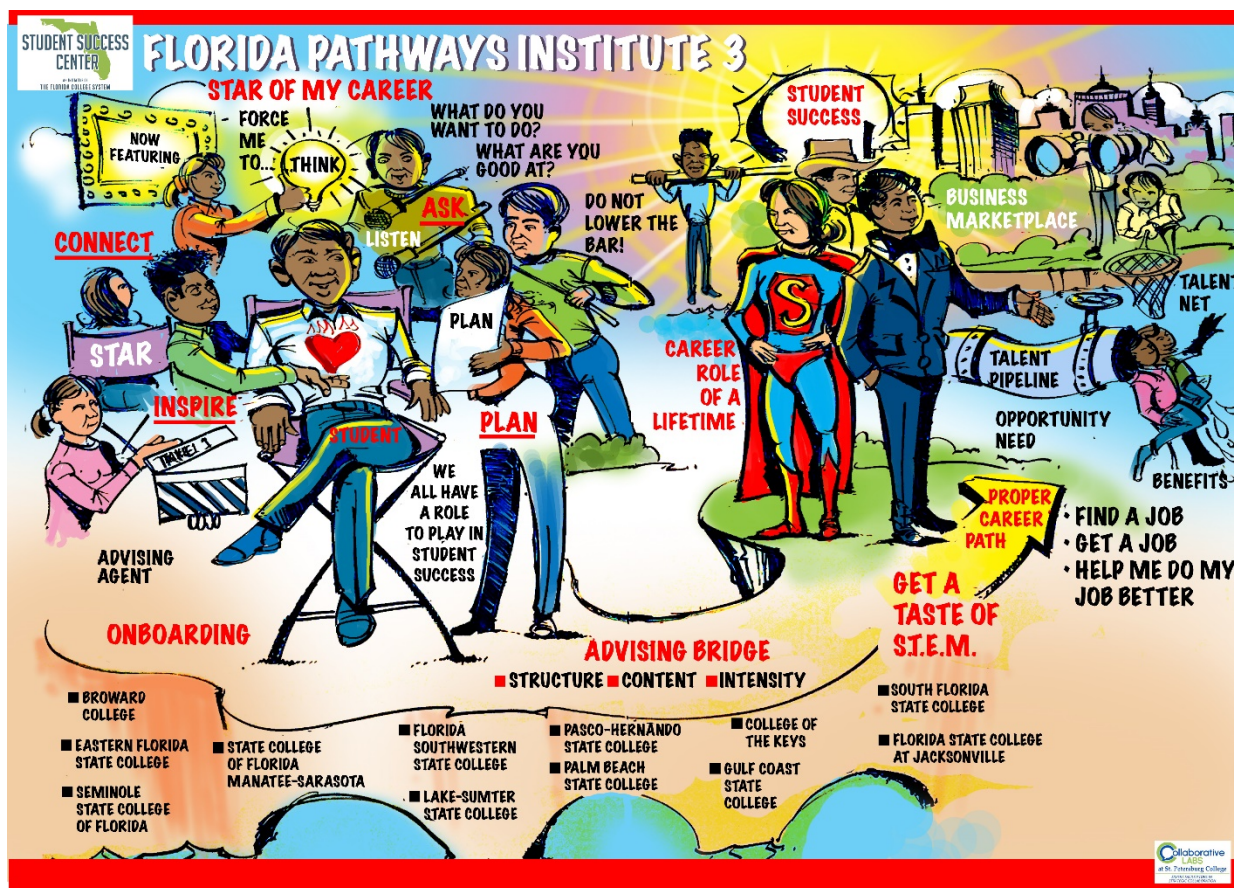
Team Time 4: Next Steps Action Planning



Participants broke out into workgroups by college.

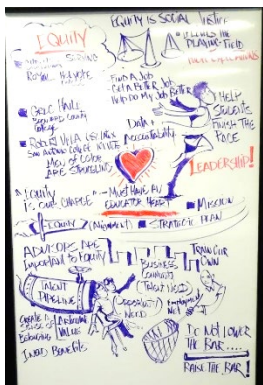


Artwork

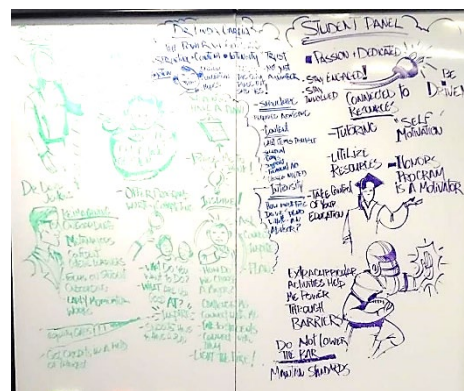


Jonathan Massie, Business Illustrator,
Collaborative Labs: It has been a rich two days; I could have filled up more whiteboards.

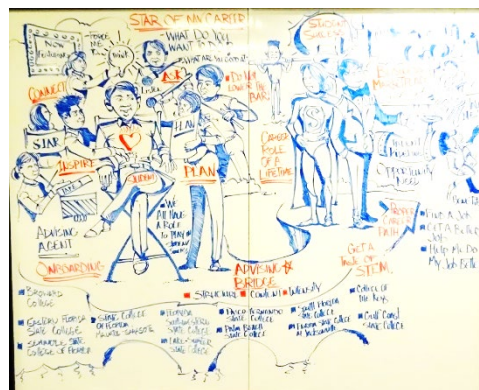
Yesterday we talked about onboarding and the elements of it, getting a taste of STEM, and advising and how important it is. We have elements of the student panel, such as being engaged and driven, bursting through barriers, and having control.



This represents the panel discussion around equity. We heard about having an educator's heart, the alignment of the strategic plan to the mission, equity tied to excellence, and raising the bar. We have the concept of not lowering standards, and instead challenging people.



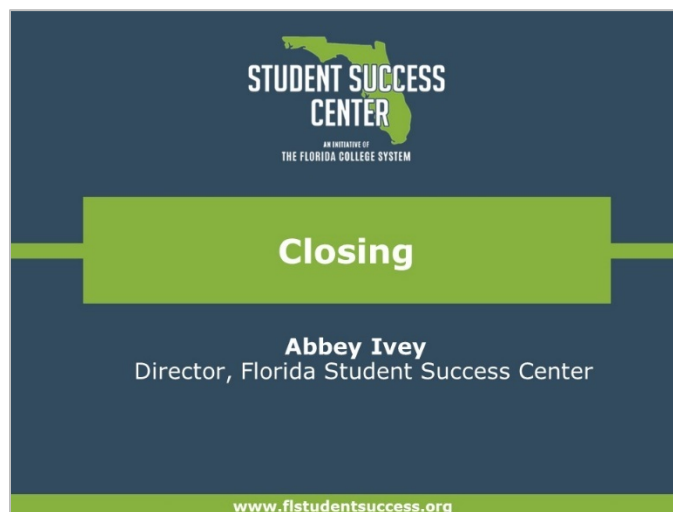
This concept started yesterday, and my gut was talking to me about James Bond. It is the idea of focusing on the student, having the student as the star of their own career. The student in the middle is the focus and around him are the elements of onboarding. They are helping him get ready for the starring role, asking him questions and connecting. We heard again from the student panel about being inspired and lighting that fire. You have to have the plan or script, or the movie doesn't get made. There is an advising bridge that is critical to student success. It is important to get the right major or role and play to your skills. There is a guy there hanging on the bar in the back and you have people in the marketplace ready to bring them on.



Applause.

Andrea Henning, Collaborative Labs: You will get full-size color versions of this. We thank you for the opportunity to host you all!

Closing



Abbey: Thank you to the Collaborative Labs team. We will post the final version of the artwork on our website. We will also post the PowerPoints from the concurrent session and the recordings of the main sessions. There is one more event left in the cohort series in the spring, and we will be in touch soon about setting a date for that. Safe travels!